

THE IMPLEMENTATION OF THE STORY MAPPING STRATEGY TO ENHANCE STUDENTS' READING COMPREHENSION

Muhammad Lukman Syafii*

Universitas Muhammadiyah Ponorogo, Indonesia

ABSTRACT

This research was done based on issues encountered by the author in teaching reading comprehension at the Management Study Program. The fact indicated that the learners' competencies in comprehending English texts were insufficient. To deal with the issue, the investigator implemented the Story Mapping Strategy as one of the solutions in the teaching reading. This research uses a Classroom Action Research design. The subjects were 14 students. The research was done in two cycles by ensuing the procedure of action research, namely: planning, implementing, observing, and reflecting. Each cycle was implemented in two meetings of the strategic application and one meeting for the test. The data of the research were collected by employing the ensuing instruments: observation checklist, field notes, questionnaire, and a reading comprehension test. The findings of the research showed that the Story Mapping Strategy could enhance the learners' reading comprehension. This research is categorized as effective when 70% or more of the learners can achieve progress of at least 10 points greater than the result of the preliminary research. After the investigator did the first and second cycles, the finding indicated that the learners' scores were improved. In the first cycle, 8 (57%) learners out of 14 learners reached the obtain progress of ≥ 10 points. In the second cycle, learners who achieved the target score of ≥ 10 points went up to 11 learners (78%). The findings indicated that the Story Mapping Strategy successfully increased the learners' reading comprehension. In addition, the class successfully created a better learning atmosphere compared to before the implementation of the story mapping strategy.

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*Correspondence:
muhammadlukmansyafii@umpo.ac.id

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ABSTRAK

Penelitian ini dilakukan berdasarkan materi yang dihadapi dosen dalam pengajaran pemahaman membaca pada program studi manajemen. Realitas tersebut menunjukkan bahwa kemampuan peserta didik dalam memahami teks bahasa Inggris tergolong rendah. Untuk mengatasi hal tersebut, peneliti menerapkan Strategi Pemetaan Cerita sebagai salah satu solusi dalam pembelajaran membaca. Penelitian ini menggunakan desain Penelitian Tindakan Kolaboratif. Subjek penelitian ini adalah 14 peserta didik. Penelitian dilakukan dalam dua siklus dengan mengikuti prosedur penelitian tindakan kelas yaitu: perencanaan, pelaksanaan, observasi, dan refleksi. Hasil penelitian menunjukkan bahwa Strategi Pemetaan Cerita telah meningkatkan pemahaman bacaan peserta didik. Penelitian ini dikategorikan berhasil apabila 70% atau lebih peserta didik mampu mencapai kemajuan yang diperoleh minimal 10 poin lebih tinggi dari hasil penelitian pendahuluan. Setelah peneliti melakukan siklus pertama dan kedua, hasilnya menunjukkan bahwa skor peserta didik terkoreksi. Pada siklus I, terdapat 8 (57%) peserta didik dari 14 peserta didik yang mencapai kemajuan ≥ 10 poin. Sedangkan pada siklus II peserta didik yang mampu mencapai kemajuan ≥ 10 poin meningkat menjadi 11 peserta didik (78%). Selain itu, temuan juga menunjukkan bahwa Strategi Pemetaan Cerita berhasil meningkatkan pemahaman bacaan peserta didik untuk bersemangat terlibat di dalam kelas. Kelas mendapatkan suasana yang lebih baik dengan antusias dari sebelum penerapan strategi story mapping ini.

Kata Kunci: *Pemahaman Bacaan; Penelitian Tindakan Kelas; Strategi Pemetaan Cerita*

INTRODUCTION

English is necessary for Indonesian students because they will need it to communicate and compete with other people from other parts of the world in the future. Therefore, Indonesian students need good mastery of the four language skills, i.e., listening, speaking, reading, and writing.

Of all the language skills, reading takes most of the class time. Skills in reading English texts have been considered crucial (Hamdani, 2020). Reading skill is essential because it promotes better spelling, writing, comprehension, and more advanced vocabulary (Sari et al., 2020). Besides, it can and ought to gather the whole kinds of thinking, evaluating, judging, imagining, reasoning, and overcoming problems (Vedung, 2017). Therefore, accomplishment in reading is necessary for learners in both academic and vocational progress and the learners' mental welfare (Korhonen et al., 2014); furthermore, through reading, students can get enjoyment as well.

Grabe (2014) states that the main aim of reading is reading for comprehension, keeping learners conscious of main ideas in a text, and cruising the organization of a text is fundamental for beautiful comprehension. According to Tang et al. (2019), reading comprehension is to obtain an understanding of meaning after reading. Furthermore, Pourhosein Gilakjani and Sabouri (2016) defined comprehension as the competence to obtain meaning from text which is fundamentally the final purpose of reading. Meanwhile, reading comprehension is considered a complicated process. Perfetti and Stafura (2014) state that text comprehension is a complex cognitive skill where the reader ought to put up meaning by utilizing all the available resources from both the text and prior knowledge. These resources help readers use lexis and syntax, regaining their meanings from one's psychological lexicon, creating inferences, and using schemata. Furthermore, Gilakjani and Ahmadi (2011) assert that the reader's schemata influence the withdrawal information in a text and clarifies that a reader comprehends a message when he can bear in mind a schema stating the objects and the happenings represented in the message. When a learner can associate what he has seen about the text with the new knowledge he found in the text, he can comprehend the text.

