

**STUDENTS' PERCEPTION:
THE USE OF STORY - MAPPING STRATEGY
IN TEACHING NARRATIVE TEXT AT SMA
NEGERI 1 KEDUNGREJA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S. Pd) in teaching English



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ABSTRACT

Utami, Sri (2022). *Students' Perception: The Use of Story – Mapping Strategy in Teaching Narrative Text at SMA Negeri 1 Kedungreja*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel, Surabaya, Advisor I: Rakhmawati, M. Pd., Advisor II: Drs. Muhtarom, Med. Grad Dip Tesol.

Key words: *Narrative Text, Story – Mapping Strategy, Perception.*

The story-mapping strategy is an effective strategy to be applied in teaching narrative text because it has many influences on improving student learning such as making it easier for students to remember and understand the text and helping them to find the essence of the text. Considering the benefits that can be obtained in using the story - mapping strategy, it is important to know the students' perceptions and the steps in applying the strategy in teaching narrative text. This is so that the story-mapping strategy can be applied in every English class, especially in teaching narrative text. This research was conducted with the aim of describing the teacher's steps in using story-mapping strategy in teaching narrative text and describing students' perceptions of using story-mapping strategy in teaching narrative text. The researcher interviewed an English teacher and students, observed the class, and distributed questionnaires. The results showed that there were 5 steps that were used by an English teacher in using story-mapping strategy in teaching narrative text. Step 1. The teacher teaches the material using charts. Step 2. The teacher introduces the concept of story-mapping strategy. Step 3. The teacher introduces the parts of the story-mapping graphics. Step 4. The teacher asks students to reread the narrative story. Step 5. The teacher asks students to complete the story-mapping graphics. Regarding students' perceptions of using story-mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja, it shows that story-mapping strategy makes students happy, comfortable, and motivated to learn. By using story-mapping strategy, the students are able to learn in a fun and relaxed atmosphere. Lastly, the use of the story-mapping strategy has an influence on the quality of student learning, which can improve students' ability to understand the material and solve their learning problems.

ABSTRAK

Utami, Sri (2022). *Persepsi Siswa: Penggunaan Strategi Story – Mapping di dalam Pembelajaran Teks Naratif di SMA Negeri 1 Kedungreja*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya, Pembimbing I: Rakhmawati, M. Pd., Pembimbing II: Drs. Muhtarom, Med. Grad Dip Tesol.

Kata Kunci: Teks Naratif, Strategi Story – Mapping, Persepsi.

Strategi story-mapping merupakan strategi yang efektif untuk diterapkan dalam pembelajaran teks naratif karena memiliki banyak pengaruh dalam meningkatkan pembelajaran siswa seperti memudahkan siswa untuk mengingat dan memahami teks serta membantu mereka menemukan esensi teks. Mempertimbangkan manfaat yang dapat diperoleh dalam menggunakan strategi story-mapping, penting untuk mengetahui persepsi siswa dan langkah-langkah dalam menerapkan strategi tersebut dalam pembelajaran teks naratif. Hal ini agar strategi story-mapping dapat diterapkan di setiap kelas bahasa Inggris, khususnya dalam pengajaran teks naratif. Penelitian ini dilakukan dengan tujuan untuk mendeskripsikan langkah-langkah guru dalam menggunakan strategi story-mapping dalam pembelajaran teks naratif dan mendeskripsikan persepsi siswa tentang penggunaan strategi story-mapping dalam pembelajaran teks naratif. Peneliti mewawancarai seorang guru bahasa Inggris dan siswa, mengamati kelas, dan membagikan angket. Hasil penelitian menunjukkan bahwa ada 5 langkah yang digunakan oleh seorang guru bahasa Inggris dalam menggunakan strategi pemetaan cerita dalam mengajar teks naratif. Langkah 1. Guru mengajarkan materi menggunakan grafik. Langkah 2. Guru memperkenalkan konsep strategi pemetaan cerita. Langkah 3. Guru memperkenalkan bagian-bagian dari grafik pemetaan cerita. Langkah 4. Guru meminta siswa untuk membaca kembali cerita naratif. Langkah 5. Guru meminta siswa untuk melengkapi grafik pemetaan cerita. Mengenai persepsi siswa tentang penggunaan strategi story-mapping dalam pembelajaran teks naratif di SMA Negeri 1 Kedungreja menunjukkan bahwa strategi story-mapping membuat siswa senang, nyaman, dan termotivasi untuk belajar, dengan menggunakan strategi story-mapping siswa dapat belajar dalam suasana yang menyenangkan dan santai. Terakhir, penggunaan strategi story-mapping berpengaruh terhadap kualitas belajar siswa, yang dapat meningkatkan kemampuan siswa dalam memahami materi dan memecahkan masalah belajarnya.

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CHAPTER I

INTRODUCTION

This chapter provides an introduction to this research. This introduction section contains six sub-headings such as background of the study, research questions, objectives of the study, significance of the study, scope and limitation, and definition of key terms. The following are explanation about them:

A. Background of the Study

Reading is defined as an activity where it can help the students to get and understand any information in written form. Reading's aim itself is to know or to understand the things that are described in the text. Millah mentioned reading is a significant skill that is done to understand the text information like listening, speaking, and writing¹. Besides that, reading can be an important thing that can make everyone have a lot of knowledge. Reading also has the role that is important in people's knowledge to access the informations and make meaning². That means, reading is one of the abilities that can be used to find various information so that people's knowledge becomes wider and by reading, people's knowledge will increase.

Related to reading, there are several reading materials that are taught at schools, especially for Senior High School students. One of the reading materials that is taught is narrative text. Associated with narrative text, it includes the kind of reading text that is interesting to be learnt. Narrative

¹Roihatul Millah. *Utilizing the Story-Mapping Strategy to Improve Students' Reading Comprehension in Finding the Main Idea*. (Jakarta: NOBEL, 2018)

²Nurainun. *Improving the Students' Reading Comprehension in Narrative Text Using Concept Oriented Reading Instruction at Grade VIII Private Islamic Junior High School Ali Imron Medan*. (Sumatera: UIN SUMUT, 2017), p. 9

text is story's text or event that has purpose to amuse readers or listeners³. Besides that, studying narrative text is a must for students of Senior High School because it includes in Basic Competence: They are 3.8 distinguish social functions, structures text, and linguistic elements of several oral and written narrative texts by giving and asking for information related to folktales/fables/legends, in simple terms based on the context and 4.8 capture the contextual meaning related to the social functions, structure text, and linguistic elements of narrative text, both oral and written in simple terms based on the context. So that the teacher must teach students about the material well.

In studying narrative text, there are some difficulties for students. According Kuku, students have difficulties in finding and memorizing the point of the text, and some of the students have not a technique or strategy that be taught by their teacher in the class⁴. Because of that, in the teaching process of narrative text, the teacher needs a strategy in order to make students be able to memorize, and understand the narrative text material easily. Related to the strategy in teaching narrative text, story – mapping is a strategy that is commonly used by the teacher when teaching the material of narrative text. Rasyid stated that story - mapping is a strategy that is very helpful in teaching narrative text, especially for students learning progress⁵. Story - mapping is also a strategy that is well - known and can be applied to teach narrative text's material.

Story – mapping is one kind of graphic organizer from other types namely: semantic maps, concept maps, semantic feature analysis, venn

³Kathy and Mark Anderson, *Text Types in English*, (South Yarra: Macmillan, 2003), p.6

⁴Kuku Prakusumasari. *The Use Story-Mapping Technique in Teaching Reading Skill at The Second Year of SMP Muhammadiyah 6 Surakarta in the 2014/2015 Academic Year*. (Surakarta: UMS, 2015), p.4

⁵Rasyid. *The Strategies in Teaching Reading Narrative Text Applied by the Teachers at Second Grade of MAN Model PalangkaRaya*. (Palangka Raya: IAIN of Palangka Raya, 2016), p.7

diagram⁶. According to Marganet Cleveland, story - mapping itself is defined as a visual summary of the story that has been organized or arranged. It is designed to mark the points of a short story. Story - mapping also has some purpose as the teaching strategy, such as to mark the main parts of a novel, a short story, and any other piece of fiction, to help students in sorting out the important events of the story, and to combine the learners' skill for finding the main idea, details, cause, and effect⁷.

Regarding the story-mapping strategy, there is a strategy similar to the story-mapping strategy, namely mind-mapping. Mind-mapping also uses several symbols and is connected to each other by lines to a central point, using several keywords so that the material is more concise and easier to understand. However, Femi Olivia mentioned that mind-mapping also has some drawbacks⁸, such as: only active students are involved, not all students learn, and mind-mapping has so many variations that teachers will be overwhelmed by checking students' mind-mapping. This is different from the story - mapping strategy which focuses on the story. and the chart in story - mapping only relates to the story such as the title and author, main character, supporting characters, orientation, complication, and also resolution.

There are some reasons that the story - mapping strategy is suitable if applied in the teaching process. Story-mapping strategy can be implemented in direct or indirect learning through online learning media platforms (example: google meet, zoom, etc). This makes the story-mapping strategy can be used in all conditions. In addition, the story-mapping strategy is also a very suitable and effective learning strategy for teaching narrative text. There are also many researches that have mentioned that

⁶Grunke, Matthias. *Analyzing the Effects of Story-Mapping on the Reading Comprehension of Children with Low Intellectual Abilities*. (Germany: LDW A Contemporary Journal, 2013), p.52

⁷Cleveland, Marganet. *Content-Area Graphic Organizers Language Arts*. (USA: WALCH, 2005).

⁸Olivia, T. *Gembira Belajar dengan Mind Mapping*. (Jakarta: Elex Media, 2008).

story-mapping strategy was effectively implemented in teaching and learning the narrative text.

This research includes several previous studies regarding the effect of story – mapping strategy in teaching of narrative text. First, from Putri’s research, her research focuses on strategy of story – mapping application for encouraging students’ achievement of reading comprehension. The result showed that 88% students reached the target of minimum score, and 84% of students are active in the class of reading after the application or implementation the strategy of story - mapping in the class⁹. Second, Millah’s research. Her research focuses on how strategy of story - mapping increases students' reading ability in comprehending the main idea. Result shows that the story-mapping strategy is able to increase students' reading ability in comprehending the main idea. Besides that, it is able to increase students’ cooperation. At that moment, students were active because they were motivated, encouraged, helped, and also felt more enthusiastic. They also participated well because they got praise or appreciation by teacher in the class¹⁰. Third, Matthias’s research. His research is about the impact or influence of the story - mapping strategy at children’s reading skill in comprehending text with low intellectual abilities. The result mentioned that story – mapping strategy is very helpful for children especially for improving the reading comprehension¹¹. Fourth research is Ita’s research. It focused on the effectiveness of the story - mapping strategy in students’ reading understanding. Result shows story – mapping strategy helps learners or students to find the main idea. That strategy also can increase students’ vocabularies. Here, students felt motivated in learning reading, it

⁹Imanda P, Ara. *The implementation of the Strategy of Story-Mapping in Improving Students’ Reading Comprehension*. (Lampung: FKIP UNLAM, 2019), p.4-5

¹⁰Roihatul Millah. *Utilizing the Story-Mapping Strategy to Improve Students’ Reading Comprehension in Finding the Main Idea*. (Jakarta: NOBEL, 2018), p.46

¹¹Matthias Grunke. *Analyzing the Effects of Story-Mapping Strategy on the Students’ Reading Comprehension with Low Intellectual Abilities*. (Germany: LDW A Contemporary Journal, 2013), p.63

is because most students enjoy reading the text. Besides that, story - mapping strategy also could avoid and minimize students' boredom while learning reading¹². Based on the several studies that were carried above mentioned, that story-mapping strategy helps learners to find out points of narrative text elements. That strategy has a good effect on increasing the students or learners' comprehension when learning narrative text. Applying story - mapping strategy can help students in organizing the information effectively, prevent the students' boredom, and help students to create a visual description related to the story in the students' mind.

In addition to the story-mapping strategy that can help students overcome difficulties in learning narrative text, the way the teacher applies the strategy is also important in the learning process. According to Wina Sanjaya, the teacher's skill in implementing learning strategies will determine the success of a strategy¹³. Therefore, it is important to know the steps or how to apply learning strategies to achieve the objectives of learning, namely students' understanding of the material that is being studied.

