

**ARTICLE**

**TEACHING READING THROUGH STORY MAP  
IN UNDERSTANDING NARRATIVE TEXTS**

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# TEACHING READING THROUGH STORY MAP

## IN UNDERSTANDING NARRATIVE TEXTS

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### Abstract

This paper aims to give describe reading and story map, and also how to teach reading through story map in understanding narrative texts especially for senior high school students. Based on the review of related literature definition of reading is a receptive language process. Story map is a kind of graphic organizer that used to show the main point of a story. The purpose of reading is to make students able to get the information and knowledge in reading text. There are four techniques of reading are skimming technique, scanning technique, extensive reading, and intensive reading. And then the advantages of story map are to help students easy to understand the contents of a story that is used as a reading text. The procedure of teaching reading through story map in understanding narrative texts consists of pre-teaching activities, whilst-teaching activities, and post-teaching activities. Pre-teaching activities the activity done at the beginning of the study, in whilst-teaching activities the teacher instructs and asks them to do some activities, and post teaching activities is necessary as the follow up on what students have studied.

Keywords: *Teaching Reading, Story Map, Narrative Texts*

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### A. INTRODUCTION

English is a very important. By using English we can communicate with other people from other countries and we can share our experiences and our knowledge. Thus, global interaction can enhance the ability of our intellectual. English is one of the languages needed by the people to get a job in Indonesia. In this

free trade era, English is needed to do transaction among traders. Since English is necessary, it has been taught from elementary school up to university. There are four basic skills that have to be mastered in learning English. They are listening, speaking, reading, and writing.

As one of the skills that is taught in English teaching, reading is the most interest compared to other skills. Thus,

English place greatest emphasis on reading skill. This is not very surprising, given the fact that most of the time students have during their study are spent on reading various kinds of textbooks, newspaper, magazines, and journal that can widen and improve their insight into English grammatical rules. These reading activities are triggered by many kinds of assignments that demand them to read.

These problems potentially owe to several factors: the teacher, the student, the teaching material, and teaching approach. According to Menobel (2005) said the teacher plays the most determining role in the teaching learning process. If the teacher has adequate experience, knowledge, and skill in relation to the subject matter, it is likely that he will attain the reading instructional objectives optimally. Furthermore, if the student is highly motivated and in turn wants to study hard, he will be able to understand what the teacher explains. The teaching materials are also influential in the teaching learning process. If they are suitable for reading instruction and interesting to the students, they will contribute to the achievement of the reading instructional objectives. Finally, how the teacher delivers his lesson in order that the students understand it greatly determines his capability of reaching the instructional objectives that

have been set for the reading subject. If the approach is able to attract the student's attention and encourage them to learn English reading earnestly, the reading instructional objectives are likely to be met.

By using the story map, the students will comprehend reading text. According to Kaiser (2003) defines story map is a kind of graphic organizer which is used to show the main points of a story. The main points of a story include characters, setting, conflict, and resolution. Story maps make students easy to understand the contents of a story map that is used as reading text. In addition, story map improves student ability to comprehend a reading text in general and a story in particular, and story map helps English teachers clarify their instructional goals to their students easily because the story map is visual and systematic.

### **Reading**

Goodman in Abisamra (1979) suggests that reading is a receptive language process. There is an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language as thought.

Hosenfeld in Abisamra (1979) defines reading as a directional process that concerns both the reader and the text. The level of reader comprehension of the text

is determined by how well the reader variables – interest level in the text, purpose for reading the text, knowledge of the topic, foreign language abilities, awareness of the reading process, and level of willingness to take risks – interact with the text variables – text type, structure, syntax, and vocabulary.

Mikulecky and Jeffries (2004) defines the reading is one important way to improve your general language skills in English. There are six how can it help you, they are: (1) reading helps you learn to think in English, (2) reading can enlarge your English vocabulary, (3) reading can help you improve your writing, (4) reading may be a good way to practice your English if you life in a non-English-speaking country, (5) reading can help you prepare for study in an English-speaking country, (6) reading is a good way to find out about new ideas, facts, and experiences.

Violeta (2006) defines reading as meaningful interpretation of printed or written verbal symbol. It means that reading is the result of the interaction between symbol that represent language and reading skill, cognitive skills and the knowledge of the world possessed by the reader. In this process, the reader tries to recreate the meaning intended by author.

### **The Purpose of Reading**

Several parties have proposed their ideas on the purpose of reading. According to Houlthby (2011), the purpose of reading is to improve student pronunciation. David (1999) asserts that the purpose of reading is to reach adequate communicative competence. SIL International (1999) asserts that reading enables readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

Nation (1997: 1) suggests that the purpose of reading is to develop student language knowledge. First, reading is essentially an individual activity and therefore learners of different proficiency levels could be learning at their own level without being locked into an inflexible class program. Second, it allows learners to follow their interests in choosing what to read and thus increase their motivation for learning. Third, it provides the opportunity for learning to occur outside the classroom. Furthermore, he adds that the purpose of reading is to improve students reading fluency.

