

IMPROVING THE READING SKILL OF GRADE TEN STUDENTS OF SMK MUHAMMADIYAH 1 WATES THROUGH STORY MAPPING TECHNIQUE

MENINGKATKAN KETERAMPILAN MEMBACA SISWA KELAS X SMK MUHAMMADIYAH 1 WATES MELALUI TEKNIK STORY MAPPING

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Abstract

The nature of this study is action research. The aim of this research is to improve the reading skill through story mapping technique for tenth grade students of SMK Muhammadiyah 1 Wates. The subjects of this research were 17 students of class X AP 2 (Office Administration) of SMK Muhammadiyah 1 Wates. This research consisted of four procedures and was conducted in two cycles. The procedures were planning, action, observation, and reflection. The researcher used both qualitative and quantitative data analysis. In qualitative data analysis, the data were collected through interview, observation, and documentation. The instruments in collecting data were interview guideline, field notes, and camera. The techniques of obtaining the data were interviewing the English teacher and students, observing students with five senses, writing field notes, and taking pictures. The data were in the form of interview transcripts, field notes, and photographs. In quantitative data analysis, the data were collected through conducting reading tests to the students. The instrument in collecting data was a pre- and post- test. In analyzing the data, the researcher collected students' score of reading pre- and post-test then compared the mean scores. The results of qualitative data analysis showed that the students could engage more with the lesson through a series of activities, easily comprehend the text through vocabulary building, be more interested in reading texts with interesting topics given, and rely less on the teacher through having group works. Students could comprehend the text through paraphrasing and answering questions using information from the text through story mapping technique. The result of quantitative data analysis showed that students' reading skill had improved. The average score obtained from the pre- test was 39.12 and the average score obtained from the post- test was 50.00. Students' score in the post-test improved 27.81% from the pre-test. From the research findings, it is concluded that the use of story mapping technique could improve the students' reading skill.

Keywords: reading skill, story mapping technique, action research

Abstrak

Penelitian ini merupakan penelitian tindakan. Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan membaca bagi siswa kelas X SMK Muhammadiyah 1 Wates melalui teknik story mapping. Subyek penelitian ini adalah 17 siswa kelas X AP 2 (Administrasi Perkantoran) SMK Muhammadiyah 1 Wates. Penelitian ini terdiri dari empat tahap dan dilakukan dalam dua siklus. Tahapannya adalah perencanaan, tindakan, observasi, dan refleksi. Peneliti menggunakan analisis data baik kualitatif maupun kuantitatif. Pada analisis data kualitatif, data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Instrumen pengumpulan data meliputi pedoman wawancara,

catatan lapangan, dan kamera. Teknik pengumpulan data terdiri dari mewawancarai guru bahasa Inggris dan siswa, mengamati siswa menggunakan panca indra, menulis catatan lapangan, dan mengambil gambar. Data yang diperoleh berupa transkrip wawancara, catatan lapangan, dan foto. Dalam analisis data kuantitatif, data dikumpulkan melalui melakukan tes membaca kepada siswa. Instrumen pengumpulan data berupa pre-test dan post-test. Dalam menganalisis data, peneliti mengumpulkan nilai membaca siswa pada saat pre-test dan post-test kemudian membandingkan nilai rata-ratanya. Hasil analisis data kualitatif menunjukkan bahwa siswa dapat lebih terlibat dengan pembelajaran melalui serangkaian kegiatan, mudah memahami teks melalui kosa kata, lebih tertarik membaca teks dengan topik menarik yang diberikan, dan kurang bergantung terhadap guru melalui kerja kelompok. Siswa dapat memahami teks melalui parafrase dan menjawab pertanyaan menggunakan informasi dari teks melalui teknik story mapping. Hasil analisis data kuantitatif menunjukkan bahwa keterampilan membaca siswa mengalami peningkatan. Nilai rata-rata yang diperoleh dari pre-test adalah 39,12 dan nilai rata-rata yang diperoleh dari post-test adalah 50,00. Nilai siswa dalam post-test meningkat 27,81% dari pre-test. Berdasarkan hasil penelitian, dapat disimpulkan bahwa penggunaan teknik story mapping dapat meningkatkan keterampilan membaca siswa.

