STORY MAPPING TO TEACH READING NARRATIVE TEXT AND IT'S PROBLEM

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Abstrak

Tujuan dari penelitian ini adalah untuk mengungkap proses pengajaran pemahaman membaca teks naratif, dan untuk mengetahui masalah guru dalam menerapkan teknik pemetaan cerita dalam pengajaran pemahaman membaca teks naratif. Penelitian ini menggunakan penelitian kualitatif dengan metode studi kasus. Data dikumpulkan dari observasi, wawancara, dan dokumentasi. Partisipan dalam penelitian ini adalah seorang guru bahasa Inggris kelas X IPA yang mengajar teks naratif dengan menerapkan teknik story mapping. Proses belajar mengajar membaca pemahaman berjalan dengan baik meskipun belum maksimal. Sementara itu, ada lima permasalahan yang dihadapi guru dalam mengajarkan pemahaman bacaan, yaitu guru mengalami kesulitan jika siswa tidak dapat mencapai penguasaan dasar dalam membaca, guru mengalami kesulitan jika siswa membaca sangat lambat teks bacaan yang diajarkan, guru mengalami kesulitan jika siswa tidak dapat memahami dan menemukan. kesimpulan, implikasi, dan gagasan utama dari teks bacaan, guru mengalami kesulitan dalam memilih bahan ajar dalam mengajar pemahaman membaca teks naratif, guru memiliki masalah dalam merancang atau memodifikasi pertanyaan dan latihan untuk menarik minat siswa dalam belajar pemahaman membaca teks naratif.

Kata Kunci: Teknik Pemetaan Cerita, Pengajaran Membaca, Teks Naratif

Abstract

The purpose of this research is to reveal the process of teaching reading comprehension of narrative texts, and to find out the teacher's problems in applying story mapping techniques in teaching reading comprehension of narrative texts. This study uses qualitative research with a case study method. Data was collected from observation, interviews, and documentation. The participant in this study was an English teacher for class X IPA who taught narrative texts by applying the story mapping technique. The process of teaching and learning reading comprehension is going well, although not optimal. Meanwhile, there are five problems faced by the teacher in teaching reading comprehension, namely the teacher has difficulty if students cannot achieve basic mastery in reading, the teacher has difficulty if students read very slowly the reading text being taught, the teacher has difficulty if students cannot understand and find. conclusions, implications, and main ideas of the reading text, the teacher has difficulties in choosing teaching materials in teaching reading comprehension of narrative texts, and the teacher has problems in designing or modifying questions and exercises to attract students' interest in learning reading comprehension of narrative texts.

Keywords: Story Mapping Technique, Teaching Reading, Narrative Text

Introduction

Reading is a process carried out and used by readers to convey messages by writers through the medium of words or written language. Reading can also be considered as a process of understanding the implied from the explicit, namely understanding the meaning contained in written words. According to Brown (2007, p. 298), reading is the process of reassembling from the printed pattern the ideas and information the author intended.

Therefore, the reader's thinking, not the printed words on the page, holds the key to the reading's meaning. To master the reading of a text, students are expected not only to be able to read the text but also to try to understand the text. Goodman in Minha (2017), the essence of reading is understanding the content and understanding the meaning of reading. Readers will be able to know their success in reading a passage if they understand what they are reading.

The capacity to analyze literature, comprehend its meaning, and apply it to what the reader already knows is known as reading comprehension. David Nunan in Hidayanti (2017), To fully understand a text, one must actively create connections between its many elements and between the text and their own experiences. So, to understand what is read, the reader must be able to not only understand the meaning of a text such as defining written words, such as sentences, and identify main ideas and supporting details, but also combine new information presented in the text with existing knowledge and stored in the mind they.

Research that supports this research is the research conduct the first study by M. Yunus, et al. (2008) entitled Improving Students' Skills in Reproducing Short Stories Through Story Mapping. In this investigation, we'll find out the contribution of story mapping writing techniques to minimize students' problems in writing paragraphs. The results showed that: students' writing scores increased after applying the story mapping technique, and there are differences in test scores before and after the implementation of the story mapping technique. The second study conduct by Minha (2017) entitled The Use of Story Mapping Techniques in Understanding Narrative Texts in Class X Kc Students at SMKN 3 Bengkulu City. This study intends to explain the examination of how story mapping techniques at SMKN 3 Bengkulu City improved students' reading comprehension of narrative texts. According to the study's findings, pupils' reading comprehension can be enhanced by using story mapping approaches.

