Jurnal Penelitian Ilmiah Intaj (2017) 1 : 29-48
ISSN 2549-2624

THE EFFECT OF STORY MAPPING ON READING COMPREHENSION

Norma Ita Sholichah (alamnura11@yahoo.co.id)[1]
[1)] IAI Al-Qolam Gondanglegi Malang

(Received: December 2016 / Revised: January 2017 / Accepted: March 2017)

ABSTRAK

Penelitian ini menyelidiki pengaruh strategi story-mapping dalam mengajar pemahaman membaca teks bahasa Inggris, yang menggunakan kuasi-faktorial dengan desain pretest-posttest. Temuan penelitian ini mengungkapkan pengaruh yang signifikan secara statistik antara sebelum dan sesudah tes. Dengan kata lain, ada perbedaan yang signifikan setelah diajarkan dengan menggunakan strategi story-mapping. Hal ini dipengaruhi oleh beberapa alasan. Pertama, pelaksanaan strategi *story-mapping* membantu siswa untuk mengatur informasi yang mereka dapatkan dari bahan bacaan dengan cara efektif. Dengan melatih siswa untuk mencari kata kunci dari setiap paragraf dan menuliskan informasi dari kata kunci memberikan kesempatan bagi siswa untuk mengingat informasi detail dari bahan bacaan. Selain itu, kegiatan meringkas membantu siswa untuk menganalisis dan mengevaluasi informasi dari bacaan.

Dengan demikian siswa dilatih untuk berpikir kritis dalam kegiatan pembelajaran di setiap pertemuan. Kedua, strategi story-mapping mencegah kebosanan siswa pada kegiatan pembelajaran khususnya pada materi pemahaman bacaan teks bahasa Inggris.

Kata kunci: *Strategi story-mapping, reading comprehension*

1. BACKGROUND OF THE STUDY

Reading is considered as an important aspect for students in their language learning because reading is constantly developing skill. It is also supposed to be an aspect to develop self-confidence and motivation within the students in dealing with difficulties in academic reading, especially in learning English in Junior High School. In Indonesia, English becomes more important. English is one of the primary subjects at school that gets 4 hours/week.[1] It means that English is still considered as an important subject. Furthermore, the government decided that English as one of the subjects for National Examination for Junior High school. It shows that English is very important in Junior High school. English skills such as reading, listening, writing, and speaking are taught for all graders in Junior High school, but the students still find difficulties, especially in reading.

Concerning with language learning and teaching, teachers can learn by using strategy, how the strategies work and they are able to teach their own students by applying the strategies to their own reading. Applying strategies to the teachers' own reading not only helps the teacher becomes to prepare and provide Reading comprehension strategy instruction (CSI), but also demonstrates the potential for improvement that such strategies hold for their students.

That phenomenon pushes the English teachers, also facilitators, to use the appropriate method in order to increase students' reading comprehension without decreasing students' motivation. In other words, the teacher's job is trying to increase students' reading ability by giving students chance to get more reading practice . In this case, the teacher should give the method effectively such as summarizing, skimming, reading aloud, and using story mapping in teaching reading comprehension.[2]

Story mapping is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Story mappings provide a visual spatial display for key information in narrative text.[3] This technique of instruction uses a diagram (called a 'story mapping') to depict visually the setting or the sequence of events and action of story characters.[4] The purpose of a story mapping is to help students focus on the

---

[1] Depdiknas, *Permendiknas 2006 tentang SI & SKL*. (Jakarta: Departemen Pendidikan Nasional, 2006)

[2] H.Douglas. Brown, *Teaching by Principles: An Interaction Approach to Languange Pedagogy*. 2nd Ed. (New York. Addison Wesley Longman, Inc. Prentice hall regents, 2001)

[3] T.Boulineau, Fore III, C., & Hagan-Burke, S., & Burke, M. D, *Use of story-mapping to increase the story-grammar text comrehension of elementary students with learning disabilities*. Learning Disability Quarterly, 27(1), 105-121.(2004)

[4] D.Li, *Effect of Story Mapping and Story Map Questions on the Story Writing Performances of Students with Learning Disabilities.* (Dissertation. Texas: Texas Teach University. 2000)

important elements of narrative-theme, characters, setting, problems, plot events, and resolution-and on the relationship among those elements.

In addition, graphic organizers can be used for brainstorming at the beginning of a lesson or unit to find out what students already know.[5] Graphic organizers, with reading assignment, can help students to be able to organize and capture information. They are also as chronicles of sequence of events of a process. In addition, they relate new information to previously learned information. Finally, they also function as tools for checking understanding, taking note and summarizing, and the culminating assessment.

A study about story mapping has been carried out by Isikdogan (2010). The purpose of this study was to investigate the effectiveness of the story-map technique on reading comprehension skills among students with mild mental retardation. The research group consisted of 14 students with mild mental retardation. The students in the research group were chosen from students who attended to an elementary school and a special education center in Ankara and who met the prerequisite skills for the research study. The findings of this research showed that the story map technique was effective in improving reading comprehension skills of students with mild mental retardation. In this study, a significant difference in the post test scores of the experimental group showed that the instructional sessions using the story map technique in teaching reading comprehension skills made positive increases in the reading comprehension levels of the students who attended to these sessions. No significant difference in the pre and post test scores of the control group showed that instructional sessions were effective when the fact that the control group did not receive any instructional session is taken into account.