The application or use of a story-mapping strategy by the teacher in teaching narrative text will certainly cause perceptions in students. Arief Nurrohman¹⁴ said that the application of the strategy in teaching and learning process will lead to different perceptions of each student. If the student's perception of the learning strategy carried out by the teacher is a positive perception, then the learning objectives will be successful. If the student's perception is negative, then the student will feel bored and will have a bad impact on the learning objectives. Therefore, it is very necessary

¹²Ita Sholichah, N. *The Effect of Story-Mapping Strategy on Reading Comprehension*. (Malang: INTAJ, 2017), p.45-46

¹³Wina, Sanjaya. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Prenadamedia, 2016).

¹⁴Nurrohman, Arief. *Pengaruh Persepsi Siswa Mengenai Strategi Pembelajaran, Media Pembelajaran, dan Penguasaan Materi Pembelajaran oleh Guru Terhadap Prestasi Belajar Akuntansi Siswa*. (Yogyakarta: UNY, 2016).

here to find out students' perceptions of the story-mapping strategy applied by the teacher in narrative text learning in order to be able to assess whether the story-mapping strategy does have a good impact on narrative text teaching and learning process.

Based on the description above, it shows that the steps taken by the teacher in implementing the story-mapping strategy in narrative text learning need to be studied by all English teachers, especially English teachers who have never applied the story-mapping strategy in order to be successful in applying the story-mapping strategy. Teachers also need to know students' perceptions of the story-mapping strategy used for teaching narrative text. Whether the student's perception of the strategy is good or vice versa. If the student's perception is good, then the teacher can continue to use the story-mapping strategy in teaching narrative text. If students' perceptions are bad, then the teacher can determine other strategies that are more suitable for teaching narrative text. This encourages the researcher to conduct research on how the teacher steps or ways in implementing the story-mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja and about students' perceptions of the story-mapping strategy used by the teacher in the narrative text learning process at SMA Negeri 1 Kedungreja.

The researcher chose SMA Negeri 1 Kedungreja as the research setting. This is because at SMA Negeri 1 Kedungreja, there is one English teacher who has experience in using story - mapping strategy in teaching narrative text. The objectives of this research are to describe the teacher's ways of using story-mapping strategy in teaching of narrative text at SMA Negeri 1 Kedungreja and to describe the students' perception toward the implementation of the story – mapping strategy in teaching of narrative text at SMA Negeri 1 Kedungreja deeply. The findings of this study are expected to help English teachers, especially for teachers who have never tried the story-mapping strategy to teach narrative texts in their classrooms. With this

research, it is hoped that teachers can learn how to apply the story-mapping strategy in teaching narrative text and find out how students perceive the story-mapping strategy used by teachers to teach narrative text materials. This research also can be expected to increase people's knowledge about how the story-mapping strategy is applied in narrative text learning, as well as knowing how students perceive the strategy. Do students have a good perception, or have a bad perception of the story-mapping strategy applied by the teacher in teaching narrative text. and last, this research is expected to be a reference that can be used by further researchers related to research on student perceptions of the use of the story-mapping strategy in teaching narrative text.

B. Research Questions

The following questions become the guideline and purpose to answer the research about the students' perception of the use of story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja. Further, to explore the research focus, this research explores the following questions:

1. How are the teacher's ways in using story-mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja?
2. How is the students' perception toward the use of story-mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja?

C. Research Objectives

Related to the research question that stated above, the objective of this research as follow:

1. To describe the teacher's ways in using story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja.
2. To describe the students' perception toward the teacher's ways in using the story - mapping strategy that is applied by the teacher in teaching narrative text at SMA Negeri 1 Kedungreja.

D. Research Significances

This research is conducted to describe the teacher's ways in using story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja, and students' perceptions toward the teacher's ways in using the story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja.

So, hopefully this research can give benefits for:

1. All English Teachers

The findings of this study are expected to help English teachers, especially for teachers who have never tried the story-mapping strategy to teach narrative texts in their classrooms. With this research, it is hoped that teachers can learn how to apply the story-mapping strategy in teaching narrative text and find out how students perceive the story-mapping strategy used by teachers to teach narrative text materials.

2. Other People

This research is expected to increase people's knowledge about how the story-mapping strategy is applied in narrative text learning, as well as knowing how students perceive the strategy. Do students have a good perception, or have a bad perception of the story-mapping strategy applied by the teacher in teaching narrative text.

3. Future Researchers

This research is expected to be a reference that can be used by further researchers related to research on student perceptions of the use of the story-mapping strategy in teaching narrative text.

E. Scope and Limitation

In this study, the researcher limited this research on the teacher's way of using story-mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja. This includes the students' perceptions toward the use of the story-mapping strategy that was applied by an English teacher in teaching narrative text at SMA Negeri 1 Kedungreja. The students' perception here related to the students' feelings and students' opinions during using the story - mapping strategy in teaching of narrative text.

To answer the first research question regarding the teacher's ways in using story - mapping strategy in teaching narrative text, the source of the data is an English teacher at SMA Negeri 1 Kedungreja who has experience in using the story-mapping strategy. And to answer the second research question regarding students' perception toward the use of story - mapping that is applied by the teacher, the sources of data are 72 students of X MIPA class. And to analyze the data, here the researcher uses a descriptive qualitative method.

F. Definition of Key Terms

This subheading provides the definition of the key terms that related to this research:

1. Narrative Text

Narrative text is the reading text which has aim to entertain readers¹⁵. Otong Setiawan also stated that narrative is kind of the text about a story of legend and resolution to amuse and to entertain the readers¹⁶. There are some types of narrative text. According to Irwan, narrative text is the story that can be fairy story, fable, mystery, science fiction, romance, and horror¹⁷. Mark Anderson and Kathy Anderson also classify the narrative text types into romance, real-life fiction, humor, fantasy, crime, science fiction, mystery, diary novels, also adventure¹⁸.

Narrative text has some parts. Fahmei Lubis stated that there are five parts of narrative text such as orientation, complication, sequence of events, resolution, and also re-orientation¹⁹. In learning narrative text's material, it is important to be familiar with narrative text's elements,

¹⁵Kathy and Mark Anderson. *Text Types in English*. (South Yarra: MACMILLAN, 1997), p.6

¹⁶Djauhari, Otong Setiawan. *Genre: Ragam Text dan Peruntukannya*. (Bandung: CV. Yarna Widya, 2008).

¹⁷Sulistyo, Irwan. *An Analysis of Generic Structure of Narrative Text Written by the Tenth Year Students of SMA YASIIHA GUBUG*. (Grobogan, ETERNAL, 2013), p.170

¹⁸Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah Jakarta, 2014), p.9

¹⁹Fahmei Lubis, R. *Narrative Text*. (English Education, 2016), 4(2), 1–14

such as the characters, settings, problems or complications, and resolution or solutions, also moral values from the story's writer.

2. Story-Mapping Strategy

Story - mapping refers to one kind of graphic organizer. Graphic organizers are tools that can help to recognize the patterns in learning reading, especially to organize, classify, or categorize the information about narrative text elements (character, orientation or setting, complication or problems, and resolution or solution)²⁰. Marganet Cleveland also defined that story - mapping is the visual summary of a story that can be used to mark the three main parts (characters, setting, conflict and resolution) of a novel, a short story, or any other piece of fiction. It can help in sorting out the important part of the stories²¹. In this research, the strategy of story - mapping is a strategy that utilizes a visual summary or chart to mark the elements of story that are used by a teacher in teaching narrative text at SMA Negeri 1 Kedungreja.

3. Perception

Perception refers to a person's opinion or perspective on how they look, hear, or become aware of something through the senses. Perception uses the process of the sensory and cognitive to appraise or appreciate the world around us. Susan Mary defines the perception is the ways to understand something or information based on experience, and processing information²². In this research, perception is interpreted as students' opinions toward using the strategy of story - mapping to teach narrative text that is applied by the teacher based on what they look at, observe and their experiences at SMA Negeri 1 Kedungreja.

²⁰Cleveland, Marganet. *Content-Area Graphic Organizers Language Arts*. (USA: WALCH, 2005), p. 3

²¹Cleveland, Marganet. *Content-Area Graphic Organizers Language Arts*. (USA: WALCH, 2005), p. 44

²²Mary Mcdonald, Susan. *Perception: A Concept Analysis*. (Tyler: University of Texas, 2011), p.10

CHAPTER II

THEORETICAL BACKGROUND

This chapter presents the related literature and previous studies of this research. In the review of related literature, there is an explanation about narrative text, story-mapping strategy, and an explanation about perception. Meanwhile, in the review of previous studies, there is some research that related to story-mapping strategy from previous researchers.

A. Review of Related Literature

In this subheading, there are definition and other explanations about the narrative text, story - mapping strategy, and also the perception as follow:

1. Narrative Text

Narrative text defined as reading text that has aim to amuse readers²³. While based on Greaser's statement, narrative text is a text that displays the incident or events that organized in schematic structure and the readers or listeners can predict it²⁴. Otong Setiawan also stated that narrative is kind of the text about a story of legend and resolution to amuse and to entertain the readers²⁵. Narrative text aims to amuse the readers. It means the readers are expected to relish the text that has been read. Andersons also states that narrative text has purpose to amuse audience or the readers²⁶. Besides that, narrative text does not only provide entertainment. Mansur mentioned that narrative text also provided moral values or life's lessons from story²⁷. So, here the narrative text not just provides the stories to amuse the readers, but also gives the moral value that is learnt for life.

²³Kathy and Mark Anderson. *Text Types in English (2)*. (South Yarra: MACMILLAN, 2003), p.6

²⁴Greaser in Thom Hudson (ed). *Teaching Second Language Reading*. (New York: Oxford University Press, 2007), p. 179

²⁵Djauhari, Otong Setiawan. *Genre: Ragam Text dan Peruntukannya*. (Bandung: CV. Yarma Widya, 2008).

²⁶Kathy and Mark Anderson. *Text Types in English 2*. (South Yarra: MACMILLAN, 2003), p.3

²⁷Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through the Story-Mapping*. (Jakarta: UIN Syarif Hidayatullah Jakarta, 2014), p.10

There are many types of narrative text. According to Irwan, narrative text is the story that can be fairy story, fable, mystery, romance, science fiction, horror, etc²⁸. Mark

and Kathy Anderson also classified narrative text's types into humor, crime, romance, mystery, real-life fiction, fantasy, science fiction, adventure, and the diary-novel²⁹.

Narrative text has elements that should be understood by the learners or the readers. According to Mansur, the readers or learners who read narrative text should be familiar with characters, setting or plot, theme, problems, also solution or resolution of story³⁰. The learners also should understand the important parts of narrative text. Regarding the parts of narrative text, the following are five parts of narrative text: Orientation (Setting), Complication (Problem), Sequence of Events, Resolution (Solution), also Moral Value (Coda). Here the explanations:

a) Orientation

First part is orientation. This part explains who the characters are, where it happens, when it happens, and what the story is about. Orientation can be an introduction to characters, places, and times in a story.

b) Complication

Second part of the narrative text is complicated. This part includes problems that happen in the story. Complication can be the culmination of problems in narrative story.

c) Event's Sequence

²⁸Irwan Sulistyono. *An Analysis of Generic Structure of Narrative Text Written by the Tenth Year Students of SMA YASIIHA GUBUG*. (Grobogan, ETERNAL, 2013), p.170

²⁹Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah Jakarta, 2014), p.9

³⁰Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah Jakarta, 2014), p.9

Last part is a sequence of events. This part includes the character's reaction toward the complication. This part is related to the feelings of characters and what they will do for story problems.

d) Resolution

Resolution is part of a narrative that has several things that cause the problem in the story to be solved. In other words, this part contains several things that provide solutions to clear up the problems that include in part of complication.

e) Coda

Moral value or coda is one part of a narrative that includes the moral value or a special message that can be learned by the narrator or writer of the story. If there is no special message or moral value, narrative text will finish at part of resolution³¹.

According to structure of narrative text above, the following is one example of the narrative text:

The Smartest Parrot

Orientation:

Telling who, when, what, also where

Once upon a time, there was a man that had the smartest parrot. There was not another parrot like it. These parrots could say every word, except one word. These parrots will not say the name of the place where it was born. The place was Catano.

