

**USING STORY MAPPING STRATEGY TO TEACH GENERIC
STRUCTURE OF NARRATIVE TEXT IN READING CLASS AT SENIOR
HIGH SCHOOL**

PAPER

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Using Story Mapping Strategy to Teach Generic Structure of Narrative Text in Reading Class at Senior High School

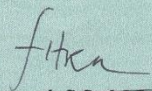
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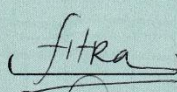
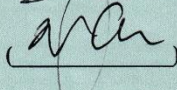

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ABSTRAK

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Membaca adalah salah satu keterampilan yang paling mendasar bagi semua siswa di tingkat Sekolah Menengah Atas. Siswa diharapkan memiliki pemahaman yang baik terhadap teks yang mereka baca. Namun pada kenyataannya, siswa yang mempelajari bahasa Inggris tetap menghadapi kesulitan di dalam memahami teks, salah satunya adalah teks *Narrative*. Hal ini bisa dilihat dari kurangnya kemampuan siswa dalam menentukan *generic structures* dan komponen-komponen penting dari teks *narrative*, terbatasnya kemampuan mereka dalam mengetahui kosa kata bahasa Inggris, serta kurang menariknya strategi yang digunakan oleh guru di dalam proses pembelajaran. Agar siswa dapat memahami teks *narrative* secara lebih mudah, penulis memilih strategi Story Mapping sebagai salah satu strategi untuk mengefektifkan keterampilan membaca bagi siswa. Dalam Story Map terdapat judul (*title*), waktu and tempat (*setting*), tokoh utama (*main characters*), masalah (*problem*) dan penyelesaian (*resolution*), yang merupakan komponen utama dari sebuah teks *narrative* yang juga disebut sebagai *generic structure*. Sehingga dalam prosesnya siswa mampu menggambarkan teks yang telah dibacanya dalam bentuk diagram secara sistematis dalam sebuah story map. Penulis juga berharap dalam penerapan strategi ini, guru dapat memotivasi siswa dalam proses pengajaran membaca di dalam kelas agar siswa dapat memahami teks *narrative* dengan lebih baik.

Key Words: Reading, Narrative, Story mapping

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The Writer

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	iii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem.....	5
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Purpose of the Paper.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Nature of Reading	7
B. Teaching Reading at Senior High School	9
C. Narrative Text	13
D. Story Mapping	16
E. Teaching Generic Structure of Narrative Text by Using Story Mapping.....	19
CHAPTER III IMPLEMENTATION	
A. Teaching Preparation	22
B. Teaching Procedure.....	23
CHAPTER IV CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	31
B. Suggestions	31
BIBLIOGRAPHY	
APPENDIX	

CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is one of the key for gathering various information and enlarges knowledge, especially reading the English materials. It is because most of information and knowledge source are written in English, for example many printed materials like books, newspaper, magazines, brochures and etc. The improvement in electronic media likes internet also use English in its program. Moreover, many experts and scientists from all over the world write various science and technology in English too. Many research findings are also published in English. All the materials above are not difficult to find nowadays. By reading those materials, the knowledge or the information in the text will be transferred to the memory. Therefore, one who has reading skill in English is luckier than who does not. Whenever she or he goes, he can access the source of information as much as possible.

In learning English, reading is one of the four skills that have to be mastered by the learners as basic competence in English skill. The goal of teaching reading is to make students be able to read English text. They do not only understand the social function of the text, the generic structure of the text, and the language feature of the text but also comprehend the text. For students who live in countries in which the status of English is a foreign language, a good skill in reading comprehension is important. This significance emerges

because reading comprehension skill enables them to keep up their latest lesson whether it is an input of new vocabularies, grammar, or even information through reading activity.

In teaching reading to Senior High School students, teacher should provide students with the purpose of reading in the beginning before coming to the materials that are going to be learned because there are numbers goals of reading. The student may read in order to gain information or verify existing knowledge, read for enjoyment or to enhance knowledge of the language being read. According to School Based Curriculum (KTSP 2006), reading is one of the language skill that should be mastered by the English students beside listening, speaking and writing because the percentage of the items on Senior High School National Exam (UN), dominated by reading. Therefore, the students should be able to comprehend every kinds of text to get better result in reading. Therefore, the student's reading skill should be improved. It would be useful for their reading comprehension.

Furthermore, it is also clearly stated in English curriculum for Senior High School that the students should learn many kinds of text, including interpersonal, functional, and monolog text. There are 12 types of monolog text that being taught to Junior High School students such as procedure, descriptive, recount, narrative, report, spoof, review, news item, hortatory exposition, analytical exposition, discussion and explanation. The students should master all of those types of text.

One of monolog text that is taught is narrative text. Narrative text is a text which contains about story such as fiction, nonfiction, tales, and folktales, and its plot consists of climax of the story (complication) then followed by the resolution. Derewianka (1990:40) proposes that narrative text which entertain the readers, for example to gain and hold the readers' interest in the story. To tell something in the text means that the writer wants the readers enjoy and imagine something which can make them interested. In contrary fact, from the writers experience during teaching practice, the students were difficult to comprehend narrative texts.

