

The Effect of Story Map To Reading Comprehension of Narrative Text Ability at The X Grade of SMA Negeri 5 Padangsidempuan

Jenni Artika

Pendidikan Bahasa Inggris

Universitas Muhammadiyah Tapanuli Selatan

email : jenniartika@gmail.com,

*Jl. Sutan Moh. Arief No.32, Batang Ayumi Julu, Kota Padangsidempuan.
Sumatera Utara, Indonesia*

Abstract

The aim of this research was to find out whether there is any significant effect of story map to reading comprehension of narrative text ability at the X grade of SMA Negeri 5 Padangsidempuan. The experimental research method was used to conduct this research. The population was tended to students in the grade X of SMA Negeri 5 Padangsidempuan with 175 students. The sample was taken by using cluster sampling and it tended to the X-3 grade of SMA Negeri 5 Padangsidempuan with 33 students. Test and observation were used to collect data. In analysis, the writer took descriptive and statistic analyzes by using t-test formula to know interpretation of data. Based on the descriptive analysis, the writer got the students got enough category in reading comprehension of narrative text ability without using story map to get comprehension with 60.00 average. Then the students enough category after using story map to get comprehension with 67.72 averages. In the statistic analysis, tcount was higher than ttable or $4.41 > 2.75$. It meant the hypothesis alternative was accepted. Therefore, there was significant effect of story map toward reading comprehension of narrative text ability at the X grade of SMA Negeri 5 Padangsidempuan

Kata kunci: *Narrative Text, Reading, Story Map*

Abstract

Tujuan penelitian ini adalah untuk mencari tahu apakah terdapat pengaruh yang signifikan dari Story Map terhadap kemampuan membaca teks narasi pada siswa Kelas X SMA Negeri 5 Padangsidempuan. Dalam penelitian ini, metode penelitian yang digunakan adalah metode eksperimental. Populasi penelitian ini adalah seluruh siswa Kelas X SMA Negeri 5 Padangsidempuan yang berjumlah 175 siswa. Sampel penelitian ini diambil dengan menggunakan teknik cluster sampling, yakni Kelas X-3 SMA Negeri 5 Padangsidempuan yang berjumlah 33 siswa. Tes dan observasi digunakan untuk mendapatkan data penelitian. Dalam menganalisis data, teknik analisis deskriptif dan teknik analisis statistik dengan pendekatan t-test formulat digunakan untuk menginterpretasi data hasil penelitian. Hasil analisis deskriptif menunjukkan bahwa siswa masih berada pada kategori cukup dalam memahami teks narasi tanpa menggunakan Story Map, dengan nilai rata-rata 60.00. Kemudian siswa mendapat nilai rata-rata 67.72 dengan kategori cukup setelah menggunakan Story Map dalam memahami teks narasi. Hasil analisis statistik menunjukkan t_{hitung} lebih besar daripada t_{tabel} atau $4.41 > 2.75$. Artinya, hipotesis alternatif dalam penelitian ini dapat diterima. Dengan demikian, terdapat pengaruh yang signifikan dari Story Map terhadap kemampuan membaca teks narasi pada siswa Kelas X SMA Negeri 5 Padangsidempuan.

Kata kunci: Fungsi Kalimat, Karangan, Kemampuan Menulis

1 INTRODUCTION

Reading was fundamental skill on English. It was called as fundamental because reading gave chance and opportunity for readers to get knowledge, science, and experience though reading materials. In fact, almost knowledge and sciences were faced on reading materials. Moreover, reading allowed the students to get information and pleasure. For this case, reading could be categorized into reading for comprehension and reading for pleasure. Basically, reading for comprehension got position in educational environment. Meanwhile, reading for pleasure was come as habitual activities in daily life. But, both of them, reading for comprehension and reading for pleasure entered the readers to enrich their knowledge. Furthermore, in this research, the writer tended to look reading on educational environment, especially for the Grade X of SMA Negeri 5 Padangsidempuan.

Basically English was looked as foreign language which used as media to get knowledge and experience through English for the students. For this, all of skills in English were framed into foreign language context and it was include into reading skill. In this case, reading skill was designed to create informational level for the students. In other words, the aim of reading skill in SMA level was informational level. For this case, the students were expected to use reading to get information whether it was faced on knowledge and experiences on reading material.

