

The Implementation Story Mapping Strategy In Students' Reading Comprehension At MTs Al-Furqon Muhammadiyah 03 Banjarmasin 2019/2020

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ABSTRACT

There are lot of factors that influence students interest in reading class. One of them is use of the story mapping strategy during the reading comprehension. The aims of this research were to investigate the using of story mapping strategy to increase students' interest in teaching reading comprehension and to know the students attitude of using story mapping strategy in reading comprehension. The participants of the study are teacher and the students of Junior High School. The method of this research was interview study. The result of study indicates that the use of story mapping in reading comprehension will make students more likely for having high interest in reading class.

Keyword: story mapping, teaching reading comprehension.

INTRODUCTION

In teaching and learning English, there are four language skills to be mastered: listening, speaking, writing and reading. Among those skills, reading is the skill that is commonly first taught or learnt when someone studies a foreign language in educational institution. Reading becomes a significant skill considering the need of understanding the reading text information. Richards and Renandya (2002:288) say that reading is one of a number of skills courses that supplement content. Students may find a lot of information in written language.

However, reading is a complex activity. According to Dawson and Bamman (1967:2) "Reading is many-sided complex activity". Reading a foreign language is even more difficult, mainly Gilet and Temple (1994:220) say that reading is a way of life, a lifetime habit, a passion avocation. In other words, it is a useful activity that may change the outlook of the readers and modify their behavior of life. The different language structure between the target language and the mother tongue. Indonesian students often consider reading as a difficult language skill to learn. Moreover, reading is a process of understanding information from the text in order to construct meaning.

Comprehension is the main goal of reading process, in line with this, Hennings (1997:245) states that comprehension means interacting and constructing meaning with the text. In addition, Fairbairn and Winch (1996:8) affirm that the readers read in order to gain meaning from the text. However, in teaching

learning process there are many students who have problem in comprehending an English text.

Dealing with the students' comprehension problem, teacher should take certain strategy or methods to help the students solve their problem in comprehending the texts. According to Idol (1985) story mapping also helps students to identify relationship among concepts and events, organize specific details, and understand the message in the text. In addition Li (2000) story mapping helps students perceive the sequence of story development. In addition, he says that story mapping is particularly useful to help the students to develop a sense of story and realize that the leads the students to form a mental picture of story's structure and to understand the related story part in narrative text.

The researcher saw many students at MTs Al-Furqon Muhammadiyah 3 Banjarmasin difficulties reading comprehension it makes the researcher think to use story mapping to increasing their reading comprehension. This strategy is useful in general; the function of story mapping will make it easier for students to find information because reading comprehension with story mapping is usually accompanied by shapes and colors. That is why the researcher is wanted to do.

Based on background, the researcher conducted a research: "The Implementation of Story Mapping strategy in increasing students' reading comprehension at Reading Skill at MTs Al-Furqon Muhammadiyah 03 Banjarmasin.

METHOD

Research Design and Setting

This research produces data in the form of words derived from interviews, documents. The research was do at MTs Al-Furqon Muhammadiyah Banjarmasin. It was located at Jl. Cemara Ujung No. 3, RT. 15, Kec. Banjarmasin Utara, Kabupaten Kota Banjarmasin, Kalimantan Selatan.

DATA ANALYSIS

Data analysis is very important in the scientific method because with analysis of the data can be meaningful and useful in solving problem in research. Next the collected data is analyzed using the Miles and Huberman model, namely data reduction, data presentation and conclusion drawing/verification.

1. Data Reduction

Reducing data means summarizing, choosing the main things, focus on the things that are important, look for pattern and themes contained therein. Therefore, the researchers can reduce data continuously during the data that is in accordance with the focus of the problem. Thus the reduced data will provide a clear picture, and make it easier for researchers to further data collection.

In this case, the researcher selects the data from interview teacher and students.

2. Data Display

After the data has been reduced, the next step is to display the data. In qualitative research, the presentation of data can be done in the form of a brief description and in the form of a chart. According to Miles and Huberman states that presenting data in qualitative research is narrative. The existence of the data is in accordance with the focus of the problem researchers are grouping and taking understanding to

arrive at conclusion. In presenting this data, it is equipped with data analysis which includes analysis of the results of observation, and analysis of interview result.

3. Data Verification

At this stage of drawing conclusions is carried out is to provide conclusion on the results of the data analysis/interpretation of data and evaluation of activities that include searching for meaning and providing an explanation of the data that has been obtained. Conclusions in qualitative research are new findings that have never before existed.

The findings can be in the form of a description or description of an object that was previously still dim or dark so that after examination it becomes clear, it can be a causal or interactive relationship, theory.

Therefore in qualitative research the data obtained analyzed with the following steps: (a) analyzing the data in the field that is done during data collection takes place, (b) analyze data that has been collected or newly acquired data, (c) after the process of data collection is complete, the researcher makes a research report using a narrative method that is the type of research that aim to make a picture of the situation or events.

With this technique data obtained will be sorted and then carried out grouping of similar data and then analyzed its contents in accordance with the information needed in a concrete and in depth-manner.

FINDINGS AND DISCUSSION

1. Using story mapping in teaching reading.

Based on the results of interviews conducted by researcher in collecting information about how teachers use story mapping in learning reading. Researcher have interviewed an English teacher, he said *"I usually divided students into group such as 1,2,3,4,5,6,7. Consisted of 5 students arrange the group randomly and I gave paper about story mapping. That the text is about the material, for example Cinderella story, then the students can answer the question about element of story mapping about the narrative text and the students answer together with their group"*.

The teacher said again *"the junior high school very enthusiasm when learning reading with make a group it can helps if any the student lack in reading comprehension"*

Researcher asked why the teacher used story mapping strategy in reading learning process. Researcher have interviewed an English Teacher, he said *"because students have very difficulty in understanding the contents of the reading text, and hinder the process of the reading learning. When I use the story mapping strategy, the students find it very easy to understand the contents of reading text and conclude the organization themselves in the type of text they are reading."*

2. Story mapping increasing students' reading comprehension

Story mapping also helps students to identify relationship among concepts and events, organize specific details, and understand the message in the text. The student informant with the initial V said that *"by learning reading use story mapping I liked learnt reading because story mapping provides structure such as title, setting, characteristic, and problem"*

The student informant with the initial N also conveyed almost *"when I reading with story mapping, I feel enthusiasms because story mapping many visual picture and do not make me bored and with story mapping it is very easy for me to understand the content of the reading"*

The student informant with the initial M also conveyed almost *"I'm very bad at understanding narrative text, when the teacher used story mapping in reading class it is very easy to understand narrative text, and very easy to identify narrative text"*

CLOSING

Conclusion

Based on the exposure to the research results, it can be story mapping can be a learning strategy that can help teachers to attract students' interest in reading. And students are happy when using story mapping in class they can enjoy activities and also don't feel bored. The teacher's ability to choose teaching material also affects use of story mapping in increasing students' reading.

Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

For the Teacher, the teacher should select appropriate strategy or technique and media with the students; need, level, and learning objectives. In order to increasing the students reading skill in finding main idea especially in narrative text, the teacher can use story mapping strategy. It is suitable way to solve the students' difficulties in reading class.

For the Students, they should be aware that comprehending the reading text is not difficult if they have motivation to learn it and involved in teaching process well. The students also should develop their reading skill through forming reading habit and enrich their vocabulary consistently to understand the English reading text.

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