

Improving Students' Reading Comprehension and Writing Ability of Narrative Text through Story Map Strategy

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Abstract

The objective of the research was to describe the process of improving the students' reading comprehension and writing ability of narrative text through Story Map Strategy at the ninth grade of SMPN 7 Cibeber. The researcher used classroom action research that was conducted in 3 cycles. The subject of the research was 35 students. The result of the research showed a good improvement, it was indicated by the increase of the mean score in every cycle. (1) In the pre-test, the mean score of students' reading comprehension test was 61. In the 1st cycle, the score increased by 17% to 71, 4. The 2nd cycle, the score increased by 31, 3% to 80, 1. (2) In the pre-test, the score of writing test was 63, 8 with only 5 students who passed the mms. In the first cycle, the score. Increased by 6, 1% to 67, 7. In the 2nd cycle, the score increased by 11, 8% to 71, 3 with. And in the 3rd cycle, the score increased by 24, 8% to 77, 7. Classically, the students passed the standard minimum score. In conclusion, the students' reading comprehension and writing ability of narrative text significantly improved through the story map strategy.

Key word: narrative text; reading comprehension; story map strategy; writing ability

INTRODUCTION

Reading and writing are two part of important skills of communication. Reading is one important way to improve students' general language skills in English. Tankersley, (2003: 108) defines that reading is the process of grasping the meaning conveyed by the author which involves the readers' skill, background knowledge and the information from the text. In line Nunan (2003: 68) say that reading as being composed of four elements; those are the text, the reader, fluency, and strategies. Further, Nunan (2003: 68) stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. When the readers read a text, they need to comprehend what the writer tells about. Reading comprehension is the process of making meaning from text (Wooley, 2011 p. 15). Further, Juniardi (2011) stated that reading comprehension is an active process that requires

the reader decode quickly and accurately so that they can understand the reading. Reading comprehension also can be influenced by ones' knowledge of the world (world knowledge) or schemata. Readers who have prior knowledge about a topic or a previous reading, reading comprehension is better than the reader initially less knowledge. It can be concluded that reading comprehension is the ability of decoding quickly and accurately and grasping the meaning from the content of the writer's explicit or implicit idea of a text. By combining a number of skills related to decoding, word reading and fluency and the integration of background knowledge, vocabulary, grammatical knowledge and past experiences.

Writing is the production of the written word that results in a text in which must be read and comprehended in order for communication to take place. Spratt, et al (2005: 26) state that which deals with conveying messages with the use of graphic symbols. The definition shows that writing ability is one of the productive skills that the students have to produce their understanding, ideas, opinion, and feeling through writing to make the readers understand the idea expressed. states that writing is one of the Writing is an important learning tool, because it supports students to accept ideas and concepts well. As Syafrizal (2019) argued that writing can be one of the tools to deliver the understanding of students. However, writing considers as a difficult skill to be achieved. Students should have some basic aspects such as handwriting or typing, spelling, constructing grammatical sentences and punctuation Base on the explanation above, reading and writing are interrelated. Voon Foo (2007: 4) defines that both reading and writing are influenced each other. Reading is an active process of grasping information and understand the message conveyed by the author, then writing is a tool to deliver information and their understanding they got with their own words.

Narrative is the principal way in which our species organizes its understanding of time. Narrative text is a spoken or written account of connected events, a story (Abbot, 2002, p. 3). In addition, Rebecca (2003) says that a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. Some examples of narrative text are fantasy novel, historical fiction and stories. Narrative text is narrated part of a literary work, as distinct from dialogue. However, narrative text is an imaginative story to entertain people (Wardiman, 2008, p. 93). The generic structure of narrative text are orientation, complication and resolution (Hasibuan and Ansyari, 2007, p. 130). Based on the theory above, it can be highlighted that the generic structure of narrative text are the orientation, complication, problem or crisis and resolution. It can be concluded that narrative is an imaginary story which is delivered logically and chronologically to amuse or to entertain the reader with some kinds of conflict or social problematic events and its special solving problems. The story itself can be in the form of: folklore, animal story (fable), legend or short story, novels, etc.

