

THE EFFECTIVENESS OF USING STORY MAP TECHNIQUE TO STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT

Rika Nurhikmah Sugandi¹, Yudi Juniardi², Eri Rahmawati³

¹²³Universitas Sultan Ageng Tirtayasa

e-mail: ricoahmeedt@gmail.com, yjuniardi@yahoo.com, eri.rahmawati@untirta.ac.id

Abstract

The aim of this research is to find out the effectiveness of using story map technique towards students reading comprehension on narrative text. The method used in this study was quantitative method framed within the quasi experimental design. The population of this research was the tenth grade students of SMKN 01 Kragilan. The sample of this research was chosen based on the random sampling technique. The researcher took two classes to do the research as an experimental class and control class. Each class consists of 36 students. The researcher took 20 students for sample. Pre-test was given to both classes at the beginning phase. Then treatment was given only to the experimental class. To find the effectiveness, post-test was given to the class. The data were collected through pretest and posttest. The collected data were analyzed by using t-test formula. The result of the research showed that story map as a technique is effective towards students reading comprehension in narrative text. The calculation result of t-test showed that $T_{count} \geq T_{table}$, $5.85 \geq 2.00$, it can be said that Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_0) was rejected, it can be said that there is a significant influence on the students reading comprehension through story map technique. Furthermore, story map technique is more effective in teaching reading comprehension on narrative text. It means that the use of story map technique was considered effective in teaching reading comprehension on narrative text.

Keywords : Narrative text, story map technique, reading comprehension

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INTRODUCTION

Reading is an essential skill that affects academic achievement in all areas. As a basic skill that needs to be owned by everyone, many educators consider reading as a cornerstone for success in school and throughout life. That becomes an important activity in any language class, not only an activity to search for information and pleasurable activity, but also as a consolidating and extending one's knowledge of the language. Reading belongs to receptive skill because by reading, the readers will receive information from the text. To get the information well, the readers should be able to comprehend the message in the text. According

to Elizabeth S. Pang et al (2003:6), "Reading is about understanding written texts. It is a complex activity that involves both perceptions and thought".

Reading can develop such kind of new vocabularies in sentence recognition. It requires new ideas, obtains needed information, seeks support for ideas and broadens interest. According to Juniardi, Y. And Irmawanty (2011: 38) "reading comprehension is understanding activity of reading a text." Odwan (2012: 140) said, "Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary

words encountered in the texts, and learning how to abstract meaning from the text". Based on these statements reading comprehension is the act of understanding what the reader is reading.

Durkin (1993) assumes that comprehension is the peak of the reading skill and the base for all reading processes. For students, it is not always easy as it seems to comprehend reading texts. Based on observations of the researcher in December 2019 at SMKN 01 Kragilan, many students were difficult to comprehend the whole story. They just know about the text but they did not know the detailed of the text. When the teacher asked them to answer or retell narrative-related questions, they do not know exactly what to say, or even to answer questions.

As stated in the School-Based Curriculum of senior high school for the tenth grade, one kind of text types that the students should comprehend is narrative text. According to Coffman and Reed (2010: 5), "narrative is defined as having several common components including a setting, plot (series of goals-based episodes, attempt, outcomes), resolution or end of story."

A story map is a visual representation of a document, graphic, or semantic. Using a particular framework it guides the attention of students to important elements of stories. The map shows ways to present an outline of a plot. It tells the generic structure stuff, including characters, environment, aim, case, and resolution. Students can better understand the narrative text by using the story map, as they have a graphic to place the chronological case of the story and the other elements of the story.

There are some previous studies on the story map towards students reading comprehension in narrative text. The first study from Hasanah, N. U. (2016) is about "Improving Students Reading Comprehension in Narrative Texts with the Medium of Story Map". The second study from Yufariani, D. A. (2018) is about "The Effectiveness of Using Story Mapping on Students of Reading Comprehension in Narrative Text". The last study from Amalia, R. (2017) is about "The Effectiveness of Using Story Mapping Technique on Students Reading

Comprehension of Narrative Text". The similarity between those of research with this research is using the story mapping technique. However, some previous studies above have some differences with this research. Some previous studies above used Classroom Action Research, Pre-Experimental, as a research design. Meanwhile, this research use Quasi-Experimental as research design.

The teaching-learning process is another factor in students' reading skills. Some teachers still use an outdated technique. A teaching style is strongly teacher-centric and many of the lessons in a classroom concentrate on rotary learning. It makes the students bored and has less motivation to read the text. Moreover, in this era of online learning, it becomes more challenging for teacher to attract students' attention in reading the text since they are easily distracted if the learning is not interesting.