To summarize when look at the studies in which story map technique was used that were summarized above, it can be clearly seen that this technique is effective on reading comprehension skills of children and the skills are also maintained. For these reasons, it is emphasized that teachers use the story map technique in teaching reading comprehension skills to their students in their classrooms.

Furthermore, in this study, it was tried to measure the effectiveness of using story mapping strategy to be implemented in the reading comprehension activity because the story mapping depicts visually the setting or the sequence of events and actions of story characters.[6] The purpose of story mapping of course is to help students

[5] G.H.Gregory, and Carolyn, C, *Differentiated Instructional Strategies.* (California: Corwin Press, Sage Publications, 2007)

[6] D.Li, *Effect of Story Mapping and Story Map Questions on the Story Writing Performances of Students with Learning Disabilities.* Dissertation. (Texas: Texas Teach University, 2000)

focus on the important elements of narrative-theme, characters, settings, problems, plot events, and resolution-and on the relationship among those elements.

As stated previously, it was tried to measure the effectiveness of using the story mapping strategy to be implemented in the reading comprehension activity. Comprehension is a process demanding strategic approach. It actively constructs meaning as they read, and it also direct their own comprehending by using basic strategies and by monitoring their own understanding. "Big" strategies in good comprehension are: including comprehension before reading, during reading, and after reading.[7] In this activity, the students who read actively and effectively mean that the students are completing or making story mapping while they are reading the reading text. Then, after reading text, the students must evaluate the relevance and validity of what they have read. In addition, those activities get students interact with the text and make them critical readers.

2. RESEARCH METHOD

2.1. Design

In this research, it was used the existing classes for the experimental group and the control group. Further due to inability of assigning subjects to groups randomly, this research uses quasi experimental design. Quasi-experimental design are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible.[8] The choice of this design was under the following considerations. This study was carried out in a classroom setting where random assignments of subjects could not be conducted and the two groups of subjects is provided by the school authority, even though the selection which group was experimental group or control group was selected randomly. In line with this, when the researcher can only assign randomly different treatments to two different classes, the researcher uses quasi-experimental research design.[9] In a school situation, schedules can be disrupted or classes reorganized to accommodate this research study. Thus, it was not necessary to use groups as they are already organized into classes. The variable in this research consisted of dependent and independent variables. The dependent variable in this research was students'

[7] C.Blachowicz, & Donna, O, *Reading Comprehension Strategies for Independent Learners.* (New York: The Guilford Press, 2008)

[8] D.Ary, Jacob, L.C., Razavieh, A., & Sorensen, C, *Introduction to Research in Education.* (Belmont: Vicki Knight, 2006)

[9] C.M.Charles, C. M, *Introduction to Educational Research (2nd Eddition).* (White Plains: Longman, Ltd., 1995)

reading comprehension achievement. The independent variable was teaching strategies: story mapping strategy and nonstory mapping (conventional) strategy.

2.2. Population and Sample

The population of the study was the eighth grade students of MTs Babussalam Pagelaran Malang in the academic year 2013/2014, there were two classes (8A, 8B). The population and sample of the study was presented in the following table.

Table 1. The Population of the Study

Class	Number of Students
8 A	27
8 B	29
Total	56

In the present research, simple random sampling was carried out in the population. It was carried out by doing lottery. The lottery was carried out towards the two classes of the population. Basically, each of the groups had the same possibility to be the sample of the research. Based on the result of the lottery showed that 8 A was chosen as the control group and 8 B was chosen as the experimental group.

2.3. Treatment

In the experiment, the two reading strategies were implemented during the treatment. The story mapping strategy was implemented to the experimental group and the conventional teaching strategy was implemented to the control group. At the end of the experiment, the groups were post-tested. The treatment for both groups lasted for eight meetings.

Since the story mapping strategy was a new strategy for the experimental group, the treatment for the experimental group was carried out into three steps: modeling, guiding, and practicing. In the modeling step and guiding step, the teacher trained students by giving models on how to find keywords and its description and after that the teacher let students find keywords by themselves with sufficient guidance from the teacher. This modeling and guiding step was carried out for the first four meetings. After that, in the practicing stage, in the fifth up to eighth meeting, students practiced to find keywords and its description without any intervention from the teacher.

According to the syllabus for the eighth grade of junior high school, the text types used in the treatment was narrative. The schedule of the treatment for both groups is presented in the following tables.