Complication:

Triggers of the problems

The man was very happy to have the smart parrot but he did not understand the reason why the parrot would not say Catano. The man tried to train the smart parrot to say Catano but the smart parrot kept not saying that word.

³¹Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah Jakarta, 2014), p.10

Sequence of events

The characters' reaction to the complication

At first, the man was still kind to the parrot. Then he became irate. "You are stupid bird!" pointed the man to the parrot. "Why can I not sit in the Catano? Say it or I will kill you!" said the man angrily. Even though he tried very hard to teach, that parrot wouldn't say Catano's words. The man became irate and shouted at the parrot repeatedly: "Say Catano or I'll kill you!" but the parrot still would not say the Catano word.

Resolution:

Part of problem's solutions.

One day, after he tried all the ties to get the parrot to say Catano, the man was very angry and he could not stand it. Then, he took the parrot and threw it into the chicken coop. In the chicken coop, there were four old chickens for dinner the next night. The man said to parrot: "You are as stupid as those chickens. You must stay with them". The man said angrily but then, the man continued to be humble. "You know, I'll cut the chicken for my meal. Next it is your turn, I will eat you too, stupid parrot". After that, he left the chicken coop.

Coda

Gives the moral value or a special message

The next day, back to the chicken coop. He opened the door and was very surprised. He could not believe what he saw in the chicken house. There were three dead chickens on the floor. At this moment, the parrot stood proudly and shouted at the last old chicken; "Tell Catano or I'll kill you".³²

³²B. Lousa. *Teaching Narrative Text*. 2009. (<http://www.exampleofnarrativetext.com>).

According to the example of narrative text entitled “The Smartest Parrot” above, paragraph 1 it is part of orientation or setting or plot which introduces the character of the story. This paragraph 1 talks about a man and his pet (a smart parrot). Paragraph 2 is part of the complication where problems or conflicts begin to appear in the story. In the story of “The Smartest Parrot” above, conflict arises when the smart parrot belonging to man can not say one word, namely catano. Even though, in other words, it (the smart parrot) can say it.

For paragraph 3 is part of an events sequence which contains the reaction of character to the problems. In this story, this part told that the parrot still can not pronounce the word ‘catano’. It made the man angry and he said that he would kill the parrot if it still could not pronounce the word ‘catano’. For paragraph 4 is part of resolution where this part brings up solutions to problems in the story. In the story of “The Smartest Parrot”, the solution is when a man gets angry with the parrot, he puts the parrot in a chicken coop and says he will cook parrot for dinner the next day.

Last paragraph is part of a coda that contains moral value or a special message from the story. This paragraph told that when a man returned to the chicken coop, he was surprised to see his chickens die. A man was also surprised to see the parrot yell at the remaining chickens and say what he said to the parrot: “Say catano, or I will kill you!”.

2. Story - Mapping

When learning narrative text, the most important thing that should be mastered by students is to understand what narrative text is. To make it easier for students to understand narrative text, a suitable strategy is needed. In this case, a strategy that can be used and suitable to understand narrative text is story – mapping strategy.

Story-Mapping composed of Story and Mapping. two words. According to Homby, word of story defined as description that

created by author about people or events to amuse readers³³. It means story defined as description of imaginative events selection to amuse the readers. Meanwhile, mapping can be defined as “an image to depict and provide information about things. It about the ways it organized or arranged”³⁴. Here, mapping is a drawing which explains the information related to the things.

In other definition, story - mapping is one kind of graphic organizer that show about how the concept that related one another³⁵. Marganet Cleveland also defines that story - mapping referred to as the visual summary of a story that has been organized or arranged. It designed to mark the main parts or points of a novel, a short story, or any other piece of fiction³⁶. Regarding the purpose of story - mapping strategy, Marganet Cleveland stated that story - mapping has some purposes as follow:

- 1) To mark the main parts of a novel, a short story, and any other piece of fiction.
- 2) To help in sorting out the important events of the story.
- 3) To combine the learners' skills for finding the main idea, details, cause and effect.³⁷

Based on the explanations above, the story – mapping strategy has the purpose to help and facilitate readers to understand the whole of narrative story, and help students in sorting out the important part of story, especially focusing on story elements, such

³³A.S Hornby. *Oxford Advanced Learner's Dictionary of Current English*. (New York: Oxford University Press, 2003), p.1333

³⁴A.S Hornby. *Oxford Advanced Learner's Dictionary of Current English*. (New York: Oxford University Press, 2003), p. 815

³⁵Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah Jakarta, 2014), p.9

³⁶Cleveland, Marganet. *Content-Area Graphic Organizers Language Arts*. (USA: WALCH, 2005), p. 44

³⁷Cleveland, Marganet. *Content-Area Graphic Organizers Language Arts*. (USA: WALCH, 2005), p. 44.

as characters, settings, major events, resolution or solution of problems, and the author's message or moral values.³⁸

a. Technique of Using Story - Mapping

When using story – mapping to teach material especially for teaching narrative text, there are some techniques or steps that are needed. According to Pamela, the following is steps to use story - mapping:

- 1) Read the story and create a summary of the major theme, important events, also characters of the story.
- 2) Place elements of narrative story such as the title, subject or theme in the center of the story – mapping graphics.
- 3) Draw ties that protrude sufficiently symmetrically from the story's center – mapping to fit and collect the plot's important events. Moving clockwise from the center, attach similar pieces of second-level information from the summary list to these ties in chronological sequence. Information is moved to semantically ordered charts that are only governed by story parts.
- 4) Add necessary material from the summary list to the additional ties that extend symmetrically from each secondary box to accommodate important details linked to the key plot events.
- 5) Check the final semantic chart or story – mapping for accuracy³⁹.

According to information above, the following is story – map graphic

³⁸Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah Jakarta, 2014), p.15

³⁹Farris, Pamela J, and Carol J. Fuhler. *Teaching Reading: A Balanced Approach for Today's Classroom*. (New York: McGraw-Hill, 2004), p. 346

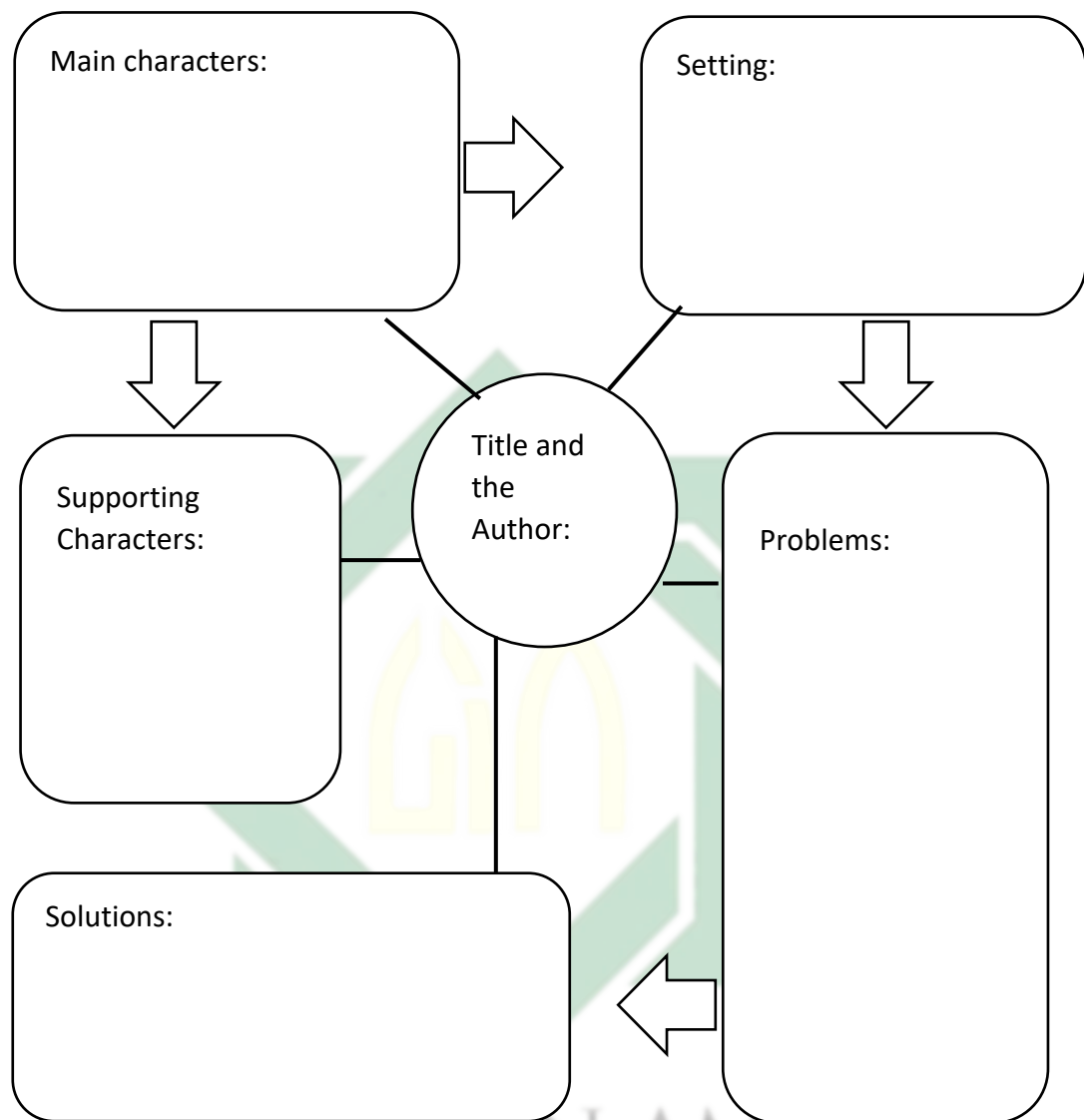


Figure 2.1

Graphic of Story-Mapping⁴⁰

Based on figure 2.1 of story-mapping above, there are six parts such as title and the author, main character, supporting characters, orientation, complication or problems, and solution or resolution⁴¹. The explanation of each chart as follow:

1. Chart title and the author.

⁴⁰J. Gracia. *Fun Learning for Kids*, 2008, p. 56 (<http://www.2scholastic.com>)

⁴¹Fahmei Lubis, R. *Narrative Text*. Vol. 4 No. 2. (2016).

This section contains the title and author of a narrative text. This is intended to find out the title of a story and who the author of the story is.

2. Chart main character

The main character section contains the main characters in the narrative story. This section is intended so that students or readers know who the main characters in the narrative text are.

3. Chart supporting characters

The supporting characters section contains the supporting characters in the narrative story. This section is intended for students or readers to know who are the supporting characters in the narrative text.

4. Chart orientation

The orientation section or commonly referred to as the setting or plot contains the place where the story takes place, when the events in the story occur, and how the atmosphere of the story goes. This section contains a summary of the setting or plot of the narrative text. This is intended so that students can remember well the core setting of narrative text story.

5. Chart complication

The complication section is the story summary section regarding the problems that occur in a narrative text story. Therefore, this chart is intended so that students can easily remember the essence of the problem in a story.

6. Chart resolution

The resolution section is the story section where there are solutions to the problems that arise in the complication section. In

this section, it is filled with the essence of solutions to existing problems. This is intended so that students or readers can easily remember and understand the solution to the problem in the narrative text.

b. Advantages of Story - Mapping Strategy

As an approach to teaching English material, story-mapping has advantages, especially when teaching narrative texts. The story mapping strategy has the advantage of enabling students to focus on the teaching and learning process, directing teaching objectives, and providing a higher quality learning experience for students⁴². Besides that, Pamela mentioned that students are able to get many advantages through story - mapping, such as:

1) Students can visualize the narrative story.

By reading and understanding the plot of a story, students' imagination will run. They will feel as if they are part of the story they are reading.

2) The story's relevance is readily apparent to students. They could then forecast what would happen next in the plot.

Examples of stories in narrative text have a plot that is easy to understand. And with this, students will automatically be able to guess what events will happen next.

3) Based on students' viewpoint, they are able to store knowledge from the narrative story.

After reading and understanding narrative text story, students will have their own assessment of the stories they have read. And students have points from the parts of the story that have been read.

⁴²Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah Jakarta, 2014), p.18

- 4) Students can easily remember the information of the narrative story accurately and completely.

By getting the gist of the story that has been read, this will make it easier for students to remember what is in the story. such as characters, places, subject matter, solutions to problems, and messages in the story.