In line with the reading purposes, Jayanti (2016) states that teaching and learning reading comprehension can be learned through micro-skills. Some of the skills related to reading objectives in senior high school level are: (a) admitting grammatical word classes (nouns, verbs, etc.), system (tenses, agreement, plural, etc.), patterns, and elliptical forms (b) admitting the interactive functions of written texts, based on shape and objective, (c) deciding context that is not clear by utilizing prior knowledge, (d) deciding relations and joints between affairs, and find such relationship as the main idea, current explanation, provided an explanation, leveling, and instance, and (e) differentiating between literal and inserted meanings. It seems that reading is considered a complicated skill, covering many activities to comprehend a text.

Through observation and direct interviews with the students and the lecturer-collaborator, the researcher concluded that the condition was caused by one factor: the learners had a problem comprehending the text due to the inappropriate teaching strategy used by the lecturer. In other words, the students and the lecturer

are lack knowledge of strategies in reading and lack of use of reading strategies. Therefore, to solve the problem, the lecturer should apply an appropriate reading strategy to enhance the students' reading comprehension.

Due to the benefits of the Story Mapping strategy, the investigator is appealed in applying this strategy to solve the learners' problem in comprehending an English text, mainly a narrative text. The researcher intends to find the solution to the problems by conducting classroom action research. This classroom action research is directed to enhance the learners' reading comprehension.

Stringfield et al. (2011) modified the story map in a more detailed description, including more elements of narrative structure, such as exposition/orientation (characters and setting of time and place), rising action (a sequence of complexity causes to the tag line), climax (the serious torque when a conflict requires everything to be conducted about them), down falling action is the torque away from the tallest top of joy), resolve (result or outcome), the conflict that inherent in a story, and theme of a story.

Another version of a story map, developed by Bui and Fagan (2013), contains seven major areas for noting a narrative's story: setting/time, characters, problem, solution, outcome, reaction, and theme. The researchers used basal stories with the map and had students read portions of the story orally until they read the entire story. Before reading, students were taught each story element individually. Once they read the whole story, each student completed a story map. Once students were able to complete maps with 90 percent accuracy, they were no longer instructed on story elements before reading. Instead, students read each passage and met a story map individually.

METHOD

The subjects of the current study were the second-semester students of the Management Study Program of the Faculty of Economics at the Muhammadiyah University of Ponorogo. It consists of 14 students: 10 female and 4 male students. These subjects were chosen since the learners of this class own low achievement in reading comprehension.

To solve problems in the study, the investigator proposed a Story Mapping strategy in reading class. Story Mapping strategy is implemented to aid learners in comprehending narrative text and its structures. This strategy can help students comprehend narrative text as their awareness of the use of narrative text structure during the implementation of the strategy increased.

In this activity, the researcher and the collaborator designed the teaching strategy by developing a Story Mapping strategy in teaching reading. This strategy was conducted through several steps, namely 1) grouping the students, 2) presenting the text/story to be recited and supply every learner with a blank Story Map, 3) asking the learners to recite the text and get the meaning of unfamiliar words, 4) asking the learners to note the title of the tasked text on the Story Map, 5) asking the learners to analyze and note the other parts of the story, such as characters, setting, plot (matter, happenings, reserve), and ethical message by taking over with their group, 6) asking the learners to provide their work in front of the class, 7) asking the learners to conduct another assignment related to material

with their pairs, and (8) providing a quiz (comprehension questions) to learners personally.

There are three instruments employed to gather the data, namely observation checklists, field notes, and questionnaires. Reading comprehension tests were used for collecting the data about the students' learning outcomes.

Both researcher and collaborator decided the criteria of success before implementing the study. The success criterion was used to see whether the implementation of the Story Mapping strategy was successful in enhancing the students' reading comprehension. With the research problem, the researcher decided one criterion of success. It means that the research is categorized as effectual if it fulfills the criterion of success, which is the gain's score of students' achievements.

The students' achievement (score) gained means that this research is categorized effectual when 70% or more of the learners can achieve the obtain progress at least 10 points greater than the finding of the precursory research.

10 points gain improvement here determined based on the students' competence, the complexity of the material, the teacher, and the school's facilities. The students' competence in this school was not good enough; most of the students come from rural areas where the opportunity to add the knowledge and skill of English are small. The complexity of the material used in this study was not too difficult, but the students still lacked vocabulary, even though they had a narrative in class before.

There are several steps of the research procedures that the lecturer-researcher carried out in the study. The preliminary study was applied to anatomize and recognize the matters as the arrangement, kept up by 1) planning the action, 2) implementing the action, 3) observing the action, and 4) reflecting the action.

Reading comprehension tests were used for collecting the data about the students' learning outcomes. In this study, the test employed by the writer was a kind of lecturer-made test in the form of an essay (WH-Questions). The investigator expanded the test on consideration of the objective of the test, which is to gauge students' competence in understanding explicit (literal) and implicit (inferential) information within narrative texts; particularly to recognize the topic, stated/implied main idea, text's organization, literal information and drawing inference.

Observation checklists were used for collecting the data about the effect of the implementation of Story Mapping strategies on students' performance during the teaching-learning process. Observation checklists contain a list of the students' activities. In this stage, the collaborator monitored the process of teaching and learning. Observer keeps details on teacher's performance and students' responses toward the pattern of learning, which will determine whether or not the objectives have been achieved (Bruns et al., 2016). The detailed form of the observation checklist is provided in Table 1 as follows.