Based on its strategic location and easy access, one of the high schools that facilitates students to learn English is SMAN 1 Ciomas. In the 2013 curriculum syllabus of SMAN 1 Ciomas, students study narrative text material in class X. A narrative text is one that tells a sequence of events in a sequential or related manner. In terms of competency standards, students must be able to present oral and written narrative texts about legends while focusing on language components in context, text structures, and social functions.

Meanwhile, based on pre-observation on tenth grade students which was carried out on January 27th, 2022, the researcher interviewed the English teacher. It is found that story mapping techniques had been used as a technique in teaching reading comprehension of narrative text. In addition, she also said that even though the story mapping technique was applied in teaching reading comprehension of narrative text, students still experienced some difficulties. First, the students' reading comprehension ability of narrative texts is still low. Both students had difficulty in reading comprehension of narrative text, and students had difficulty in understanding narrative text reading in English.

Based on previous research, the use of story mapping techniques in the learning process was able to minimize students' problems in writing paragraphs, students' abilities increased after the application of story mapping techniques. Then, the story mapping technique is able to improve students' ability to understand reading narrative texts. Unlike in previous studies, in this study, although the story mapping technique has been applied in the learning process of reading comprehension of narrative texts, students' ability in reading comprehension is still low, students still have difficulties in understanding reading narrative texts, especially narrative texts in English. Therefore, the researcher is interested in researching the process of teaching reading comprehension of narrative text by using story mapping techniques, the teacher's difficulties in using story mapping in teaching reading comprehension of narrative texts, and how to find the causes and sources of reading comprehension problems of narrative texts. Therefore, this research is entitled "The Use of

Story Mapping Technique to Teach Reading Comprehension of Narrative Text (A Case Study at Tenth Grade of SMAN 1 Ciomas)".

Method

This study uses a case study approach with qualitative research. Researchers used qualitative research with a case study approach to analyze the difficulties faced by teachers when teaching reading comprehension of narrative texts by using story mapping techniques in depth so as to find accurate results. This research was conducted at SMAN 1 Ciomas which is located on Jalan Raya Pasar Ciomas Serang - Banten, Indonesia. This study's participant was a teacher of English in class X IPA who taught narrative text by applying story mapping techniques. The researcher chose her because she was the only instructor to use the story mapping method. in teaching narrative texts. The researcher has selected 16 students of class X IPA 3 whose English scores are above 80. The researcher used purposive sampling to select research subjects. Data can be collected using a combination of observations, interviews and documentation. In order to collect data on the ground for this study, the researchers used observation, interviewing, and documenting. How to make observations: 1) Researchers prepare observation sheets; 2) The researcher joins the class; 3) The researcher observes the learning process of narrative text using story mapping techniques. The researchers interviewed English teachers to obtain data on their opinion about the problem and the process of teaching reading comprehension of narrative texts using story mapping techniques. The researcher uses semi-structured interviews because the interviewer prepares a list of questions for the interviewee. The documentation used in this study includes the results of students' narrative text analysis answers using story map layouts in English learning which are attached as follows: evidence that students have analyzed the narrative text. In this study, the researcher analyzed the results of students' answers to determine students' abilities. The use of observation sheets, field notes, interviews, and other tools for data collection is permitted in qualitative research. As tools for gathering qualitative data, the researcher used an observation sheet checklist, interviews, and documentation in this study. The researchers made use of Miles et al.'s (2014) data analysis methods, including 1) Data condensation. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appears in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. In this case, the researcher selected the data derived from observation on the teaching and learning process, interviewed the teacher and gave the questionnaire to the students as the supporting data for the result. 2) Data Display. The next step is to present the data after it has been reduced. The data is shown in the form of a brief description. Data condensation is carried out systematically by compiling the data, followed by narrative writing of the data obtained in the field. The data is collected based on the focus of the research by entering the analysis results into notes. The information is compiled in a sentence explaining the findings obtained from the effects of observation, and interviews in the field. 3) Drawing Conclusion. After presenting the data, a conclusion is drawn. Then the data is verified by comparing it with existing theories.