- 5) Students are able to improve their awareness if the characters and events in the story are interrelated.

If students already understand what is in the story such as characters, places, main problems, solutions to problems, and messages in the story, then students will be aware of the role of the characters and the characters they carry.

c. Teaching Narrative Text using Story – Mapping Strategy

According Pamela, the following stages are used when teaching narrative text utilizing the story – mapping strategy:

Step 1. The teacher explains the story – mapping strategy to the students.

When teaching students the material using the story – mapping strategy, the teacher needs to introduce them to the story – mapping strategy is. It is intended that students know about the strategies that they use.

Step 2. On the white board, the teacher writes the title of a narrative text story, then asks students to guess what the story is about. This is done to keep the students motivated.

After the teacher introduces students about the story - mapping strategy, then the teacher writes the title of the narrative story and asks students to guess what the story is about. The purpose of the teacher writing a title and asking students to predict the

content of the story is as a step for brainstorming, provoking students' thoughts on the material they will learn. It also aims to prepare students to more easily accept the material they will get.

Step 3. The teacher instructs students to read a story. Then, using keywords from the text such as characters, setting or plot, and tale theme, invite students to make predictions about the happenings. The teacher instructs students to write the keywords on a story – map graphic.

After the students' brainstorming, the teacher asks students to read the story and write the important parts of story such as characters, setting or plot, and tale theme, and invite students to make predictions about the happenings. The Asking students to predict about the happening in the story also include the step for brainstorming which has aims provoking students' thoughts toward the material.

Step 4. To improve students' fluency, the teacher invites them to reread the narrative story.

After the students read the story and make predictions about the happenings of the story, the teacher asks the students to reread the story to improve the students' fluency. It is because the students will understand and remember about the whole story.

Step 5. The teacher instructs students to complete the worksheet on a story – map.

4. Perception

a. Definition Perception

Perception refers to a person's opinion, perspective, on how they see, hear, or become aware of something through the senses. Sugihartono stated that perception is the ability of the five senses to

translate a stimulus⁴³. Everyone's perception is different. This is due to the difference in point of view. There is someone who perceives something as good or positive and some perceive bad or negative. Rakhmat also revealed that perception is a person's experience regarding objects, events, or relationships obtained by concluding and interpreting a thing⁴⁴. and Walgito⁴⁵ added that perception is related to the activity of feeling, interpreting, and understanding objects, both physical and social.

Perception is attaining awareness's process or understanding about sensory information. It is also mentioned by OU Qiong, that perception means "gathering, receiving, the act of taking possession of, and understanding by mind or senses"⁴⁶.

b. Factors of Perception

There is a perception that is caused by several factors. Restiyanti Prasetijo⁴⁷ revealed that there are two factors that influence a person's perception. First, internal factors. Second, external factors. For internal factors that influence a person's perception include: experience, rating, needs, expectations. While external factors include: outer view, stimulus properties, environmental situation.

Hadi Suprpto⁴⁸ also revealed related factors that influence a person's perception, including the following:

a. Internal factors: these factors include feelings, attitudes and individual characteristics, prejudices, desires or expectations, attention, learning processes, physical conditions, psychological disorders, values and needs, as well as interests and motivations.

⁴³Sugihartono. *Psikologi Pendidikan*. (Yogyakarta: UNY Press, 2007).

⁴⁴Rakhmat, Jalaludin. *Psikologi Komunikasi*. (Yogyakarta: Remaja Rosdakarya, 2007).

⁴⁵Walgito, Bimo. *Pengantar Psikologi Umum*. (Bandung: Andi Offset, 2007).

⁴⁶Qiong, OU. *A Brief Introduction to Perception*. (China: CSCanada, 2017), p. 18

⁴⁷Restiyanti, Prasetijo. *Perilaku Konsumen*. (Yogyakarta: Andi, 2005).

⁴⁸Suprpto Arifin, Hadi. *Analisis Faktor yang Mempengaruhi Persepsi Mahasiswa Unitra Terhadap Keberadaan Perda Syariah di Kota Serang*. (Serang: UNITRA, 2017).

- b. External factors: these factors include background, family, information obtained, knowledge, needs, new things and others.

B. Review of Previous Studies

The review of related studies displays related previous studies that are related to the topic in this research. Here are several previous studies that have similarities in content in using story-mapping strategy in the process of teaching and learning activity.

1. Abdul Aziz Mansur, in his thesis entitled *Improving Students' Understanding of Narrative Text through Story - Mapping*. The method that was used in this research was collaborative classroom action research. It was conducted to determine that story-mapping strategy could increase the students' understanding. The result showed that applying the strategy of story - mapping in the process of teaching narrative text has succeeded in increasing students' understanding. That strategy could be an alternative strategy in narrative text learning⁴⁹. From this research, the researcher can find out that story-mapping strategy can increase the students especially in understanding narrative text.
2. Kukuh Prakusumasari, in his article entitled *The Use of Story-Mapping Techniques in Teaching Reading Skills*. The method that was used in this research was descriptive qualitative. This article focuses on how to describe learning to read with the strategy of story - mapping and identifying results of learning reading narrative text using story-mapping strategy at SMP Muhammadiyah 6 Surakarta. Here are several results from this research, namely story-mapping techniques can improve students' understanding, help students to remember the important elements of narrative text, students can analyze the generic structures of narrative text, and students were

⁴⁹Samovar, L. A & Porter, R. E. *Intercultural Communication: A reader* (10th ed.). (Shanghai: Shanghai Foreign Language Education Press, 2007), p. 57.

more interested in participating the process of teaching and learning activities⁵⁰. From this research, the researchers can find out that there are many benefits for students from using story-mapping strategies.

3. Matthias Grunke, in his journal entitled *Analyzing the Effect of Story - Mapping on the Reading Comprehension of Children with Low Intellectual Abilities*. The method that was used in this research is descriptive quantitative. This research focused on examining the effects strategy of graphic organizing to increase the ability of students especially in text comprehension skills. Result indicated that the applying of story - mapping can help the children to be better understand the text⁵¹. From this journal, the researcher can find out that the strategy of story - mapping is able to help students in improving their comprehension skills.
4. Norma Ita Sholichah, in her journal entitled *The Effect of Story-Mapping on Reading Comprehension*. The method that was used in this research is quasi experimental design. This research has the purpose to investigate the story – mapping strategy effectiveness on reading comprehension. The result shows that applying the strategy of story-mapping help students in organizing information from reading material effectively, prevents students' boredom, and increase or improve the students' achievement in reading comprehension⁵². Same as the Kukuh's research, the researcher can know that story-mapping strategy provides several benefits for the students' learning process.

⁵⁰Prakusumasari, Kukuh. *The Use of Story-mapping Technique in Teaching Reading Skill at The Second Year of SMP Muhammadiyah 6 Surakarta in 2014/2015 Academic Year*. (Surakarta: Universitas Muhammadiyah Surakarta, 2015). Unpublished.

⁵¹Grunke, Matthias. *Analyzing the Effects of Story Mapping on the Reading Comprehension of Children with Low Intellectual Abilities*. (Germany: LDW, 2013), p.62

⁵²Ita Sholichah, Norma. *The Effect of Story Mapping on Reading Comprehension*. (Malang: INTAJ, 2017), p. 44

5. Roihatul Millah, in her journal entitled *Utilizing Story-Mapping Strategy to Improve Students' Reading Comprehension in Finding Main Ideas*. The method that was used in this research was classroom action research, and to analyze the data using descriptive statistics and using constant comparative method (CCM). This research aims to determine whether the strategy of story – mapping in improving students' reading comprehension in finding the main idea. Another aim is to describe the classroom's climate when the strategy of story – mapping is applied. Results show there is an increase in students reading comprehension during the process of teaching and learning especially in finding main ideas. The classroom climate is improving. Here, the strategy of story - mapping is able to involve students in the process of teaching and learning so it activates students' knowledge about narrative text and helps to create visual description related to story in students' mind. Here, students are able to understand informations of narrative story easily because they have known elements of the text⁵³. According to this journal, the researcher knows that strategy has many advantages for students' learning process.

Based on the several studies that have been carried out above stating that applying the story - mapping strategy in teaching narrative text has succeeded in increasing the students' understanding. Strategy story - mapping can help students to remember the important elements of narrative text and help children to better understand the text. Story - mapping strategy also helps students in organizing information from reading material effectively, prevents students' boredom, and increases the students' achievement in reading comprehension. Story - mapping strategy also can help to create visual descriptions related to the story in students' minds.

⁵³Millah, Roihatul. *Utilizing Story Mapping Strategy to Improve Students' Reading Comprehension in Finding Main Idea*. (Jakarta: NOBEL, 2018), p. 68-69

The previous studies above have similarity with this study. The similarity is in the topic equation which discusses the use of story - mapping strategy in the learning process. However, there are still things that distinguish this research from the previous one. In previous studies, the researcher focused on the effectiveness and effects obtained when using a story mapping strategy in the teaching and learning process. Meanwhile, this research does not examine the effectiveness and effects of the application of the story-mapping strategy, but describes how the teacher's ways in using the story-mapping strategy in teaching narrative text, and describes how students' perception toward the use of the story-mapping strategy in teaching narrative text, especially at SMA Negeri 1 Kedungreja.



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER III

RESEARCH METHOD

This chapter explains about the methodology that is used in this research. This chapter also explains about the research design, research setting, research participant, data and source of data, data collection technique, research instrument, data analysis technique, and the trustworthiness of the research.

A. Research Design

Research design is the nation or concept that is used in this research. The main objective of this research is to describe the teacher's ways in using story - mapping strategy in teaching narrative text, and how is the students' perception toward the use of story - mapping strategy in teaching narrative text especially at SMA Negeri Kedungreja. The goal is appropriate to do with qualitative design because it is appropriate with the characteristics of qualitative research that represents the views and perspectives of the community. In the process of data collection is also done qualitatively because the researcher conducted research directly and humans as instruments⁵⁴. It can be human experience and human's situations. This study also took data on students' perception. This is also a characteristic of qualitative research.

This research can be categorized as descriptive qualitative research because it focuses on describing how the teacher's ways in using story - mapping strategy in teaching narrative text, and describing how is the students' perception toward the use of story - mapping strategy in teaching narrative text. Judging from its characteristics, this research applies a qualitative research design to describe students' perception in using story - mapping strategy in teaching narrative text.

⁵⁴Ary, Donald. *Introduction to Research in Education 8th Edition*. (USA: Wadsworth Cengage Learning, 2018), P. 424-425

B. Research Setting

Regarding the place of research, the researcher conducted research at SMA Negeri 1 Kedungreja. It is a senior high school located on Raya Tambaksari Street, Number 212, Tambaksari Village, Kedungreja District, Cilacap Regency, Central Java. The researcher has a reason for choosing SMA Negeri 1 Kedungreja as the place of research because there is an English teacher in that school who often uses story-mapping strategy in teaching narrative text. This is different from other schools. Based on the results of a survey of several schools conducted by the researcher, many schools have English teachers but these teachers have never used a story-mapping strategy in teaching narrative text.

C. Research Participant

Research participants are participants who are involved in this research. To answer the first research questions, about the teacher's ways in using story - mapping strategy in teaching narrative text. The researcher chose an English teacher at SMA Negeri 1 Kedungreja who often used the story-mapping strategy in teaching narrative text. This is because the teacher has experience on how to use the story - mapping strategy in teaching narrative text. Here the English teacher becomes a participant or resource person in collecting teacher interview data. The researcher was also a participant in this study because the researcher made observations related to the teacher's ways in using story - mapping strategy in teaching narrative text.

To answer the second research question about students' perceptions toward the use of story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja, the researcher selected 72 students from class X MIPA to fill out the students' questionnaire. The reason the researcher chose the participants was based on the recommendation from the English teacher. Meanwhile, to participate in student interviews, the researcher chose 5 students, namely representatives from each class of X MIPA (X MIPA 1 to X MIPA 5). This is also on the recommendation of the teacher.

D. Data and Source of Data

Back to the research questions in this study entitled students' perception: the use of story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja. For the first research question, the data needed is the teacher's ways in using story-mapping strategy in teaching narrative text. Here the data source is an English teacher who has experience in using story-mapping strategy in teaching narrative text. As well as the researcher who made observations related to the teaching narrative text process by using story - mapping strategy.