Table 1. Observation Checklist of the Student' Activities

No	Indicators	Number of Active Students	Scale				Notes %
			1	2	3	4	
<i>Pre-Reading</i>							
1	Responding to schemata building activity performed by the teacher.						
2	Raising hands to answer the teacher's questions orally.						
3	Sitting in the group.						
<i>Whilst- Reading</i>							
4	Responding to the teacher's instruction.						
5	Reading the text aloud by repeating the teacher.						
6	Reading the text silently.						
7	Finding out the meaning of unfamiliar words and write the meaning in the worksheet.						
8	Discussing the text with their group.						
9	Filling the blank Story Map with the information from the text.						
10	Doing another assignment rationale to material with their pairs.						
11	Presenting their work.						
<i>Post-Reading</i>							
12	Doing a quiz individually. Tell the problems.						

Field notes are utilized to embroider several facets of teaching and learning activities that might not be embroiled in the observation checklist. This instrument gives data on the strengths and weaknesses of the applied strategy.

The questionnaire is given to the students after conducting the action in every meeting. It is used to crosscheck the data from the observation checklist. This instrument developed from the same indicators as the observation checklist since they will gather the same data from a distinct notion. The detailed form of the questionnaire is presented in Table 2.

Table 2. Questionnaire for the Students

No	Statements	Responses				
		A	B	C	D	E
1	I find reading a story in English something interesting.					
2	The activity of reading stories adds to my knowledge.					
3	Stories can improve my English vocabulary.					
4	Stories can add to my English grammar knowledge.					
5	I feel happy with the application of the Story Mapping Strategy in the reading class.					

6	To my idea, the Story Mapping Strategy is handy in reading English texts/stories.
7	Story Mapping Strategies can improve the ability to read English texts/stories.
8	The Story Mapping Strategy makes reading English texts/stories easier.
9	Story Mapping Strategies can increase my motivation in reading English texts/stories.
10	I plan to use the Story Mapping Strategy in other text/story reading activities.

Legend: A: Strongly Agree, B: Agree, C: Average, D: Disagree, E: Strongly Disagree

To anatomize the information from the results of the reading achievement test quantitatively, the scoring rubric was utilized to check students' answers. The scoring rubric was used as guidance in scoring students' answers. There were two raters (inter-rater) in the scoring due to the subjective nature of WH-questions. The researcher and her collaborator scored students' answers by checking students' answer item per item based on the content and language of each item. The scoring rubric employed here was adapted from Cyr et al. (2014) to get the final product of students as presented below:

Table 3. Scoring Rubric of the Students' Work

FORM	CATEGORY	SCORE
Essay	The answer reflects ideas contained in the text.	3
	The answer reflects some ideas of the text.	2
	The answer does not reflect the content of the text.	1
	No answer.	0

(Cyr et al., 2014)

The scoring rubric was used to calculate each student's answers for each item. The score from rater 1 was combined with rater 2's score. The compound score is then recalculated to get the average score as the final score for a single item. The description of each item's scoring process is presented in Table 4 as follows.

Table 4. The Inter-Rater Scoring Sheet (Leeder et al., 2016)

THE RAW AND FINAL SCORE				
NO	TESTEES	RAW SCORES		FINAL SCORE
		RATER 1	RATER 2	
1				
2				
ITEM'S AVERAGE SCORE				

The students' scores were then presented in tables to identify the sum of learners getting the obtain scores below and above 10 points. Meanwhile, to determine the percentage of the students' score either higher or lower than 10 points in each cycle, it was calculated using the following formula:

$$Final\ score = \frac{Number\ of\ higher/lower\ score}{Number\ of\ Student} \times 100\%$$

FINDINGS

The findings in Cycle 1

This section presents the research findings that discover the process and application of the Story Mapping Strategy in the class. The findings of the study involving qualitative and quantitative data were comprised of two cycles of action research. The qualitative data on students' involvement during the meeting of each cycle were generated from the observation checklist, field notes, and questionnaire. Involvement here means the process of taking part in activities. The quantitative data were the result of students' achievement tests administered following each cycle.

There were three stages of activity in each meeting: pre-reading stage, whilst reading stage, and post-reading stage. Students' participation in every step was described through their reactions and importance toward the stage-by-stage activity in the three stages of the Story Mapping strategy itself: pre-reading step, whilst reading step, and post-reading step. The greater the technique applied, the more active the learners participate in the activities. By the end of every cycle, learners' reflection in the implemented technique was grabbed through the questionnaire.

Cycle 1 was done in three meetings, two meetings to implement the Story Mapping Strategy, and one for the reading comprehension test. The instruments used were an observation checklist, field notes, questionnaire, and reading test.

Based on the teaching-learning preparation arranged previously, the first cycle consists of two meetings applying Story Mapping Strategy. The action was done in three phases of activities: pre-reading stage, whilst reading stage, and post-reading stage. When the first meeting was conducted, the reading text given was "The Ant and the Dove," when the second meeting was conducted, the reading was "The Lion and the Mouse."

A. Pre-reading

The lecturer-researcher started the pre-reading by explaining the teaching-learning objectives to the students, then activated the students' prior knowledge by pointing some images about the text (images of an ant and a dove in meeting 1, and pictures of a lion and a mouse in meeting 2). After that, he gave some leading questions related to the pictures, e.g., "What animal is it? Where does this animal usually live? How is the character of this animal? and the students answered the questions orally. Next, the lecturer asked the students to guess the theme explained; after the learners gave their various predictions, he introduced the real topic to them. After that, the lecturer divided the class into several groups; every group consists of 3 or 4 learners with high, moderate, and low abilities.

B. Whilst-reading

In whilst reading phase, there were also several activities done by the lecturer and students. First, the lecturer introduced the text to be recited and gave every learner a blank Story Map. Then he gave an example of how to recite the text, and the learners paid attention to the lecturer's reading. After that, he asked the learners to recite the text and explore the meaning of unfamiliar words.

