

Improving Students' Reading Comprehension of Narrative Text Through Story Mapping at Second Grade at Mas Nur Ibrahimy Rantauprapat

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Abstrak

The problem in this research contents is about the low of reading comprehension in teaching narrative text. The objective of this research is to enhance the students' reading comprehension by applying story mapping method in subject material "Narrative text" at second grade at MAS Nur Ibrahimy Rantauprapat. The kind of this research is classroom action research which was conducted in two cycles, while each cycle consisting of planning, acting, observing, and reflecting. The subject of research is the students MAS nur Ibrahimy Rantauprapat total number of students 48. The object research is story mapping method. The research instrument that had been used is the test. They are pretest and post test. and also interview to headmaster, teacher, and the students, the observation sheet for observation the learning activity of the students and teacher. Based on the result, The result of pre test and post test shown the significant improvement. The average score of pre test was 61.25. It means there were only 10.41% of the whole students could pass the KKM. And after that get result the average score of post test cycle was 70.41 It proved that 43.75% students passed KKM. The average score of post test cycle 2 was 78.85. Then, it was obtained that the percentage of students who could get the score above the KKM in post test 2 was 85.41%. It can be concluded that teaching narrative text by using story mapping, the students' reading comprehension of narrative text can be effectively improved.

Key word: Narrative text, classroom action research, story mapping method

INTRODUCTION

English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It says that English is learnt for all level of education in Indonesia. However, every language has its own rules and uniqueness, English does too. English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills.

Reading as one of language skills, has a very important role. The students should comprehend the reading for certain purpose, however it needs a practical and suitable method. The idea is supported by the fact that reading now has a part of daily life. Reading can not be separated from daily activities. People read many kinds written materialssuch as newspaper,magazines,novels,academic books and so on. Through reading people can get a lot of information,knowledge,enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough.

So that way, when people talk about reading, it might be automatically related to comprehension or understanding. For instance, a reader who understands what he has read can answer question about it. It means that understanding something is the main goal of reading.

Reading becomes an important part of language teaching, and it has complicated problem. Some teachers considered that reading is not favorite activity for most students. Therefore, english teacher should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading.

The study result of students MAS Nur Ibrahimy is low, especially in teaching narrative text. The students can not undestand about whole text, and if the teacher give task about narrative text, they result of examination is low.The researcher found factors the less reading in teaching practice at MAS Nur Ibrahimy Rantauprapat, namely because the student's motivation in learning English is low, student's are difficult to comprehend the text, students reading comprehension of narrative text is low, students often fell bored in teaching reading especially teaching narrative text.

From explanation above, it means that the teacher must consider a strategy that suitable for teaching reading comprehension through story mapping in order to make the learning process becomes effective and strategies. The strategy used by English teacher in teaching reading comprehension of narrative text.Among the texts which are mentioned above, narrative text is considered as the most interesting text for students. In the class narrative text is a piece of the text which tells a story and, in doing so, entertains or informs the reader or listener. The text consists of orientation, complication, or problems and resolution. Students are expected to understand the text. But many students still find difficulties in reaching the goal. They sometimes can not find the ideas of whole the text. The students are difficult to comprehend the text. It makes them confused. Finally, the students do not understand the plot of the whole story.

In teaching narrative text, the students often feel bored because the teachers sometimes ask the students to translate the story whereas it is ineffective method of making students understand the text. Absolutely, the students can not enjoy the text it self. To overcome those problems in teaching narrative text, the teacher can use suitable and interesting method or techniques which are also suitable for the learners. Every method has its own features and weakness. From explanation above, the researcher would like to propose one teaching strategy which has been shown to be beneficial teaching strategy in improving students' reading comprehension of narrative text. That is by using story mapping.

Story mapping is a graphic or semantic visual representation of a story. The map illustrates ways to show an overview of a story. It also tells the information about its generic structure, such as characters, setting, goal, event and resolution. In teaching narrative text by using Story Mapping, the teacher asks the students to read first the text then make a summary by drawing graphic and filling it with everything that related to the story. Its purpose is to improve their understanding of what they read. These steps are preceded by pre-test then finalized by post test to get the summary of the whole research to show the effectiveness of the method.

LITERATURE REVIEW

Learning Model

Joyce and Weil's in Rusman (2011: 133) Learning model is plan or model used to make curriculum, to plan learning material, and conside of learn into class or another. Learning model usually arranged from principle or basic knowledge theory. The expert arrange of learning model based on knowledge theory, psychology theory, sociology, sytem analysis, or another theory. Joyce and Weil in Rusman (2011: 2).Learning is a set of instructional materials and procedures are used together to generate learning outcomes on the learner or student. Efforts to implement lesson plans that have been developed can be achieved optimally, we need a method that is used to realize

the strategy that has been set. Joyce and Weil learn of learning model based on theory of study and collected into four learning models, it include general model attitude of learning to get aim. The teacher choose model of learning appropriate and efficient to get aim in education and as a detail about learning models will be explained in last part after approaching model.

