Using Story Mapping Strategy and Reading Motivation to Improve Reading Narrative Comprehension Achievement of Tenth Graders of SMAN 1 Kotapadang

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Abstract

The study was conducted to see whether or not there was a significant improvement in reading narrative comprehension achievement between the students who were taught by using Story Mapping and those who were taught by Guided Reading, to know what the students' reading motivation, and to know whether or not reading motivation significantly contributed to reading narrative comprehension achievement of tenth grader of SMAN 1 Kotapadang Bengkulu. The experimental research with non-equivalent control design was applied in this study. The population was the tenth graders of SMAN 1 Kotapadang and sixty students were selected as the sample purposefully; they were equally grouped into experimental and control ones. To collect the data, Reading Comprehension Test and Motivation Reading Questionnaire (MRQ) were used. The results showed that there was significant improvement in reading narrative comprehension achievement of the students who were taught by Story Mapping, students' reading motivation was high, and reading motivation was significantly contributed to reading narrative comprehension achievement of tenth graders of SMAN 1 Kotapadang.

Key words: Story Mapping Strategy, Guided Reading Strategy, Reading Narrative Comprehension Achievement, and Reading Motivation.

INTRODUCTION

Reading, one of the four language skills, is very important in foreign language learning. Reading is a process of getting information from written words, getting main idea of the text or getting the point of the reading materials. Grabe and Stoler (2002, p. 9) explain, "Reading is the ability to draw meaning from the printed page and interpret this information appropriately." By reading, students are able to access information and knowledge from the texts. It means that reading is not only the process of getting new information, but also the process of how the students relate their previous knowledge, experience, and information to the new information that they gain. It will enlarge student's knowledge since they combine

their previous knowledge and the new information to build a meaning of what they are reading.

Supporting to this idea, Indonesian government through Curriculum 2006 included five kinds of text types which are taught to senior high school students (narrative, recount, procedure, descriptive, and news items). One of the basic competences that should be mastered by the students is that they should be able to comprehend those five kinds of text. This means, students should have good reading comprehension skill to be able to comprehend every kind of texts they read.

Furthermore, motivation is important during language learning (Masgoret & Gardner, 2003). Guthrie, Wigfield, and Humenick (2006) say that motivation for reading is an important contributor to students' reading achievement and school success. Unfortunately, several national and international surveys have shown that there is still a problem with Indonesian students' reading comprehension. A report issued by Program for International Students Assessment (PISA, 2012, p.5) showed the score of Indonesian students was 396, whereas the mean score of reading in OECD/PISA was 496. PISA data show that the quality of Indonesian students' reading ability was very low compared to those of other Asian countries. Furthermore, a survey conducted by United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2012 exposed that reading interest of Indonesian is 0.001; it was the lowest reading interest in South-East Asia (Baswedan, 2014).

Using appropriate strategy in the process of teaching reading will be a solution to improve students' ability in comprehending a text. Leung (2005) claims that teachers play an important role to help students to improve their reading comprehension. In line with this statement, Wang (2007) emphasized that teachers' appropriate teaching strategy encouraged students' motivation to learn and made them focus during learning process, so teachers had to help students cultivate their motivation in reading. In this study, the writer applied Story Mapping and Guided Reading as teaching strategies to improve reading comprehension achievement of the tenth graders of SMA Negeri 1 Kotapadang, Rejang Lebong of Bengkulu.

Story mapping is telling the information about its generic structure, such as characters, setting, goal, event and resolution (Farris, 2004; Schumm, 2006, p. 240). Story mapping strategy uses visual representations to help students organize important elements of a story in narrative text by identifying story characters, plot, setting, problem and solution. According to Kisfinata, Ariani, and Sukmantara (2013), story mapping is graphic organizer of a story that helps the students to recognize the basic pieces of a narrative text. By using story

mapping, the students can organize story content to be coherence. There were some benefits of story mapping (Friedman, 2015; Ibnian, 2010; and Schumm, 2006). First, story mapping can be used with the entire class, small groups, or for individual work. Second, story mapping technique helps students examine the different components of an assigned text or story. Third, story mapping can be used with both fiction (i.e., defining characters; events) and nonfiction (i.e., main ideas; details). Fourth, the use of story mapping as a comprehension strategy can be beneficial for all students, and are especially helpful for students needing the additional support of a graphic organizer.

Based on information shared by the English teacher who teaches the tenth graders of SMA Negeri 1 Kotapadang, Rejang Lebong of Bengkulu, the teacher admitted that commonly she uses Guided Reading as a strategy to teach reading. The teacher guided the students to get comprehensive understanding of what was read (Hauptman, 2012; Fountas and Pinnell, 2012, p.269). In line with this statement, Richardson (2010) states that in guided reading teacher shows students the tricks (pre-reading, during reading, and post-reading) then provides focused support to help the students become independent.