Next, he asked the learners to note the title of the tasked text on the Story Map. Also, they had to anatomize and report the other parts of the story, such as characters, setting, plot (matter, events/ episodes, reserve), and ethical message by talking over with their group, then fill the information on the blank Story Map.

After they finished the discussion and filling the map, they had to convey their work in front of the class, and the other group had to pay attention to their classmates' presentations. Next, the lecturer asked the students to do another assignment related to the material with their pairs, and after that, they discussed the correct answer together.

C. Post-reading

Eventually, the students moved the chairs and tables into the original position and had a quiz consisting of five questions. The quiz was held for 10 minutes. The students did it individually. After the learners completed doing the quiz, the lecturer requested them to submit their answer sheets. In this stage, the lecturer also gave feedback on students' performance, asked about their problems related to the previous activity, and reflected on the material they had learned.

After implementing the Story Mapping Strategy in two meetings in Cycle 1, the lecturer did the reading comprehension test at the end of the cycle. It was conducted using the narrative text entitled "Little Mermaid". The test format was the subjective test and consisted of 15 items covering literal and inferential comprehension. The test result focused mainly on the students' scores which indicated the ability of each student in reading comprehension as presented in Table 5. The result of students' achievement tests in cycle 1 was seen in Table 5 as follows.

Table 5. The Result of Learners' Reading Comprehension Test in Cycle 1

NO	LEARNERS	SCORE
1.	Ar	60
2.	Id	48
3.	Hbb	55
4.	Mrp	60
5.	M. Ih	75
6.	M. Rus	85
7.	Nid	73
8.	Nis	52
9.	Hid	76
10.	Jnh	72
11.	Rn	63
12.	Rb	61
13.	Sl	76
14.	Sy	74

To see the improvement that occurred in Cycle 1, the lecturer-researcher compared the score of the precursory research with the result of the students' achievement in cycle 1. The improvement was determined by the obtained students' gain \geq of 10 points. The proportion of learners' achievement and learners' obtain progress in the reading comprehension test of Cycle 1 is provided in Table 6. Based on Table 6, only 4 of 14 students in the preliminary study obtained the target score. Meanwhile, after doing a reading comprehension test at the end of Cycle 1, 8 students (57%) could reach the gain \geq 10 points from their prior score.

In addition to the learners' score, it was also monitored on the learners' inclusion in applying Story Mapping Strategy during the teaching-learning activities. The Story Mapping Strategy covered three stages/phases of activities, specifically *pre-reading*, *whilst-reading*, and *post-reading*. The lecturer-researcher monitored the learners' involvement by employing the observation checklist and field notes.

Table 6. The Result of Learners' Obtain Reading Comprehension Test in Cycle 1

No.	Initial names of the Learners	Score		Gain
		Preliminary	Cycle 1	Improvement (≥ 10 points)
1.	Ar	50	60	10
2.	Id	40	48	8
3.	Hbb	45	55	10
4.	Mrp	53	60	7
5.	M. lh	70	75	5
6.	M. Rus	80	85	5
7.	Nid	62	73	11
8.	Nis	42	52	10
9.	Hid	70	76	6
10.	Jnh	62	72	10
11.	Rn	53	63	10
12.	Rb	50	61	11
13.	Sl	73	76	3
14.	Sy	64	74	10

In the first meeting of the pre-reading phase, 44% of students employed three activities such as: responding to schemata building, raising hands to answer the lecturer's questions orally, and sitting in the group. In the second meeting, the students employed the activities increased to 50% of total students. So, the average of students employed in the activities in *pre-reading* was 47 %.

In meeting one, 54% of learners conducted the whilst-reading activities. In the second meeting, 63% of students do the activities. So, the average of students who employed the activities *whilst reading* was 59%.

In meeting one of the post-reading phases, 54% of students employed the activities, and in meeting two, 65% of students employed the activities. So, the average of students employed in the *post-reading* activities was 60%.

Based on the finding of the Story Mapping Strategy in the first cycle above, the average of students employing the activities of two meetings was 55%. The finding of every meeting is provided in Table 7 as follows.

Table 7. The Result of Learners' Participation in the Two Meetings of Cycle 1

Phases	Learners used the activities in Cycle 1 (in%)		Average (in %)
	Meeting 1	Meeting 2	
1. Pre-reading	44	50	47
2. Whilst-reading	54	63	59
3. Post-reading	54	65	60
The average students employed the activities			55

In this section, the reflection on the process of teaching-learning in Cycle 1 was explored. In general, the implementation of the Story Mapping Strategy in Cycle

1 run well. At the 1st meeting, the students' involvement was less optimal, especially in the whilst-reading stage, but they appeared to be more enthusiastic and active at the following meeting.

From the achievement test result, there was a slight progress of learners' scores from the pre-test score to the first reading comprehension test. However, the result had not yet reached the criterion of success as defined in this research. Based on the researcher's calculation, 2 students reached the gain improvement higher than 10 points, 6 students reached the gain improvement equal to 10 points, and 6 students got the gain improvement below than 10 points. So, the percentage of the student reached ≥ 10 points in gain was 8 students (57%). It means that the result did not achieve 70% of learners reached ≥ 10 points (with the criterion of success).