Actually, teaching and learning process of reading in SMA level had been covered into reading comprehension. For this case, the students were expected to get the aim of reading, namely reading was used to get information through reading materials. Furthermore, there were much kinds of reading materials which included for the students in SMA level, such as

narrative text, descriptive text, recount text, procedure text, report text, news item text, and so on. But, the writer tended to look the reading comprehension of descriptive text as topic that would be discussed in this research.

Based on the Curriculum KTSP 2006, reading comprehension of narrative text was a learning material that should be filled by the students in SMA and it was included for the Grade X of SMA Negeri 5 Padangsidempuan. In the curriculum, reading comprehension of narrative text had been conveyed into S.K. (Standar Kompetensi) 11 and K.D. (Komptensi Dasar) 11.1 and 11.2. In this case, the reading comprehension of narrative text allows the students to get knowledge and information on habitual context. In other words, the aim of reading comprehension of narrative text was the students got information and knowledge trough looking social function, generic structures, and language features of narrative text.

But, the aim above could not fill by all of students who got teaching and learning of reading. In this case, the students could not use the reading comprehension to get knowledge or information, especially for the habitual context. In this case, the condition could be seen in the Grade X of SMA Negeri 5 Padangsidempuan. In the field, the writer looked that the students got problem in reading comprehension of narrative text.

Actually, the problem could be seen from the weakness of the students to get comprehension on narrative text. In deep, the writer looked that the students could not understand the social function of narrative text and the students also could not determine generic structures of narrative text. Moreover, the writer had been found that the students could not determine kinds of language features of narrative text. In other case, the writer looked that the students could not fill the KKM (Kriteria Ketuntasan Minimal) on the teaching and learning process of reading comprehension of narrative text, namely 65. In fact, majority of the students (65%) just get score in average 60. Hence, the writer argued that the students really got problem in reading comprehension of narrative text because they could not get KKM and understand social function, generic structures, and language features of narrative text.

Theoretically, the problem of the students above could be affected by many factors, such as low intelligence, less teaching strategy, minim facilities, and unsupported media of learning, and so on. But, solution toward the problem might be come from the previous factors. Hence, the solution should look from the factors, such as teaching strategy. If the problem could not solve immediately, the writer worries that the students could not get the aim on reading comprehension of narrative text. In deep, the grade X of SMA Negeri 5 Padangsidempuan could not use English and its skill as media to get knowledge or information. For this case, the writer tended to look the solution from teaching strategy. The writer argued that teaching strategy could enter the students to get the aim of teaching and learning of reading because it could manage the process which rise in classroom activities. In deep, an effective strategy allowed the students to enlarge knowledge and information. Moreover, the students could fill the KKM if the students got an effective strategy in the teaching and learning process of reading comprehension of narrative text. Furthermore, the writer looked that story map could be applied as teaching strategy for teaching and learning process on reading comprehension of narrative text.

Theoretically, story map was kind of teaching strategies on reading comprehension of narrative text. In this strategy, the students could be mapped path of narrative in which the map allows the students to look social function, generic structures, and language features of narrative text. For example, the students could map actor, orientation, climax, reorientation,

time, place, and the others path on narrative text.

Finally, considering to explanation above, the writer believed that the grade X of SMA Negeri 5 Padangsidimpuan get problem in reading comprehension of narrative text. Furthermore, the writer suggested the students to get or have an effective teaching strategy, namely story map to solve the problem. In other words, the writer got assumption that story map could be used to solve the weakness on reading comprehension of narrative text. Hence, the writer tended to give evidence on the argumentation by conducting a research about “The Effect of Story Map to Reading Comprehension of Narrative Text Ability at the X Grade of SMA Negeri 5 Padangsidimpuan.”

1.1 The Nature of Reading Comprehension of Narrative Text Ability

Reading comprehension meant a process to get main information or ideas which included into the text. But, the comprehension was got by certain process on reading activity and look for meaning in the text. In fact, teaching and learning process of reading supposed many kinds of text, such as narrative text, descriptive text, procedure text, expository text, and so forth. Therefore, reading comprehension also defined as certain activity to make meaning from the text by looking genre of text and context of the text.

Moreillion (2007:10) stated that reading comprehension was making meaning from print and from visual information. But reading was not simple. Reading was an active process that requires a great deal of practice and skill. It meant that reading comprehension related to certain activity to get meaning or important information from the text. But, the readers should be active in reading activities until he/she could get the comprehension on the text in which the comprehension was main goal of the reading.

Johnson (2008:133) said, “Reading story grammar enhances students’ ability to comprehend narrative text.” It meant reading comprehension allowed the students to explore narrative text and story which included on it and it was called as reading story grammar. In other words, the story had been arranged by certain structures or grammar until it took certain meaning on the text.

