THE USE STORY - MAPPING TECHNIQUE IN TEACHING
READING SKILL AT THE SECOND YEAR OF SMP MUHAMMADIYAH 6
SURAKARTA IN 2014/2015 ACADEMIC YEAR

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THE USE OF STORY - MAPPING TECHNIQUE IN TEACHING READING SKILL AT THE SECOND YEAR OF SMP MUHAMMADIYAH 6 SURAKARTA IN 2014/2015 ACADEMIC YEAR

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ABSTRACT

The objective of the study is to describe the procedure of teaching reading by using story mapping technique and the identification of the result of using story mapping in teaching reading comprehension of narrative text to the second year students of SMP Muhammadiyah 6 Surakarta. This research is a descriptive research. The data are taken from event, informant, and document. In collecting data, the researcher uses observation and interview. The technique for analyzing data is data reduction, data display, and drawing conclusion. There are some results; the story mapping technique helps the students to comprehend the content of narrative text easily. Story mapping technique helps them remembering the important content of reading narrative text. The students are able to analyze the generic structure of the text. They are more interested in joining teaching-learning activities, the students have reading skill development.

Keywords: teaching reading, story mapping, narrative text

ABSTRAK


Kata kunci: pembelajaran membaca, story mapping, teks naratif
A. INTRODUCTION

Reading comprehension is an important skill that must be achieved by the students to learn English. Reading is one of the language skills needed to be taught in language classroom. Reading is very influential in language acquisition. Some of students’ reading comprehension cannot reach the target of teaching reading narrative text. It’s because the students have difficulty in finding or memorizing the point of a text or it may be caused that they do not have a technique to analyze elements of narrative text easily. Each student has different level of creativity and imagery. So, they need guidance to write down their understanding orderly. Students need to be able to read texts in English either for their careers, for study, or simply for pleasure (Harmer (2005:8) in Fauziati (2010:32).

There are two main categories of texts namely; literary and factual (Anderson and Anderson, 1997:1). Further, Anderson states that literary text is constructed to draw out emotions and imagination. Narrative is a kind of literary text which also tells a story using written language. Narrative text has purpose to construct a view of the word that entertains or informs the reader (Anderson and Anderson, 1997:2-3).

Technique according to Anthony (1993) in Fauziati (2009:17) is “the implementation which occurs in the class, also a particular trick, strategy, or contrivance which used to accomplish an immediate objective and technique must be consistent with a method, and therefore in harmony with an approach as well”.

In the technique of reading narrative text, the teacher provides the narrative text to read by the students. After that, the teacher makes sure that students understand about the definition, social function, and generic structure, and also the language features of narrative text. Then, the teacher explains the story mapping technique to analyze the elements of narrative text. Finally, the
teacher asks the students to read narrative text using story mapping technique which has been explained by the teacher.

Commonly, the current research of the topic is to analyze testing, method of teaching, and reading approach. This research tries to analyze the result of story mapping for developing students’ reading skill of narrative text. Here, the researcher tries to analyze the resultiveness of story mapping technique which is applied in teaching-learning narrative text.

B. RESEARCH METHOD

In this study, researcher uses descriptive research. Descriptive research involves collection of technique used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. Descriptive research is used to establish the existence of phenomena by explicitly describing them. The subject of this research is limited to the teacher and the second year students of SMP Muhammadiyah 6 Surakarta in 2014/2015 academic year. The object of this research is the result of using technique of story mapping technique in reading skill of narrative text at the second year at SMP Muhammadiyah 6 Surakarta in 2014/2015 academic year. The data of this research are all informations of activities of the students which researcher takes from field note of the observation. There are three sources of the data, that are event, informant, and document. The researcher is using instruments of collecting data namely; (1) Observation, (2) Interview

1. Observation

Observation is method of collecting data using observation to the subject of the research that is second year students and the English teacher of SMP Muhammadiyah 6 Surakarta in 2014/2015 academic year.

2. Interview

The researcher collected data by conducting interview. The researcher listed questions which the answer can be used to identify the
result of the research problem. The result is also to measure the students’ comprehension ability on English reading skill.

The researcher analyzes the data using three steps of technique for analyzing data namely: data reduction, data display, and drawing conclusion or verification.

1. Data Reduction

   There are many data that have been collected, so the researcher needs to reduce the data to get the clearer image and to make it easier to be analyzed. The step of data reduction is making note on the general meeting of the teaching learning process that is done by the teacher and learners.

