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IMPROVING READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF MA ALKHAIRAAT BIROMARU THROUGH STORY MAPPING STRATEGY

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ABSTRACT

The reading comprehension of class X1 students at MA Alkhairaat Biromaru. This research uses a quasi-experimental design by applying a nonequivalent control group design. The population was class X1 students at MA Alkhairaat Biromaru consisting of 30 students from two classes. The sample is class IPA as the experimental group and class IPS as the control group. Sample selection was carried out in total. Tests are used to collect data consisting of pre-test and post-test. The test results show that the average pre-test score obtained by the experimental group is 40.47, while the mea pre-test score obtained by the control group is 43.53. Then, the average post-test score for the experimental group is 86.68, while the control group is 67.13; the t-calculated value (4.28) was higher than the t-table value (1.70), which means that the hypothesis was accepted. The T-test tests determine the significance and relevance between two groups of unpaired samples. Based on the research results, using Story Mapping can improve the reading comprehension of class X1 students at MA Alkhairaat Biromaru.

Keywords: Improving; Reading; Story Mapping; Comprehension.

INTRODUCTION

Reading is considered one of the most important skills for several reasons. The skill of reading becomes the foremost priority that students must acquire at every educational level because readers possessing this skill can enhance the students' abilities. Furthermore, reading is deemed important as it contributes to the development of students' skills and intelligence. Reading also offers benefits such as enhancing creativity, reducing stress, improving vocabulary, and boosting critical thinking skills. Therefore, reading is regarded as significant due to its contribution to students' skill development and intelligence enhancement.

Reading is fundamental skill crucial for communication, education, and knowledge acquisition. According to harmer (2007), reading is useful for language acquisition. Therefore, the more students read, the more they understand, as long as they comprehend what they are reading. According to grellet (2004), reading is a continuous guessing process, and what is brought to the next guess is often more important than what is found in it. This means that when reading, there is continuous curiosity, and the reader cannot guess the details of the end of the reading. Hence, the more we read, the broader our knowledge becomes, and there are various ways to make reading enjoyable, such as reading comics, novels, short stories, or funny stories. After reading, most people experience a sense of satisfaction and comfort. Concentration is also required in reading to better understand what is being read. Sometimes, we reread a passage to gain a better understanding of what is found in the reading.

Reading comprehension is the ability to capture material or understand the meaning of the text. However, many students struggle to understand and retain the information they read. According to martin (1991), reading comprehension requires motivation, a mental framework to hold ideas, concentration, and good learning techniques. This means that for reading comprehension to be successful, intrinsic motivation is needed to build concentration in reading, an effort to establish effective strategies for storing ideas, and readers need to develop good reading techniques to achieve their desired goals.

At the high school level, students are expected to comprehend various types of texts. Based on the curriculum 2013, there are several text types that students are expected to master, such as descriptive, procedural, recount, narrative, and report texts. Narrative text is one of the text types that can be used to develop students' reading comprehension. According to herman (2005), narrative is an imaginative story or personal experience that contains a message or moral value for the reader. Narrative texts describe a sequence of events that occurred in the past. A narrative refers to problematic events leading to a crisis or turning point and finding a resolution. Writers typically use a first-person perspective, and they have a beginning, climax, and ending that are interrelated to create a story. Based on the curriculum 2013, 11th-grade high school students should understand procedural texts, descriptive texts, recount texts, and narrative texts in their reading skills. Under this competency standard, student are expected to comprehend the clear meaning expressed in written texts and simple short essays in the form of narrative and report texts in everyday life contexts. Therefore,

students will comprehensively understand the clear meaning expressed in story texts, especially for first-level literal reading comprehension.

There are several issues regarding reading comprehension of narrative texts. According to pratiwi and marhum (2019), problems faced by students include a lack of vocabulary, which makes it difficult to understand the ideas when reading a text. As a result, most students find english to be a challenging subject. Secondly, students have difficulty understanding the context and getting information from the text, resulting in failure to understand reading materials such as stories. Furthermore, kurniawan (2013) argues that most students have difficulty comprehending narrative texts. They cannot identify the main elements of a narrative text, including setting, characters, conflict or problem, purpose, and resolution within the text. therefore, they cannot find detailed information in the text. Based on these two opinions, students face various issues in reading comprehension, and in this context, the researcher seeks teaching strategies that help students better to understand what they read. one of the strategies is story mapping. story mapping is a technique or method used to organize and visualize key elements of a story or narrative.

