

The Effect of Story Map Method on Reading Comprehension Ability of the Second-Year Students of SMP Negeri 17 Pekanbaru

Salshabhila Putri Amalia¹ Eliwarti² M. Syarfi³

English Study Program, Faculty of Teacher Training and Education, University of Riau,
Pekanbaru City, Province of Riau, Indonesia^{1,2,3}

Email: salshabhila.putri6708@student.unri.ac.id¹ eliwarti@lecturer.unri.ac.id²
m.syarfi@lecturer.unri.ac.id³

Abstract

This study aims to determine the effect of Story Map Method on reading comprehension ability of the second-grade students of SMP Negeri 17 Pekanbaru in the 2024/2025 academic year. The lack of interesting and interactive methods is one of the factors that make students' reading comprehension, especially in narrative texts, difficult to achieve. Story map is one of the interesting and interactive teaching methods because it involves students in learning visually and kinaesthetically. The type of this study is a quasi-experiment, and the design of this study is Non-equivalent Control Group Design. The population of this study was all grade VIII students of SMP Negeri 17 Pekanbaru in the 2024/2025 academic year and consists of 5 classes. The Sampling in this study used purposive random sampling technique by selecting two classes, namely class VIII.2 as the experimental class and VIII.3 as the control class. The data collection instruments in this study were reading comprehension test in the form of narrative text test with multiple choice design. Data collection techniques were done by test techniques. The data analysis technique used is descriptive analysis. Based on the results of data analysis, the value of Sig. (2-tailed) < α , with $\alpha = 0.05$ and Sig. (2-tailed) = 0.000 (0.000 < 0.005). It means that H_0 is rejected and H_a is accepted, meaning that there is a difference in the average reading comprehension ability of students in the experimental and control class. So, it can be concluded that there a significant effect of the Story Map Method on reading comprehension ability of the second-year students of SMP Negeri 17 Pekanbaru.

Keywords: Reading Comprehension Ability, Story Map Method



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INTRODUCTION

Students have a duty to learn, whereas teachers have a duty to teach. Teaching is an activity that requires skills, because it will deal directly with students. When teaching, we give students knowledge that they will use as a guide in the future. Teaching is the process of delivering knowledge to someone, especially students. We do this by providing an enjoyable and interactive learning environment for our students. Dorgu (2019) defines teaching is a purposeful, professionally executed activity that aims to improve the student. Teaching is an effort that aimed to improve human learning, capacities, and behavior in order to make life better for everyone. The knowledge, abilities, and attitudes necessary to be responsible citizens are acquired through education. Transferring information to the following generation is another benefit of it.

As it requires involving them in the learning process, involving students in the active construction of knowledge is the essence of teaching. A teacher needs to be knowledgeable about the subject matter as well as how to engage students in learning. Effective teaching thus requires a commitment to a methodical comprehension of learning. Teaching attempts to transform students from passive consumers of knowledge from others into active creators of their own and that of others, in addition to imparting knowledge. It is not simple to teach

because there are numerous factors that need to be taken into account. One of them is the method that will be taken to ensure that students can comprehend the information presented by the teacher. It is essential to have a teacher observation on the efficacy of the proposed method because it is challenging to adapt what method is best for teaching. The interesting teaching method can help to enhance students' learning motivation. Therefore, teachers must be more creative in finding or creating new teaching method.

One of the most crucial language abilities is reading. For a specific objective, students must understand the reading; however, a proper and practical method is required. The notion is reinforced by the reality that reading is now a part of everyday existence. Reading and everyday activities are inextricably linked. Individuals read a wide variety of written materials, including academic books, novels, newspapers, and periodicals. People can learn a great deal, amuse themselves, and even solve problems through reading. Thus, readers will benefit much from being able to read the material in any format. Reading comprehension is required for all those purposes (Lestari et al., 2018).

The purpose of reading is to achieve reading comprehension. Students achieve reading comprehension when they are able to appropriately interpret a text, in this case a narrative text. If students can interpret appropriately and fluently from what they read, it means that students have achieved reading comprehension. Pang et al., (2013), said that "the goal of reading is to comprehend written texts." Reading and comprehension cannot be separated. For students to succeed academically, they must understand what they read. Thus, reading and comprehension are closely connected. When students comprehend what they read, it is considered that they have read.

Teachers need to have a method in place to help students in comprehend the text. According to Kendeou et al., (2016), methods for reading comprehension can help students become more engaged and accountable in the teaching-learning process. For the purpose of understanding the material, students require methods. The right teaching methods play a crucial role in helping students overcome their challenges and improve as readers who will achieve reading comprehension. Additionally, according to Afflerbach (2018), a good teaching method for reading should lead to a variety of significant outcomes, such as children being more proficient in using reading methods and abilities and becoming more motivated to read.