Kata kunci: keterampilan membaca, teknik story mapping, penelitian tindakan

INTRODUCTION

Language is an instrument of communication. People use language to communicate with other people. Through language, people can express their ideas and feeling. According to Brown (2007:6), language is the usage of signs, sounds, gestures, or marks in systematic form of communication to express feeling or ideas. In the globalization era, English is used to be the lingua franca in industry and business nowadays. Lingua franca is the language used by people from all over the world who have different languages so that they can

communicate well (Harmer 2007: 13).

Some aspects can be found in learning language. Those aspects are vocabulary, grammar, pronunciation, etc. Beside those aspects, there are four skills that have to be mastered in order to learn a language. These four skills are listening, speaking, reading, and writing skills. This research focuses on reading skill as one of the skills in language.

According to Rosada, Rufinus, and Bunau (2015), it is important to master reading skill for a variety of reasons. First, students will get a lot of information,

reference, and knowledge that can be obtained from across the world by reading and understanding texts or materials written in English. Second, through reading activities, students will also improve other aspects of language learning. These aspects could be vocabularies, structure, grammar, classification of words, and so on. Third, the more the students read the more they become familiar with English and it will make them good at English.

Reading skill is not only about reading word to word but also about understanding a written text. The students will not only understand the vocabulary but also understand the meaning and message implied from the text. It is called reading comprehension.

However, some students may have low reading skills in some schools. This is proven by the researcher's observation of the reading teaching and learning process in SMK Muhammadiyah 1 Wates. Students found it hard to understand the meaning and messages from a text.

From the class observation and interview with English teacher and students, a lot of problems were found. There was no specific technique in teaching reading. The complex process of reading was done through giving students text and understanding it together. On the other hand, in the interview with one of the students of class X Office Administration 2 (AP 2), the researcher found that students had low motivation in reading. They felt bored and lazy to read such long texts. This low motivation on reading led them to have low vocabulary mastery.

According to Kligner (2007: 2) quoted in Rosada, Rufinus, and Bunau (2015), reading comprehension is a way to understand the meaning of the words in a text through complex processes which includes not only word reading, but also word and word knowledge, and fluency. It is a complex process so that the technique to teach reading should be interesting yet effective. Therefore, the researcher tried to find a technique which can cover the

complex process of reading comprehension into a simple, effective, and interesting way.

Based on the background stated above, the researcher tried to find a solution on the problems faced by the students. The technique chosen by the researcher was to make the students learn the text through a schema or diagram of the elements of the text, such as characters, goal, or setting of the story. This makes the students learn the text easily and they can still relate, remember, and analyze the elements of the text. Thus, the title of this research is “Improving Reading Skill through Story Mapping Technique for Tenth Grade Students of SMK Muhammadiyah 1 Wates”.

RESEARCH METHODS

This study was classroom-based action research which included 17 students of Grade X *Administrasi Perkantoran* (AP) 2 of SMK Muhammadiyah 1 Wates as the participants and the English teacher as the collaborator. The step of the research used the action research model designed by Kemmis and

McTaggart as cited in Burns (2010) which consists of planning, action, observation, and reflection. The study applied qualitative and quantitative data analysis. The data were collected through interview, observation, documentation, and pre-and post- tests. The data were interview transcripts, field notes, photographs, and the score of pre-and post- tests.

RESEARCH FINDINGS AND DISCUSSIONS

The findings of this research were obtained from students’ pre and post scores, the interview transcripts, field notes, and photos.

There were some improvement in the students’ reading skill in Cycle 1. These improvements were: first, the students were more engaged into the lesson with the use of picture cards as the media. When the researcher asked them to pay attention to the pictures, they all analyzed the pictures. Second, the students could explore the difficult words by using a dictionary. The use of dictionary was to look for the difficult words in the text. The

students used the dictionary when the researcher built their vocabulary before reading. They also used it when they were given texts in the practice session. Third, the students could make a story map. They could find the characters of the people in the text and the structure of the text. The students could identify parts of the text which acted as the orientation, complication/events, resolution, and reorientation.

However, there were still some actions which needed to be improved. These actions were: first, there was a lack of participation and engagement due to the boring topic. Second, there was a lack of vocabulary building as a pre-reading activity in the practice session. Third, the students still relied on the teacher. Fourth, the students could not paraphrase the story in the text structure and find out the language features.