Story mapping uses graphs, diagrams, or charts to depict story elements in a visually understandable format. Sholichah (2017) states that, the story mapping strategy is effective in improving students' reading comprehension. In research from journals, story charts are used to help students organize the information they obtain from reading material effectively. Training students to look for keywords from each paragraph and reading information from these keywords, allows students to remember detailed information from the reading material. additionally, Activities include assisting students in transmitting and disseminating information from readings. In this way, students are trained to think critically in learning activities at each meeting. Apart from that, the story-mapping strategy prevents students' boredom in learning activities, especially in reading comprehension material in english texts. In this study, observations of students at MA Alkhairaat Biromaru showed that there were difficulties in english lessons. Students are more inclined to spend their time on digital activities compared to reading, potentially resulting in a lack of reading habits that can affect their reading comprehension. Apart from that, some students also experience difficulties in understanding the texts they read. This can be caused by several factors, including a lack of reading comprehension strategies or difficulty understanding the structure of the text. Therefore, researchers are interested in taking story mapping because this strategy is effective in improving students' reading comprehension and preventing students' boredom in learning activities.

The elements contained in a story are characters, plot, conflict, theme, setting and major events. This will help students understand the structure of the story, the relationship between elements, and deepen their understanding of the story. They will also feel happy and not confused because this learning method contains graphs, diagrams or charts to organize the chronological order of events in the story. In pratiwi and mahum (2019) research, it was stated

that the application of the story element mapping strategy was effective in improving students' reading comprehension, which had several advantages, such as making it easier for students to understand story elements, retaining information effectively, facilitating better remembering of story elements, complete, and improve students' ability to interpret stories by visualizing story characters and settings. In other words, the use of story mapping techniques is effective in improving students' reading comprehension.

METHOD

In this research, the researcher used a quasi-experimental design to assess whether implementing story mapping strategies is effective in enhancing students' reading comprehension. in the quasi-experiment, both groups undergo pretest and posttest assessments, but only the experimental group received the treatment.

In this research, the focus is on all eleventh-grade students of MA Alkhairaat Biromaru, the population consists of 30 individuals. This research used a total sampling technique, which means the entire population will be the sample. This is because the population is less than 100 people, so all individuals in the population became the sample. In this research, all students in class X1 IPS (control group) and X1 IPA (experimental group) at MA Alkhairaat Biromaru were the sample.

The research instrument is reading tests used to collect data during the research. The tests were administered to students in two stages, namely the pretest and posttest, with the aim of assessing students' reading comprehension before and after the treatment. This testing tool consists of two narrative texts, each comprising 15 multiple-choice questions. The tests material were sourced from various references, including books and the internet.

The researcher then analyzed the students scores in both the pre-test and post-test using statistical methods. To determine the scores of individual students, the researcher applies the formula suggest by Arikunto (2013), as follows:

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$$\sum = \frac{X}{N} \quad X\ 100$$

Where:

$\sum$ = Individual score

X = obtained score

N = Maximum score 100 = Constant score

After the researcher got the standard score, the researcher calculated the average score using the formula proposed by Arikunto (2013):

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$$M = \frac{\sum x}{N}$$

M = Mean score

$\sum x$ = Sum of the score

N = Number of students

Furthermore, researcher determine the average value of the experimental group and control group, researcher calculated the average deviation value using the formula written by Arikunto (2013):

The formula used for the experimental and control groups

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$$\sum x2=\sum y2-\frac{(\sum Y)2}{N}$$

Where:
∑x2=Sum of square deviation of experimental group
∑y2= Sum of square deviation of control group
N =Number of students

After that, the researcher calculated all the data above, using the t-count formula proposed by Arikunto (2013):

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$

Where:
t = Value of test
Mx = Mean score of experimental group
My= Mean score of control group
Nx = Number of students in experimental group
Ny = Number of students in control group

RESULT AND DISCUSSION

This research was conducted with eight meetings divided into three main parts, namely the pretest given at the first meeting, while six meetings were for treatment, and the posttest was given at the last meeting. Researcher conducted a pre-test on experimental class students on January 22, 2024, while the treatment was carried out on January 29, 2024. Furthermore, the researcher gave a pre-test to the control class on March 3, 2024.