The major cause of students' reading comprehension problems is frequently their inability to comprehend the information included in a text, especially narrative text. Typically, the students merely read the text word-for-word without comprehending its context, or just read what do they think is interesting or what catches their attention. However, the primary goal of reading is to improve knowledge and comprehend the meaning of the reading material, a proficient reader also concentrates on each word's meaning (Zare & Othman, 2013). The ability of readers to relate prior information to the text is a key component of reading comprehension. In addition, reading comprehension issues can arise in the classroom. Both junior high and senior high schools may experience it. According to Shehu (2015), who researched senior high school students in Albania, there are a few issues with reading comprehension. The first is vocabulary; students perceive new terms as a major barrier to understanding a text. Second, working memory: Students frequently lament that they are unable to remember what they have just read. Third, when it comes to reading, students either read very little or nothing at all. The fourth aspect that greatly affects reading comprehension is the type of text.

Several students and an English teacher at SMP Negeri 17 Pekanbaru were interviewed informally by the researcher. According to the statements made by the students in response to the researcher's questions, they struggled to comprehend the lesson on narrative texts because

their teacher only gave them the task of taking notes on the main points of the lesson before giving them assignments or exercises, without delivering any further explanation or using engaging or innovative teaching methods. Because there isn't much teacher-student interaction in this situation due to less interactive teaching methods, they feel that reading comprehension is more difficult to achieve. Additionally, because teachers usually only pay attention to students who catch material quickly, students who don't understand tend to feel left behind and become even more lazy readers, which prevents them from achieving reading comprehension. Meanwhile, according to the teacher, the teacher said that there is no specific teaching method used in the classroom, teacher just use traditional or conventional method; instead, students are simply instructed to take notes and complete the exercises in their book.

The methods to reach reading comprehension can vary greatly, one of them is story map method that attracts researcher's attention. The story map method is a method of using graphic visuals to organize story elements in narrative texts in order to achieve reading comprehension and clearer concepts about narrative texts. According to Mendiola (2011), story maps are visual organizers of a story that assist students in identifying the essential components of a narrative text. He attests to the fact that narrative mapping is a very useful tool for assisting students in arranging story elements into logical wholes. When students can make predictions about what might happen in the story, it can be easier for them to understand the story's elements. Additionally, instead of having to read every aspect of a narrative text one at a time, story map can also make it easier for students to comprehend the plot and other components. Li in DEVI (2018), according to the researcher, story mapping helps students in understanding the order in which stories emerge. Furthermore, he states that story mapping is especially helpful in assisting students in developing a sense of plot and realizing the interconnectedness of a story's location, events, and characters. Stated differently, a story map helps students visualize the structure of a story and comprehend the relevant plot point in a narrative text. Based on the explanation, this study aims to find out whether the effect of story map method on students' reading comprehension ability.

RESEARCH METHODS

The research method used is Quantitative Research with types of research including: pre-experimental, true experimental, factorial experimental and quasi experimental. This research uses quasi-experimental research. quasi-experimental research is divided into three categories, non-equivalent group design, regression discontinuity, and natural experiments. For the design in this study uses non-equivalent group design, where only one of the groups experiences the treatment. This design is measured by a pre-test conducted before treatment and a post-test conducted after treatment in learning. In this research, the pre-test used to determine the extent of students' reading comprehension ability. Treatment used to help students improve their reading comprehension ability. And the post-test used to determine the effect of treatment on students' reading comprehension ability.

The population of this study was the 195 students of the second-grade of SMP Negeri 17 Pekanbaru and they consist of 5 classes. The sample selection in this study uses purposive sampling technique. It means a sampling technique based on certain considerations, such as the characteristics of the population. In this study, the researcher chooses VIII.2 as the experimental class and VIII.3 as the control class. Based on information from their teacher that this class has learned material about narrative text in chapter 2 and these two classes are classes with lower average English scores than the other three classes. In addition, the number of students in these two classes is also the same 36 students compared to other classes. And the total sample of this study was 72 students.

In collecting data, the researcher was used reading comprehension test on the pre-test and post-test. The test was used to find out the students' reading comprehension ability of narrative text. The test was given to experimental class and control class with the same materials. The test was given twice: once as a pre-test before the treatment and once as a post-test after the treatment. The test is narrative text. The test consist of five texts and each text has eight objective questions with four options (a, b, c, or d) of each question.