Table 2. The Schedule of the Treatment for the Experimental Group and Control Group

MEETING	EXPERIMENTAL GROUP	CONTROL GROUP
1	Pre-test (Narrative)	Pre-test (Narrative)
2	Modeling & Guiding	Narrative
3	Modeling & Guiding	Narrative
4	Modeling & Guiding	Narrative
5	Modeling & Guiding	Narrative
6	Practicing	Narrative
7	Practicing	Narrative
8	Practicing	Narrative
9	Practicing	Narrative
10	Post-test (Narrative)	Post-test (Narrative)

Similarly, the procedures of teaching conventional strategy are followed by the three phases proposed by the experts mentioned previously. However, different from the procedures of teaching story mapping strategy for experimental group, the teaching of conventional strategy for the control group did not have three stages of teaching technique as for the experimental group. The treatments are: pre-reading activity, whilst-reading activity and post-reading activity.

2.4. Instruments

There were two instruments applied in this study: a reading comprehension test and a questionnaire. The topic for reading comprehension was designed to be different as a researcher assumed that students were not be able to remember what they have carried out incorrectly in the pretest. The questionnaire used to know the students' attitude toward the reading strategy is applied in this study.

In order to measure the effectiveness of the independent variable on the dependent variable, the instrument used to get the data of students' writing achievement is posttest. It was administered after applying the treatment to the experimental group.

In designing and analyzing the test instrument of reading test, the procedures about how to make a good test were followed. The blueprint was prepared and the expert validations were needed to judge whether the test was good or not. Before using the test measure the students' achievement in reading, the instrument had to be tried out to consider the validity and the reliability of the test. The item of the test was selected and analyzed based on expert validation and face validity.

The reading comprehension test was a multiple choice type, having four options for each item with only one correct answer. The reason for using the multiple choice

format was based on practical consideration. The test contained 36 items. It was administered with duration which was quite rigid, giving 90 minutes for the students to finish the test.

In the developing the test, the researcher took some steps: writing the blue-print of the test, writing the test covering the item and test validity, expert's validation, revising the test based on the comments from the expert, trying out the test, analyzing the result of the try out, and revising the test based on the analysis. To make it clear, the framework for the test development used in this research is presented in Figure 1

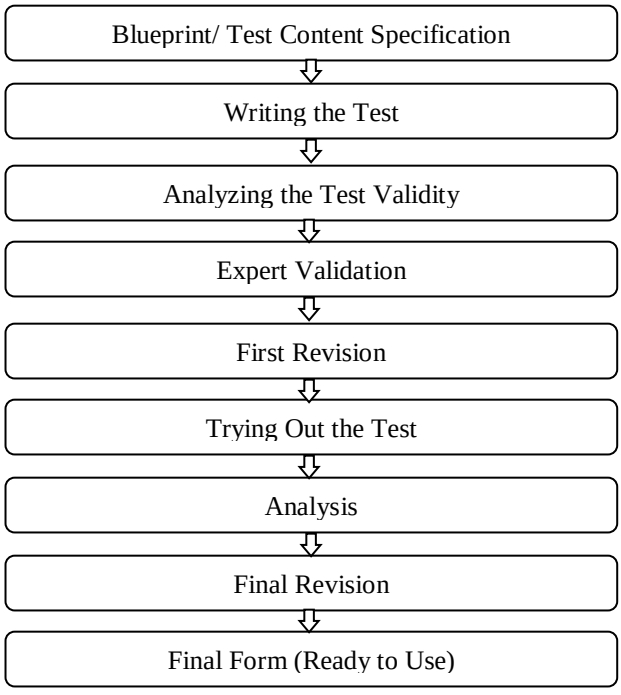

Figure 1. The Test Development Plan

After the blueprint of the test was made, the next step in developing the test was writing the test items. The reading test was in the form of an objective test consisting of 36 items of multiple choice questions. Writing the test covered writing the direction and the items of test. The instructions were made as clear and brief as possible to ensure that the students did not get confused in reading the test instruction.

2.5. Data Analysis

In accordance with the research design of this study, the processes of data collection generally carried out in this study were categorized into 3 steps or stages. Those are pretest, treatment, and posttest.

Pretest is conducted in the first meeting. This is intended to see the students' preliminary competence in reading. Besides, the aim of the pretest was to know that the experiment and control group have no significant differences in their level of ability in reading comprehension.

Based on the result of the pretest, the mean score for the experimental group was 53.57 while the mean score for the control group was 49.42. To more understandable, the average score of the experimental and control groups in the pretest score can be seen in the histogram shown in Figure 2.