Result and Discussion

the teaching and learning process of reading comprehension went well even though it was not optimal. Meanwhile, there are five problems faced by teachers in teaching reading comprehension, namely teachers have difficulty if students cannot achieve basic mastery in reading the teacher has difficulty if students read very slowly the reading text being taught, the teacher has difficulty if students cannot understand and find conclusions,implications, and main ideas from the reading text, teachers have difficulty in choosing teaching materials in teaching reading comprehension of narrative texts, The teacher has trouble coming up with or changing exercises and questions that will pique students' interest in learning to read narrative texts with comprehension.

Result

The Process of Story Mapping Technique to Teach Reading Comprehension of Narrative Text

Table 1 Observation Report

No.	Aspects	Statements	Yes	No

1		By encouraging students' curiosity, the teacher increases their enthusiasm in mastering reading comprehension.	√
2		As a group project, the teacher introduces the story mapping technique.	√
3		The instructor describes story mapping technique using stories with uncomplicated plots.	√
4		The teacher selects the printed narrative text and share it with students.	√
5	**Process of teaching learning by using story mapping technique**	Students read the text that has been distributed by the teacher.	√
6		The teacher explains the material, and the teacher displays text information.	√
7		The instructor divides the class into various groups and provides a paper on the components of story mapping.	√
8		Students debate and respond to narrative texts questions about the elements of story mapping.	√
9		The teacher collects student answer sheets and regroups so they can share the results of the story mapping.	√
10		The teacher presents another paper on graphic elements of story mapping, and students answer comprehension questions. And students can use graphic organizers to present information.	√

Considering what the observation report showed, before the teaching process begins, the teacher first provides brainstorming to students. The purpose of the teacher providing brainstorming It

is important to gather different viewpoints, facts, and experiences before teaching so that they can be used to create an idea or information map. In addition, so that students dare to express their ideas or ideas. The brainstorming activity in this activity is that students ask the teacher about the types of stories in narrative texts that will be studied. In this activity, students began to look bored and less interested in participating in the teaching process.

In addition, Teachers struggle with time management as well. This happened due to the fact that the kids read the book extremely slowly, forcing the teacher to control each student individually and explain the narrative text. This is done because they lack the fundamental understanding of the text, students cannot find conclusions, and students cannot find the text's core idea. When the lesson time was almost up, The teacher didn't have time to give the pupils feedback on the content they had studied because it felt like she was in a rush to discuss the material with the class. In addition, students do not have good vocabulary mastery, which makes it difficult for students to decode words in sentences. Furthermore, students also have problems in memory, they forget about the texts they have studied and discussed previously or even to keep in mind newly acquired words in translating the text, and it is seen that many students ask the teacher the meaning of a word more than once.

The outcomes of the teacher's application of the story mapping technique in teaching narrative text comprehension

Interviews were used to support observational data. Interviews were used to interview teachers to investigate the difficulties teachers encounter when utilizing story maps to teach reading comprehension of narrative texts. This interview was conducted on May 17th 2022. There are seven questions that the researcher strikes a stance for the teacher. The researcher deduced from the interview's findings that the teacher had difficulty making students understand the word knowledge of the text.

Considering the results of the interview found that in the method of instructing comprehension of reading by applying story mapping techniques the teacher experienced several problems. Problems confronted by teachers include: teacher have difficulty if students cannot achieve basic mastery in reading, teacher has difficulty If learners read slowly the reading text being taught, teacher has difficulty if students cannot understand and find conclusions, implications, and main ideas from the reading text, teachers have difficulty in choosing teaching materials Using story mapping strategies to teach reading

comprehension of narrative texts, teachers sometimes struggle to come up with questions and exercises that will pique students' interest in learning to read comprehension of narrative texts.

Discussion

The Method for Teaching Reading Comprehension of Narrative Text Using Story Mapping Technique

This it was observed made to support the data from the interview results. Based on observation, an observation sheet guidelines and materials used to collect data. The first and the second Pre-activity, during-activity, and post-activity were all conducted during the teacher meeting. In the pre-activity, greetings were used to start the class, and each student answered. Many of them shouted in response and enthusiastically, however, some of them did not respond to the greeting spoken by the teacher. After the class opened with greetings, The teacher verified who was present. Then the teacher stimulates students' curiosity by reviewing the last lesson, Almost all students are searching their books for information since they have forgotten what was previously discussed. Next, the teacher motivates students to be enthusiastic about learning. Then, the teacher then asked the pupils to spell a few terms related to the story. "Sura and Baya" many students could spell the word well and correctly.