To answer the second research question, the data needed is in the form of students' perception toward the use of story-mapping strategy that is applied by an English teacher in teaching narrative text. Here, the researcher involved 72 students from class X MIPA who participated in filling out the students' questionnaire, and 5 representative students who participated in the students' interview. The participating students were selected based on recommendations from the teacher to be a source of data related to students' perception toward the use of story - mapping strategy in teaching narrative text.

E. Research Instruments

In this research, the researcher used 4 instruments which were adapted from Aziz Abdul Mansur⁵⁵ based on Pamela and Marganet Cleveland's theory regarding the use of story-mapping strategy and the effect of that strategy in teaching narrative text. Especially the effect on students' learning process. And then adjusted to the content of this research, then assessed by the practitioner. All instruments were validated by the practitioner on July 10, 2021. The practitioner here is one lecturer in the English Language Education Department study program so that the instrument can be used for this study entitled students' perception: the use

⁵⁵Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah, 2013)

of story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja. All the instruments used in this research are teacher's interview guideline, researcher's observation, students' questionnaire, and students' interview guideline. And for the explanation of each instrument as follow:

1. Teacher's Interview Guideline

The teacher's interview guide is the instrument used to collect data from the first research question in the form of the teacher's ways in using story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja. This instrument was adapted and designed from Abdul Aziz Mansur (See appendix 1). The instrument of the teacher's interview guideline consists of four questions. The first and second questions are about the teacher's views toward the effect of story-mapping strategy in teaching narrative text. The third question is about the teacher's views regarding the advantages and disadvantages of the story-mapping strategy for narrative text learning. The last question is about how the teacher steps in applying the story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja.

2. Researcher's Observation

The instrument of researcher's observation is one of the instruments used to collect data from the first research question in addition to the instrument of teacher's interview, which is related to the teacher's ways in using story - mapping strategy in teaching narrative text. The researcher's observation instrument was adapted and designed from Abdul Aziz Mansur's (See the appendix 2). The researcher's observation instrument contains how the teacher looks when the teacher teaches using the story-mapping strategy when teaching narrative text. In this instrument there are 3 parts of the teacher's steps when teaching. The first part is the appearance of the

teacher at the beginning of learning. The second part is the appearance of the teacher during the process of applying the story - mapping strategy. The third part is the appearance of the teacher at the end of the lesson

3. Students' Questionnaire

Questionnaires are tools that are used to collect data in the form of sheets containing questions or written statements with the aim of obtaining information from respondents about what was experienced. Here, the researcher uses the students' questionnaire instrument to collect data related to the second research question, namely students' perception toward the use of story - mapping strategy in teaching narrative text. The students' questionnaire was adapted and designed from Abdul Aziz Mansur⁵⁶ (see appendix 3). In the students' questionnaire there are 10 statements. Statements number 1-7 discuss what students feel during the narrative text learning process using story-mapping strategies such as feeling happy, comfortable, motivated, easier, active, and feeling enthusiastic. Statement number 8 discusses how teachers use story mapping strategies, is it fun or boring, and statements 9 & 10 about students' opinions about story mapping strategies, whether story mapping strategies help them in solving the problems in the learning process.

4. Students' Interview Guideline

The students' interview guide is the instrument used to collect data from the second research question, namely students' perceptions toward the use of story-mapping strategy in teaching narrative text in addition to the students' questionnaire instrument. This instrument was

⁵⁶Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah, 2013).

adapted and designed from Abdul Aziz Mansur⁵⁷ (see appendix 4). The students' interview instrument consisted of 4 questions. Questions number 1 and 2 contain how students' feel about the use of a story-mapping strategy that is applied by an English teacher in teaching narrative text. Then questions number 4 and 5 contain students' opinions about the use of story-mapping strategy in teaching narrative text.

F. Data Collection Technique

Considering that the design that is used in this research uses qualitative research, here the researcher uses interviews, observations, and document analysis as data collection techniques. Creswell states that qualitative research designs involve four basic types of collection procedures; namely observation, interviews, document analysis, and audio and visual materials⁵⁸. Therefore, to answer the two research questions, the researcher used teacher and student interviews, observation, and document analysis in the form of a questionnaire. For data collection techniques as follows:

The data for the first research questions are in the form of the teacher's ways in using story - mapping strategy in teaching narrative text, the researcher takes the data by interviewing one English teacher and doing observations. For teacher's interviews, researchers conducted interviews at the teacher's office at SMA Negeri 1 Kedungreja. Researchers conducted direct or face-to-face interviews with the English teacher after the learning and teaching process was completed. To obtain data related to the teachers' ways in using story - mapping strategy in teaching narrative text, the researcher asked 4 questions (see appendix 1) with an interview time of 10-15 minutes. In addition, to find out the teacher's ways in using the story-mapping strategy that is applied by the English teacher in teaching narrative

⁵⁷Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah, 2013).

⁵⁸Creswell, John. *Research Design*. (United State of America: Sage Publication, 2014).

text, the researcher also made observations during the learning process as additional information obtained from the teacher's interview section. Because narrative text learning activities are carried out online, the researchers joined in the learning through google meet to find out the learning process that took place. Here the researcher makes observations related to the teacher's ways in using story - mapping strategy in teaching narrative text from the beginning of learning, when the teacher applies the story - mapping strategy, and when the teacher closes the lesson.

For the second research question about students' perception toward the use of story - mapping strategy in teaching narrative text, the teacher took data by distributing students' questionnaires to students in class X MIPA. Out of the whole class, only 72 students filled out the questionnaire. The researcher distributed questionnaires using a google form link and shared them in each WA X MIPA group. This was because at that time it was still a pandemic and the teacher was doing online learning so that the researcher also took data online and the students completed the questionnaire online. Here, the researcher distributes questionnaires after the narrative text teaching process has been completed. In addition, to find out the data of students' perception toward the use of story - mapping strategy in teaching narrative text, the researcher also conducted interviews with five students regarding their feelings and opinions during the lesson using the story - mapping strategy. Because narrative text learning activities are carried out online, the researchers conducted interviews with students via WhatsApp messages after the class individually and one by one. The researcher gave 4 questions related to their feelings and opinions regarding the use of the story-mapping strategy applied by the teacher in teaching narrative text.

These techniques meet the theory of Creswell⁵⁹ which explains that qualitative interviews can be conducted through face-to-face interviews,

⁵⁹John W. Creswell, *Research Design* (United State of America: Sage Publication, 2014).

telephone or online interviews, group interviews of six to eight interviewees. Ary, Jacob, and Razavieh⁶⁰ also stated that observation is a common technique used in qualitative research. Therefore, these techniques are valid techniques to collect data related to the answers to all research questions in this study, namely students' perception: the use of story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja.

G. Data Analysis Technique

To analyze the data in this research, the researcher used a qualitative descriptive approach. Ahmad Rijali mentioned that there are four processes in analyzing qualitative research. These processes are data collection, data presentation, data reduction, and drawing conclusions⁶¹.

For the data collection process related to the students' perception: the use of story - mapping strategy in teaching narrative text, the researcher has explained in more detail in subheading F (data collection technique) on page 29. After the technique of collecting data, the next process is data presentation. Here, after obtaining data from the results of the teacher's interview, researcher's observation, students' questionnaire, and students' interview, the researcher then presented the collected data in the form of a description.

After presenting the data and explaining in the form of descriptive data, the next process is reducing the data and then classifying the data based on similarities and needs to answer all research questions. The last step is drawing conclusions. After all the required data have been in accordance with the research questions. Then the researcher draws conclusions from all the data that has been analyzed and then interpreted in the form of a description. The appropriate data showed the finding of students'

⁶⁰Armita. *Teachers' Perceptions of Blended Learning in English Intensive Program at UINSA*. (Surabaya: UINSA, 2020).

⁶¹Rijali, Ahmad. *Analisis Data Kualitatif*. (Banjarasin: UIN Antasari, 2018).

perception: the use of story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja.

H. Trustworthiness of the Research

To fulfill the research's trustworthiness for results of the first research question related to teacher's ways in using story - mapping strategy in teaching narrative text, after the researcher obtained the teacher's interview and observation data, the researcher then confirmed the results to the resource person (an English teacher) to obtain information and complete data so that the data is more valid and reliable, the data can be understood, valid and trusted.

Meanwhile, related to the second research question regarding students' perception toward the use of story - mapping strategy in teaching narrative text, the researcher also confirmed the results of student interviews with resource persons (5 students), this was to make the data easier to understand and learn. Bogden and Biklen here state that to make a more complete understanding of the phenomenon being studied, it is better to involve more than one source; then this research involves more than one source to achieve full and reliable understanding.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter includes the description of the findings about students' perception: the use of story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja. This chapter presents two subheadings, they are findings and the discussion of the teacher's ways in using story - mapping strategy in teaching narrative text and students' perception toward the use of story - mapping strategy in the teaching narrative text at SMA Negeri 1 Kedungreja.

A. Research Findings

This research focuses on the teacher's ways in using story - mapping strategy in teaching narrative text and students' perception toward the use of story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja. With regard to the first research question regarding teacher's ways in using story - mapping strategy in teaching narrative text, based on the results of teacher's interview and researcher observation, it is concluded that there are 5 steps or the ways that the English teacher does when using the story - mapping strategy in teaching narrative text (see table of 4.1). Step 1. The teacher teaches the material using charts. Step 2. The teacher introduces the concept of story - mapping strategy. Step 3. The teacher introduces the parts of the story - mapping graphics. Step 4. The teacher asks students to reread the story. Step 5. The teacher asks students to complete the story - mapping graphics.

Related to the students' perception toward the use of story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja. Based on the results of the students' questionnaire and students' interviews, here the students perceive several advantages of using story mapping strategies used by teachers in teaching narrative texts. The advantages are categorized into 3 things, namely student feelings, teacher performance, and the effect of the story mapping strategy. Related to aspects of students' feelings, story-mapping strategy makes the students happy, comfortable, as well as

motivated to learn. Related to the teacher's performance, by using story-mapping strategy, the students are able to learn in a fun and relaxed atmosphere. Lastly, about the effect of using story - mapping strategy, the students can improve their abilities in understanding the material and solve their learning problems.

The detail information about the teacher's ways in using story - mapping in teaching narrative text and about students' perception toward the use of story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja is described as follow:

1. The Teacher's ways in Using Story - Mapping Strategy in Teaching Narrative Text at SMA Negeri 1 Kedungreja

This research was conducted on Wednesday, September 1, 2021 at the teacher's office at SMA Negeri 1 Kedungreja. The application of the story - mapping strategy is often used in teaching narrative text at SMA Negeri 1 Kedungreja, therefore the researcher describes about the teacher's ways in teaching narrative text using the story - mapping strategy by interviewing one English teacher and observing the teacher while teaching using the strategy story - mapping. In collecting data, the researcher used interview questions as a guide in conducting the teacher's interview (see appendix 1). To strengthen the data, the researcher also made observations on the English teacher when teaching narrative text using the story-mapping strategy (see appendix 2).

In teaching narrative text by using a story-mapping strategy, especially during a pandemic, the narrative text learning process is carried out online through a learning platform, namely Google Meet. With this, each student must join the google meet link to take part in narrative text learning. Based on the results of the teacher's interviews and observations, the teacher's ways in using story-mapping strategy in teaching narrative text not only teach the material, but the teacher also introduces the concept of

story-mapping strategy which will greatly assist students in understanding the material that is being taught. After that, the teacher introduces the parts in the graphic story - mapping. After students get to know story-mapping, the teacher then asks students to reread the narrative story then mark and write keywords from the story. The next step, the teacher and students complete the graphic from the story mapping based on the narrative story that has been read. The following are the stages of the teacher teaching narrative text using the story - mapping strategy:

Table 4.1

Teacher's Ways in Using Story - Mapping Strategy

| Teacher's Steps | Activity |
|---|--|
| The teacher teaches the material using charts | Teaching about the narrative text, such as definition, purpose, types, language features, generic structure, and narrative story |
| The teacher introduces the concept of story - mapping strategy. | Explaining to the students about the advantages of story - mapping strategy. |
| The teacher introduces the parts of story - mapping graphic | Introducing parts of the story - mapping graphics such as the title, characters, orientation, complication, and resolution. |
| The teacher asks students to reread the story. | Rereading the story, mark and write the keywords of the story. |
| The teacher asks students to complete the story - mapping graphics. | Completing all parts of the story - mapping graphics. |

Based on table 4.1, there are five steps related to the teacher's ways in using story - mapping strategy in teaching narrative text such as the teacher teaches the material using charts, the teacher introduces students about the concept of story - mapping strategy, the teacher introduces the

parts of story - mapping graphics, the teacher asks students to reread the story, the teacher asks students to complete the story - mapping graphics. For the description of them as follow:

1. The teacher teaches the material using charts.

There are many ways to teach narrative text material, but here the teacher explains the material using the charts in the PPT. This is because teaching and learning is done online, so the teacher takes the advantage of the existing technology to teach the material. The teacher explains the material about the definition, purpose, type, language features, generic structure, and the example of narrative story. Here the teacher maps the material using a chart, this is intended so that the children's mindset is formed and it is easier to remember the material being taught. This is as stated in the teacher's interview regarding teaching narrative text using a story-mapping strategy. The teacher said,

"...from the beginning of learning, this material has been mapped using charts, designed in such a way that the material will be more interesting and form patterns. With this, children's mindset towards narrative text material will also be formed."