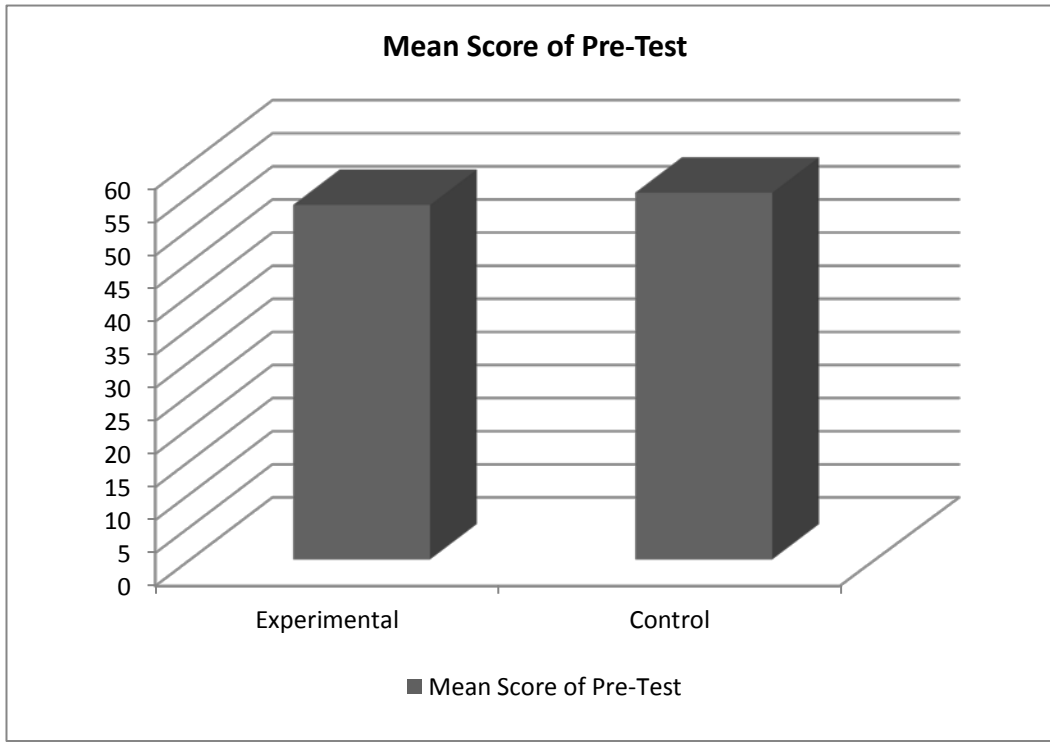

Figure 2. The Mean Difference between the Experimental and the Control Group in the Pretest

The treatment process was carried out in eight meetings which were divided into three stages: modeling, guiding, and practicing stage. The treatment process was carried out for eight meetings based on the consideration that the story mapping strategy was relatively new for the students so that they have to be trained several times before it measured the effectiveness of the story mapping strategy.

The final steps of the data collection were administering the posttest when the subjects of the two groups have undergone the teaching learning process. After conducting the posttest, the students were given an attitude questionnaire.

2.6. Data Analysis

Data analysis aimed at testing the research hypothesis that was, the students of eighth graders who taught by story mapping strategy achieve better in reading comprehension achievement than those taught by conventional strategy at MTs Babussalam Pagelaran Malang. Further, the data in this study were first of all organized and summarized using descriptive statistics.

The data of the reading comprehension test obtained in this study was organized by arranging the measure into a frequency distribution and presenting them in the graphical forms. In this study, the researcher organized the data into frequency distribution which facilitated the computation of the statistics. After that, the data was presented in graphic form. It was more helpful and convenient to present research data in a graphic form. In this research was organized the data into frequency distribution which facilitated the computation of the statistics. After that, the data was presented in graphic form. It was more helpful and convenient to present research data in a graphic form. It was often helpful and convenient present research data in a graphic form and, in this study, the data presentation frequency polygons was presented.

Furthermore, after the data was organized, it was summarized which aimed of finding a single index that can represent a whole set of measures. The mean, median, and mode are measure on central tendency or averages. The mean is the sum of all scores in a distribution divided by the number of cases. The median is the middle scores in the distribution of scores, and the mode is the most frequently occurring score in the distribution.

In addition, the variability of the data was measured in this study. Variability is the amount of dispersion of scores about a central value. So, one stop in the calculation of the standard deviation is to subtract the mean from each score. The resulting deviation score are then squared and entered into formula to yield the standard deviation.

In addition, there were three satisfactory assumptions that need fulfillments: normality, linearity, and homocedasticity. Normality test of variables can be conducted through the SPSS version 17 by using descriptive program in which measures of skewness are produced for distribution of variables. The value reported for skewness equals zero if the distribution was normal. To determine whether or not the value of skewness for a variable differs significantly from zero, a comparison against the standard error for skewness is needed. The method was

based on the nonparametric method of hypothesis of which was formulated as follows:

H_0 = The data followed the normal dispersion (parametric)
H_1 = The data did not follow the normal dispersion (nonparametric)

One-Sample Kolmogorov-Smirnov Test

		Pretest Experimental	Posttest Experimental	Pretest Control	Posttest Control
N		29	29	27	27
Normal Parameters[a,,b]	Mean	55.41	67.86	56.74	55.96
	Std. Deviation	10.391	6.906	12.346	8.693
Most Extreme Differences	Absolute	.162	.206	.158	.156
	Positive	.162	.206	.158	.101
	Negative	-.116-	-.140-	-.153-	-.156-
Kolmogorov-Smirnov Z		.874	1.107	.822	.809
Asymp. Sig. (2-tailed)		.429	.172	.508	.529

a. Test distribution is Normal.

b. Calculated from data.