The teacher instructs the pupils to pay close attention while she presents information about the narrative text they will be studying during the while-activity so that they can have a quick understanding of the material before beginning to read. The teacher then uses story mapping approaches to show data about narrative texts in order to educate reading comprehension. The teacher presents the material very clearly, but Numerous students appear to be uninterested. Some pupils demonstrated this by chatting with friends instead of listening to the teacher's explanation.

Following her presentation of the text's information, the teacher divided the class into 8 groups of two pupils each. The instructor then quizzes the class on the narrative text before giving the class some time to read, discuss, and respond to the information on the story element map. Many of them use dictionaries to

read and translate words. google translate, or ask the teacher for words they do not understand. However, some of them make noise in class might perhaps irritate their pals who are in other groups.

The teacher then led a group discussion on the text with all of the groups. Many students still choose not to participate in group discussions or even pay no attention to what their peers and the teacher are saying. The teacher rushes to discuss the content since there isn't enough time to continue the discussion because there isn't enough time for it.

In the post-activity, the teacher gathers the class, distributes narrative materials, and tests the students' comprehension of those writings asks questions with different friends. Then the teacher closed teaching and learning procedures activities.

Observations of the two learning processes are still the same, but with different materials. Students learn enthusiastically as before. However, in the middle of learning many students feel bored, and are not interested in the material being explained. later, when doing the exercises there were still many students who interfered and made a fuss in the class. This causes the teacher to be unable to manage teaching time properly.

Story Mapping Technique: The Teacher's Challenges in Teaching Reading Comprehension of Narrative Text

From the results of interviews with teachers, teachers have applied story mapping strategies to teach narrative text comprehension and the teaching is going well even though there are some weaknesses in many aspects, and teachers have difficulty applying the procedures for instructing understanding of reading of narrative texts by using story mapping techniques. The first indicator in the interview asked about the reading process using story mapping techniques. In this indicator there are two questions asked to the teacher. Then the second indicator from the interview asked about the difficulties the instructor had while using story mapping strategies to teach reading comprehension. Five questions are posed to the teacher in this indication to ascertain any issues they may be having when utilizing narrative mapping to teach reading comprehension as described in the table above.

In this section, the theory used to determine the difficulties teachers have while utilizing narrative mapping to teach reading comprehension is based on the theory of Baradja, in the work of Teguh Budiharso (2004, p. 54) which in his book states that there are five problems faced by teachers in teaching reading comprehension are basic mastery, slow reading habits, find out inferences, implications, and main ideas, text selection, and exercises to include. The results of the analysis related to the problems faced by teachers

utilizing story mapping to instruct reading comprehension can be explained as follows:

Basic Mastery - based on the interviews that have been conducted, the first using narrative mapping strategies to teach reading comprehension presents a dilemma for the teacher in terms of basic mastery is that the teacher has difficulty managing the class, almost all students in the class are passive, they often make noise in class and chat with their friends. Then the teacher has no idea to make them motivated to learn. Therefore, this can result in teachers experiencing difficulties in teaching so that students cannot achieve basic reading mastery. In addition, teachers often read and understand reading texts when the learning process has started, this results in teachers having difficulty achieving basic insight and knowledge of the text. Considering the results of the interviews and analysis, this study has similarities with the results of the identification of Baradja, in the work of Teguh Budiharso (2004, p. 54) that the first teachers' difficulties with teaching reading comprehension is basic mastery.

Slow Reading Habits - based on the interviews that have been conducted, the second instructors' difficulty in using narrative maps to teach reading comprehension in terms of slow reading habits is that teachers have difficulty when giving feedback, while Students read and comprehend materials at a very slow pace which causes them to read the text but they are clueless the meaning of the words and sentences in the text reading. They must consult the dictionary to determine the word's definition, google translate, and sometimes they ask the teacher. This causes the teacher is unable to effectively manage the instructional time. Considering the outcomes of the interviews and analysis, this study has similarities with the results of the identification of Baradja, in the work of Teguh Budiharso (2004, p. 54) that the second teachers' difficulties with teaching reading comprehension is slow reading habits.