Based on the information from the English subject teacher, the students of SMPN 7 Cibeber, faced many difficulties to comprehend and to write the text especially narrative text. It could be seen from the students' score, they were under minimum standard score 70 with the average score was about 61 for reading and 63 for writing. The teacher also found some obstacles in teaching reading and writing of narrative text. Based on pre observation in SMPN 7 Cibeber, the students lacked of vocabularies so they faced difficulties to interpret the meanings of the difficulty words. The students also found difficulties in determining the main idea of the text. They were unable to find the detail information of a text and the major elements of narrative text. Reading activity designed by the teacher could not make the students being more active, enthusiastic, and independent. Moreover, the use of interested learning media was rarely. The teacher still uses conventional learning strategy in the class room. Whereas in writing English, students have to recognize the structure, the word choice and the spelling which are different from Bahasa. Moreover, there are only a few English reading sources in the library to support students' activities in improving their English reading and writing ability. Based on the problem that posed above, the main objective of the study is to observe the English teaching learning process especially in learning narrative text at SMPN 7 Cibeber using story map strategy to facilitate the students to comprehend the text and to gather the ideas to be developed in their own version of writing. The map template also can be used as an interesting media for the students. Moreover the strategy especially used for narrative text or short story.

A story map is any visual representation of the story plot. It is a map that lays out the story events so that you can see them in order. (Johnson, 2008, p. 131). In addition, story map allowing students to visualize the important component of a narrative text, including setting, main characters, problems, events, and a resolution (Staal, 2004, p. 12). Story maps facilitates comprehension and memory of stories, students need to know about the general structure of stories. From the explanations above, it can be conclude that the story map is a graphic visual representation of stories' major elements such as main characters, supporting characters, setting that include time, place, atmosphere, problem and resolution which will help the students to comprehend the whole story and make them easier to illustrate how the ideas of the stories are related one another. And it can be used as an outline and to develop students' ideas of their writing.

RESEARCH METHODOLOGY

The researcher used classroom action research (CAR) suggested by Kemmis and McTaggart in Burns (2010). It was explained that action research consisted of four basic activities in a cycle those were reconnaissance, planning, action, observation, and reflection. The purpose of classroom action research was to observe the teaching-learning process in order to improve the students' reading comprehension and writing ability of narrative text through story map strategy. The instruments of data

collection used were Test, observation sheet, field note and questionnaire. The observation and field note was doing during the teaching-learning process when the treatment was applied. Whereas the test and questionnaire took after the treatment. The subject of the research was the ninth grade students of SMPN 7 Cibeber. There were 35 students in this class.

FINDING AND DISCUSSION

The researcher conducted pre-test to know the students background knowledge in reading comprehension and writing ability of narrative text. The pretest was conducted on the 18th of January. The result of the pre-test showed that almost all the students did not pass the minimum standard score of English subject. From those result score, the researcher intended to improve students' reading comprehension and writing ability of narrative text through story map strategy.

The researcher designed the research on three cycles. The first cycle consisted on two meetings for treatment with the topic was to identify the social function, generic structure and language features of the text and to rewrite a narrative text, and one meeting was for post-test. The second cycle consisted on two meetings for treatment with the topic was to identify language features of the text and to develop and revise the students writing of narrative text and one meeting was for post-test and the third cycles consisted of one meeting and one post-test. The third cycles was conducted on two meetings, one meeting was for treatment with the topic was brainstorming of the steps of writing and rewrite a narrative text, and one meeting was for post-test. The result of each post-test will be compared with the pre-test score to get the percentage improvement on each cycle.

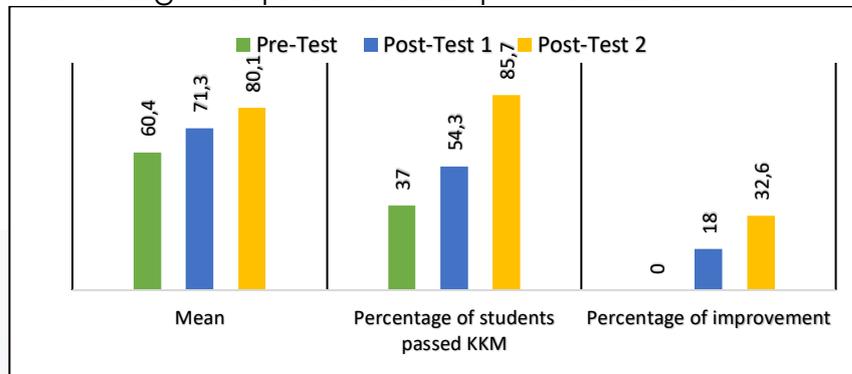
In the first cycle, the students' obstacles still appeared in the teaching-learning process, the students were still silent, only few students asking and giving opinion about the topic. The students had difficulties in identifying generic structure, the language features of the text and to make a draft of writing a narrative text. The researcher gave the model of using story map. The students work in groups.