Treatment carried out by applying the story map method to learning activities. In this process, the researcher explained what the story map method was and how it was applied. There were four meetings in the application of story map method. In one meeting, there were two different narrative text that was analysed by the students with story map. Different narrative text was ready for each meeting. Students are asked to fill the story map that they made with the text that they have. The procedure of story map method in learning is based on procedure by Farris et al., (2004).

After the treatment completed, the researcher gave a post-test to students. The post-test is conducted to determine the effect of using the story map method on students' reading comprehension ability. After collecting the data, the researcher analysed the data used statistical methods.

RESEARCH RESULTS AND DISCUSSION

Research Result

This research was conducted at SMP Negeri 17 Pekanbaru. The result of this study is to see if there is an effect or improvement on students' reading comprehension ability after learning using the story map method. The result shows the students' reading comprehension in several aspects, namely identify main idea, identify social function of the text, finding factual information, locating the meaning of vocabulary, making inference from the text, identify references, identify generic structure, determining moral value of the story. The data was collected by giving reading comprehension test. And the material in this test is narrative text. The researcher used SPSS 25 for Windows to show the t-test results comparing the students' reading comprehension scores in the post-test of both classes. The following are the results of the research obtained.

Table 1. The Students' Average Score in Each Aspect of Reading Comprehension (Experimental Class)

Aspect of Reading	Pre-test	Post-test	Improvement
Main idea	48.89	90	41.11
Social function	41.67	89.44	47.77
Factual information	36.67	87.78	51.11
Vocabulary	39.44	63.89	24.45
Inference	25.56	87.22	61.66
References	40.56	90.56	50
Generic structure	32.22	90	57.78
Moral value	29.44	83.89	53.45
Average Total Score	36.81	85.35	48.41

In table 1, the average of each aspect increases in the post-test. The aspect that has the highest increase is inference. In the pre-test, the inference score was 25.56 then increased to 87.22 in the post-test, which has improvement 61.66 points in the score difference. Furthermore, the lowest improvement was vocabulary with the improvement 24.45 points. In the pre-test, the vocabulary score was 39.44 and, in the post-test, it increased to 63.89. The average total score of the experimental class was 48.41.

Besides, other components on the experimental class also significantly increase. The main idea with the 41.11 improvement score, with the pre-test was 48.89 and the post-test was 90. Identify social function with the improvement score was 47.77, with the pre-test 41.67 and post-test 89.44. Finding factual information with the pre-test 36.67 and increased to 87.78 with the improvement score was 50.51. Identify references with the pre-test score 40.56 then increased to 90.56 and the improvement score was 50. Identify generic structure of the text with the 57.78 improvement score, with the pre-test was 32.22 and the post-test was 90. And the last components were determining moral value of the story with the improvement score was 59.56 with the pre-test 29.44 and the post-test was 83.89.

Table 2. The Students' Average Score in Each Aspect of Reading Comprehension (Control Class)

Aspect of Reading	Pre-test	Post-test	Improvement
Main idea	48.49	82.22	33.73
Social function	35	83.89	48.89
Factual information	26.11	71.67	45.56
Vocabulary	37.22	56.11	18.89
Inference	25	78.89	53.89
References	30.56	78.89	48.33
Generic structure	22.78	77.78	55
Moral value	22.78	77.78	55
Average Total Score	31.04	75.90	44.91

In table 2, the average of each aspect increases in the post-test, but not too significantly increased. The component that has the highest increase is identify generic structure and moral value of the story. In the pre-test, both of the component's score was 22.78 then increased to 77.78 in the post-test, which has a difference of 55 points in the score difference. Furthermore, the lowest improvement is vocabulary which have 18.89 scores on the improvement. In the pre-test, the vocabulary score was 37.22 and, in the post-test, it increased to 56.11. The average total score of the control class was 44.91.

In addition, other components on the control class also significantly increase, but not so significantly improved as in the experimental class. So overall it can be concluded that the use of story map method in learning has significant effect on students' reading comprehension, which can be proven by the increase in student scores on each aspect of reading comprehension.