In conclusion, the result of Cycle 1 had not reached the criterion of success. Therefore, the study had to be continued to the second cycle. Some reasons caused the failure of the implementation of the Story Mapping Strategy during the first cycle. First, some students were shy to answer the lecturer's question, only three or four students were willing to answer the question. It was assumed that they did not know the question or just felt shy/ afraid to speak or answer the questions. The second reason was that the students did not have sufficient vocabulary since they did not bring dictionaries to overcome the problem. So, the activity of finding the difficult words had not worked well. The third reason was the students were not accustomed to using the map, so they had difficulty and were confused when filling the story map with the specific information from the text. The last reason was the teacher delivered the lesson quickly so that it was difficult for the students to understand.

This phase was done as a revision to implement a Story Mapping Strategy greater than the prior one. It was also done to reach the criterion of success that had not been reached in Cycle 1. Before conducting the strategy in the second cycle, the lecturer-researcher and her collaborator made some revisions. The revisions were made in terms of the technique in delivering questions, adding one activity in the whilst-reading phase, and other things that can support the teaching and learning process.

In providing several leading questions related to the picture shown, the lecturer delivered the question to each student one by one randomly. It would encourage the students to pay more attention to the lecturer's questions because they did not know which students had to answer the questions.

In the whilst-reading phase, the lecturer added one more step or activity to make the students more trained and skilled in using and filling the Story Map. The step was coming across the major idea and the supporting idea of each paragraph and then put them in the blank Story Map. They did the activity by discussing with their friend in the group.

Besides the two aspects above, the lecturer also did several steps to improve the teaching-learning process significantly. First, the lecturer asked the students to bring their dictionaries. One student brought one dictionary, so they did not borrow other student's dictionaries during the lesson. Second, the lecturer delivered the lesson in a normal way/manner. Finally, the lecturer gave a reward to students. Candies or cookies were given if a student or one group did a good job or presented

a good performance. This was done to make students more appreciated by the lecturer and encourage them to do the activity and the task well.

The findings in Cycle 2

Because Cycle 1 had not reached the criteria of success, the second cycle was done. Cycle 2 was conducted in three meetings, two meetings for the application of the Story Mapping Strategy and one for the reading comprehension test. The instruments employed in the second cycle were observation checklist, field notes, questionnaire, and reading test.

In Cycle 2, the lecturer conducted the modified Story Mapping Strategy based on the revision of Cycle 1. The action was done in three phases: pre-reading stage, reading stage, and post-reading. In the first meeting, the reading text given was "The Hunter and the Fisherman"; while on the second meeting, the reading text was "Lebai Malang."

A. Pre-reading

The lecturer-researcher started the pre-reading by explaining the teaching-learning objectives to the students. Then, he activated the students' prior knowledge by pointing some images related to the text (images of a hunter and a fisherman in meeting 1, and pictures of a man and two buffaloes in meeting 2). After that, he gave some leading questions related to the pictures, e.g., Who is this man? What does he do? And the students answered the questions orally. Next, the lecturer asked the learners to guess the topic that is going to be taken up; after the learners gave their various predictions, she introduced the actual topic to them. Lastly, the lecturer divided the class into some groups; every group consists of 3 or 4 learners with high, moderate, and low abilities.

B. Whilst-reading

In whilst reading phase, there were also several activities done by the lecturer and students. First, the lecturer introduced the text/story to be recited and give every learner a blank Story Map. Then he gave a model of how to recite the text, and the learners paid attention to the lecturer's reading. After that, he asked the students to recite the text and inquire about the cognition of unfamiliar words.

Next, the learners were asked to find each paragraph's main ideas and supporting ideas and put them on the Story Map. Then, the students had to note the title of the tasked text on the Story Map. Also, they had to analyze and note the other parts of the story, for example, characters, setting, plot (matter, happenings, reserve), and ethical message by taking up with their group, then filling the information on the blank map. Then, the students were also asked to find the main ideas and supporting ideas of each paragraph, and they did the task by discussing with their group.

After they finished the discussion and filling the map, they had to present their work in front of the class, and the other group had to pay attention to their friends' presentations. Next, the lecturer asked the learners to conduct another assignment related to the material in pairs, and after that, they discussed the correct answer together.

C. Post-reading

Eventually, the students moved the chairs and tables into the original position and had a quiz consisting of five questions. This quiz was done in 10 minutes. The students did it individually. Since the learners completed doing the quiz, the lecturer requested them to submit their answer sheets. In this stage, the lecturer also gave feedback on students' performance, asked about their problems related to the previous activity, and reflected on the material they had learned.

After implementing the Story Mapping Strategy in two meetings in Cycle 2, the researcher did the reading comprehension test at the end of the cycle. The test format was the subjective test and consisted of 15 items covering literal and inferential comprehension. The result of students' achievement test in cycle 2 is presented in Table 8 as follows.

Table 8. The Result of Learners' Reading Comprehension Test in Cycle 2

NO	LEARNERS	SCORE
1.	Ar	63
2.	Id	51
3.	Hbb	60
4.	Mrp	63
5.	M. Ih	78
6.	M. Rus	90
7.	Nid	74
8.	Nis	55
9.	Hid	80
10.	Jnh	77
11.	Rn	65
12.	Rb	67
13.	Sl	80
14.	Sy	73

To know the improvement that occurred in Cycle 2, the researcher compared the score of the precursory research with the outcome of learners' attainment in cycle 2. The improvement was determined by the obtained students' gain \geq of 10 points. The proportion of learners' attainment and learners' result progress in the reading comprehension test of Cycle 2 is provided in Table 8 as follows.