2. Data Display

   Narratively, the researcher displays the data, because it is easier to understand what happened and to plan the next work based on the understanding things. After the data are displayed, the researcher tries to describe and discuss the finding of the researcher in the form of systematic classification.

3. Drawing Conclusion

   The researcher draws conclusion about the process and activity of reading teaching-learning, and the story mapping technique which are applied by the teacher.

C. RESEARCH FINDING AND DISCUSSION

   The findings are the procedure of teaching reading by using story mapping technique and the identification of the result of using story mapping in teaching reading comprehension of narrative text to the second year students of SMP Muhammadiyah 6 Surakarta
1. Research Finding

Based on the observation in teaching reading of narrative text which was conducted from 12 until 20 January 2015, the researcher found that the teaching-learning process in the VIIIA class was going well.

The researcher concludes that the procedures of teaching reading using story mapping are as follows:

a) Introducing the concept of story mapping and its benefits. The teacher tells the students that story mapping will be helpful in understanding narrative text.

b) Explaining the generic structure of narrative text which will be the component of story map. The components of narrative is title, setting (where and when), main characters, problem, events, and resolution.

c) The teacher asks the students to read the story which is given to them. The teacher emphasizes some points of content which are important to be understood by the students.

d) The teacher asks the students to fill out the story map worksheet.

e) The teacher guides them to find their error in order that the students will read the story again and correct their error. The teacher uses direct question to make them focus on the target of reading.

f) After filling the story map, the teacher and the students discuss the worksheet. The teacher asks the students to read it while the teacher is still questioning about the story mapping elements. The teacher gives feedback and evaluation to the their answers.

g) The teacher gives some exercises to evaluate the students’ understanding. It is done individually to take the daily score of the students.

Based on the observation and interview, the researcher found that the story mapping technique gives positive impact to the success of teaching reading of narrative text. The story mapping technique consists of narrative
structure map which will help the students to comprehend the content of narrative text easily.

The result of the study indicated that story mapping technique can improve the students’ comprehension. All of the students could answer the questions of text very well. It showed that the students are able to use story mapping in reading narrative text. From the interview, they also said that story mapping technique helps them remembering the important content of reading narrative text.

The students are able to analyze the generic structure of the text. It is used as technique for understanding a text which is suitable with story mapping technique. It is due to the story mapping technique consisting of generic structure map of narrative text.

Besides, the students are more interested in joining teaching-learning activities because they learn their favorite lesson, that is story. They are motivated to know the story of the text about who and what happened. They are being more active in the teaching-learning process. The teacher gives a new story in each meeting and makes them more exited to know the new story.

Comparing the result of the pre-test and post-test which have been done by the teacher, the researcher found a significant difference between their scores. In the pre-test done by the teacher orally, the researcher found that the students’ reading skill of narrative text decreased. It can be seen from their answer to the teachers’ question about the content of narrative text. There were many students did not know the right answer. While in the post-test, the students were able to understand the content of narrative text. They were also able to analyze the structure of narrative text by using story mapping technique. The results showed that there is a significance before and after reading comprehension skills using story mapping technique. In the
last meeting, it showed that the students enjoyed following the lesson. They looked more confident to do the task by themselves.

2. Discussion

There are some steps in the procedure of teaching reading narrative text using story map. In the pre-reading process, the teacher introduces and explains about story mapping concept and the generic structure of narrative text. Then, in the while-reading process, the teacher asks them to read the text and fill the worksheet. Last, in the post-reading process, the teacher makes discussion and evaluation of students’ exercise. The teacher also gives multiple choice exercises in the end of all the meeting to check their understanding about the text.

Based on the observation of the process in teaching reading narrative text, there are some results of story mapping technique as follows:

a. The teaching-learning process results better learning of narrative text because the students’ understanding has improved well.

b. They are able to use story mapping technique in reading narrative text which consists of generic struture of narrative.

c. The students are more motivated to learn. They are more active and interested in teaching-leanring process.

d. There is an improvement of students’ reading skill of narrative text. It can be seen from the exercises, test result, and their pleasure to follow the teaching-learning process.

D. CONCLUSION

The result of the study shows that the use of story mapping technique as a technique in teaching reading can help the students understand the narrative text easily. The improvement of students during teaching-learning process is they are able to identify the generic structure of narrative text, they are able to use story
mapping technique in reading narrative text, the students’ understanding increases every meeting.

Based on the result of the discussion, it can be concluded that story mapping technique is an appropriate technique in increasing reading skill of the students.
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