Learning model has include strategy and method. Strategy according Kemp in Rusman (2011: 132) is a learning activity that must be done so that teachers and students learning objectives can be achieved by effective and efficient. Learning is a set of instructional materials and procedures are used together to generate learning outcomes on the learner or student.

Strategy is different from the method. The strategy indicates a plan to achieve something, while the method is a method that can be used for implementing the strategy. In other words, the strategy is a plan of operation achieving something, while the method is a way in Achieving something. The approach can be interpreted as a starting point or our view of the learning process. Reading is one of four important language skills that should be learned by students when learning English. Reading is a way to gather information, enhance knowledge, increase vocabulary, and for enjoyment. Reading a text generally tells about the aim to understand the author's ideas. By reading a lot, students will have better comprehension and knowledge. Through reading, the readers will know about the text, understand the main idea of the text or get the point of the reading materials. In addition, it helps them learn many aspects even in other language skills such as writing, speaking, and listening skills. Reading is one of the most important skills in learning a language besides listening, speaking and writing. The fundamental goal for any reading activity is knowenough science concepts and knowing the language. To Indonesian students this is a bridge to understand scientific books that they read.

According Addams and Collin (in Ahmed Shakir Alkialbi, 2015: 14) Reading is the most complex activity that involves orthographic, phonological, syntactic and semantic processing bottom-up processing, background knowledge and top-down processing. Reading has been the focus of varied and versatile research, example the acquisition of vocabulary in terms of frequency and saliency. According Anderson (in Ahmed Shakir Alkialbi, 2015: 19) teacher may cultivate students' vocabulary by training them in guessing the meaning of unknown words from the context. This is supportive of the reading comprehension process.

- Reading comprehension

According Brown, Grape, and Stoller (in Marzook Maazi Alshammari, 2015: 6). There are a variety of comprehensive strategies that could be considered when teaching reading to second/foreign language learners, including:

- a) Giving a purpose for reading
- b) Previewing the text
- c) Predicting
- d) Skimming
- e) Scanning
- f) Clustering
- g) Guessing
- h) Analyzing unknown words
- i) Differentiating between literal and implied meanings.

- Model of Reading Comprehension.

Acoording Grape and Stoler at all (in Marzook Maazi Alshammari, 2015:3) reading comprehension can be defined as the ability to extract the required information from a written text and interpret this information properly. In other words, reading comprehension refers to

how people understand and interpret what they read in an appropriate way. It's a model of reading comprehension adapted from Davies and Pearse (in Marzook Maazi Alshammari, 2015: 3).

Hejaziey (2012: 99) in his book English reading comprehension said to improve reading comprehension, he made a book to help students in building and developing their English ability and skill. Especially in understanding the English texts by the main emphasis on reading competency. The students hoped to practice how to translate the books relating as mentioned.

The materials, presented through more glossaries in synonym and antonym and taken from these many books sources, are hoped to give the easiness to the students in understanding the texts. Meanwhile, the teachers are as facilitators, motivators, and dynamic factors. Briefly. That the objective of teaching and learning here is: to train the students to comprehend the text in accordance with their departments. To provide a comprehensive cause the students who want to study the books written in English to give teacher with integrated materials.

Harmer (1998: 68) in his book How to teach English . Why teach English? There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea.

Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Reading for detailed comprehension, whether looking for detailed information or language, must be seen by students as something very different from the reading skills mentioned above.

According to Harmer (2012: 70) the principles behind the teaching of reading:
Reading is not a passive skill.

Students need to be engaged with what they are reading.

Students should be encouraged to respond to the content of a reading text, not just the language.

Prediction is a major factor in reading. Match the task to the topic. Good teachers exploit reading texts to the full.

- Narrative text.

According to Anderson and Anderson (in Herlina, 2012: 149) the classified of narrative text are : character, theme, plot, event, setting and conclusion.

- Characters

In every story, there must be characters that play in it. There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text. It describes physical of the character such as age, weight, height, even personality traits including the strength and weaknesses. A character is the most important part in the story which will be more focus in it. He or she plays the role of the story.

- Settings

Settings are what author writes to describe the reader where and when the story takes place. The setting addresses the location (where) and period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy.

- Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving. A good writer will make the reader drawn to the plot of the story that he writes. The writer will be as an actor of the story itself.