The Result of the Pre-Test

The tests were conducted at different times as both classes had different English course schedules. After recording the pre-test scores, the researcher calculated the students' average scores by using the previously proposed formula. The test results are presented in the following table:

Tabel 1 - Experimental Group's Score on Pre-test

No	Initial Name	Test Multiple Choice	Row Score (0-15)	Maximum Score	Total Score	Category	Qualification
1	IM	6	6	15	40	Very poor	Failed

2	HK	3	3	15	20	Very poor	Failed
3	ASY	5	5	15	33	Very poor	Failed
4	ELS	7	7	15	47	Poor	Failed
5	EK	12	12	15	80	Poor	Failed
6	SFL	7	7	15	47	Very poor	Failed
7	FB	6	6	15	40	Very poor	Failed
8	FJR	4	4	15	27	Very poor	Failed
9	DT	5	5	15	33	Very poor	Failed
10	TGH	5	5	15	33	Very poor	Failed
11	SRA	5	5	15	33	Very poor	Failed
12	INA	9	9	15	60	Fairly	Successful
13	STI	4	4	15	27	Very poor	Failed
14	ARY	7	7	15	47	Poor	Failed
15	ERN	6	6	15	40	Very poor	Failed
Total Score					607		

Based on table 4.1 which displays the results of the pretest in the experimental group, the highest score is 80 and the lowest score is 27. With a total student score of 607, to determine whether students have good reading comprehension, a minimum standard score of 75 is applied. This means that all students failed and only a small percentage were almost close to the minimum standard. Most of them showed a low level of reading comprehension. The researcher then calculated the average of the students' scores using the previously proposed average formula. The researcher summed up all the students' scores and divided it by the number of students. The average calculation is as follows:

$$Mx = \frac{\sum \chi}{N} \times 100$$
$$= \frac{607}{15}$$
$$= 40.47$$

After doing the calculation, it was found that the average pretest score of students in the experimental class was 40.47 This figure was obtained by the total score of all students, namely 453 which was then divided by the total number of students, namely 15. Researcher not only analyzed the experimental group pretest results, but also the control group pretest results. The following are the pretest results of students from the control group:

Table 2 - Control Group's Score on Pre-test

No	Initial Name	Test Multiple Choice	Row Score (0-15)	Maximum Score	Total Score	Category	Qualification
1	FLD	7	7	15	47	Poor	Failed
2	ARN	4	4	15	27	Very poor	Failed
3	ARF	7	7	15	47	Poor	Failed
4	SBRN	7	7	15	47	Poor	Failed
5	NYA	7	7	15	47	Poor	Failed
6	DHM	6	6	15	40	Poor	Failed

7	DRI	8	8	15	53	Poor	Failed
8	INH	7	7	15	47	Very poor	Failed
9	RIN	5	5	15	33	Very poor	Failed
10	NHM	9	9	15	60	Fairly	Successful
11	RFI	4	4	15	27	Very poor	Failed
12	FRD	6	6	15	40	Poor	Failed
13	AHN	7	7	15	47	Poor	Failed
14	AKR	4	4	15	27	Very poor	Failed
15	HNR	10	10	15	67	Fairly	Successful
	Total Score				653		

Table 4.2 shows that the highest pretest score achieved by one student in the control group was 67 while five students achieved the lowest score of 47. The individual results show that the majority of students did not pass the test because most scored below the standard score of 75. In addition, the total score of all students was 653.

After obtaining the total student score, the researcher calculated the average student score using the formula described by Arikunto (2013):

$$My = \frac{\sum y}{N} \times 100$$
$$= \frac{653}{15}$$
$$= 43.53$$

The Result of the Post-Test

After the experimental group was treated by applying the story mapping strategy, a posttest was conducted to evaluate the effectiveness of using the strategy in improving students' reading comprehension. The study used a similar type of test given on the pretest to find out if there was any change in students' reading comprehension after the application of story mapping. The results of the average posttest scores can be seen in the following table:

Table 3 - Experimental Group's Score on Post-test

No	Initial Name	Test Multiple Choice	Row Score (0-15)	Maximum Score	Total Score	Category	Qualification
1	IM	11	6	15	73	Fairly good	Successful
2	HK	8	3	15	53	Poor	Failed
3	ASY	15	5	15	100	Excellent	Successful
4	ELS	11	7	15	73	Fairly good	Successful
5	EK	15	12	15	100	Excellent	Successful
6	SFL	14	7	15	93	Very good	Successful
7	FB	14	6	15	93	Very good	Successful
8	FJR	14	4	15	93	Very good	Successful
9	DT	15	11	15	100	Excellent	Successful
10	TGH	12	8	15	80	Good	Successful
11	SRA	12	15	15	80	Good	Successful
12	INA	13	11	15	87	Very good	Successful
13	STI	15	15	15	100	Excellent	Successful
14	ARY	12	14	15	80	Good	Successful
15	ERN	14	14	15	93	Very good	Successful
	Total Score				1300		

The posttest results of the experimental class, as listed in the table above, show that the highest score achieved by four students was 100, while only one student obtained the lowest score of 53. The total student score on the posttest was 1300. There was an increase in student scores on this posttest. After calculating the total score, the researcher then calculated the students' average score using the formula proposed by Arikunto (2013):

$$Mx = \frac{\sum y}{N} \times 100$$
$$= \frac{1300}{15}$$
$$= 86.68$$

Therefore, the average score of the posttest was 86.68 while the average score of the experimental group students on the pretest results was 40.47. The data explained that there was an increase in the experimental group. It was proven by the students' scores on the posttest that higher than students' scores in the pretest before treatment. The researcher also provided the results of the control class posttest. The results can be seen in the following table:

Table 4 - Control Group's Score on Post-test

No	Initial Name	Test Multiple Choice	Row Score (0-15)	Maximum Score	Total Score	Category	Qualification
1	FLD	12	12	15	80	Good	Successful
2	ARN	10	10	15	67	Fairly good	Successful
3	ARF	9	9	15	60	Fairly	Successful
4	SBRN	8	8	15	53	Poor	Failed
5	NYA	10	10	15	67	Fairly good	Successful
6	DHM	9	9	15	60	Fairly	Successful
7	DRI	10	10	15	67	Fairly good	Successful
8	INH	11	11	15	73	Fairly good	Successful
9	RIN	6	6	15	40	Very poor	Failed
10	NHM	12	12	15	80	Good	Successful
11	RFI	10	10	15	67	Fairly good	Successful
12	FRD	9	9	15	60	Fairly	Successful
13	AHN	11	11	15	73	Fairly good	Successful
14	AKR	11	11	15	73	Fairly good	Successful
15	HNR	13	13	15	87	Good	Successful
Total Score					1007		

From the table, it can be concluded that only one student achieved the highest score on the posttest in the control group, which was 87, while only one other student obtained the lowest score, which was 40. The other six students passed the test because they scored between 75 and 83.33. After calculating the students' total score, the researcher then calculated the students' average score using the formula proposed by Arikunto (2013) below:

$$My = \frac{\sum y}{N} \times 100$$
$$= \frac{1007}{15}$$
$$= 67.13$$

Thus, the average score on the posttest was 67.13, while the average score of students in the experimental group in the pretest was 86.68. This data shows an improvement

in the experimental group. This is evidenced by the students' scores on the posttest which are higher after the researcher provided treatment by applying story mapping than the students' scores on the pretest before treatment. This means that the researcher was successful after treating the experimental group.

Based on the results of data analysis, it was found that the t-count value was 4.28. using a significance level of 0.05 and degrees of freedom of nx + ny - 2 = 28, the researcher concluded that the t-count value (4.28) exceeds the t-table value (1.70). It shows that the research alternative hypothesis, ha, is accepted while the null hypothesis, ho, is rejected.

CONCLUSION

From the result of the study, it was found that the t-count value (4.28) exceeded the t-table value. After conducting the post-test, the results showed a statistically significant difference in reading comprehension between students who were taught using the story mapping strategy and students who were not. The average post-test score of the experimental group was also higher than the average post-test score of the control group. This indicates a significant contribution to the improvement of students' reading comprehension through the use of story mapping strategy. Thus, it can be concluded that the use of story mapping can effectively improve reading comprehension, especially for eleventh grade science students at MA Alkhairaat Biromaru.

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