### **The Reading Technique**

There are techniques of reading that can be used in order to make the readers be more comprehensible in reading text. The techniques are discussed below:

#### **1. Skimming Technique**

The technique of skimming involves selecting the reading parts which contain the most important ideas. Smith and Johnson (1980: 401) defines skimming is a reading technique for getting information to satisfy certain reading purpose rapidly.

Skimming has some the purpose, there are:

- 1) getting a general idea of the content of a selection to make a decision about whether or not the selection deserves a full reading,
- 2) getting some information about a subject without mastering it.

#### 2. Scanning Technique

With this technique, the students look for specific information within a text such as dates, names, and numbers. According to Smith and Johnson (1980: 402) scanning is a technique for finding specified information in a selection without reading the entire selection, which is defined as the ability to locate specific facts and details quickly, that is regarded as a desirable reading skill and is taught in most developmental reading courses.

#### 3. Extensive Reading

In extensive reading, the teacher gives the students longer texts to be read, usually for one pleasure. This is a fluency activity, mainly involving global understanding. According to Stanley (2005) defines extensive reading involves students reading long texts or large quantities for general understanding, with the intention of

enjoying the texts. Teachers can ask students about the books they are reading informally. The aim is get positive experience that should stimulate them to read more, increasing motivation, enjoyment and a desire to read.

#### 4. Intensive reading

The teacher gives shorter text to the students and asks them to find specific information. Nuttal (1996) says that intensive reading involves approaching to the under the close guidance of a task, which forces the student to pay great attention to the text. An intensive reading program may be helpful to outline the main points that have been made which will be relevant to intensive reading

#### Story Map

Kaiser (2003) defines story map as a kind of graphic organizer that is used to show the main points of a story. Russell (2013) defines story map as a graphic representation of the elements of a story that include setting, characters, initiating vent, conflict / goals, events, resolution, and theme. Story Maps are used for teaching students to work with story structure for better comprehension. This technique uses graphic representations to help students organize important elements of a story. Students learn to summarize the main ideas, characters, setting, and plot of an assigned reading.

Kennedy (2000) defines story map as a kind of graphic organizer that focuses on the key elements of character, setting, conflict, and resolution development, to show the main contents of a story. This type of graphic organizer is designed to assist teachers and students in pre- reading and post- reading activities.

### **Advantages of Story Map**

Kaiser (2003) suggests that using a story map repeatedly for the study of various types of reading texts provides a significant gain in reading skills. In addition, teachers can clarify their instructional goals to their students easily because the story map is visual and systematic. Furthermore, the story map helps students to connect important ideas in the story that used to facilitate students in understanding a story. Story Maps can be used with the entire class, small groups, or for individual work. This strategy helps students examine the different components of an assigned text or story.

Kennedy (2000) says that story maps help students easy to understand the contents of a story that is used as a reading text. In addition, he says that story map improves student ability to comprehend reading text in generality, and a story in particular. Finally, he says that story map develops student ability to think logically and critically.

### **Narrative Texts**

Abisamra (1979) state that Narrative text is a kind of written text tells a story. It has character, setting, and action. The characters, setting, and the problem of the narrative are usually introduced in the beginning of the text. The problem reaches its high point in the middle. The ending resolves the problem. The purpose of this narrative text is to recount a personal or fictional experience or to tell a story based on real or imagined event. In well- written narration, a writer uses fairy stories, mysteries, personal experience, legend stories, romance, humor, or fantasy to create a central theme or impression. The details all work together to develop an identifiable story line that is easy to follow and paraphrase.

Mandler (1977) defines narrative texts as a kind of text that consist of the following components: setting- when and where the story occurs, characters the most important people or players in the story, initiating event, an action or occurrence that establishes a problem and goal, conflict/ goal the focal point around which the whole story is organized, events one or more attempts by the main characters to achieve the goal or solve the problem, resolution the outcome of the attempts to achieve the goal or solve the problem, and theme the main idea or moral of the story.

## **Characteristic of Narrative Texts**

Sudarwati (2006) state that narrative text is to amuse, entertain the reader with actual or imaginary experience in difference way. It always deals with some problems which lead to the climax and then turn into a solution to the problem. They also explain about generic structure of narrative text, there are:

### **a. Orientation**

It is about the opening paragraph which the character, setting, and time of the story are established. (Who were involved in the story, when and where?)

### **b. Complication / problem**

A problem arises followed by other problems

### **c. Resolution**

There needs to be a resolution of the complication. The complication may be resolved for better or worse/ happy or unhappy ending. (Solution to the problem)

So, the students should understanding about Narrative text. In order to understand about generic structure of narrative clearly.

Beside the definition above, According to Lee in Anderson (2002: 14) a narrative text also has some characteristic, they are: (1) the narrative text should have background of story that provides background information about people in the story and setting of the story, (2) it also

need details that explain the experience, problem, action of the people in the story, (3) the narrative text always has purpose of the writing, (to entertain, to explain, or to teaching).