Table 9. The Result of Learners' Gain Reading Comprehension Test in Cycle 2

No.	Initial names of the students	Score		Gain Refinement (10 points or more)
		Percursory	Cycle 2	
1.	Ar	50	63	13
2.	Id	40	51	11
3.	Hbb	45	60	15
4.	Mrp	53	63	10
5.	M. Ih	70	78	8
6.	M. Rus	80	90	10
7.	Nid	62	74	12
8.	Nis	42	55	13
9.	Hid	70	80	10
10.	Jnh	62	77	15
11.	Rn	53	65	12
12.	Rb	50	67	17
13.	Sl	73	80	7
14.	Sy	64	73	9

Based on the table above, 11 students (78.6%) were able to rectify the gain of ≥ 10 points from the precursory research to Cycle 2 and only 3 learners (21.4%) were not able to achieve 10 points in obtaining.

In addition to the learners' score, it was also monitored on the learners' inclusion in implementing Story Mapping Strategy during the teaching-learning activities. The Story Mapping Strategy covered three stages/phases of activities, specifically *pre-reading*, *whilst-reading*, and *post-reading*. The lecturer-researcher monitored the learners' involvement by employing an observation checklist and field notes.

In the first meeting of the pre-reading phase, 57% of students employed three activities such as: responding to schemata building, raising hands to answer the teacher's questions orally, and sitting in the group. In the second meeting, the number of students employed the activities increased to 76% of total students. So, the average of students who employed the activities in *pre-reading* was 67%.

In meeting one, 74% of students do the whilst-reading activities. In the second meeting, 80% of students do the activities. So, the average of students who employed the activities *whilst reading* was 77%.

In meeting one of the post-reading phases, 68% of students employed the activities, and in meeting two 79% employed the activities. So, the average of students employed in the *post-reading* activities was 74%.

Based on the finding of the Story Mapping Strategy in the second cycle above, the average of students employing the activities of two meetings was 73%. The finding of every meeting is provided in Table 10 as follows.

Table 10. The Result of Learners' Participation in the Two Meetings of Cycle 2

Phases	Learners used the activities in Cycle 1 (in%)		Average (in %)
	Meeting 1	Meeting 2	
1. Pre-reading	57	76	67
2. Whilst-reading	74	80	77
3. Post-reading	68	79	74
The average students employed the activities			73

Based on the result of the analysis of the teaching and learning process and learners' learning result in Cycle 2, it can be decided that Story Mapping Strategy has successfully enhanced the students' reading comprehension competence. The result of the students' comprehension test had achieved the criterion of success. Based on the researcher's calculation, 8 students reached the gain improvement higher than 10 points, 3 students reached the gain improvement equal to 10 points, and 3 students gained improvement below than 10 points. So, the percentage of the student reached ≥ 10 points in gain was 11 students (78%). It means that the result could reach 70% or more of learners who gained ≥ 10 points (based on the criterion of success).

The result of Cycle 2 shows that 78% or 11 students could reach the ≥ 10 points gain improvement, and 3 (22%) students still could not reach the ≥ 10 points gain improvement. For those 3 students, the lecturer gave a remedial lesson on the two cycles of strategy implementation. In the remedial lesson, they did some activities such as making/creating their story map, choosing their own favorite stories to be read, filling the story map with the specific information from the stories

they have read, presenting/telling the result, and giving comments or suggestions of their classmate's presentation.

Based on the results of the learners' reading comprehension tests, it was found that the students' gain gradually improved compared to the preliminary study in Cycle 2. There was a positive impact of the Story Mapping Strategy on increasing students' scores in the tests of reading comprehension. Thus, the learners' percentage of gain improvement score gradually improved the Cycle 1 to Cycle 2. The following figure recapped the percentage of students' gain improvement score.

Figure 1 shows that in Cycle 1, 57% (8 students) could reach the gain progress of ≥ 10 points. In Cycle 2, the gain obtained increased; 78% (11 students) achieved the gain progress of ≥ 10 points.

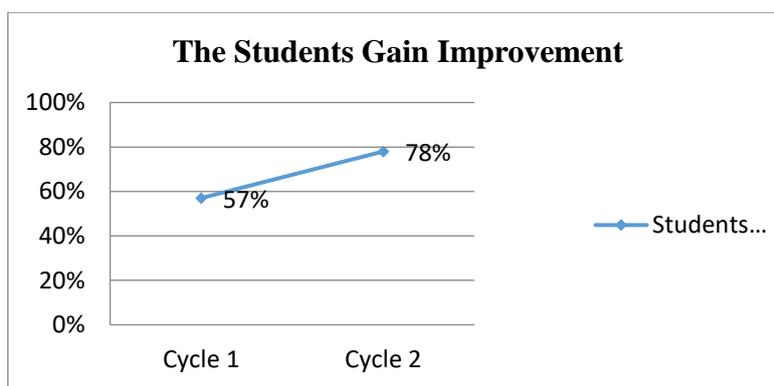


Figure 1. The Percentage of the Students' Gain Improvement Score

Besides, it was also observed the students' involvement or participation during the implementation of the Story Mapping Strategy. Based on the findings, the student's participation in employing Story Mapping Strategy had significantly improved. The percentage of the students' involvement in operating the strategy in Cycle 1 and Cycle 2 is presented in figure 3.