Table 3. The Computation for Normality Assumption

Based on the data above, the Z value for the pretest of Experimental Group was .874 of which the significant value was .429, the Z value for the posttest of the Experimental Group was 1.107 which significant value was .172. In addition, the Z value for the pretest of control group was .822 of which significant value was .508 while the Z value for the posttest of control group was .809 of which the significant value was .529. Based on the computation, the significant value was bigger than α (.05). as a result, the H_0 was accepted. In other words, the data followed normal dispersion and the normality assumption was fulfilled.

In addition, the assumption of homoscedasticity is that the variability in score on one variable is roughly the same at all values of other variable. When heteroscedasticity is present the relationship between the variables maybe lawful, but it is not captured totally by the correlation coefficient. An analysis based on the correlation will underestimate the extent of relationship between variables. To

estimate the heterocedasticity of the data, the Levene's test was utilized which the hypothesis was as follows:

H_0 = the variances of the data are equal or homogenous
H_1 = the variances of the data are different or heterogeneous

	F	df1	df2	Sig.
Pretest	.873	1	54	.354
Posttest	2.968	1	54	.091

Table 4. Levene's Test of Equality of Error Variances

Based on the table, the observed significance level for the Levene's test is .354. Since the significance level that the researcher used is .05 (95% confidence), thus the observed significance level for the Levene's test is higher than the level of confidence used in this study. Therefore, the experimental and control groups variance are equal.

In analyzing whether or not there was a linear relationship between the variables in this study, the scatter plot was utilized to show the accurate relationship. The hypothesis used was H_0 = there was no linear relationship while the H_1 = there was linear relationship.

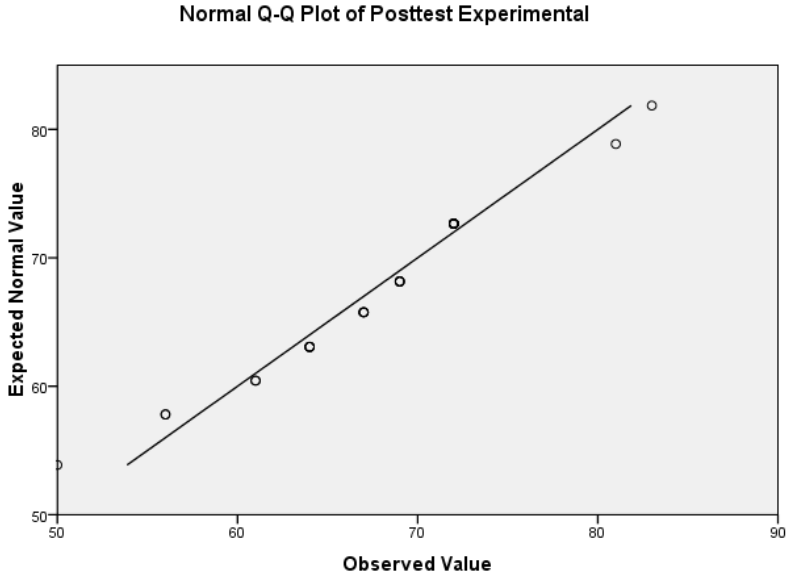

Figure 3. The Linearity Between the Data of Experimental Group

Where:
o = observed
- = linear

Based on the Figure 3 above, most of the points were in a place around the line thus, H_1 was accepted. It meant that there was a linear relationship between the pretest and the posttest score of the experimental group.

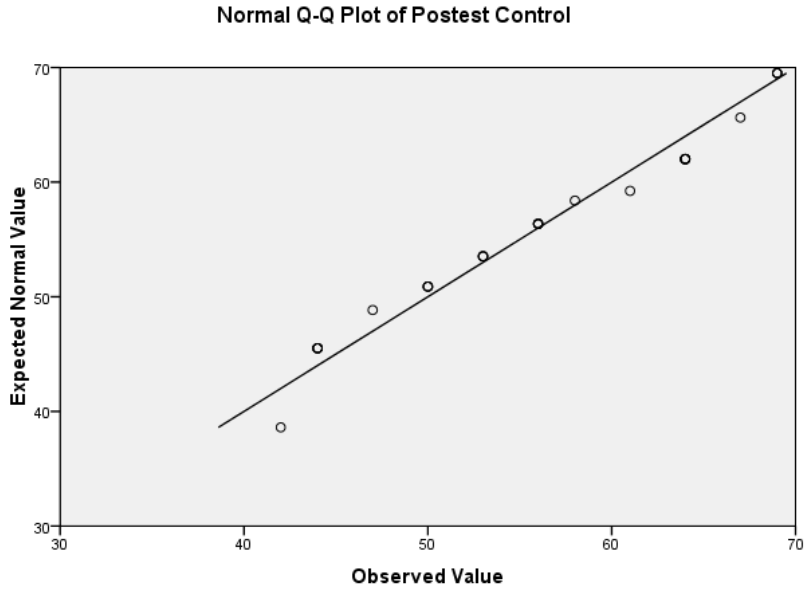

Figure 4. The Linearity Between the Data of Control Group

Where:
o = observed
- = linear

Based on the Figure 4 above, most of the points were in a place around the line thus, H_1 was accepted. It meant that there was a linear relationship between the pretest and the posttest score of the control group.