In Cycle 2, there were some improvement in almost all of the aspects. First, the students were engaged into the learning process through the use of picture cards as the media. Second, the students'

participation increased due to the interesting topics used in the texts. The texts that the researcher chose should be text which was familiar to the students so that they could easily participated and got engaged to the texts. Third, the students could get more vocabularies from the vocabulary building. The students found the vocabulary by themselves through identifying the pictures. This action could also make them remember the vocabulary well along with the Indonesian vocabulary because they captured the picture related to the vocabulary when they tried to remember it. Fourth, the students could explore the difficult words by using a dictionary. The students used the dictionary in the pre and while reading activities to find difficult words in the text. Fifth, the students could make a story map. They find it easier to make the story map through brainstorming the branch of story map first before making the bigger story map. The student stated in the interview that it was easier for them to make the story map when they explored each element in the narrative text. They

explored the small frame first before going to the bigger one. The students could also paraphrase even though the grammar was still limited. In the first cycle, the students paraphrase the text they wanted in Bahasa Indonesia. However, in the second cycle, the students learned how to paraphrase in English even though it was not perfect. Besides, the time allocation for the lesson in this cycle could be done according to the plan. This was done because the researcher gave students a time limit in the group work so that they immediately did the task without chattering. However, the students still relied on the teacher in the group work and story map making. Although the researcher had explained the worksheet or how to make the story map, the students still asked the teacher on the instruction or anything related to the worksheet and the story map while doing the task.

Regarding the improvement in the teaching and learning process, the implementation of the *Story Mapping Technique* accompanied by various activities improved students' reading skill. To support the

findings, the quantitative data were obtained. The descriptive statistics below showed the results between the pre-test and post-test.

Table 1: The Descriptive Statistic of Students' Mean Score of Pre-Test and Post-Test

	N	Mean
Pre-test	17	39.12
Post-test	17	50.00

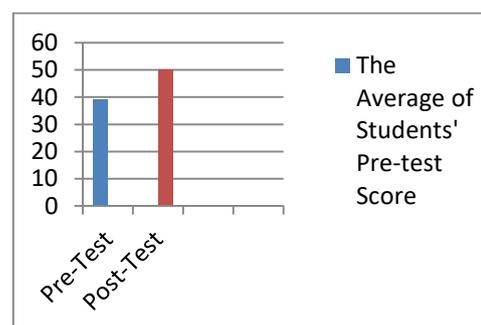


Figure 1: The Improvement of Students' Reading Skill

The mean score obtained from the pre- test was 39.12 and the mean score obtained from the post-test was 50.00. The students' score in the post-test improved 27.81% from the pre-test. From the research findings, it is concluded that the use of story mapping technique could improve the students' reading skill.

CONCLUSIONS AND SUGGESTIONS

Conclusions

This research was an action research which was conducted in two cycles from April 6th 2018 to April 13th 2018. The research was conducted in SMK Muhammadiyah 1 Wates which involved 17 students of X *Administrasi Perkantoran (AP) 2* as the subject and the English teacher as the collaborator. The objective of the research was improving the reading skill of grade ten students of SMK Muhammadiyah 1 Wates through *story mapping technique*.

In Cycle 1, the researcher conducted pre, while, and post reading activities. The pre-reading activity was used to build students' vocabulary. In while-reading activity, the students underlined or pointed out some important parts that might appear on reading activities. The post reading activity was done by making students' own story map. The researcher explained how to use the story map to help the students in understanding the text

In Cycle 2, the aim for improving students' reading skill through the use of story map was seen more clearly due to the improvement of the unsuccessful actions of Cycle 1. This could be seen from the information the students could get from the text and answering the questions in worksheets. Making a story map also improved students' vocabulary mastery, creativity, and paraphrasing. In conclusion, the research on using the *story mapping technique* to improve the students' reading skill could be considered successful.

Suggestions

As a suggestion, in teaching reading, the teacher should find a technique that could help the students learn reading comprehension well. The technique should be chosen based on the problems appeared in students' reading process. One of the techniques in teaching reading is story mapping technique. Through this technique, the students will store the information they get from the text to their own schema efficiently. The

students comprehend the text more by doing this technique because they can organize the information they get into organized shape so they can collect the information well into their brain. This will also improve students' creativity and vocabulary mastery in making the organized shape of their own information. Lastly, the students can also paraphrase the text. If they can retell the story, it means that they comprehend the story well.

Finally, this research could be beneficial to other researchers in conducting research especially in reading skill. There are a lot of schools in Indonesia which have the similar problems in the teaching and learning of reading. Other researchers could also use this research as the reference in conducting a research. They can find more actions which can be used to improve students' reading skill through *story mapping technique*.

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