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The Effect of Story Mapping Technique to the Tenth-Grade Students  
in Comprehending Narrative Text at SMA Swasta  
Kampus Nommensen Pematangsiantar

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik pemetaan cerita secara signifikan mempengaruhi siswa kelas sepuluh dalam memahami teks narasi di SMA Swasta Kampus Nommensen Pematangsiantar atau tidak. Jenis penelitian ini adalah penelitian kuantitatif dengan desain quasi eksperimen. Populasinya adalah siswa kelas sepuluh SMA Swasta Kampus Nommensen Pematangsiantar. Sampel penelitian ini diambil dari dua kelas, yang masing-masing kelas terdiri dari 30 siswa: X-1 sebagai kelas eksperimen dan X-4 sebagai kelas kontrol. Instrumen untuk mengumpulkan data adalah 20 tes pemahaman membaca pilihan ganda. Tes dibagi menjadi dua bagian yaitu pre-test dan post-test. Data dianalisis dengan menggunakan uji-t. Diketahui t-hitung lebih tinggi dibandingkan t-tabel. Uji t sebesar 2,19, sedangkan t tabel sebesar 1,67 pada taraf signifikansi 5% ( $2,19 > 1,67$ ), maka  $H_0$  ditolak dan  $H_a$  diterima. Artinya teknik Story Mapping berpengaruh signifikan terhadap siswa kelas X SMA Swasta Kampus Nommensen Pematangsiantar dalam memahami teks narasi.

Kata Kunci: *Membaca, Membaca Pemahaman, Teknik Mengajar, Pemetaan Cerita*

## Abstract

The purpose of this research is to find out whether story depiction techniques significantly influence tenth grade students in understanding narrative texts at the Nommensen Pematangsiantar Campus Private High School or not. This type of research is quantitative research with a quasi-experimental design. The population is tenth grade students of the Nommensen Pematangsiantar Campus Private High School. This research sample was taken from two classes, each class consisting of 30 students: X-1 as the experimental class and X-4 as the control class. The instrument for collecting data was 20 multiple choice reading comprehension tests. The test is divided into two parts, namely pre-test and post-test. Data were analyzed using the t-test. Knowing that the t-count is higher than the t-table. The t test is 2.19, while the t table is 1.67 at a significance level of 5% ( $2.19 > 1.67$ ), so  $H_0$  is rejected and  $H_a$  is accepted. This means that the Story Mapping technique has a significant effect on class.

*Keywords: Reading, Reading Comprehension, Teaching Technique, Story Mapping*

## INTRODUCTION

English, a well-known international language used to exchange information and spread scientific knowledge, is one of the languages that is frequently used for communication, investigations reveal that the language in question is linguistically characterized by its utilization within the speech community millions of Individuals across the global populace, and its widespread use in business, education, and entertainment has made it an essential language to learn for anyone looking to succeed in today's globalized world. Due to the fact that English is a global language as well as an international language, it is vital to Indonesia. Therefore, English is a required subject in Indonesian schools. English is now taught in a variety of educational settings, including playgroups, elementary schools, junior high schools, senior high schools, and universities (Simanjuntak, 2021).

In English, four distinct aptitudes encompass should attain a high level of proficiency. Reading constitutes one of these. In the framework of human life, reading plays a crucial part, especially in the information and communication era we currently live in. Reading constitutes an indispensable language skill due to its capacity in facilitating students to read nonfiction books, magazines, and articles that could help them gain a lot of knowledge, information, pleasure, and problem solutions (Saputra et al., 2021). As a result, reading texts in any format will greatly benefit English language learners, such as by enhancing their academic performance and enabling them to acquire a wealth of knowledge, information, pleasure, and problem-solving skills. Therefore, comprehension is a component that is necessary for all reading activities. Due to the fact that reading activities without comprehension are not reading activities (Grabe & Stoller, 2013).