With this, the use of charts in narrative text learning makes the material more concise, can shape children's mindsets, and make it easier for students to remember the material that is being taught.

2. The teacher introduces the concept of story - mapping strategy.

After the teacher explained the narrative text material using charts, the teacher then introduced the students to the story-mapping strategy. Here the teacher conveys that the story - mapping strategy has advantages for teaching narrative text. The advantage presented is that it makes it easier for students to receive narrative text material. This was mentioned in a teacher interview, he said:

"...with this story-mapping strategy, I hope that students will find it easier to accept the material to be studied."

This step will encourage students' perceptions of what they will learn. Their mindset will be formed so that they will be sure that they will easily accept and understand narrative text material. This step is done by the teacher just before entering the example and application of story - mapping graphics.

3. The teacher introduces the parts of the story - mapping graphics.

After students get to know the story-mapping strategy and know what advantages they will get, the teacher then introduces students to story-mapping graphics which they will later use to understand and remember important points in a story. Here, the teacher introduces that story - mapping graphics consists of 6 charts. The following is the story-mapping graphic:



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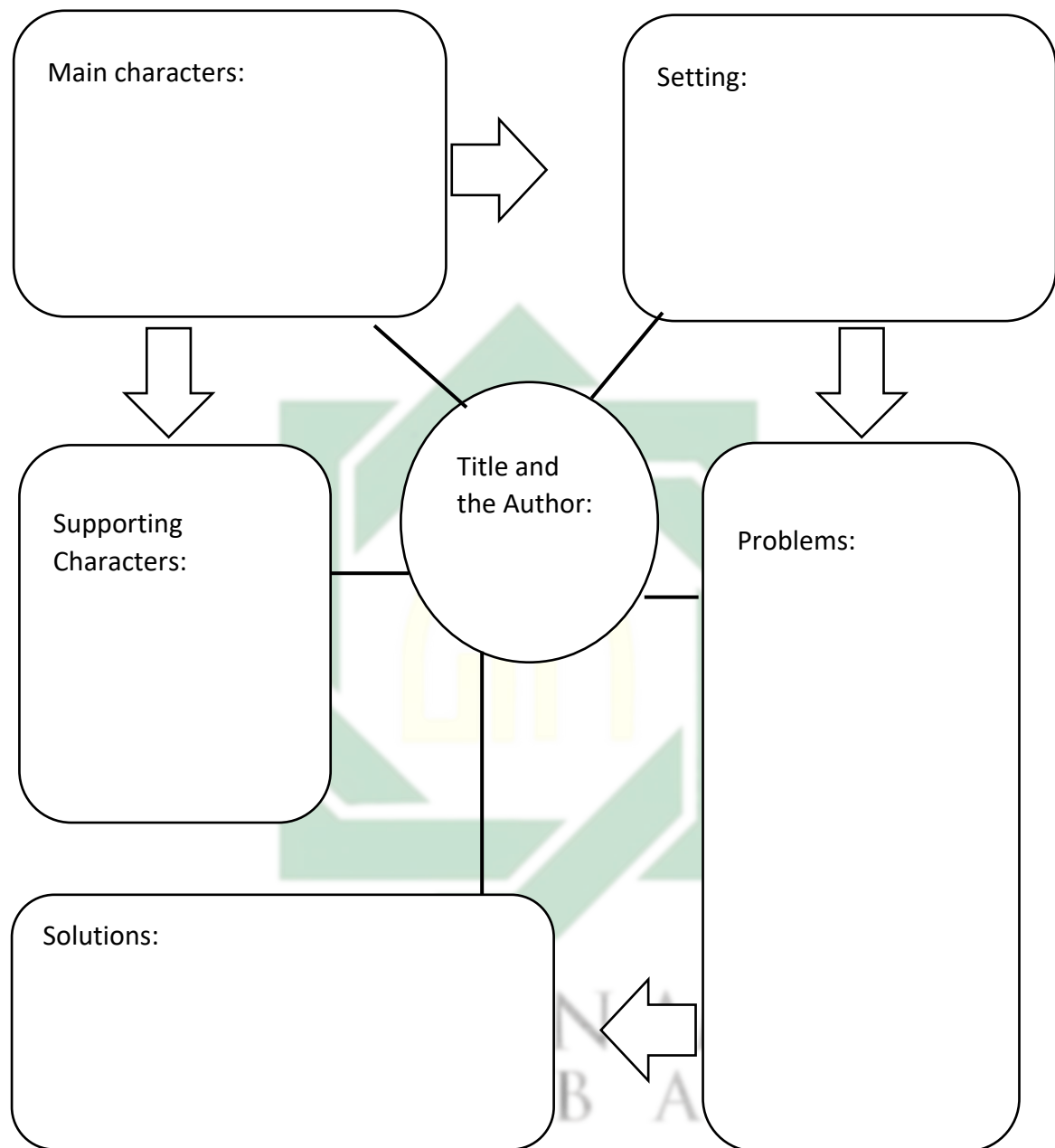


Figure 4.1

Story - mapping graphics

Story - mapping graphics consist of the title and the author, the main characters, supporting characters, orientation or setting, problem or complication, and also the resolution or solution.

4. The teacher asks students to reread the story.

After students know about story-mapping graphics, the teacher then asks students to re-read the example of narrative story. The narrative story here is titled the smartest parrot. The purpose of rereading a narrative story that has been read is so that students can better understand and remember the story that has been read. Here the teacher also translates vocabulary from the story text that the students do not know. After that, the teacher asked students to write keywords from the story of the smartest parrot. From the activity of writing keywords from the story text, the teacher and students then mark important points such as the title, the characters, be it main characters or supporting characters, orientation or setting, complications or problems, also resolution or solutions.

5. The teacher asks students to complete the story - mapping graphics.

After understanding, remembering, and writing keywords from the story entitled the smartest parrot, the teacher then asks students to complete or fill in the story - mapping graphics based on the story that they have read. What students must complete is the title and author, main characters, supporting characters, orientation or setting, complications or problems, resolution or solution. Here, students do not do the activities themselves, but the teacher also helps them to complete the story - mapping graphics through the PPT that is broadcast. The teacher's goal is to ask students to fill in story-mapping graphics, which is to find out how far the students' memory and understanding of the material has been taught by the teacher. And based on the results of the researchers' observations, students were able to complete the story - mapping graphics. The following is the result of the story - mapping graphics:

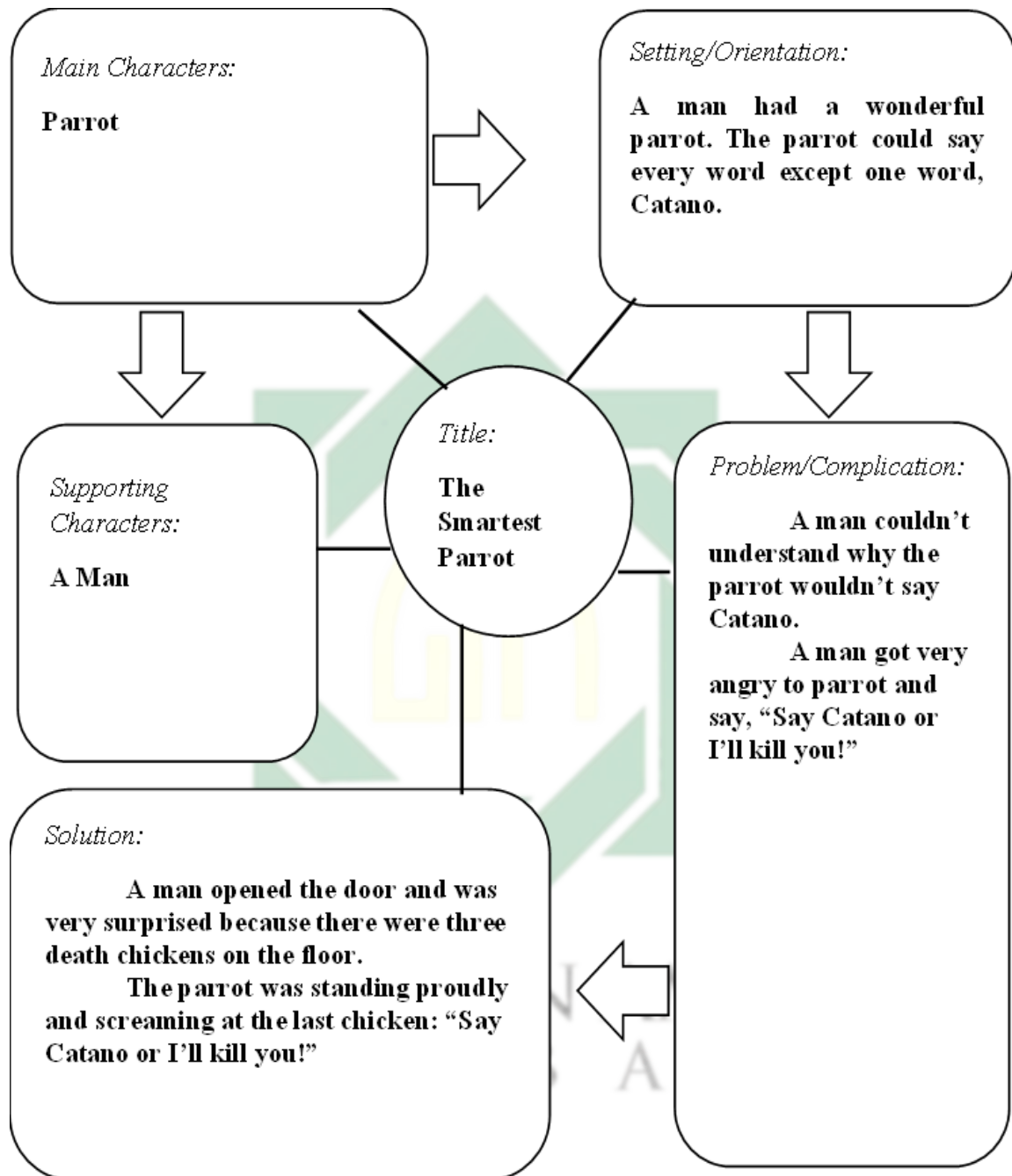


Figure 4.2

Result of Story - Mapping Graphic

Based on the result of story - mapping graphics above, the students know that the title of the narrative text is the smartest parrot. Based on that story, the

parrot is the main character, while a man is the supporting character. The part of the setting or orientation is that a man had the smartest parrot. The parrot could say every word except one word, Catano. For part of a problem or complication, the man could not understand the reason why the parrot wouldn't say Catano. Then the man got angry and said to the parrot "Say Catano or I will kill you!". And for the part of resolution, the man was very surprised when he opened the door because there were dead chickens on the floor and the parrot was standing proudly and screaming at the last old chickens and saying "Say Catano or I will kill you!". These results have been assessed as good by the English teacher. And based on the result of the story - mapping graphics means that students are able to understand and remember the narrative text material that is taught by using a story-mapping strategy.