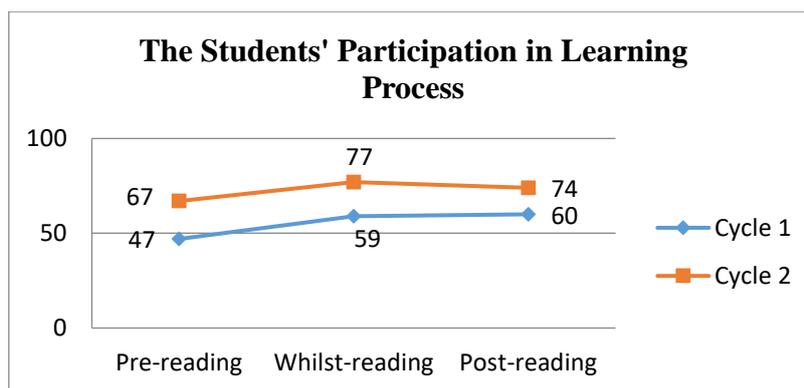


Figure 2. The Percentage of the Learners' Engagement in Teaching and Learning Process

Figure 3 shows the percentage of the students' involvement in employing Story Mapping Strategy activities (pre-reading, whilst-reading, and post-reading) up from Cycle 1 to Cycle 2. In the pre-reading phase, 47% of students participated actively in Cycle 1. Meantime, Cycle 2 up to 67%. In the whilst-reading phase, 59%

of students participated in Cycle 1 and up to 77% in Cycle 2. And in the post-reading phase, 60% of students were involved in Cycle 1 and 74% in Cycle 2.

Furthermore, the researcher also evaluated the students' responses to the application of the Story Mapping Strategy in the class. The data were taken from the questionnaire given. The result was used as additional information about the advantage of implementing the Story Mapping Strategy. After implementing the strategy in cycle 1 and 2, it was found that the learners had a good response toward the Story Mapping Strategy implementation.

Table 11. The Result of Learners' Responses to the Implementation of Story Mapping Strategy

No	Statements	Responses to Strongly Agree & Agree (%)
1	I find reading a story in English something interesting.	78.6%
2	The activity of reading stories adds to my knowledge.	85.7%
3	Stories can improve my English vocabulary.	85.6%
4	Stories can add to my English grammar knowledge.	100.0%
5	I feel happy with the implementation of the Story Mapping Strategy in the reading class.	92.9%
6	In my opinion, the Story Mapping Strategy is useful in reading English texts/stories.	85.7%
7	Story Mapping Strategies can improve the ability to read English texts/stories.	85.7%
8	With Story Mapping Strategy to read English texts/stories easier.	92.9%
9	Story Mapping Strategies can increase my motivation in reading English texts/stories.	71.4%
10	I plan to use the Story Mapping Strategy in other text/story reading activities.	85.7%

DISCUSSION

This section covers the discussion of the teaching and learning process and the discussion of the learners' improvement in reading comprehension utilizing the Story Mapping Strategy.

Story Mapping is a strategy assisting learners to utilize their knowledge of narrative fabric to anatomize the story (Ibnian, 2010). The story map employs a graphic operator to assist learners in acquiring a book or story. By recognizing story characters, plot, setting, matter, and breakthrough, learners read jealously to learn the details. And the resulting visual outline assists learners in constructing a reasonable framework for understanding and remembering a story.

Wehbe et al. (2014) explains in her "The (Un) Making of a Reader," story mapping requests readers to concentrate on the different features of a text (feature analysis), isolate the facts or meaningful data from the other details (signal detection), supply abstract fabrics representing the text fabric of a reading (schema theory), and cruise the process of reading by solving that process into parts and creating the reader mindful of the way that these parts incorporate (metacognition).

The implementation of the Story Mapping Strategy in teaching reading comprehension covered three stages of activities, specifically *pre-reading*, *whilst-reading*, and *post-reading*. The pre-reading activity was done to prepare the students' readiness in learning reading, activate their background knowledge, and

encourage their motivation to do the class activities. In this phase, there were several activities done by the lecturers and students.

The lecturer-researcher started the pre-reading by explaining the teaching-learning objectives to the students. It was intended to give students a picture of what they can get by applying the Story Mapping strategy for improved reading comprehension. Moreover, it improves students' motivation as the students would be more encouraged to learn if they know their learning objectives (Oweis, 2018).

Then, he activated the students' prior knowledge by showing some pictures related to the text. Pictures were essential for engaging learners' attention, motivating their prior knowledge, and relating to the text. Gay (2013) stated that pictures could motivate the students, make the subject clear, and illustrate the common ideas to practice. After that, she gave some leading questions related to the pictures. Pre-reading questions would help students predict the content that would be discussed. Siddiek and Alfaki (2018) stated that pre-reading questions ought to concentrate on predicting and relating the text to background knowledge. Then, Bråten, Ferguson, Anmarkrud, and Strømsø (2013) elaborated that pre-reading questions were given to obtain a piece of information central to understanding the text.

Next, the lecturer asked the learners to guess the topic that will be discussed or brainstorm the topic. The lecturer gave a few minutes to students to say anything they knew about the topic; as the students shared their information about the topic, the teacher jotted down the information on the blackboard. This brainstorming activity helped the students construct what they saw about the topic and prepared them to learn current material. González and Deal (2019) stated that brainstorming strategies give a handy framework for acquiring learners' background knowledge before learning. It is believed that by brainstorming, students with extensive background knowledge share information so that all students begin the study with the familiarity of the topic. The students with little background knowledge build their information through class discussion before encountering the topic. After the students gave and shared information, the teacher introduced the real topic to them.

The last activity in this phase was forming groups. The lecturer split the class into several groups; every group consists of 3 or 4 learners with high, moderate, and low ability. With heterogeneous groups, the group members would involve actively and work cooperatively. The high achiever would help the low achiever; on the contrary, the low achiever would learn from the high achiever. Each member had a role. Olmedo and Wilkins (2017) stated that the role had specific attendants, privileges, obligations, responsibilities, and powers.