Based on the writer's interview to the teacher of English in Senior High School, there are some problems faced by the teacher while teaching reading narrative text in the classroom. The first problem is the students do not understand about the generic structure of narrative text well. It is not clearly enough for them that narrative deals with orientation and then problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Most of the students do not understand enough about this point because they could not catch the plot, the conflict and resolution of the narrative text. As a result when the teacher discusses the text, the students often do not pay attention to the teacher. In other words, they are not interested in reading activities.

Moreover, most of the students have problem to comprehend narrative text because of the lack of vocabulary. This problem makes the students get difficulty during reading process because they do not know the meaning of

some words in the text that given by the teacher. Consequently, the students will not catch the main points of the story well.

The problems above are caused by some factors that make the students' reading skill of narrative text is still low. First is about media. The media affect the students' motivation and interest as well which contribute in obtaining target learning.

The second factor is material. This factor also involves teaching reading narrative text. The materials that mostly used in the classroom have been familiar with the students, for examples Cinderella and Snow White. So that teacher should consider in selecting teaching materials whether those materials appropriate, new and contains of good message for the students or not.

The last and very important factor is teacher's strategy. For mastering reading comprehension students need a teacher to guide them. The teacher as a source person and organizer should make creative and interesting activities to motivate students. In fact, it is difficult for some English teachers in senior high school to arrange activities to supports students' reading comprehension in the classroom. As a result students did not get comprehension of what they read well. Thus, the strategy that teacher will be used in the classroom should help and guide the students to have a deep understanding to comprehend the text and have to think critically the text given.

Regarding to the reasons above, it is necessary for a teacher to use other strategies in teaching reading generic structure of narrative text to Senior High School students. One way of them is story mapping strategy. Using story

mapping is one of excellent way for teaching reading narrative text to Senior High School students in comprehending. Reutzel,D.R (1985) said that Story Map is used for teaching students to work with story structure for better comprehension. This technique uses visual representations to help students organize important elements of a story. Thus, through this strategy students will learn how to determine the four points of narrative text which are setting, main characters, problems, and resolution easier and systematically.

Story mapping can be used with the entire class, small groups, or for individual work in teaching reading narrative text. This strategy helps students examine the different components of an assigned text or story. Story Mapping can be used with both fiction (i.e., defining characters; events) and nonfiction (i.e., main ideas; details). The use of Story Mapping as a comprehension strategy can be beneficial for all students, and are especially helpful for students needing the additional support of a graphic organizer.

B. Identification of the Problem

There are some problems faced by the teacher while teaching reading narrative text in the classroom. The first problem is the students do not understand about the generic structure of narrative text well. The students do not understand well that generic structure of .narrative text is started by orientation (setting), then continued with complication and the last is resolution.

Second problem is the lack of vocabulary. Some of the students get difficulty in comprehending narrative text because they do not know the meaning of some words in the text. As a result, the students will not catch the main points of narrative text well.

C. Limitation of the Problem

The problem that will be found in this paper is limited to the use of Story Mapping strategy to teach generic structure of narrative text in reading class at Senior High School. It aimed to increase students' comprehension of reading narrative text.

D. Formulation of the Problem

Based on limitation of the problem above, the writer formulates the problem of this research as follow:

“How do the teachers of Senior High School apply Story Mapping strategy to teach generic structure of Narrative text in reading class?”

E. Purpose of the paper

The purpose of the study is to explain how the Story Mapping strategy can be used to teach generic structure of narrative texts in reading class to Senior High School students. By using this strategy, the writer hopes that the teacher can improve the students' comprehension in reading narrative texts.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Story mapping is kind of graphic organizer which is used to show the main point of a story systematically. It consists of characters, setting, problem, and resolution. Teachers using the story map guided students through the use of this new organizer. Students created a story map to follow the events, and make predictions as they read. At the end of the lesson students were asked to write what they could comprehend from the story.

Based on the discussion in the previous chapter, story mapping strategy can be used in teaching reading narrative text at Senior High School. This strategy can help the teacher in teaching generic structure of narrative text easier because its cover key elements of narrative text systematically. Then, for the students, by using this strategy they will get more understanding and comprehend the text that given by the teacher well. After that, story mapping can be used individually, small groups or whole classes to visually plan a story. As a result, the students are not bored with the activities in reading and they can understand the main components of narrative text and its generic structure at the end of the lesson.

B. Suggestion

In this paper, the writer suggests to the teacher to provide the students with the story that may be new for them, so it will increase their

knowledge about reading materials. They are not only familiar with a few famous stories such as Cinderella and Snow White, but also others interesting stories. On the other hands, in this paper, the story mapping strategy focuses on the generic structure of narrative text in teaching reading, so it is also suggested for the teacher to apply this strategy to comprehend the whole text, such as the main idea, supporting details and other aspects in reading.

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