Find Out Inferences, Implications, and Main Ideas - based on the interviews that have been conducted, the third employing narrative mapping approaches to teach reading comprehension presents a challenge for teachers is that students are not able to identify, analyze, and determine the reading text's major ideas, and make appropriate conclusions from the reading text. This happens because The reading text is

poorly understood by the students. Therefore, the teacher must explain further the reading text so that students can understand it. Considering the interview outcomes and analysis, this study has similarities with the results of the identification of Baradja, in the work of Teguh Budiharso (2004, p. 54) that the third teachers' difficulties with teaching reading comprehension is find out inferences, implications, and main ideas.

Text Selection - based on the interviews that have been conducted, the fourth the difficulty teachers encounter when utilizing the story mapping method to teach reading comprehension is that students find it challenging to read lengthy texts because they are not easily understood. While the textbooks that the teacher uses reading comprehension lessons of narrative texts, only a few brief ones text readings while the others are long reading texts. Therefore, teachers have difficulty in selecting and determining teaching materials in teaching reading comprehension. Based on the results of the interviews and analysis, this study has similarities with the results of the identification of Baradja, in the work of Teguh Budiharso (2004, p. 54) that the fourth teachers' difficulties with teaching reading comprehension is text selection.

Exercise to Include - based on the interviews that have been conducted, the last problem faced by the teacher when instructing reading comprehension using the approach of narrative mapping was that the teacher had difficulty modifying or designing new questions to encourage enthusiasm in reading comprehension among pupils because there was no reference to make it. In addition, the teacher only uses questions or exercises from the textbooks used. Considering the outcomes of the interviews and analysis, this study has similarities with the results of the identification of Baradja, in the work of Teguh Budiharso (2004, p. 54) that the last problem teaching reading comprehension, teachers have challenges is exercise to include.

Conclusion

Based on the data findings and discussions that have been analyzed and described earlier in the chapter, the following can be drawn:

The results showed that the reading comprehension teaching and learning process of narrative text use a story map went well, despite that it was not optimal. This happens because of the many problems faced by teachers when they facilitate learning and teaching. Issues are raised by both teachers and students who influence one another, so that the method of teaching and learning becomes not optimum and less effective. In contrast, the environment in the classroom throughout the teaching and learning process of reading comprehension of narrative texts using story mapping revealed that students were engaged in the process of learning to read comprehension of narrative texts using story mapping.

However, many of them appear to be less receptive and lack enthusiasm to engage in the activities involved in teaching and learning.

Next, the study results showed five a difficulty that teachers in teaching comprehension of reading of narrative texts use a story map techniques. The first is that teachers struggle when students don't succeed basic mastery in reading. The second teacher has difficulty if learners read slowly the reading text being taught. The third teacher has difficulty if students cannot understand and find conclusions, implications, and main ideas from the reading text. The fourth teachers have difficulty in choosing teaching materials in instructing comprehension of reading of narrative texts by applying strategies for story mapping. The fifth teacher also encounters difficulties while creating or altering tasks and questions to pique students' interest in reading comprehension instruction of narrative texts by using story mapping techniques.

Based on the research, analysis, and findings, the researcher would like to give some suggestions, as follow: 1) For Teacher. In teaching story mapping, the teacher should provide variety of technique especially in teaching vocabulary in order to make teaching and learning process can run well. This is aimed to improve student in learning reading comprehension about the material. In teaching story mapping technique, the teacher should increase the variety of communication based on vocabulary that mastered by students, not only for speaking but also for reading. This is aimed to make students to deepen the understanding of the materials and excavating of the materials. And the teacher can ask students to make sentences based on vocabulary has been learned in order to improve in teaching learning process. 2) For Students. The students should be practice vocabulary that student had been learned to communicate. The students should have more time to learning reading, do not learn in school, but also in their home. The students should expand vocabulary that can be easily used in their reading activity. 3) For the School. The school should provide some of the equipment to support the teacher or students in teaching and learning English. Example: provide language laboratory. 4) For Other Researchers. For further researchers, they can examine the use of story mapping techniques in learning other skills, such as listening, writing, or speaking.

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