Next, Lee in Anderson (2002: 14) suggest that characteristic of narrative are: (1) a specifics events or a series of related event is the focus of narration and from the subject of the thesis, (2) the significant of the events form the controlling idea in the thesis, (3) the setting and action connected to the event are described in accurate detail, (4) the structure is chronological event. It means that the structure of all events in narrative was described continuously in a right sequence based on the time it was happen, (5) a particular point of view is used throughout the narrative. Lee said that the particular point of view should explain to the readers by narrate it clearly in the text.

## **Advantages of using Narrative Text in Reading**

Kennedy (2000) says that narrative text motivate students to learn reading skills with full spirit because it is interesting and stimulating. Furthermore, because narrative texts are in the form of story they give a sense of entertainment to the students, and it also improves the integration of other skills: listening, speaking and writing (as follow-up

activities). Narrative text supports them to be more creative. They can encourage reading for pleasure because they contain topic of interest to learners, especially if students are given the chance to have a say about the topic and the student will have improvement if they have been organized in learning well from the teachers. The advantages are hoped can be useful for both teacher and student during the process of teaching and they enjoy in the class.

## **B. The Procedure of Teaching Reading through Story Map in Understanding Narrative Texts**

### **Pre-Teaching Activities**

Before we begin the process of learning we have to do the pre-teaching activities. Anggraini (2005: 10) says that pre-teaching is done at the beginning of the study. It is done in order to give students background knowledge and to build their self-confidence. It gives new information, increase the student concentration and stimulate curiosity. The pre-teaching activities will be as follows:

- a. Teacher greets the whole students.
- b. The teacher checks student attendance.
- c. The teacher leads the students by asking some question. For example:

1. Teacher: **Did you still remember about our topic yesterday?**

2. Students: Yes, mom

3. Teacher: About what?

### 4. Students: Read the narrative text

For point number 1, the teacher asks a question to lead the students remember about last lesson that is related to new lesson they will have.

### **Whilst-Teaching Activities**

Tenti (2005: 11) defines whilst-teaching activities are done during discussing teaching material. A teacher here introduces a text and students understand the text or focus their attention on particular themes, issues, character or event. Furthermore, the teacher provides activities that prompt students to comprehend events or character. The whilst-teaching activities will be as follows:

- a. The teacher distributes the text and asks the students to read them, before explaining things the teacher draws a story map on the whiteboard.
- b. The teacher tells the students the concept of story map. In this step, the teacher explains the definition of story map. For example, the teacher can explain, "A story map is a kind of graphic organizer that is used to show the main points of a story".
- c. The teacher tells the students the components of a story. In this step, the teacher tells the students that a story map consists of character, setting, conflict, and resolution.



d. The teacher explains each of the components. For example, the teacher explains that characters are the most important people or players in the story, setting is the time and place a story occurs, conflict is the focal point around which the whole story is organized, and resolution is the outcome of the attempts to settle the conflict.

e. The teacher asks students comprehension about the topic, whether or not students understand about the topic.

f. The teacher divides the students into several groups of five members in each group.

g. The teacher asks each group to choose one of the available narrative texts. Such as Cinderella, Malin kundang, Toba lake, Bunga batu, and the fly and the bull.

h. The teacher asks each group to read the narrative text carefully. In this step, the teacher asks each group of students reading the narrative text they have chosen.

i. The teacher asks each group to determine the characters, the setting, the conflict, and the resolution of the story.

j. The teacher asks each group to make a story map. In this step, the teacher asks each group of the students to use the story map in relation to the narrative text that has been read.

k. The teacher gives ten minutes for each group to discuss the topic.

l. The teacher invites each group to present their story map in front of the class. In this step, the students are invited to show their story map that has been made based on their understanding of the narrative text.

The Example of Narrative Text had given to the Students it:

### THE FLY AND THE BULL

There was once a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him.

The little fly flew down and buzzed around the bull's head. The bull did not bother him. He went on chewing grass. The fly then buzzed right inside the bull's ear. The bull continued chewing grass. The fly thought, "What a stupid animal!"

Now the fly decided to land on one of the bull's horns to make the bull notice him. He waited for the bull to say something, but the bull kept quiet.

The fly then shouted angrily, "Oh, Bull, if you find that I am too heavy for you, let me know and I'll fly away!"

The bull laughed and said, "Little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone."

## Post-Teaching Activities

Magrina (2006: 19) states post-teaching activities are necessary as the follow up on what the students have studied. Here, there are some procedures in post-teaching activities:

a. The teacher reviews again about the topic. For example:

Teacher : What is our topic today?

Students: Narrative text using story map

Teacher: What are the components story maps?

Students: character, setting, conflict, and resolution.

b. The teacher gives exercise for the students. For example:

Search of narrative text and identify the characters, setting, conflict, and resolution that made in the form of a story map.

c. the teacher say good bye to the students and leave the classroom, this is the end of teaching learning process.

## C. Conclusions

Reading is one of the basic skill that is important in learning English because reading can make students able to get the information and knowledge in reading text. By using story maps to understand narrative texts in reading, students are able to comprehend the narrative text that is taught. It helps students to increase their

reading skill and tell them that reading is not boring but fun and interesting.

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