Furthermore, the hypothesis of the study should be stated statistically as the following:

Null Hypothesis (H_{01}): There is no significant difference in the reading comprehension between students taught using the story mapping and the conventional strategy.

$H_{01} : \mu_{A1} = \mu_B$

Alternative hypothesis (Ha_1): There is a significant difference in reading comprehension between students taught using story mapping and those who taught using the conventional teaching strategy.

$Hi_1 : \mu_{A1} \neq \mu_B$

After stating the null hypotheses, the researcher carried out a test of statistical significance to determine whether the null hypothesis can be rejected (to determine whether there actually was a difference between both groups). Thus, in order to accept or reject the hypothesis, the criteria of acceptance or rejection of the null hypothesis are to be stated. The following criteria direct us to consider whether the hypothesis is accepted or rejected. H_{01}, is accepted if the computed value of F is equal and less than the F distribution for degrees of freedom = 1, df for within-group = 54 and 5% level of significant that is .091. According to Ary et al., (2010;184) the layout for an experiment investigating the combined effect of two or more independent variable is called factorial design, and the results are analyzed by means of this study was computed by means of SPSS version 17.

2.7. Analysis the Data Using One Way ANOVA

To examine the hypothesis of the study, data analysis was statistically conducted. The data which were in the form of scores representing the students' reading comprehension of the experimental and control groups were analyzed. It was used to determine whether the mean scores obtained by the students in the two groups after treatment were significantly different. In analyzing the data of posttest, the researcher used analysis of variance (ANOVA) from SPSS version 17 computation.

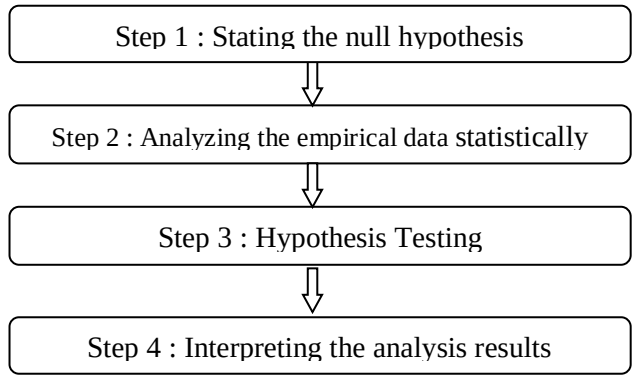

Figure 5. The Step in Hypothesis Testing

3. RESULTS

The main data in this study is the students' reading comprehension score of the experimental and control group obtained from the posttest. After giving a different treatment to both group, a posttest was administered to get the data of their reading comprehension. The treatment given to the experimental group was teaching reading comprehension by using the story mapping strategy while the control group was teaching reading comprehension by using the conventional strategy.

The summary of the result of the posttest of the experimental and control group is presented in Table 5. The data obtained in the posttest was computed by using One Way ANOVA by means of SPSS version 17

Descriptives

post-test

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
story mapping	29	67.86	6.906	1.282	65.24	70.49	50	83
Conventional	27	55.96	8.693	1.673	52.52	59.40	42	69
Total	56	62.13	9.798	1.309	59.50	64.75	42	83

Table 5. The Result of the Posttest of the Experimental and the Control Groups

Based on the result of the computation, that in the experimental group using story mapping strategy, mean score is 67.86, while in the control group is 55.96.

ANOVA

post-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1979.714	1	1979.714	32.391	.000
Within Groups	3300.411	54	61.119		
Total	5280.125	55			

Table 6. Analysis using One Way Anova

Based on the statistical computation, that a significance .000 < .05 with the level of confidence 95% (α = .05). It means that is valid. While the effect of story mapping to posttest score is .000. It < .05 with the level of confidence 95% (α = . 05). It means that there is a significance of story mapping strategy in the students' reading comprehension.

4. DISCUSSIONS

Based on the data analysis, the results of the present study are discussed. Two parts of the research finding respectively cover the discussion. The first part of the discussion is concerned with the students' reading comprehension score in the pretest and posttest both for the experimental and control group. The second part of the discussion deals with the interpretation of the result of the data analysis and in relation with the existing theories.

4.1. The Effectiveness of Teaching Strategy with Story mapping Strategy on Reading Comprehension of Students' Achievement.

The result of the final data analysis, which has been derived from the analysis of ANOVA by which H_0 is rejected, revealed that there is any difference in the students' reading comprehension achievement between students taught by using the story mapping strategy and those with the conventional strategy.

Before the treatment was carried out, the mean score of the experimental group on the pretest was 53.57 while the mean score of the control group on the pretest was 49.42. The mean difference between the experimental and control group was .15. In the posttest, the mean score of the experimental group was 65.60 while the control group was 48.74. The mean difference between the experimental and control group was 12.03. The mean score of the control group dropped .68.