From both previous quotations, the writer thought that reading comprehension was certain activity to get meaning from the text or reading material. Actually, the comprehension related which meaning in the text. In teaching and learning process, reading comprehension might be taken narrative text as reading material and it tended to call as reading story.

Knapp and Watskin (2005:220) said, “Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative was also a powerful medium for changing social opinions and attitudes.” It meant that narrative text tended to genre which entertains and social perception for the readers.

Furthermore, Prince in Bal (2004:11) said. “Narrative had been minimally defined as the representation of at least one event, one change in a state of affairs.” It meant that narrative text was a genre which explored certain events or phenomena on social life. In the narrative, the readers should take sequences events which gave information or points of the text.

Farthermore, Yandell (2001:10) said, “Narratives are especially appropriate for relating the phenomenology of lived psychological experience, the fabric of physical and social life in particular places and times, and the meaning of historical events.” It meant narrative text was kind of genre which gave information on phenomenology of lived psychological experience. Moreover, the narrative text took certain place, time, or condition to frame the story in the

text. Therefore, narrative could be narrowed into fact or fiction.

From the previous quotations, the writer looked narrative text was kind of genre which explored phenomenology of lived psychological experience in the social life. For this case, narrative text could give entertainment and social perception until the readers can take their comprehension on the text.

In deep, Nugroho and Hafrizon (2010:18) said that narrative text was built by purposes, generic structure, and language features. Then the writer looked the quotation explains that narrative text has social function, generic structure, and languages features. It meant that there are three major aspects in narrative text. They were called social function, generic structures, and language features. In deep, all of the aspects explored story or information which include on the text.

Based on the explanation and quotations above, the writer took conclusion that reading comprehension of narrative text was an activity to get comprehension about phenomenology of lived psychological experience. In the text, phenomena or experience had been conveyed into social function, generic structures, and language features of narrative text. Therefore, to get comprehension on the text the readers should look for the three aspects.

1.1.1 Social Function

Social function of narrative text was telling a story as entertainment for the readers. In other words, the purpose of narrative text was to show set of story that explore social role and entertainment for the readers. Then Knapp and Watskin (2005:220) said that narrative text had purposed to social role and medium for entertainment. It meant that social role and entertainment were social function of narrative text. Furthermore, Nugroho and Hafrizon (2010:18) said, "The narrative text type tells a story. Its purpose was to present a view of the world that entertains or informs the listener or reader. The response text type was a person's response or action to another text (a book, film, play, and so on)." It meant that narrative text tended to text which tells a story about something. For this case, the story could give entertain for the readers. Thus, the writer concluded that social function of narrative text was telling a story. In deep, the story looked as social role and medium for entertainment.

1.1.2 Generic Structures

Generic structure of narrative text showed the components that built the narrative text. Generic structures of narrative text were related to the time and place. Generally, narrative text was common built by three components, namely: orientation, complication, and resolution. Nugroho and Hafrizon (2010:18) said, "The generic structures of the text are orientation, complication, resolution." It meant that that there were three generic structures of narrative text. They were called as orientation, complication, and resolution. In addition, Knapp and Watskin (2005:223) said that generic structure of narrative text involves time and place. Thus, narrative text gets orientation, sequences to show problem and solve the problem. It meant that that a narrative test could be constructed with orientation, sequences of time, and reorientation. Therefore, the writer concluded that generic structures of narrative text were orientation, complication, and resolution. In deep, all of them related to the time and place of the story in the text.

1.1.3 Language Features

Language features of narrative text belong to the grammar role that was used in the text. Generally, narrative text deals with past tense, action verb, mental verbs, descriptive words, etc. All of them work to support generic structure of the text. Nugroho and Hafrizon (2010:18) said, "The language features usually found in narrative text were specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, and descriptive words to portray the characters and settings." It meant that language features of narrative text were dealing with action verbs, descriptive words, timing and setting verbs, etc. Knapp and Watskin (2005:221-222) said that narrative text consists with lexicogrammatical features, namely: action verbs, past tense, mental verbs, metaphorically, rhythm and repetition, and sentence structure. Thus, the writer concluded that there were many kinds of language features of narrative text. They involve into past tense, action verbs, timing and setting verbs, metaphorically, and so forth. Therefore, the students should pay attention to the aspects in order they get comprehension or understanding on the narrative text.