2. Students' Perception: The Use of Story - Mapping Strategy in Teaching Narrative Text at SMA Negeri 1 Kedungreja

In this section, the researcher describes the students' perception toward the use of story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja. Based on the results of the students' questionnaire and students' interviews, here the students perceive several advantages of using the story - mapping strategy used by the English teacher in teaching narrative text. The advantages are categorized into 3 aspects, namely student feelings, teacher performance, and the effect of the story mapping strategy. Related to aspects of students' feelings, story-mapping strategy makes the students happy, comfortable, as well as motivated to learn. Related to the teacher's performance, by using story-mapping strategy, the students enjoy the teaching process. Lastly, about the effect of using story - mapping strategy, the students can improve their abilities in understanding the material and solve their learning problems.

Based on the results of the students' questionnaire and students' interviews, the findings can be seen in the following table:

Table 4.2

Advantages of Story - Mapping Strategy

| ASPECT | DESCRIPTION |
|------------------------------------|---|
| Students' Feelings | Students feel happy and comfortable. Students feel very motivated. Students feel that it is easier for them to remember and understand the material. |
| Teacher's Performance | The teaching process is fun. |
| Effect of Story - Mapping Strategy | Story-mapping strategy can improve students' ability to understand narrative text. It can help to solve the students' difficulties in understanding the material. |

Based on table 4.2 above, the advantages of the story-mapping strategy are categorized into three aspects, namely student feelings, teacher performance, and the effects of story-mapping strategy. For a description of each aspect as follows:

1. By story-mapping strategy, the students are happy, comfortable, as well as motivated to learn.

Regarding the students' feelings on the use of story-mapping strategy in teaching narrative text, students feel happy and comfortable when using story-mapping strategy. This can be seen in the results of the students' questionnaire (see appendix 3), where 87.2% and 69.1% of students felt very good and comfortable when using the story-mapping strategy. This is because the story-mapping strategy makes the material shorter so that it is easy to understand and remember. This statement was also mentioned in the students' interview (see appendix 4), student 3 said:

"...I like learning narrative text using the story - mapping strategy. This strategy can shorten the reading material so that the text is easy to understand and remember."

In addition to making students feel happy and comfortable, the story-mapping strategy also makes students feel motivated in learning narrative text. Students feel motivated when using the story-mapping strategy, it can be seen from the results of the students' interview (see appendix 3), it is stated that 89.1% and 90.3% of students feel motivated and feel active when using the story-mapping strategy in narrative learning. text. This is because the story-mapping strategy makes it easier for students to understand the material, and teaches students to find important points from within the text. This was also mentioned in the students' interview (see appendix 4), student 3 said,

"...story - mapping strategy makes the material easier to understand and remember so that it grows my interest in reading."

student 1 also said,

"...story - mapping strategy made me understand the technique of making the ideas, then put them into visual graphics."

Students also feel that it is easier for them to remember and understand the material. Here, the students feel that using a story-mapping strategy makes it easier for them to remember and understand the material that is being taught. This can be seen from the students' questionnaire (see appendix 3), there are 95.9% and 88.9% students feel that the story-mapping strategy makes it easier for them to remember and understand narrative text material because it makes the material more concise to read. This is also as stated by student 5 during the students' interview, she said:

"...strategy story - mapping makes it easier for me to learn narrative text because it uses short words that are easy to remember."

2. By story-mapping strategy, the students are able to learn in a fun and relaxed atmosphere.

In addition to the student's feeling aspect, the next is the teacher's performance aspect. This is related to how the teacher looks when using the story-mapping strategy in narrative text learning. Based on the results of the

students' questionnaire (see appendix 3), the teacher's way of teaching narrative text using the story-mapping strategy is very fun. It can be seen that 87.5% of students agree with the following statement. This was also mentioned by student 4 in the students' interview, he said,

".....Story - mapping strategy makes narrative text material easier to understand. Especially in its delivery, the teacher completes the material with colorful pictures and writing so that the material is not boring."

Student 1 also said,

"...The use of strategy story - mapping in narrative text learning is very exciting and not boring."

Based on the statement above, it can be seen that the teacher's appearance in teaching is very good and fun, especially the strategy that is applied is supported by colorful pictures and writing. Because of that, the students enjoy the teaching process when using story - mapping strategy.

3. By story - mapping strategy, the students can improve their abilities in understanding the material and solve their learning problems.

In addition to the story-mapping strategy making the teaching narrative text fun, the story-mapping strategy also has advantages in improving the quality of student learning. The advantages are that the story-mapping strategy is able to improve students' ability to understand narrative text material, and the story-mapping strategy helps students to solve their learning difficulties. First, students perceive that story-mapping strategy can improve students' ability to understand narrative text material. This can be seen in the results of the students' questionnaire (see appendix 3), where 87.5% of students experienced an increase in understanding narrative text after using the story - mapping strategy. As mentioned by student 3 in the students' interview, he said:

"...when using the story-mapping strategy, my English vocabulary increases so that my ability to understand narrative text also increases."

Based on what students said regarding the addition of English vocabulary, this is the effect of the teacher's steps when using the story - mapping strategy. In step 4, when students reread the story, the teacher translates vocabulary from the story text so that the students do not know what the meaning is. So, because of that activity, the students know the meaning of unknown words and increase the mastery of new vocabulary. Story - mapping strategy helps the students in understanding narrative text. This was also mentioned by student 4 in the student's interview (see appendix 4), he said:

"...It helps me in understanding narrative text material, therefore my ability to understand the material also increases."

This reason is also similar to what the student 5 said in the students' interview (see appendix 4), she said:

"...Learning with story-mapping strategy improves my ability to understand narrative text because strategy helps me understand the material more quickly."

In addition to improving students' ability to understand narrative text, the story-mapping strategy also helps students in solving their learning problems. This can be seen based on the results of the students' questionnaire (see appendix 3) regarding learning narrative texts using a story-mapping strategy to help students with learning difficulties. 69.4% of students stated that learning narrative texts using a story-mapping strategy helped solve students' difficulties in understanding the material that is being taught. Helping students' learning process was also mentioned by student 2 in the students' interview (see appendix 2), she said:

"...story - mapping strategy helps my understanding because it makes important material concise and easy to remember."

Student 3, also stated that:

"...story - mapping strategy also helps me in understanding the material compared to ordinary learning."

The student 5 also stated:

"...because the story - mapping strategy helps me understand the narrative text material. This is because the strategy makes the material shorter because it is in the form of points."

Based on results of the students' questionnaire and students' interviews above, it was concluded that the story-mapping strategy helps students in the process of learning narrative text, this is because story-mapping makes important material concise and easy to remember so that students feel helped and easier to understand.

B. Discussion

This section discusses the teacher's ways in using strategy story - mapping in teaching narrative text at SMA Negeri 1 Kedungreja. And the results of students' perception toward the use of story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja. The results of the teacher's ways in using story - mapping strategy have 5 steps, namely: Step 1. The teacher teaches the material using charts. Step 2. The teacher introduces the concept of story - mapping strategy. Step 3. The teacher introduces the parts of the story - mapping graphics. Step 4. The teacher asks students to re-read the story. And Step 5. The teacher asks students to complete the story - mapping graphics.

While the results of students' perception toward the use of story - mapping strategy, there are advantages from using the story - mapping strategy and are categorized into 3 aspects. They are advantages to students' feelings, teacher's performance, and the effect of story - mapping strategy. Related to aspects of students' feelings, story-mapping strategy makes the students happy, comfortable, as well as motivated to learn. Related to the teacher's performance, by using story-mapping strategy, the students are able to learn in a fun and relaxed atmosphere. Lastly, about the effect of using story - mapping strategy, the students can improve their abilities in understanding the material and solve their learning problems. This section reviews the findings with related theories.

1. The Teacher's Ways in Using Story-Mapping Strategy in Teaching Narrative Text at SMA Negeri 1 Kedungreja

Based on the findings, there are 5 steps related to the teacher's ways in using story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja. These steps are:

Step 1. The teacher teaches the material using charts.

Regarding the teacher teaching narrative text material using charts, here the material that is taught is about the definition, purpose, type, language features, and the generic structure of narrative text. Step 1 of the teacher in teaching narrative text using charts is not included in Pamela's theory of teaching narrative text using story - mapping strategy. In step 1 there is the teacher explaining the story - mapping strategy⁶² to the students without an introduction to the use of charts in story - mapping graphics which students will use when filling out the important parts of story narrative.

Step 1 in this research uses charts in explaining the material of narrative text material. And it is important to do. Because the material that has been mapped using charts will make it easier for students to understand and remember the material being taught. Based on the results of the teacher's interview (see appendix 2) regarding the teacher's opinion regarding the use of the story-mapping strategy. The teacher said that from the beginning of teaching, the material had been mapped using charts to make it easier for students to understand and remember the material that is being studied. The following is what the English teacher said regarding the material that was mapped using charts:

"...that's because from the beginning of the teaching process, I have mapped out the material. This will make it easier for them (students) to understand the material that is being taught."

Step 2. The teacher introduces the concept of story - mapping strategy.

This step is the teacher introduces the concept of story - mapping strategy. Here the teacher introduces the advantages of story-mapping strategy for teaching narrative text (see table 4.1). This step will encourage students'

⁶²Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah, 2014).

perceptions of what they will learn. Their mindset will be formed so that they will be sure that they will easily accept and understand narrative text material. Introducing the concept of story - mapping strategy to students is also in Farris' theory about the steps of teaching reading by using story mapping strategy, namely:

Step 1. Explain to the students the concept of story mapping strategy together with benefits for students are. Introduce the students that story - mapping strategy would be useful to develop their reading comprehension of the story. Make them sure using story - mapping strategy give more understanding for narrative text⁶³.

This is different from step 2 in Pamela's theory, there it says:

Step 2. On the white board, the teacher writes the title of the narrative story, then asks students to guess what the story is about. This step is done to keep students motivated⁶⁴.

Here, this step was not applied by the teacher in the study. This is because after the teacher gives the material using charts, then the teacher immediately gives an example of a narrative story entitled the smartest parrot and asks students to read and understand it.

Step 3. The teacher introduces the parts of the story - mapping graphics.

The next step is the teacher introduces the parts of the story - mapping graphics. In the story - mapping graphic there are 6 parts, namely the title and the author, the main characters, supporting characters, orientation or setting, complications or problems, and resolution or solution. The purpose of introducing the parts of the story - mapping graphics so that students know the function of each part of the story - mapping graphics that they will use later.

This step is also included in Farris' theory, in step 2 it stated:

Step 2. Introduce the major components of story - mapping strategy through identifying a story first about to character out the title, the theme of story, the

⁶³Lasmini. *The Use of Story Mapping Strategy in Teaching Reading*. (Mataram: Universitas Muhammadiyah, 2019).

⁶⁴Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah, 2014).

*important characters and personality traits of specific participants of a story, after that identifying the orientation or significant plot developments*⁶⁵.

Meanwhile, in Pamela's theory, this still includes step 1, namely the teacher explaining the story - mapping strategy to the students⁶⁶.

Step 4. The teacher asks students to re-read the story.

The next step is the teacher asks the students to reread the examples from the narrative story. In these steps students do not read alone. The English teacher also reads together and helps to translate the vocabulary that the students don't know. Here the teacher also asks students to write keywords or important points from narrative stories (see table 4.1). This step is found in Farris' theory and Pamela's theory. In Farris' theory, this step goes into steps 3 and 4⁶⁷:

Step 3. Instruct them when the students commit errors to reread the story using guideline question even modeling to aid them come up with a precise response, to make the students gain the focus on the target of reading.

Step 4. Ask students to read independently. Support them to write the answers using keywords only when the teacher is still questioning, such as who is the main actor? What is he like? Where does the story take place? What problem happens? How is the end of the story? etc. Then, give some comments to the students for appropriately describing story mapping components.

Meanwhile, in Pamela's theory, it is included in *step 3. The teacher instructs students to read a story. Then, using keywords from the text such as characters, setting or plot, and tale theme, invite students to make predictions about the happenings. The teacher instructs students to write the keywords on a story – map graphic*⁶⁸. The two theories above have something in common

⁶⁵Lasmini. *The Use of Story Mapping Strategy in Teaching Reading*. (Mataram: Universitas Muhammadiyah, 2019).

⁶⁶Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah, 2014).

⁶⁷Lasmini. *The Use of Story Mapping Strategy in Teaching Reading*. (Mataram: Universitas Muhammadiyah, 2019)

⁶⁸Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah, 2014)

with this research, namely asking students to reread narrative stories and write keywords related to important information in the story. And the thing that distinguishes this research from the previous theory is that the two theories above ask students to reread the story by themselves. While in this research, students did not read alone because the teacher participated in rereading the story and translating vocabulary that the students did not know.