The proficiency in comprehending from any provided textual content is known as reading comprehension. Reading comprehension can be compared to the key to unlocking a knowledge storehouse (Lestari, 2018). The majority of knowledge acquisition is done via engagement in reading exercises. Therefore, reading comprehension is one way to increase knowledge and information. The study by Hite in 2009 revealed that students' reading comprehension not only aids in the acquisition of various types of knowledge but also aids in the cultivation of non-cognitive competencies such as creativity, critical thinking, and problem-solving. It can be inferred that the objective of reading is comprehension and an ability that is important for students to have. Students will discover and seek knowledge contained in books or other written media more easily if they comprehend what they read. Unfortunately, the reality is that not all students can achieve that goal; many students cannot comprehend the constituents of the reading material (Mulyawati, 2022).

Derived from the curriculum framework for English education at the senior high school level, there are some texts that will be learned and comprehended by students to the tenth grade; one of them is narrative text. Narrative text, within the context of the senior high school English syllabus, represents a form of textual discourse designed to captivate the reader through storytelling, incorporating underlying moral themes that readers can glean from the narrative's culmination (Darmuki, 2020). It is typically structured with an orientation, complication, and resolution. Proficiency in comprehending narrative text assumes paramount importance for tenth-grade students, aligning with the prescribed curriculum objectives. Furthermore, narratives provide an immersive avenue for readers to engage with real-world challenges and the accompanying processes of problem-solving faced by the characters. Students can experience events vicariously through stories that they could never hope to be personally involved in. As a result of these experiences, students are compelled to ask questions and look for answers to elements of the story, such as characters, setting, events, problem or goal, and solution or outcome, thus comprehending the story and extracting moral value (M. Iqbal Al-Afghany, Gunawan Ikhtiono, 2021).

However, based on the researcher's observation during field teaching practice at SMA Swasta Kampus Nommensen Pematang Siantar, the researcher found out that tenth-grade students had problems comprehending narrative text. As can be seen from Table 1.1 above, there were 22 students from 30 students in X-1 whose reading comprehension narrative text failed to obtain the minimum English score (KKM >72) at SMA Swasta Kampus Nommensen Pematangsiantar (Variani & Gede Agung, 2020). The problems in comprehending the narrative text were that happened them such as students not understanding the content of the story, the students' difficulty gaining detailed information

from the text, and also, when the teacher asked students to answer the questions based on the story, some parts of the chronological sequence of the story were missing. Those problems happened because of some factors, which are the lack of vocabulary, when the teacher asked the students the synonym of a certain word they confused and gave the wrong synonym word; the students have the difficulty to analyze the text based on generic structure of narrative text. Consequently, the students did not understand the plot of the story, and could not make the inference or deducing moral value from the narrative text (Widyastuti, 2019).

To address the aforementioned issue, the researcher will use a suitable teaching technique to help the students overcome their challenges in grasping the textual content by identifying the story elements of narrative text by utilizing the Story Mapping teaching technique. Story mapping constitutes a method employing a graphical organizer to facilitate students in acquiring a comprehensive understanding of the structural components within a narrative. The primary aim of this approach is to guide students towards emphasizing key narrative elements, including characters, settings, conflicts, resolutions, and the interplay among these element. According to Fink (2008), understanding the components or nderstanding the story's constituents aids students comprehend what is happening in the story. It means students will better understand a narrative text if they are familiar with its story elements. Students will create, visualize, and arranging concepts within a visual framework comprising words, phrases, and sentences using a diagram or chart that typically illustrates the fundamental narrative components. Additionally, Story Mapping can be construed as a method for discerning the sequence or plot of a stor (Zean, 2020).

In addition, there are some researchers who utilized the Story Mapping technique for solve their students' problems to enhance their comprehension of narrative text; they are Rosada et al. (2014), Hatimah (2021), Yufarliani (2018), Sugandi et al. (2022), Safi'i (2018), Mansur (2014), and Pratiwi (2022). In accordance with the results of their research, Story Mapping is effective in solving the challenge faced by students in understanding narrative text (ACHMADI, 2019).

Hence, considering the elucidation provided, the researcher will undertake an investigation entitled "The Effect of Story Mapping Technique tothe Tenth-Grade Students in Comprehending Narrative Text at SMA Swasta Kampus Nommensen Pematangsiantar.

## RESEARCH METHOD

According to Cohen et al. (2018), a research design is a plan of action that is developed to organize research and make it as useful as feasible for addressing the research questions using the available data. This study used quantitative methods. Through the use of numerical data that has been mathematically or statistically examined, quantitative research design explains phenomena. It is frequently used in educational research that focuses on students' performance. Data is collected in the format of student test scores or numerical data are analyzed using quantitative research (Silalahi, 2020). Because statistical research was employed to assess the data, this study had a quantitative design (Wexler et al., 2018).