- Conclusion

The Understanding of Story Mapping Method

The learning method story mapping is a method developed by Lorna Idol in 1985. In the research he was prepared to use story mapping procedures as a schema- building technique to improve reading comprehension. Lorna idol said in his reserarch, elementary students with mild learning handicaps and poor comprehension were prepared to use story mapping procedures as a schema- building technique to improve reading comprehension. In contrast with making readers aware of their knowlwdge, schema building strategies provide readers with a basic framework for organizing and storing information.

Story mapping is a method that uses a story map to introduce the basic structure and essential elements of a story. Story Mapping is a way to understand a story by illustrating it into a chart of map.

Pearson in Lorna Idol (2007: 7) recommended that story maps be used by teachers and basal reading publishers as guides for generation of question for narratives. Story maps as the organizer for readers to use by filling in the map components as they read, and identifying of the components stories as a means of developing or questioning . Story mapping combines the use of a story grammar strategy with cooperative learning procedures to create an activity in which all actively engaged in analyzing and discussing stories. Cooperative story mapping encourages students to interact with each other to share and extend their understanding of narrative text.

According Idoll and Croll (in Patricia G, 1997: 21) story map is simply a graphic representation of storygrammar elements. It includes maincharacter(s), setting, problem or conflict, major events,and outcome or resolution. According Li (in Salem Saleh Khalaf, 2010: 182) story mapping is a story map is a graphic technique designed specifically to facilitate story organization. This technique uses a diagram (called a story map) to depict visually the settings or the sequence of events and actions of story characters.A story map could be viewed as a visual depiction of the settings or the sequence of major events and actions ofstory characters with the aim of enabling students to relate story events and to perceive structure in literaryselections.

Story map is a graphic organizer used to identify the main elements of the story and categorizethe main events in sequential order.The story- mapping technique could be used to enhance students' interpretative abilities by enabling them tovisualize story characters, events and setting. Furthermore, the technique could be used to increase students'awareness that story characters and events are interrelated. The Story Map Method is accepted as an effective technique in distinguishing significantand insignificant information in the story, directing students (making them focus on important components), providingactive participation, transferring information into long term memory,activating foreknowledge, and predicting.

Story mapping uses a graphic organizer to help students learn the major elements of the story. Story mapping is a strategy used after a story has been read. It includes identifying the main elements, and categorizing the main events in sequential order. A graphic representation is often used to illustrate the story structure and sequence of events. A story map is a visual depiction of the settings or the sequence of major events and actions of story characters. This procedure enables students to relate story events and to perceive structure in literary selections.

According Rumelhart (in Patricia G, Mathes, et all, 1997: 21) schema theory assumes that readers who have difficulty understanding what they are reading may not be activating a prior knowledge structures as they read, or that they simply do not see the relationship between existing schemata and new information. The use of story grammar is supported by schema theory. A schema represents an organized accumulation of knoeledge on any given topic.

Story Maps can be used with the entire class, small groups, or for individual work elements of the story and categorize the main events in sequential order.It means that story mapping is a technique used after read. It includes identifying the main elements, and categorizing

the main events in sequential order. A graphic representation is often used to illustrate the story structure and sequence of events. Story mapping also can be referred as word mapping or idea mapping. They are strategies which designed to show how the concept or key words of a story are related one another. The result is shown through graphic representation. So, the whole story will be shown at the end systematically.

Story mapping as an instructional strategy is a direct application of the schema theory. A story map may be seen as a concept map, which gives a graphic representation of meaningful relations between concepts or schemas. It is based on a logical organization of events and ideas of a story and the interrelationship of the events and ideas.

The role of concept mapping is to enable one to make explicit links between knowledge, to identify concepts that are missing or poorly linked in one's knowledge structure, and to promote connection between one's prior knowledge and new knowledge. And according Barlett (in Patricia G, et all, 1997: 21) the use of story grammar is supported by schema theory and a scheme represents an organized accumulation of knowledge on any given topic.

Based on the concept of some experts above, it could be concluded that story mapping method is a way to understand a story by illustrating it into a chart of map. It describes how the story is. Some clues of a story are attached in the map, so it guides the reader to understand the whole story.

The Technique of Using Story Mapping

Before applying this method, the teacher is supposed to know well how to apply and use it. The following steps are the general procedure to follow when preparing a basic story map:

Read the story. Write a sequenced summary of the main ideas, key events, and characters that make up the plot of the story. Place the title, theme, or topic of the story in the center of the graphic story map in a predominant box or at the top of the semantic chart.