The significant improvement on the posttest score of the experimental group was affected by several reasons. Firstly, the implementation of the story mapping strategy helped students to organize the information they got from the reading material in affective way. By training students to find keywords of each paragraph and write down the information of the keywords provided the opportunities for students to recall the detail information from the reading materials. Then, the summarizing activities also force them to analyze and evaluate the information. By doing all of those activities, the students were trained to think critically in every meeting. Secondly, the implementation of the story mapping prevented the students' boredom as they never felt before. The motivation of the students in the experimental group was increased or at least remained. This is based on the result of students' attitude questionnaire. Therefore, the story mapping strategy is an effective ways in improving students' reading comprehension achievement.

Although, the teaching strategy taught to the control group, that was the conventional strategy, did not successfully improve the control group's score, the teaching taught to the experimental group that was the story mapping strategy, had a higher effect in improving the students' reading comprehension achievement of the experimental group.

Moreover, there are nine indicators of the test items that the students should achieve in accomplishing the reading comprehension test. As stated in the blueprint of the reading comprehension test, the nine indicators of the test items consists identify topics of paragraph, identify main idea of text, identify main idea of paragraph, identify specific information in the text, identify detail information in the text, identify inference, identify reference, identify vocabulary skill (synonym). Those nine indicators of the test items based on reading skills of reading. Reading skills of reading skills are; identify main ideas, topic, specific information, detail information, inference, reference, and vocabulary skill.[10] In this study, then the achievement of the students in comprehending of the narrative texts was measured based on the nine indicators stated in the blueprint of the reading comprehension test. Accordingly, based on the result of this study, there is significant difference in identify topics of paragraph, identify main idea of text, identify main idea of paragraph, identify specific information in the text, identify detail information in the text, identify inference, identify reference, identify vocabulary skill (synonym) based on the information provided between students taught by applying the story mapping strategy and those taught by using the conventional strategy.

4.2. The Relationship of the Research Finding with the Earlier Theories and Previous Studies

In relation to the research finding, it is found that there is significant difference between the mean score of the students in the experimental and control group. Therefore, the gained score in the experimental group led to the rejection of the first null hypothesis , on the other hand, the research hypothesis works. In other words, teaching reading by applying the story mapping strategy was significantly more effective than applying the story mapping strategy, especially in improving the students' reading comprehension achievement.

Based on the research findings, although the posttest score of the experimental group is significantly better the control group, the posttest scores of the experimental group improved, but the posttest of the control group dropped. This means that the story mapping strategy is effective in improving the students' reading comprehension achievement. As state that story mapping can help students to be

[10] Gunadi H.Sulistyo, *Reading for Meaning,* (Malang: Pustaka Kaiswaran 2011)

able to organize and capture information.[11] Similarly, the use of story mapping that gives more emphasis on reading.[12] Thus, looking at the improvement of the experimental group, this research findings support the earlier theories about the story mapping in general stated by Gregory and Carolyn (2007) and Cleveland (2005) that the story mapping is an effective strategy in helping students to understand the important points of the reading text.

The result of data analysis of this research revealed that the students' taught by the story mapping strategy is significantly better than those taught by the conventional strategy. Thus, the students taught by the story mapping strategy are better in capturing and organizing the main gist and aiding comprehension of written passages.

The story mapping strategy is effective in improving the students' reading comprehension achievement may be caused of some reasons. Firstly, by doing the story mapping strategy while reading the texts, the students can find the main idea, inference and can improve the students' vocabulary. The key concept of finding the main idea is to determine the most important point in certain selection of the text. Meanwhile, the key point of inference are drawing conclusion, extracting the implied meaning from the selection and making connection with the students' background knowledge. The role of story mapping can cover the needs of those reading skills. The story mapping provided the students with framework in which they can put the ideas in. The story mapping leads the students to the concepts. Therefore, the story mapping after reading the texts, the students can easily recall the message of the text when it comes to the comprehension exercises, the students can look at the story mapping containing the keywords of the texts and its description. Each keyword in the story mapping represents certain information in the reading texts, then, it is supported by the description of the keywords. Thus, the story mapping helps students to recall the message of the texts better and there is no need to read texts twice or more if they missed certain information while doing the comprehension exercises.

Secondly, the students taught by the story mapping strategy have higher motivation in reading the texts. Based on the result of the attitude questionnaire given after treatment, the result showed that most of the students enjoy reading the texts. The story mapping strategy gives students a new learning experience that they never got before. Further, the students also recommend that the story mapping strategy should be applied in other subjects besides the reading class.

---

[11] G.H.Gregory, and Carolyn, C, *Differentiated Instructional Strategies.* (California: Corwin Press, Sage Publications, 2007)

[12] M.Cleveland, M, *Context Area Graphic Organizers.* (Portland: Walch, 2005)

Thirdly, the story mapping strategy can avoid the students' boredom while reading the texts. In the reading class applying the story mapping strategy, the students are engaged in an ongoing activity while reading the texts. In every paragraph of the reading texts, the students are asked to complete the story mapping (1^{st} - 4^{th} treatment) or to make story mapping freely (5^{th} - 8^{th} treatment) based on the information from the texts. This activity avoids the students' boredom since in every minute of the reading class they have to practice their critical thinking the keywords of each piece of information in the reading text. Finally, the story mapping provides mental framework for helping students to organize knowledge and build the framework piece by piece, linking it to other learned frameworks. It is clear that the use of the story mapping helps students to focus on what is important. Further, the mental framework to organize knowledge needs the contribution of the cognitive processes.