In reading skills, there have been many interesting medias used by English teachers to help students understand reading more easily. They are scramble text, flash card, etc. From so many media which have been developed, the writer believes that story map is a suitable media for teaching reading. Since a story map is a visual representation of a document, graphic, or semantic which uses a particular framework to guide students' attention to important elements of stories. The map shows ways to present an outline of a plot. It tells the generic structure stuff including characters, environment, aim, case, and resolution. Students can better understand the narrative text by using the story map, as they have a graphic to place the chronological case of the story and the other elements of the story.

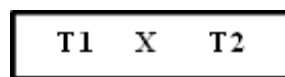
In short, the researcher assumes that story map is a good media in stimulating the students' reading ability. Therefore, the researcher conducted a study about "The Effectiveness of Using Story Map Technique Towards Students Reading Comprehension on Narrative Text".

METHOD

In this case the researcher used quantitative method based on the experimental class. According to Ary (2010: 22) "Quantitative
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research uses measurement as a way of collecting data in the form of numbers which are used to answer questions and test hypothesis that have been determined”.

The researcher used Quasi-experimental design. In this research, there are two classes taken as the sample classes in which each of them was treated with different treatment. Both classes were labeled as the experimental group and control group. The first group as the experimental group was given a pre-test. After that, this group was given a treatment by using story map technique, and then was given a post-test. Meanwhile, the second group as the control group was given a pre-test. After that, this group was given a treatment by using conventional teaching, and then was given a post-test. This is illustration of one group pre test and post test design :



Notes:

T1 = Pre test

X = treatment

T2 = Post test

(Setiadi, 2004)

The researcher conducted the research in SMKN 01 Kragilan. It is one of Vocational High School in Serang. It is located on Jl. KH Syuhada - Cisait. The researcher conducted the research to the tenth grade students on the first semester and the researcher took two classes for experimental class and control class in the academic year of 2020/2021. The researcher conducted the research on August in pandemic era, the researcher used the online meeting by Google classroom.

The researcher took two classes to do the research as an experimental class and control class. Each class consists of 36 students. The researcher took 20 students for sample.

In this research, the researcher used a test to obtain the data. There are pre-test and post-test. Pre-test was conducted to determine the student’s ability in English language before

treatment. It was given by researcher after getting the results from try out class. This test was used to determine reading skill in narrative text. The test was given to the experimental class and control class.

The test consists of some questions about narrative text. The form of pre-test is multiple choices for the experimental class and the control class. It consists of 20 question with the option a, b, c, d and e. Furthermore, after giving the treatment, the researcher provided the experimental class and control class a post-test. Post-test was used to measure the mastery of learning outcomes at the end of the treatment. The form of post-test is multiple choices for the experimental class and the control class. It consists of 20 question with the option a, b, c, d and e. To see whether the test are valid and reliable or not, the researcher used validity and reliability to measure the test.

A test can be said to be valid if it measures the object to be measured and matches the criteria of validity and empirical validity or related criteria. In this research, the researcher used validity form to get validity of the test. According to Creswell (2012:159), “validity is the development of sound evidence to demonstrate the interpretation of the test (scores of the concept or assumption of measurement)”. Then, the researcher used Pearson Product Moment formula to know the validity of the test.

Reliability is the intended measure of accuracy, consistency, dependency or fairness of the score resulting from the administration of a particular examination. According to Creswell (2012: 159), “reliability is an instrument’s scores are reliable and consistent.” In this research, the researcher used reliability form to measure the reliability of the test. The researcher used “Spearman Brown’s Prophecy Formula”

After collecting all the data, the researcher analyzed the data from the test. The researcher used normality of the test, homogeneity of the test, and t-test to analyze the test.

The normality test was applied to measure the normality distribution of scores in the experimental class and control class

normally distributed or not. In this research, the researcher used the Chi-Square formula to measure the normality test.

The homogeneity test announces to ensure the same variant for the data group. To measure the homogeneity of the two class variant data, the researcher used F_{count} formula.

In this research, the researcher presented the alternative hypothesis (H_a) and the null hypothesis (H_0). The alternative hypothesis (H_a) is that story map technique is effective on students reading comprehension in narrative text. Whereas, the null hypothesis (H_0) is that story map technique is not effective on students reading comprehension in narrative text.

FINDINGS

This chapter presents the results of data analysis which concerned with the effectiveness of using story map technique towards students reading comprehension on narrative text at tenth grade of SMKN 01 Kragilan. In this research, the researcher used test as the instrument. The test were two types; pre-test and post-test. The test was given in two classes. The researcher did the research in two classes; X AK 1 as the experimental class and X TKJ 2 as the control class, each class consisted of 36 students.