In accordance with this objective, the research method employed is quasi experimental research, which aims to elucidate and substantiate the efficacy of utilizing the Story Mapping technique to enhance the comprehension of narrative text among tenth-grade students. Quasi-experimental is a form of true-experiment (Ningsih, 2020). Although there is a control group in this approach, external variables cannot be completely controlled (Sugiyono, 2010). The researcher's inability to influence a subject's understanding level is one example of an external variable. As stated by Ary, et al. (2010), The quasi-experimental design, while lacking complete control, is considered advantageous because it allows researchers to derive credible conclusions despite the absence of full control. This design involves the use of both an experimental group and a control group, with the independent variable being the instruction of the Story Mapping technique, and the dependent variable being the students' reading comprehension of narrative text (Stewart & Ivala, 2017).

The researcher conducted observations to determine the impact of the Story Mapping technique on students. This was accomplished by contrasting the outcomes of the pre-test and post-test administered to the control group, which received conventional teaching techniques, with the results of the pre-test and post-test conducted on the experimental group, which was exposed to the Story Mapping technique. The treatment was administered to the students after they did the pre-test and after they got the treatment the students did the post-test. From the achievement that was collected from the two groups, the researcher compared the two groups' scores (Kissi et al., 2018). This analysis aims to discern whether there exists a significant impact resulting from the implementation of the Story Mapping technique. to the tenth-grade students comprehending the narrative text at SMA Swasta Kampus Nommensen Pematangsiantar or not all.

Any number of items, individuals, or occasions that are less numerous than the entire population constitute the sample. According to Ary et al. (2010), a sample is a portion of a population for observation in a study.

In obtaining the sample, this study used purposive sampling. Purposive sampling is the deliberate selection of a sample based on specific characteristics relevant to the study's population. In the context of this research, the purposive sampling technique was employed to choose two classes, denoted as X-1 (the experimental class) and X-4 (the control class), as the study's sample (Aimah et al., 2020). The researcher opted for the two classes based on their characteristics: both classes have the same number of students (30 students for each class); based on the 2013 Curriculum, the X-1 and X-4 have learned the narrative text in the first semester and they had the same problem with the narrative text which is the reading comprehension on narrative text. Therefore, because of the similarities in the problem between the two classes, the researcher took class X-1 and class X-4 as a purposive sample.

## RESULT AND DISCUSSION

### Data Analysis

The goal of this quantitative study, which was designed to test if the Story Mapping technique helps students better understand narrative text, was outlined in the preceding chapter. The information was gathered by administering a reading comprehension test to students both before and after the treatment. The SMA Swasta Kampus Nommensen Pematangsiantar tenth-grade students in 2023/2024 are the source of the data. Both the experimental class and the control class were used as samples by the researcher. The total number of pupils is 60, with 30 students in each class. The first class is X-1, the experimental class that was instructed in reading comprehension of narrative text utilizing the Story Mapping technique (Pham, 2022). The second class is X-4 as the control class without using the application of the Story Mapping technique for the purpose of instructing reading comprehension.

### Experimental Class

Upon scoring the tests of all students, the results of both the pre-test and post-test administered to the experimental class are as the table 4.1 below:

Table 1. Pre-Test and Post-Test of Experimental Class

No	Name of Students	Pre-Test	Post-Test
1.	ATOS	45	75
2.	AES	55	85
3.	AL	45	75
4.	CCRS	50	80
5.	CWDS	40	85
6.	CFP	55	75
7.	CDH	35	70
8.	CS	65	70
9.	CS	50	80
10.	DRS	50	65
11.	DP	40	65
12.	ES	50	80
13.	EMS	55	80
14.	FF	65	85
15.	GSN	65	90
16.	HUH	40	80
17.	IMT	50	85
18.	INBPS	40	75
19.	KHM	50	90
20.	NRHP	55	65
21.	NN	35	80
22.	PRP	45	85
23.	RYR	45	85
24.	RCG	50	80
25.	RNH	45	75
26.	RM	35	70
27.	SP	45	75
28.	SPS	50	85
29.	SRS	60	70
30.	YNS	45	75
	$\Sigma$	1455	2335
	MEAN	48,5	77,8