5. CONCLUSION AND SUGGESTION

5.1. Conclusions

Based on the research problem and the result of data analysis, it can be concluded that there is any difference in the students' reading comprehension achievement taught by using the story mapping strategy and the conventional strategy. Thus, the teaching of the story mapping strategy in reading comprehension has impacts on the students' reading comprehension achievement than the teaching of reading skill using the conventional strategy.

Secondly, the guidance in the summary activity while doing the story mapping strategy needs to be improved. During the treatment, the main attention of the researcher is how to train the students in finding the keyword of the reading text since most of students face difficulties in finding the keywords of the reading texts in the beginning of the treatment. Future studies should emphasize on finding the words activity, the main idea, inference and improving the students' vocabulary since all of them are part of the story mapping strategy.

5.2. Suggestions

Based on the result of the research, the results of this research have both theoretical and practical contributions to consider alternative and effective strategies to develop teaching and learning English.

Theoretically, the finding of this research reveal that this study is valuable in testing the effectiveness of the story mapping strategy on students' reading comprehension.

On other hand, the result of this study gives practical contribution to the school committee, English teachers and other researchers. For the school committee, the

finding of this research can be as one of the considerations for them to establish policies on the use of the story mapping strategy since there is empirical evidence that the use of the story mapping strategy is effective in improving the students' reading comprehension achievement. Besides the school committee can invite an invite an expert in the story mapping strategy to train the English teachers in applying the story mapping strategy.

For the English teachers or lectures, the result of this research can be used as information dealing with teaching strategies in reading comprehension. In addition, it is expected that they will use the story mapping strategy in teaching reading comprehension since some of the investigation of applying the story mapping strategy in teaching reading comprehension yielded positive result and it has been empirically tested in this research. The English teachers or lecturers can use the story mapping strategy in their reading class since the story mapping strategy give some benefits to the students. When the English teachers or lectures have a reading class, then, they can train their students on how to make the story mapping effectively. The English teachers or lectures should explain well on how to find keywords, its description and the steps in the story mapping strategy and then expose students with many kinds of narrative reading material so that the students will have an effective learning experience by using the story mapping strategy a lot.

For other researchers, especially for those who mean to conduct further research in the relation with this research's findings, hopefully that further experimental studies dealing with the conventional strategy can be conducted in different subjects of study. Research on applying the story mapping strategy in higher level of education is highly recommended. Since for those of students in higher level education have much more materials to read and much wider knowledge than of students of Junior high. Thus, it gives more challenges in investigating the effectiveness of the story mapping strategy for college students.

Besides, there is possibility to investigate the effectiveness of the use of the story mapping strategy in different areas of language skills such as listening. In listening activities, the students also need to make story mapping of the spoken materials, thus, they can get a better understanding on what is said by the speakers. Moreover, since the students' reading comprehension achievement in this study was assessed by a set of reading comprehension test, future research may be assessed by utilizing the non-test format such as making summary as the achievement since the summary activity is also part of the story mapping strategy in reading comprehension. Therefore, the investigation of the effectiveness of the story mapping strategy both in different area of language skills and different level of students still need to be carried out.[]

REFERENCES

Ary, D., Jacob, L.C., Razavieh, A., & Sorensen, C..2006. *Introduction to Research in Education.* Belmont: Vicki Knight.

Blachowicz, C., & Donna, O. 2008. *Reading Comprehension Strategies for Independent Learners.* New York: The Guilford Press.

Boulineau, T., Fore III, C., & Hagan-Burke, S., & Burke, M. D. (2004). *Use of story-mapping to increase the story-grammar text comrehension of elementary students with learning disabilities*. Learning Disability Quarterly, 27(1), 105-121.

Brown, H. D. 2001. *Teaching by Principles: An Interaction Approach to Languange Pedagogy*. 2nd Ed. New York. Addison Wesley Longman, Inc. Prentice hall regents.

Charles, C. M. 1995. *Introduction to Educational Research (2nd Eddition).* White Plains: Longman, Ltd

Cleveland, M. 2005, *Context Area Graphic Organizers.* Portland: Walch.

Depdiknas. 2006. *Permendiknas 2006 tentang SI & SKL*. Jakarta: Departemen Pendidikan Nasional

Li, D., 2000. *Effect of Story Mapping and Story Map Questions on the Story Writing Performances of Students with Learning Disabilities.* Dissertation. Texas: Texas Teach University.

Gregory, G.H and Carolyn, C. 2007. *Differentiated Instructional Strategies.*California: Corwin Press, Sage Publications.

Sulistyo, G.H. 2011. *Reading for Meaning*, Malang: Pustaka Kaiswaran