In this research, the researcher conducted the research in three meetings to get the data. The first meeting is for giving the pre-test in experimental class and control class. The second meeting is for giving the treatment in experimental class used story map technique and in control class used conventional technique. The last meeting is for given post-test in both of classes.

The researcher analyzed the data by using Microsoft Excel. The researcher found the average scores pre-test and post-test both of classes; the average score of pre-test in control class was 37.25. There was improvement in the post-test with the average score was 56.9. The

average score of pre-test in experimental class was 41.7 and in post-test were 69.9. It means that the comprehension of the experimental class is better than the control class after getting the treatments.

After getting the data from Try Out test, the researcher analyzed them by using Pearson Product Moment formula to examine the validity of the instruments. The test can be valid if $t_{count} \geq t_{table}$. The validity of the instruments has been tested to the students of X RPL 1 of SMKN 01 Kragilan. The test was given to 36 students. There were fifty items of Try Out; forty four items that was valid and six items that was invalid. After the researcher got the validity of the data, the researcher divided into two tests; pre-test and post-test. In the pre-test, there was 20 items of the test. And in the post-test, there were 20 items.

After getting the data from Try Out test, the researcher analyzed by using Spearman Brown formula to examine the reliability of the instruments. The test can be said reliable if $r_k \geq r_{table}$.

Table 1

The Reliability of the Test

Items	Rk	r_{table}
50	1.99	0.329

Based on the table above, calculation of reliability showed that 50 items of the test were reliable and can be used as a research instrument because, $r_k \geq r_{table}$ ($1.99 \geq 0.329$).

The normality test that was conducted by the researcher has a purpose to examine whether the test was normally distributed or not. The researcher used Chi Square test for analyzing the normality of the data distribution.

The normality of pre-test was analyzed after the researcher collected the student's score of pre-test in experimental class and control class. It calculated by using Chi Square

(X^2) formula. The distribution was normal if the $X^2_{count} \leq X^2_{table}$.

The result of calculating normality of pre-test showed that the X^2 count of pre-test score in the experimental class is 7.81. The value of $df = k - 1 = 6 - 1 = 5$, the significance α 0.05. In the X^2 table (Chi Square table) with $df = 5$ is 11.07. So, the pre-test score for experimental class was normally distributed because X^2 count $\leq X^2$ table or $7.81 \leq 11.07$. More specifically, the distribution can be seen at the chart as below:

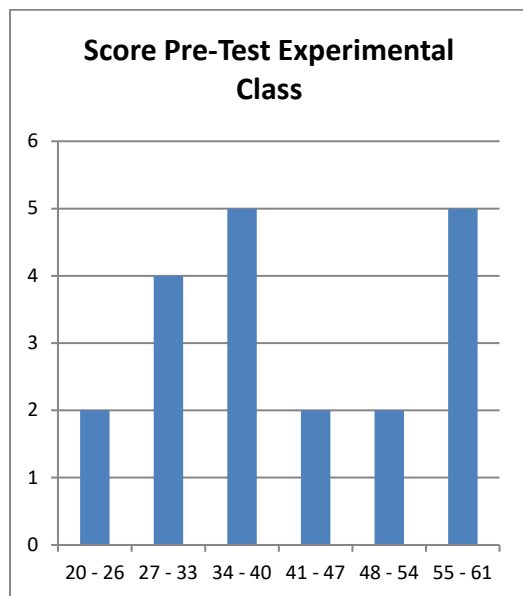


Figure 1 Pre-Test in Experimental Class

Meanwhile, the result of calculating normality of pre-test in control class showed that the X^2 count of pre-test score is 4.81. The value of $df = k - 1 = 6 - 1 = 5$, the significance α 0.05. In the X^2 table (Chi Square table) with $df = 5$ is 11.07. The pre-test score for control class was normally distributed because X^2 count $\leq X^2$ table or $4.81 \leq 11.07$. More specifically, the distribution can be seen at the chart as below:

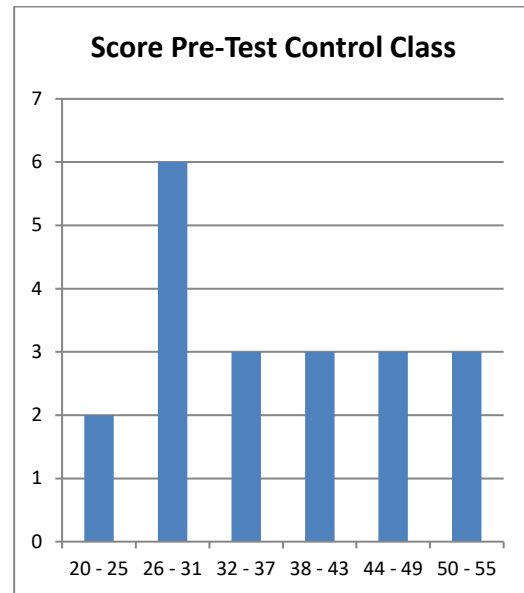


Figure 2 Pre-Test in Control Class

So, it can be concluded that the distribution of score each class in pre-test was normally distributed because X^2_{count} of pre-test in experimental class and control class was smaller than X^2_{table} .

The normality of post-test was analyzed after the researcher collected the student's score of post-test in experimental class and control class. It calculated by using Chi Square (X^2) formula. The researcher calculated the normality aimed to examine the data of post-test in both of class was normal or not. The distribution was normal if the $X^2_{count} \leq X^2_{table}$.

The result of calculation normality of post-test in experimental class showed that the X^2 count of post-test score in the experimental class is 7.81. The value of $df = k - 1 = 6 - 1 = 5$, the significance α 0.05. In the X^2 table (Chi Square table) with $df = 5$ is 11.07. So, the post-test score of experimental class was normally distributed because X^2 count $\leq X^2$ table or $7.81 \leq 11.07$. More specifically, the distribution can be seen at the chart as below:

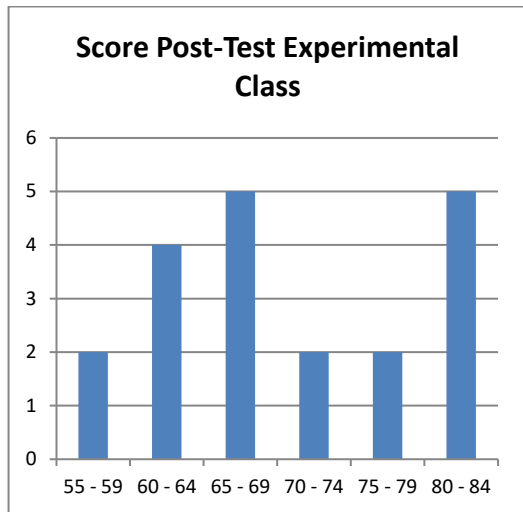


Figure 3 Post-Test in Experimental Class

Meanwhile, the result of calculation normality distribution of post-test in control class showed that the X^2 count of post-test score is 3.54. The value of $df = k - 1 = 6 - 1 = 5$, the significance α 0.05. In the X^2 table (Chi Square table) with $df = 5$ is 11.07. The post-test score of control class was normally distributed because X^2 count $\leq X^2$ table or $3.54 \leq 11.07$. More specifically, the distribution can be seen at the chart as below:

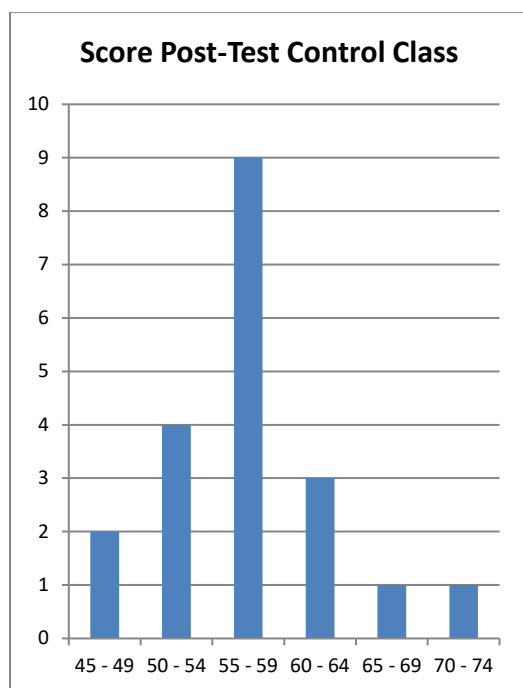


Figure 4 Post-Test in Control Class

So, it can be concluded that the distribution of score each class in pre-test and

post-test were normally distributed because X^2 count of pre-test and post-test in experimental class and control class was smaller than X^2 table.