No students received a KKM score of 72 on the pre-test, as shown in Table 4.1, which compares pre- and post-test results. The experimental class's overall pre-test score is 1455,

and its average score is 48.5, according to the statistics in the table. 23 of the 30 students who take the post-test scored higher than the KKM cutoff of 72, while 7 do not. The experimental class's overall post-test score is 2345, with an average score of 77,8 according to the table (SUMARDI & NUGRAHANI, 2021). It indicates that after studying the lesson and utilizing the Story Mapping technique to respond to the reading comprehension exam, the students' abilities in the experimental class improved (Trainin & Okundate, 2022). And using the data in the table, the researcher calculates the experimental class's progress score as follows:

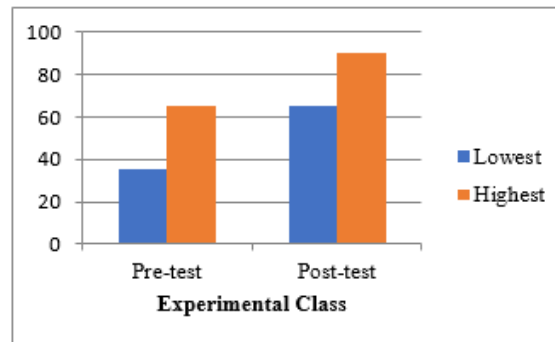


Figure 1. The Progress Score in Experimental Class

The pre-test had a range of scores, with 65 being the highest and 35 being the lowest, as shown in Figure 4.1. As a result, the experimental class dramatically increased its score on the post-test, with the highest post-test score increasing to 90 and the lowest score decreasing to 65.

Finding out t-test

$$T_{\text{test}} = \frac{\bar{X}_e - \bar{X}_c}{SE(X^e - X^c)}$$

$$T_{\text{test}} = \frac{77,8 - 68,5}{4,23}$$

$$T_{\text{test}} = \frac{9,3}{4,23}$$

$$T_{\text{test}} = 2,19$$

Finding out the Degree of Freedom (df)

$$df = (N_e + N_c)$$

$$df = (30 + 30) - 2$$

$$df = 60 - 2 = 58$$

From the aforementioned calculations, the total t-test value obtained in the research is 2.19. The degree of freedom (df) is determined to be (30+30) - 2, resulting in 58. At a 5%

significance level (0.05), the critical t-table value (t-table) is established as 1.672. The t-test value (2.19) surpasses the t-table value (1.672) for a two-tailed test. Consequently, in accordance with the predefined hypothesis formula, the Alternative Hypothesis ( $H_a$ ) is accepted, and the Null Hypothesis ( $H_0$ ) is rejected.

### Research Findings

The purpose of this research is to find out if the Story Mapping technique significantly affects the tenth-grade students' comprehension of narrative text at SMA Swasta Kampus Nommensen Pematangsiantar. Based on the analyzed data, some findings can be formulated as follows:

1. The effect of the Story Mapping technique on students' reading comprehension in the tenth grade at SMA Swasta Kampus Nommensen Pematangsiantar was successful. We can see the students' task results in the table. In the experimental class that used the story mapping technique, the students exhibited heightened engagement and a greater sense of enjoyment during the process of learning narrative text.
2. The effect of conventional teaching techniques on the students' reading comprehension at SMA Swasta Kampus Nommensen Pematangsiantar was not good enough. The students still found it difficult. The students displayed improved text comprehension when taught using the Story Mapping technique compared to when they were taught through conventional teaching methods.
3. The students who got the treatment by using the Story Mapping technique significantly affects their' reading comprehension in the tenth grade at SMA Swasta Kampus Nommensen Pematangsiantar.

### Discussion

After carefully examining the research data, the researcher made a number of important discoveries that might help answer the objectives of the study. The researcher was able to learn how story mapping affected students' ability to comprehend narrative texts at SMA Swasta Kampus Nommensen Pematangsiantar. The primary objective of this study was to ascertain whether the Story Mapping technique has a significant impact on the comprehension of narrative text among tenth-grade students at SMA Swasta Kampus Nommensen Pematangsiantar (Arafah, 2018).