In this study, the writer had tenth graders of SMA Negeri 1 Kotapadang, Rejang Lebong of Bengkulu as the participants and narrative text as the teaching materials. For the purpose of measuring the reading level of the tenth graders, the writer had administered a reading level test using Informal Reading Inventory (IRI) Jennings (Richeck, 2001). The results showed that 15.38% of the students were in Primer level, 58.58% in First level, 18.38% in Second level, 6.51% in Third level, 1.18% in Fourth level, and none of them were in Fifth level. Based on the results of reading level test, it indicated that the prior reading level of the tenth graders of SMA Negeri 1 Kotapadang, Rejang Lebong of Bengkulu were at First Level of reading.

In addition, the writer also did an interview with an English teacher who teaches the tenth graders. Based on the information shared by the English teacher, the writer found that there were many students find difficulties in reading comprehension. The result of middle first semester English examination revealed that only 39% of of the tenth graders could pass the minimum standard score (60). The English teacher also admitted that she never applied Story Mapping Strategy; she commonly uses Guided Reading as a teaching strategy to teach reading.

Based on the description above, the writer focused on Story Mapping Strategy, Reading Narrative Comprehension Achievements, and reading motivation through a study entitled

"Using Story Mapping Strategy and Reading Motivation to Improve Reading Narrative Comprehension Achievement of Tenth Graders of SMAN 1 Kotapadang."

METHOD

Research Design

This study was an experimental research method; specifically it applied a quasi-experimental research method and research design that is non-equivalent control design. In this study the writer used purposive sampling for the experimental and control groups.

Population and Sample

This study conducted at SMA Negeri 1 Kotapadang, Rejang Lebong of Bengkulu in academic year 2015/2016. The writer had the tenth graders of SMA Negeri 1 Kotapadang as the population. There were five classes of tenth graders and the total number of the students was 169. There were 77 females and 92 males. The writer selected the sample purposefully by dividing the students on the basis of the students' test result and then grouping them into experimental and control group. Sixty of tenth graders were selected as the sample.

Instrumentations

To find out the students' reading motivation level, a questionnaire consisted of 40 items with 4 point Likert scale named Motivation Reading Questionnaire (MRQ) was distributed to the students as the pretest and the posttest. The questionnaire written in English by Wigfield and Guthrie (1997) was translated into Bahasa Indonesia by the writer in order to make it easier for the students to comprehend and respond each item of the questionnaire. Next, a reading comprehension test consisted of 25 test items which include the aspects of reading comprehension was administered to the students as the pretest and the posttest. The reading comprehension test had been checked by raters to get their views about the difficulty and appropriateness level of each item. Then, reading comprehension test was tried out to non-sample students to check the internal consistency of the instruments

Data Analyses

SPSS program was used for analyzing the data. The writer used descriptive statistic of pretest and posttest, descriptive of KKM achievement, t-test, and regression to find out the significant improvement between the students who were in experimental and control groups. Regression is used to know the significant contribution of reading motivation to reading narrative comprehension achievement.

FINDINGS AND DISCUSSION

Normality and Homogeneity of the Data

Normality and homogeneity tests were used to analyze the data before the data were analyzed statistically. Kolmogorov–Smirnov was used to analyze the normality and Levene's test was applied to obtain the homogeneity (see Table 1).

Table 1
The Result of Kolmogorov-Smirnov Test

	Scores	N	Sig. (2-tailed)	
Experimental	Pre-test	30	.200	Normal
	Post-test	30	.200	Normal
Control	Pre-test	30	.105	Normal
	Post-test	30	.196	Normal

As presented in Table 1, since all the p-values of the normality and homogeneity tests were higher than 0.05, it can be concluded that the data were both normal and homogeneous.

Descriptive Statistics

From the calculation scores of the students' reading comprehension test for both experimental group and control group, it was found that the lowest score obtained in the pretest was 40, while the highest score was 80, and the mean score of the pretest was 60.93. Meanwhile, the posttest scores of both experimental and control groups showed that the lowest score obtained in the pretest was 48 while the highest score was 88, and the mean score of the pretest was 68.60. The distributions of the pretest and posttest scores of both groups are displayed in Table 2.

Table 2
The Students' Reading Comprehension
Achievements Scores

Tests	N	Min	Max	Mean	Std. Dev
Pretest	60	40	80	60.93	10.858
Posttest	60	48	88	68.60	10.173

The results of students' reading comprehension were also calculated based on the KKM (The Passing Grade) score which is applied at SMA Negeri 1 Kotapadang. The result is presented in the Table 3.

Table 3
The Score Distribution of Reading Comprehension Based On KKM

KKM 60	PRETEST		POSTTEST	
	N	%	N	%
> 60	36	60	52	86.67
< 60	24	40	8	13.33
TOTAL	60	100	60	100

As shown in Table 3, the students whose pretest scores were higher than 60 were 36 students (60%) and there were 52 students (86.67%) in the posttest, showing that there was improvement in the students' reading comprehension.