Based on the result of normality test above, the researcher can conclude that the data have normal distribution. Then, the next step to find out the differences between experimental class and control class, the researcher did homogeneity testing. Homogeneity of two variant comparing the value of the highest variant and the lowest variant with significant 0.05, here are the criteria of homogeneity:

If $F_{count} \geq F_{table}$: it indicates not homogenous

If $F_{count} \leq F_{table}$: it indicates homogenous

From the table 2, the data indicated homogeneity if $F_{count} \leq F_{table}$ in significant level is 0.05, then, the result of calculation showed that pre-test score was $1.84 \leq 2.16$ and post-test score was $2.08 \leq 2.16$, they were smaller than F_{table} , it can be concluded the variants were homogeneity.

Table 2
Result of the Homogeneity Test

Test	Group	Variant	F count	F table
Pre-Test	Control	87.68	1.84	2.16
	Experimental	162.18		
Post-Test	Control	38.92	2.08	
	Experimental	81.09		

From the calculation above, the researcher used t-test formula in the significance degree of 5% (0.05). The result showed that t_{count} (5.85) is higher than t_{table} (2.00). The level of hypothesis test is 5% (0.05), $df = (N_x + N_y - 2) = 20 + 20 - 2 = 38$, then t_{table} is 2.00. It means the alternative hypothesis (H_a) was

accepted and null hypothesis (H0) was rejected. It can be said that there is a significant influence the students' reading comprehension through story map technique.

In addition, the researcher also used manual count to calculate the data.

$$t_{\text{count}} = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \frac{1}{N_x} + \frac{1}{N_y}}}$$

$$t_{\text{count}} = \frac{28.15 - 17.9}{\sqrt{\left[\frac{809.23 + 366.68}{20 + 20 - 2} \right] \frac{1}{20} + \frac{1}{20}}}$$

$$t_{\text{count}} = \frac{28.15 - 17.9}{\sqrt{\left(\frac{1175.91}{38} \right) (0.10)}}$$

$$t_{\text{count}} = \frac{10.25}{\sqrt{(30.945)(0.10)}}$$

$$t_{\text{count}} = \frac{10.25}{\sqrt{3.094}}$$

$$t_{\text{count}} = \frac{10.25}{1.75}$$

$$t_{\text{count}} = 5.857$$

DISCUSSION

The calculation of hypothesis, the result showed that t_{count} (5.85) is higher than t_{table} (2.00). The level of hypothesis test is 5% (0.05), $df = (N_x + N_y - 2) = 20 + 20 - 2 = 38$, then t_{table} is 2.00. It means the alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected. It can be said that there is a significant influence on the students' reading comprehension through story map technique. Thus, story map technique is more effective in teaching reading comprehension on narrative text.

Based on the explanation about the result on the table 1 and table 2, it can be concluded that using story map technique in teaching reading comprehension is successful in increasing students score in reading comprehension. From the calculation of hypothesis, students' score can be increased after being taught by using story map technique. Moreover, it can be said that using

story map technique affects students' achievement in reading comprehension.

By using story map technique, it can be inferred that there is effective students' reading comprehension score by using story map technique. The effectiveness of using story map technique towards students reading comprehension can be seen from the score of experimental class students. Their reading comprehension' scores increased after story map technique was applied in the class.

CONCLUSION

Based on the interpretation of data, it can be concluded that story map technique is effective to improve students reading comprehension on narrative text at tenth grade students at SMKN 01 KRAGILAN. It can be seen that after the treatment of both experimental and control class, reading comprehension on experimental class get the improvement.

Based on the result of the calculation in this research, it showed that the result of t-test to test the hypothesis of this research in the significance degree of 5% is t_{count} (5.85) is higher than t_{table} (2.00). It means the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected and it can be seen that the average gained score of the experimental class is higher than those of control class.

SUGGESTION

Based on the finding of the research, some suggestions are provided. Teacher should be creative in teaching reading to make the students interested in reading activity. Reading comprehension cannot run conventionally in class. Teachers should use different technique in teaching to avoid students feel bored in class. One of technique that the researcher suggests is story map technique. Because it can make students enjoy the class.

- a. The teacher should use active learning in the English teaching and learning so that students will be easy to understand a new knowledge.

- b. The students can improve their motivation in learning English, especially in reading comprehension by using story map as the technique. This technique useful to stimulate them to read the narrative text both individually and in group, so the students can express their idea through story map technique.

The researcher hopes for the further researcher to conduct a research which is related to use story map technique in teaching reading comprehension on narrative text more detailed. Based on the result of the research by using story map technique is effective for teaching and learning English especially in reading comprehension. Therefore, for further researcher can conduct a research to focus on one kind of narrative text and conduct a research in different field by using qualitative research design to know whether the story map technique is even more effective or not for teaching reading comprehension.

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