The research sample for this study comprised 30 students from each of the two classes, selected as participants for the study. One of these classes was designated as the experimental group, wherein the students received treatment involving the utilization of the Story Mapping technique, while the control group underwent a different type of treatment,

either with or without the Story Mapping technique. The study aimed to assess the influence of implementing the Story Mapping technique on students' performance in reading comprehension, the researcher performed pre- and post-tests in multiple-choice format. With 20 questions, the test was multiple-choice (Suryani et al., 2018).

Before utilizing story mapping, the experimental class's pre-test mean was 48,5, according to its description. All of the students received poor scores, as shown in Table 4.1, and could not achieve the required score. The writer received the mean of the post-test at 77,8 after administering the Story Mapping treatments to the experimental class. The gain score, which is 29,3, demonstrated a significant difference between before and after the technique was used. Students gain a deeper knowledge by illustrating their own interpretations of the stories (Yuliani, 2018). As the result, in the post-test, the student's reading comprehension increased (Zulfikar et al., 2020).

Meanwhile, the score in the control group, which was the pre-test's mean score of 51,5, as was mentioned in Table 4.2. The researcher in this class did not employ the Story Mapping technique; instead, she simply explain narrative material, had the students into some groups, asked them read the story, and explained the story, and had The students were tasked with responding to questions derived from the content of the text. The researcher got a mean post-test in the control class score of 68,5 after administering the treatment using the conventional technique. It is evident that the gain rose as well, though not by a margin as great as in the experimental class. The mean gain score was 17. The gain score for the experimental class was higher than that of the control class, which is what it signifies. Additionally, the results of the pre-test in the control class revealed that the lowest score was 40 and the best score was 75. The post-test score ranged from 50 to 80, with 50 being the lowest and 80 being the highest. It can be said that, albeit not being as significant as in the experimental class, both Both the lowest and highest scores on the post-test exceeded those on the pre-test.

By seeing the scores, both classes made their improvement, but the different is the experimental class which being treated by Story Mapping technique showed a higher significant effect than the other group who had a conventional teaching technique. It can be proven, The final hypothesis testing calculation involved utilizing the t-test formula at a significance level ( $\alpha$ ) of 5% with 58 degrees of freedom. (Makafane, 2020).

This research is also relevant to previous research by Hatimah (2021) and Pratiwi (2022). The research by those researchers also proven that by using the story mapping technique, The research findings suggest that students' reading comprehension of narrative text can indeed be enhanced. According to the research by Hatimah, the mean of the pre-

test of students was 47.80, and on the other side, the mean of the post-test increased to 81.40 after getting the treatment by Story Mapping. The research by Pratiwi (2022) used a qualitative design, and from the results of the The majority of students concurred that story mapping helped them overcome their reading comprehension challenges. Those studies and this research have in common that the use of story mapping techniques has a significant effect on students' reading comprehension of narrative text (Dixon et al., 2019). The difference can be found in the research design, where Hatimah (2021) The study employed a pre-experimental research design with a one-group pre-test and post-test design, while the research design in this research was quasi-experimental. Another difference can be found from the findings of the research, where the research findings by Pratiwi (2022). The results of the study demonstrated that the Story Mapping technique proved effective in aiding students' comprehension of the text, allowing for the easier identification of the text's structure. Furthermore, the research findings have established that the Story Mapping technique facilitates students in improving their reading comprehension by assisting in the organization of detailed information and extracting moral values from the narrative.

## CONCLUSION

Based on the data analysis and research findings, the researcher can conclude the result calculation of the t-test. The result of the t-test has proven the significance of different means for the experimental class and the control class. It is found that the t-test is greater than the t-table. At the 5% significance level with the degree of freedom 58, the value of t-test > t-table (2,19 > 1.672). It is concluded that students who are taught utilizing the Story Mapping technique outperformed those who are instructed using traditional techniques for instruction in terms of reading comprehension of narrative texts. So, the alternative hypothesis ( $H_a$ ) is accepted, while the null hypothesis ( $H_0$ ) is rejected. The researcher concludes that the use of Story Mapping as technique significantly affects the tenth-grade students' reading comprehension at SMA Swasta Kampus Nommensen Pematangsiantar.

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