The results of Students' Reading Motivation

From the calculation of Motivation Reading Questionnaire, it was found that the minimum score obtained was 105, while the highest score was 146, and the mean score was 130.00. The distribution motivation questionnaire in both groups is displayed in Table 3.

Table 3

The result of Students' Reading Motivation

Variable	N	Min	Max	Mean	Std. Error	Std. Dev
Motivation	60	105	146	130.00	1.204	9.325

As shown in Table 12, the mean score of students reading motivation from the whole sample (N=60) were 130. Then, the students who got the score higher than mean score were categorized into High level, while the students who got the score lower than mean score were categorize into Low level.

The scores distribution of students' reading motivation were presented in Table 4

Table 4
The Score Distribution of Reading Motivation

Reading Motivation Level	Motivation Questionnaire			
	N	%	Mean	SD
High (> Mean total score)	35	58.33%	136	4.20
Low (< Mean total score)	25	41.67%	121	6.92
Total	**60**	**100%**	**Mean total score 130**	**SD total score 9.32**

Furthermore, as shown in the Table 13, there were 35 students (58.33%) in High level and 25 students (41.67%) were in Low level.

The results of Reading Comprehension Achievement Between Groups

Independent sample t-test was applied to answer research question number 1) whether or not there was a significant improvement in reading narrative comprehension achievement between the students who were taught by Story Mapping and those who were taught by Guided Reading. The result of independent t-test showed in Table 5

Table 5
The results of independent sample t-test of reading achievements

Test	N	Means		Mean Difference	t	df	Sig. (2-Taled)
		Experiment	Control				
Posttest	60	73.20	64.00	9.200	3.902	58	.000

The results of independent sample t-test showed that the mean difference of posttest scores between experimental and control group was 9.200 and the ρ-value (Sig. 2 tailed) was .000 (<0.05). From the result, it can be concluded that there was significant improvement in narrative reading comprehension achievement between the students who were taught by using Story Mapping Strategy and those who were taught by Guided Reading Strategy.

The Results of Reading Motivations' Contribution to Reading Narrative Comprehension Achievements

The regression analysis was used to analyse the contribution of the reading motivation toward students' the reading comprehension achievement of narrative texts. The result of regression analysis is presented in Table 6.

Table 6
The Results of Regression Analysis of Reading Motivation

Aspect	R Square	R Square Change	Sig. F Change
Motivation	.235.	.235	.000

From the table above, it was found that the result of regression analysis showed that reading motivation gave significant contribution (23.5%) to the students' reading comprehension achievement of narrative texts.

Story Mapping strategy was implemented in this study as one of the alternative strategies that the writer believed could improve the students' reading narrative comprehension achievements and reading motivation. Story mapping lead the students to better comprehension, bring the students' attention to the important of story points, and helpful for

students needing the additional support of a graphic organizer (Friedman, 2015; Ibnian, 2010; Kisfinata et al, 2013, and Schumm, 2006).

After conducting the treatment by using Story Mapping strategy to the experimental group in this study, the result of the study showed that mean difference of posttest scores between experimental and control group was 9.200 and the ρ-value (Sig. 2 tailed) was .000 (<0.05).. The result of this study was similar to the findings of the study done by Kurniawan, Rufinus, Suhartono (2013) and Romli (2014) that story mapping strategy was effective in teaching narrative reading comprehension.

The writer assumed that the improvement of students' narrative reading comprehension achievement and reading motivation in this study was because story mapping strategy uses visual representations to help students organize important elements of a story in narrative text by identifying story characters, plot, setting, problem and solution. According to Kisfinata et al (2013), story mapping is graphic organizer of a story that helps the students to recognize the basic pieces of a narrative text. By using story mapping, the students can organize story content to be coherence.

Furthermore, the results of reading motivation of the students showed that the difference of total N between High level and Low level. There were 35 students (58.33%) in high level (>130) and 25 students (41.67%) were in low level (<130). From these results, it can be conclude that students' reading motivation were high. The results of regression analysis showed that the significance contribution of reading motivation was .000 (< 0.05). From these finding, it can be conclude that reading motivation was significantly contribute to reading narrative comprehension achievement of tenth graders of SMAN 1 Kotapadang.

CONCLUSION

Based on the results of the analyses and interpretations above, some conclusions can be drawn. First, Story Mapping and Guided Reading strategies can significantly improve students' reading narrative comprehension achievement. Second, reading motivation of tenth grader of SMAN 1 Kotapadang was high. Third, reading motivation was gave significant contribution to reading narrative comprehension achievement of tenth graders of SMAN 1 Kotapadang.

There are some suggestions that can be offered as the follow up on this study. First, since Story Mapping and Guided Reading strategies are equally good, the teachers may use these two strategies in teaching reading narrative text. Second, the future researcher are suggested

to conduct a similar study on the other skills like speaking, listening, and writing at other level of students for the improvement of teaching English.

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