Step 5. The teacher asks students to complete the story - mapping graphics.

The next step is the teacher asks students to fill in a story - mapping graphics based on the story that they have read. The things that must be filled here are the title, the characters (main characters and supporting characters), the orientation, complication, and the resolution of the story entitled the smartest parrot. The steps to fill in the story - mapping graphics are the same as Pamela and Farris' theory.

For Pamela's theory, this step is included in step 5 or the last step, namely:

Step 5. The teacher instructs students to complete the worksheet on a story - map⁶⁹.

This is the same as the results of this study, filling in story-mapping graphics is the last step for teachers to teach narrative text using story-mapping strategy. Meanwhile, in Farris' theory, filling in the story - mapping graphic is step 5, which is:

Step 5. complete the story mapping worksheet after students use the story mapping. And then, check students' responses and share individually with those students requiring additional guidance and motivate them⁷⁰.

This step is not the last. The last step the teacher teaches using the story mapping strategy is in step 6, namely *prepare some exercises and give them to the students to appraise. It measures the students' comprehension of the story.*

⁶⁹Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah, 2014).

⁷⁰Lasmini. *The Use of Story Mapping Strategy in Teaching Reading*. (Mataram: Universitas Muhammadiyah, 2019).

*It is done individually through to take students' daily scores*⁷¹. This step is not included in the implementation of the story-mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja, because the teacher does not give questions or assignments to take students' daily scores. However, the teacher gives light questions for evaluation and sees students' understanding of the material that has been taught. The difference in steps in the application of story - mapping strategy does not mean anything because every teacher has their own way when using story - mapping strategy in teaching narrative text. Activities in the learning process are adapted to existing situations and conditions although on the other hand they can refer to existing theories.

2. Students' Perception toward The Use of Story - Mapping Strategy in Teaching Narrative Text at SMA Negeri 1 Kedungreja

Based on the findings of students' perception toward the use of story - mapping strategy, there are advantages from using the story - mapping strategy and are categorized into 3 aspects. They are advantages to students' feelings, teacher's performance, and the effect of story - mapping strategy. Related to aspects of students' feelings, story-mapping strategy makes the students happy, comfortable, as well as motivated to learn. Related to the teacher's performance, by using story-mapping strategy, the students enjoy the teaching process. Lastly, about the effect of using story - mapping strategy, the students can improve their abilities in understanding the material and solve their learning problems.

. This section reviews the findings with related theories:

1. By story-mapping strategy the students are happy, comfortable, as well as motivated to learn.

Related to students' feelings towards the use of story-mapping strategy in teaching narrative text. Based on the findings, students feel happy and comfortable when using story-mapping strategy in teaching

⁷¹Lasmini. *The Use of Story Mapping Strategy in Teaching Reading*. (Mataram: Universitas Muhammadiyah, 2019).

narrative text. This is also found in previous studies, Roihatul Millah⁷² said that story mapping strategy can improve the classroom climate. Students can work well with their friends, and positive responses come from students. They can actively participate in the learning process. They paid attention to the teacher's explanation, they seemed interested in joining the reading class, and the atmosphere of the class became lively, interactive, and fun. The story - mapping strategy makes us feel good is also contained in Webster's theory⁷³ It is stated that making story maps and summarizing what we have read can be fun and interactive. These two skills help readers get a glimpse of a story and its events.

Furthermore, based on the findings, students felt motivated in learning narrative text using story - mapping strategy. This is because the story-mapping strategy makes it easier for students to understand the material, and teaches students to find important points from within the text. This is also the same as the research conducted by Roihatul Millah⁷⁴ She stated that story-mapping made the students become active and enjoy the learning activity, and the classroom atmosphere became attractive, alive, fun, and interactive. Kuku⁷⁵ also supports the feeling of being motivated when using the story-mapping strategy in narrative text learning, she said that the story-mapping strategy makes students more interested in participating in the process of teaching and learning activities. Norma Ita⁷⁶ also mentioned that the story-mapping strategy prevents students from

⁷²Millah, Roihatul. *Utilizing Story - Mapping Strategy to Improve Students' Reading Comprehension in Finding Main Idea.* (Jakarta: Nobel, 2018).

⁷³Webster's *Classroom Strategies Story Maps* (2012). Washington D.C: WETA

⁷⁴Millah, Roihatul. *Utilizing Story - Mapping Strategy to Improve Students' Reading Comprehension in Finding Main Idea.* (Jakarta: Nobel, 2018).

⁷⁵Prakusumasari, Kuku. *The Use of Story - Mapping Technique in Teaching Reading Skill at The Second Year of SMP Muhammadiyah 6 Surakarta in 2014/2015 academic year.* (Surakarta: UMS,2015).

⁷⁶Ita Sholichah, Norma. *The Effect of Story - Mapping on Reading Comprehension.* (Malang:INTAJ, 2017).

feeling bored when studying narrative text. This will keep students feeling enthusiastic about learning the material being taught.

Furthermore, it is related to students' feelings towards learning narrative text using story - mapping strategy. Based on the findings, the students feel it is easier to remember the narrative text material (see the table 4.2). This is because the story - mapping strategy makes the material shorter and easier to remember. The use of the story-mapping strategy also makes students focus on the elements in the narrative text. This is supported by Walpole and McKenna⁷⁷; they say that story-mapping teaches students to focus attention on setting, characters, problem-solution-outcome, reaction, and theme to help them comprehend, remember, and retell the narrative. This makes the material feel shorter and easier to understand and remember. Regarding the story-mapping strategy that makes it easier for students to remember the material also found in Kuku⁷⁸ She mentioned that the story-mapping strategy helps students to remember the important elements of narrative text. In addition, Roihatul Millah also mentioned story - mapping strategy makes students able to understand information of narrative story easily⁷⁹.

2. By story - mapping strategy, the students are able to learn in a fun and relaxed atmosphere.

The second aspect is related to the teacher's performance in using story - mapping strategy in teaching narrative text. Based on the findings, the teacher's performance when using story - mapping is very good and fun. This is because the teacher applies a story - mapping strategy using colored pictures and writing. Story - mapping strategy to make the classroom feel

⁷⁷Walpole, S., & McKenna, M.C. (2007). *Differentiated Reading Instruction Strategies for Primary Grades*. New York: Guilford Press

⁷⁸Prakusumasari, Kuku. *The Use of Story - Mapping Technique in Teaching Reading Skill at The Second Year of SMP Muhammadiyah 6 Surakarta in 2014/2015 academic year*. (Surakarta: UMS,2015).

⁷⁹Millah, Roihatul. *Utilizing Story - Mapping Strategy to Improve Students' Reading Comprehension in Finding Main Idea*. (Jakarta: Nobel, 2018)

fun is mentioned by Roihatul Millah, she stated that story-mapping made the classroom atmosphere become attractive, alive, fun, and interactive⁸⁰.

3. By story - mapping strategy, the students can improve their abilities in understanding the material and solve their learning problems.

In addition to the story-mapping strategy to make narrative text learning fun, the story-mapping strategy also has the advantage of improving the quality of students' learning. The advantage is that the story-mapping strategy is able to improve students' ability to understand narrative text material, and the story-mapping strategy helps students to solve their learning difficulties. Based on the findings, the first advantage is that the story-mapping strategy can improve students' ability to understand narrative text material. The success of the story-mapping strategy in improving the quality of student learning is supported by Abdul Aziz Mansur⁸¹ He stated that the story-mapping strategy was able to improve students' ability to understand narrative text material. Andrea Candra also said that story - mapping strategy was increasing students' reading comprehension. This is because the story - mapping strategy helps students to identify the relationship among the concepts and events, organize the specific details, and understand the messages in the text⁸². Kuku⁸³ also mentioned that the story - mapping strategy can improve students' understanding. This is because the story - mapping strategy helps students to remember the important elements of narrative text, can analyze the generic structure of narrative text and students are more interested in participating in the process of teaching and learning activities.

⁸⁰*Ibid.*

⁸¹Aziz Mansur, Abdul. *Improving Students' Understanding of Narrative Text through Story Mapping*. (Jakarta: UIN Syarif Hidayatullah, 2014).

⁸²Chandra, Andrea. *The Implementation Story - Mapping Strategy in Students' Reading Comprehension*. (Banjarmasin: UI Kalimantan, 2019).

⁸³Prakusumasari, Kuku. *The Use of Story - Mapping Technique in Teaching Reading Skill at The Second Year of SMP Muhammadiyah 6 Surakarta in 2014/2015 academic year*. (Surakarta: UMS,2015).

Related to the advantage of story-mapping strategy, it can help students solve their learning problems. As mentioned by Pamela regarding the advantages of using story - mapping strategy in teaching narrative text, story - mapping strategy can help students to remember the information that is being learned, especially about narrative text material⁸⁴. Based on previous studies, Norma Ita Sholichah also mentioned that story - mapping strategy helps them in organizing information from reading material effectively, prevents the students' boredom, and helps students to increase students' achievement in reading comprehension⁸⁵.



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⁸⁴Farris, Pamela J, and Carol. Fuhler. *Teaching Reading: A Balance Approach for Today's Classroom*. (New York:McGraw-Hill, 2004).

⁸⁵Ita Sholichah, Norma. *The Effect of Story - Mapping on Reading Comprehension*. (Malang:INTAJ, 2017).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this research about the students' perception: the use of story - mapping strategy in teaching of narrative text at SMA Negeri 1 Kedungreja. This chapter also provides suggestions for all English teachers and future researchers about students' perception: the use of story - mapping strategy in teaching narrative text.

A. Conclusion

First research question regarding the use of the story - mapping strategy in teaching of narrative text at SMA Negeri 1 Kedungreja, the finding shows that the teacher's steps in applying that strategy in the teaching process is almost same as the theory and previous studies in chapter II. However, all the teachers still have their own ways of teaching according to the abilities and conditions of the class. Based on the findings in this research, it is explained that there are 5 steps or the ways that the English teacher does when using the story - mapping strategy in teaching narrative text. Step 1. The teacher teaches the material using charts. Step 2. The teacher introduces the concept of story - mapping strategy. Step 3. The teacher introduces the parts of the story - mapping graphics. Step 4. The teacher asks students to reread the story. Step 5. The teacher asks students to complete the story - mapping graphics. In this research, there are 5 steps in using the story - mapping strategy. This is different from the theory in the previous studies. However, the different steps in the application of the story-mapping strategy do not mean anything because each teacher has their own way of using the story-mapping strategy in teaching narrative texts. Activities in the learning process are adapted to existing situations and conditions although on the other hand they can refer to existing theories.

Related to the students' perception toward the use of story - mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja. Based on the results of the students' questionnaire and students' interviews, here the

students perceive several advantages of using story mapping strategies used by teachers in teaching narrative texts. The advantages are categorized into 3 things, namely student feelings, teacher performance, and the effect of the story mapping strategy. Related to aspects of students' feelings, story-mapping strategy makes the students happy, comfortable, as well as motivated to learn. Related to the teacher's performance, by using story-mapping strategy, the students are able to learn in a fun and relaxed atmosphere. Lastly, about the effect of using story - mapping strategy, the students can improve their abilities in understanding the material and solve their learning problems.

B. Suggestions

After conducting the research about students' perception: the use of the story - mapping strategy when teaching narrative text at SMA Negeri 1 Kedungreja, there are suggestions for all English teachers and future researchers.

1. English teachers

For all English teachers, the researcher recommends story-mapping as a strategy that can be applied when teaching narrative texts. That's because there are many advantages to the story-mapping strategy. However, the researcher suggests knowing the students' perceptions in advance of the strategies that will be used in teaching narrative text, so that the teachers can apply strategies that are more suitable to be applied in narrative text learning.

2. Future researchers

For future researchers, hopefully this research can be developed into better research. In this research, the researcher only discusses the teacher's ways in using story - mapping strategy in teaching narrative text, and students' perception toward the use of story - mapping strategy in teaching narrative text. Therefore, research on this strategy will be balanced if there is research that focuses on teachers' perceptions. In addition, to provide broader research related to this field. Future researchers can discuss the

teacher's perception of the use of the story-mapping strategy in teaching narrative text.



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