1.2 The Nature of Story Map

Story map tended to teaching strategy for reading narrative text. Story map gives visual or representation of the story. By using story map, the students can get real imagination about the story. Actually, the story map creates certain clues, plot, characters, or others aspects that include on the story.

Klingner, et.al. (2007:79) said, "Visual representations such as story maps can be beneficial for all students, and are especially helpful for students." It meant story maps could help students to look for comprehension or main information from the text.

Similarly, Johnson (2008:131) said, "A story map was any visual representation of the story plot. It's a map that lays out the story events so that you can see them in order. Story maps come in a variety for forms, such as lines." It meant that story maps tended to visual or representation of the story, such as characters, plot, time which show by connection lines.

Klingner, et.al. (2007:79) adds, "Story maps take numerous forms. One variation we like was the organization sheet." It meant organization sheet was kind of story map. In addition, Boulineau (2004:106) stated, "The use of story maps while reading a passage provides a guide for readers to record significant information and serves as a review after reading." It meant story maps provided a certain guide for students to get comprehension on the text.

Sidelki (2013:292) explained that story map could be used to help the students to get aims on teaching and learning in the classroom. In this case, it could be seen that story map can be used to teaching reading comprehension of narrative text ability to get social function, generic structures, and language features of the text.

Finally, the writer took conclusion that story maps give beneficial for the students in reading comprehension. In this case, the students get certain guide to get comprehension by mapping story, such as plot, characters, times, and so on. Actually, the story map used as certain strategy in the teaching and learning process of reading comprehension of reading narrative text because it maps the main information of the text. In this case, the students got their own way to have teaching and learning process.

2 RESEARCH METHOD

In this research, the writer tended to use experimental research to apply story map. Then the writer determined 01 for the teaching process of reading comprehension of narrative text without using story map (Pre-Test) and 02 to show the process by using story map (Post-Test). For this case, the writer applied 01 to know the reading comprehension of narrative text ability without using story map and 02 applied to know the ability of the students by using story map. After that, the writer compared both of the teaching to know the effect of story map on reading comprehension of narrative text ability. Hence, the writer took experimental research to look whether there was significant effect of story map to reading comprehension of narrative text ability at the grade X of SMA Negeri 5 Padangsidempuan. In collecting data, test and observation were used to know the effect of story map toward reading comprehension of narrative text. In analysis the data, descriptive and statistic analysis by using t-test formula were used for this research.

3 RESULT AND DISCUSSION

3.1 RESULT

By having this research, there were three results that needed to consider, namely:

1. The students at the X grade of SMA Negeri 5 Padangsidempuan got enough category in reading comprehension of narrative text ability without using story map to get comprehension. In this case, the students got average on 60.00 and the average indicated that the students could not pass KKM on the teaching and learning process of reading comprehension of narrative text ability. In this case, the students just got comprehension on social function and generic structures of narrative text.
2. The students at the X grade of SMA Negeri 5 Padangsidempuan got enough category in reading comprehension of narrative text ability by using story map to get comprehension. In this case, the students got average on 67.72 and it showed that the students were able to get KKM on the teaching and learning process of reading comprehension of narrative text ability. In this case, the students tended to comprehension social function, generic structures, and language features of narrative text.
3. The value on t_{count} was higher than t_{table} or $4.41 > 2.75$. It meant the hypothesis alternative accepted for this research.

3.2 DISCUSSION

In previous description, the writer found that the students got average on reading comprehension of narrative text ability in enough category even in pre-test and post-test. But, the writer found that the students could pass KKM even they just got enough category on post-test. In other words, the writer could describe that the X grade of SMA Negeri 5 Padangsidempuan just got comprehension on social function and less comprehension on generic structures. Moreover, the writer found that story map gave significant effect to students' ability in reading comprehension of narrative text, namely at the X grade of SMA Negeri 5 Padangsidempuan. In post-test, the students move to get comprehension on all of the aspects, namely social function, generic structures, and languages features of narrative

text. Furthermore, the writer found that teaching story map tended to effective teaching strategy because it could help students to develop reading comprehension of narrative text ability. In deep, the writer found the students could move to get KKM. For this case, the writer argued that students or teacher of English in SMA Negeri 5 Padangsidimpuan should look into following statements.

4 CONCLUSION

After having this research, the conclusion tended to there was significant effect of demonstration method toward writing procedure text ability at the grade X SMA Negeri 5 Padangsidimpuan. For this case, the writer found the value on t_{count} was higher than t_{table} or $4.41 > 2.75$. It meant the hypothesis alternative accepted for this research.

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