In the second, after doing brain storming, the researcher review the materials on the first cycle. Individually, the students use story map to identify the narrative story elements by answering the question and write the answer in the story map template. And they were already understood how to start writing using story map. They could determining the information from the text. The researcher still has to explain about the language features of the text. The class management, the students' enthusiasm and participation were better. They enjoyed the process.

In the third cycle, after brain storming, the students' continued their writing activity. Almost all the students were active, they showed their participation and enthusiasm in the class. Only several students still passive.

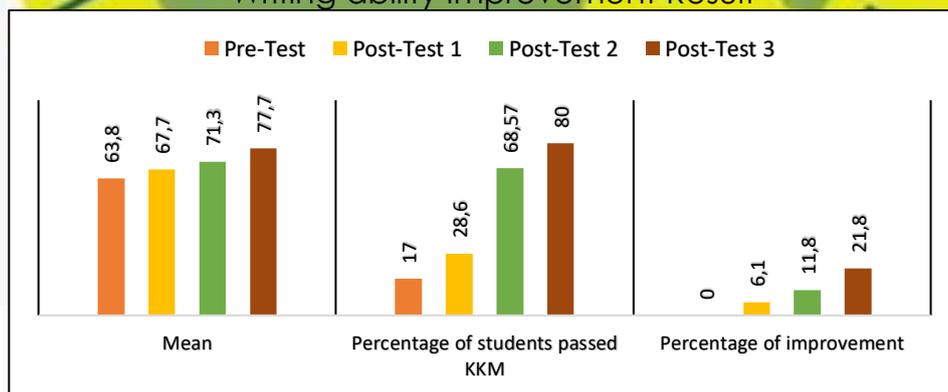
They could comprehend the text easily and they could rewrite the story based on the story map. The result of the post test was on the following appendixes:

Picture 1
Reading Comprehension improvement Result



From the data of reading comprehension test, it showed that there were significant improvement for reading comprehension. The mean score of reading comprehension from pre-test increased about 18% became 71,3 in cycle 1 then in cycle it increased about 32, 6% became 80,1. Individually, students who had finished learning that was those who got a score of 70 or more were improve from only 13 or about 37,1% students in pre-test activity, then it had increased about 54, 3% became 19 students in cycle 1. Then in cycle 3 the percentage of students who passed the minimum standard score had increased about 85, 7% became 30 students. Classically, all the students had passed the standard minimum score more than 75%. It meant the research ran successfully.

Picture 2
Writing ability Improvement Result



The data above showed that there were significant improvement for reading comprehension. The mean score of writing pre-test result was 63, 8, it was only 17%. Students who reached standard minimum score (mss). It increased about 6, 1% became 67, 7. The percentage of students who passed mms increased about 28, 6%. Then in cycle 2 the score had increased about 11, 8% became 71, 3 and the percentage of students who passed mss increased about 68, 6% became 24 students. Whereas in cycle

3 the mean score increased about 21, 8% became 77, 7 and the percentage of students who passed mss were increase about 80% or became 30 students. Individually, students who had finished learning that was those who got a score of 70 or more were improve from only 13 or about 37, 1% students in pre-test activity became 80%. Classically, all the students had passed the standard minimum score more than 75%. It meant the research ran successfully.

CONCLUSION AND SUGGESTION

Based on the finding and discussion of the research, the use of story map strategy in teaching reading comprehension and writing ability could increase the score of the students' classical average score. The students' score increased in every cycle. It meant there were improvement on their reading comprehension and writing ability. In the end of the cycle, the students' reading comprehension improved and the students' means score of cycle 2 was 77, 1 or 80 % students who achieved the standard minimum. So in reading cycle the researcher only need two cycles to improve the students reading comprehension improvement. While the students' writing ability improved from 24, 8% with the mean score 76, 2 or about 100% students who passed the standard minimum score. So it in writing cycle the researcher only need three cycles to improve the students reading comprehension improvement.

Based on the conclusion above, she would like to offer some suggestions in improving students' reading comprehension and writing ability. The English teacher should be able to develop their technique and media to deliver the lesson in order to make the students interest and have high motivation in learning English especially in reading and writing. The researcher suggested to use story map strategy in the classroom to teach reading and writing of narrative text. It is not impossible to use story map for another texts. For writing especially, give more time to students to develop their writing.

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