Figure 1. Graph of Average Students Value

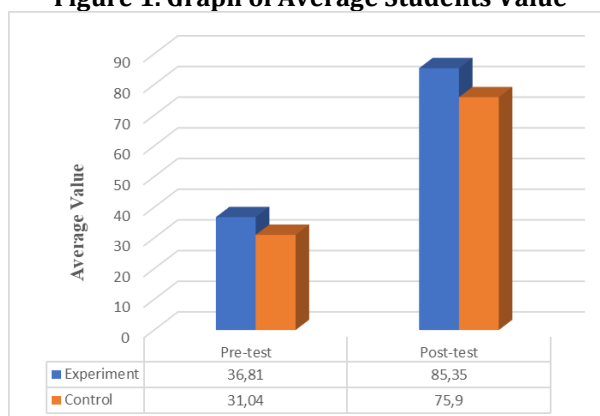


Figure 4 made it clear that students result from learning differ. These situations showed that students learning results have an effect on the experimental class using story map method on the reading comprehension of the students

Table 3. Independent Samples Statistics

Independent Samples Statistics					
		N	Mean	Std. Deviation	Std. Error Mean
Reading Comprehension	Experimental Class (8.2)	36	85.3472	6.81785	1.13631
	Control Class (8.3)	36	75.9028	7.93169	1.32195

Table 3 shows that the mean score of the post-test of experimental class is 85.34 and the mean score of the post-test of control class is 75.90. The difference in mean difference between post-test of both classes is 9.44. The table also shows the standard deviation and standard error of the mean. The standard deviation of a sample's data shows how far or close the data values are to the mean, whereas the standard error of the mean measures the error value and the mean's accuracy. In the experimental class, the standard deviation and standard error of the mean were 6.81 and 1.13. And in the control class, the standard deviation and standard error of the mean are 7.93 and 1.32.

Table 4. Independent Samples Test

Levene's Test for Equality of Variances				t-test for Equality of Means						
									95% Confidence Interval of Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading Comprehension	Equal variances assumed	3.511	.065	5.418	70	.000	9.44444	1.74320	5.96774	12.92115

Table 4 shows that the result of the t-test is 5.418. Meanwhile, the result of the t-table is 1.994. Therefore, the t-test result is higher than the t-table result. In that sense, it can be concluded that there is a significant difference between the post-test of both classes in the form of an increase in the score on the post-test after treatment. It means that the alternative hypothesis in this study, "Using story map method has a significant effect on students' reading comprehension ability of the second-year students of SMP Negeri 17 Pekanbaru" is accepted and the null hypothesis is rejected.

Discussion

According to the results, the lowest score in the pre-test and post-test results is vocabulary. The reason for the low score in this aspect is that students still do not have good vocabulary mastery skills, due to the lack of guidance from the teacher to recall and add new vocabulary every day. This is also due to the fact that students are still unfamiliar with English. Therefore, students tend to be lazy to learn English because they think English is a difficult subject. this can happen because of the lack of varied methods by their teachers, so that English learning is considered less interesting by students. Meanwhile, the highest score in the pre-test and post-test results is main idea. Most students understand better when asked what the text is about, usually they look at the title of the text, then conclude what the main idea of the text is. From these results it can be concluded students struggle to learn English because of the lack of vocabulary they have to understand the content of a narrative text. Students are usually only

given assignments and notes in their books without direct guidance from the teacher and without interactive methods that can improve the atmosphere of English learning in the classroom.

The results of this study are in line with previous research with the title "The Effectiveness of Using Story Map Technique to Students' Reading Comprehension on Narrative Text." conducted by Sugandi et al., (2022). The result of the research showed that story map as a technique is effective towards students reading comprehension in narrative text. After comparing the data results before and after treatment, it can be concluded in his finding that story is an effective method on students' reading comprehension.

In addition, Bangsri (2020) conducted a study entitled "The Effect of Using a Story Map to Improve Reading Comprehension Skill of Thai EFL Sixth Graders." This action study research use reading comprehension test as a pre-test and a post-test, and a students' attitude questionnaire with close and open-ended questions. Based on the research findings, she stated that there was a statistically significant difference in the students' reading comprehension of narrative texts and the students' attitudes toward the story map also demonstrated that they had a strongly positive attitude toward its implementation

CONCLUSION

This study aimed to find out the effect of story map method toward students reading comprehension ability of the second-year students of SMP Negeri 17 Pekanbaru. Based on the research findings and the results of the research data analysis that has been carried out, acquired significance value Sig. (2-tailed) < α , with $\alpha = 0.05$ and Sig. (2-tailed) = 0.000 ($0.000 < 0.005$). Besides, the value of $t_{obs} > t_{table}$ which is $5.418 > 1.994$. So, it means H_0 is rejected and H_a is accepted. It means there is significant difference between the mean of students' reading comprehension of the experimental class and control class. So, it can be concluded that there is a significant effect of story map method on reading comprehension ability of the second-year students of SMP Negeri 17 Pekanbaru.

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