By doing all activities above, the students could know the "big picture" of the text, so that they can decide the topic of the text. It was observed that several learners who can decide the topic of the text increased in Cycle 2. This is shown by the progress of the learners' involvement employing the pre-reading activities from 47% learners in Cycle 1 to 67% in Cycle 2.

During the whilst-reading phase, the learners applied the Story Mapping steps. Some activities were done in this phase. First, the teacher introduced the text/story to be recited and give every learner an empty Story Map. Then he gave a model to recite the text, and the learners paid attention to the lecturer's reading. By providing a model of how to recite, the students would know the correct

pronunciation of the words in the text. After that, he requested the learners to recite the text in silence to understand the content text. To reduce the translation during reading, the learners were expected to read contextually and investigate the meaning of unfamiliar words.

Next, he asked the learners to take note of the title of the tasked text on the Story Map and also they had to anatomize and take note of the other sections of the story, as well as characters, setting, plot (matter/purpose, affairs/episodes, reserve), and ethical message by sharing with their group, then fill the information on the blank Story Map. In line with this, Hannay (2015) stated that story mapping points learners' concern to pertinent stories utilizing a certain contexture. Story map gives a visual-spatial show for key data in narrative text. These maps work to encourage students to recognize story factors and give a chamber for them to take note of this data.

After that, the students were asked to find each paragraph's main ideas and supporting ideas (this activity was added in the second cycle). Sometimes, the primary idea is said clearly (as in the topic sentences), and on the other hand, it is imperative and has to be decided. Duke et al. (2011) stated that seeing how to decide the primary idea of what is recited is fundamental since it assists learners to recognize what is necessary to be known and be remembered. The competence to obtain the primary idea is a guide to sum up more significant text numbers.

After they finished the discussion and filled the map, they had to present their work in front of the class, and the other group had to pay concern to their classmates' presentation. Next, the lecturer asked the learners to conduct another assignment rationale to the material with their pairs, and after that, they discussed the correct answer together. In the whilst-reading phase, the students' involvement increased. In Cycle 1, 59% of students participated, but in Cycle 2, it grew to 77%.

In the post-reading phase, the teacher gave a small quiz to learners to check their understanding of the reading text. The quiz consisted of five questions, and they had to do it individually. The lecturer also gave feedback on students' performance, asked about their problems related to the previous activity, and reflected on the material they had learned. As Wardani (2015) conveyed, the post-reading phase is a follow-up of the pre-reading and whilst-reading phase. The activities on this page motivate learners to use the required information to express their opinions and form ideas. According to Silverman, Crandell, and Carlis (2013), post-reading activities can involve extending knowledge about the topic, retelling, and applying concepts. The students' participation in post-reading activities also increased. In Cycle 1, 69% of students were involved in the activities and increased to 74% in Cycle 2.

In general, the Story Map might be utilized before, while, and after reciting a passage. Before reading the story maps may be used to obtain background knowledge, simplify the discussion, and take note of pertinent data about a topic. The utilization of story maps while reciting a text gives a clue for readers to take note of meaningful information and review after reading.

The learners' refinement in reading comprehension can be seen from the result of the reading comprehension test. In the precursory research, 29% (4 learners) of the total learners passed the reading comprehension test. The acquired

gain score progress to 57 % (8 learners) in Cycle 1, and the obtained score in Cycle 2 progressed to 78% (11 learners).

CONCLUSION

The implementation of the Story Mapping Strategy in the reading class was able to improve the learners' attainment in reading comprehension, mainly in narrative texts. The refinement can be known from the progress of learners' gains from Cycle 1 to Cycle 2. The learners' achievement had rectified highly in Cycle 1 from 8 students (57%) of 14 students to 11 students (78%) in Cycle 2. Besides the score improvement, it was also observed the increase of the learners' involvement (participation) in the teaching and learning process, proven by the majority of the learners (73%) took part vigorously in the second meeting of Cycle 2.

In the pre-reading phase, several activities conducted were (1) clarifying the teaching-learning objectives, (2) encouraging the learners' background knowledge by indicating related images, (3) providing leading questions related to the images, (4) requesting the learners to guess the topic that is going to be shared and acquainting the topic, and (5) splitting the learners into groups.

In the whilst-reading stage, the activities were (1) acquainting the text/story to be recited and give every learner with an empty Story Map, (2) providing a model of the way to recite the text, (3) asking the learners to recite the text and obtain the meaning of unfamiliar words, (4) asking the learners to take note the title of the tasked text on the Story Map, (5) asking the learners to anatomize and take note the other parts of the story, for instance, characters, setting, plot (matter/purpose, affairs, reserve), and ethical message by sharing with their group, (6) asking the learners to complete the Story Map with that data, (7) asking the learners to convey their work in front of the class, and (8) asking the learners to conduct another assignment related to material with their pairs.

The activities in the post-reading phase were (1) providing a quiz (comprehension questions) to learners personally, (2) providing feedback on their performance, (3) asking the learners relating to problems of the subject, and (4) reflecting.

Suggestions

Based on the conclusion above, the investigator proposes the following suggestions. To English lecturers, he suggested the application of the Story Mapping Strategy as a supernumerary strategy in teaching and learning reading comprehension. To anticipate the limitation of the strategy, the lecturers must be well-prepared in terms of the lesson plan and classroom management. The lesson plan that leads the lecturer to determine objectives, instructional media, materials, and kind of assessment is a prerequisite for applying the strategy. For future researchers, it is recommended that they can implement a resemblant study on the same or different skills (listening, speaking, or writing skill) in a different setting, or for other kinds of reading texts such as expository texts (biographies, autobiographies, etc.). They might also conduct a study utilizing Story Mapping Strategy with different study designs.

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