Draw enough ties projecting out symmetrically from the center of the map to accommodate the major events of the story's plot. Attach related pieces or second-level information from the summary list to these ties in chronological order, moving clockwise around the center. The semantically organized chart is simply arranged by story elements, so information is transferred to it accordingly.

Draw additional ties projecting out symmetrically from each secondary box to accommodate the important details associated with the key plot event, adding relevant information from the summary list. Review the final semantic chart or story map for completeness.

Those steps are preview of procedure how to apply the story mapping method theoretically. Here the researcher will make the graphic of story mapping to draw the steps above:

Teaching Narrative Text by Using Story Mapping

Story mapping is used in teaching narrative text. According Boulineau, force, and Hagan-Burke (in polyxeni and papadopoulou, 2012: 349) story maps call students' attention to the main elements of the story.

According Jeane M. Stone (in polyxeni and papadopoulou, 2012: 358) suggest to give the students an idea of what is expected before the students begin creating their own maps. Using story mapping in teaching narrative text, there are some steps which should be done by the teacher systematically. Pamela told clearly about these steps. They are:

Step 1

Introduce to the students the concept of story mapping together with what benefits for students are. Tell the students that story mapping would be helpful to develop their reading comprehension. Make them sure using story mapping will give more understanding about narrative text.

Step 2

Explain the major components of story mapping through identifying a story first concerning to figure out the title, the theme of the story, the important characters and personality traits of specific participants of a story, after that identifying the orientation or significant plot developments. It leads to sequence of action to note characters' attempts in overcoming problems, then evoke to get the solution. A teacher needs to give the interactive instruction for each story component clearly. Build questioning to the students before or after reading the story to construct their motivation or to check their comprehension. After students read a story, let them fill out section of the story map worksheet. Make sure that all the components of story mapping form are defined.

Step 3

Direct them when the students commit errors to reread the story using guidance question even modeling to help them come up with an appropriate response, to make the students get the focus on the target of reading.

Step 4

Ask students to read independently. Encourage them to write the answers using key words only while the teacher is still questioning such as 'who is the main character? what is he like? where does the story take place? what problem does happen mostly? how is the end of the story? Etc.' After that give some comments to the students for appropriately identifying story mapping elements. And then evaluate the answers to make sure them fix to the appropriate questions.

Step 5

Have students through selected stories and complete the story map worksheet on theirs after students use the story mapping technique independently. And then, check students' responses and share individually with those students requiring additional guidance and support them.

Step 6

Prepare some exercises and give them to the students to evaluate. It will measure the students' comprehension of the story. It is done individually through to take students' daily score.

RESEARCH METHODOLOGY

The research was conducted in 2018. The research took place at MAS Nur Ibrahimy Rantauuprat which was located at jln. Sisingamangaraja No. 149 Rantauuprat, Kecamatan Rantau Selatan, kabupaten Labuhanbatu. The design of this study using classroom action research (CAR). According Kemis And Tagert (in Fatimah Jinna, 2011: 224) Action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational -practices, as well as their understanding of these practices and the situations in which these practices are carried out. According Arikunto (2006: 3) Classroom Action Research is a form of research of self-reflection that involve a number of participants (teachers, students, principals and other participants) in social situations (learning) that aims to prove the rationality and fairness towards: social practice and learning what they do, they do understanding, learning and understanding of the practice of the institutions involved in it. Then, in the next season, the researcher took a part of teaching learning process. The researcher acted as the English teacher in the research process. Therefore, the researcher prepared a lesson plan and pre action test before implementing story mapping method in teaching narrative text process, also post action test form after implementation. In the

final, he calculated and analyzed data to make a report as a result of the research. According to Suharisimi Arikunto (2006: 20) there are some experts who put forward the action research model to chart a different, but broadly there are four stages commonly passed, namely planning, implementation, observation, and reflection. The explanation for each stage are as follows.

Research Procedures

CYCLE I

Planning

The researcher must prepare the planning before teaching in front of the class. The planning consists:

Compiled and prepared a lesson plan with material narrative text.

Making time table.

Determine the material.

Choosing the material.

Preparing story about narrative text.

Designing the first cycle and the answer key.

Preparing all of media which need.

Designed the observation of student activity sheet.

Acting

The steps of implementation of the following measures:

The First Activities (5 minutes)

The teacher open lesson by reading prayer.

Greeting.

The teacher continued the students.

Initiate a conversation between teacher and students.

The teacher deliver basic competence and inform learning using learning model story mapping.

The Core Activities (30 minutes).

The teacher asked the students about narrative text and their difficulties in understanding the text.

The teacher explained the schematic structures of narrative text and everything that can be found in narrative text.

The teacher introduced and explained what story map was with the strategy used by students in learning narrative text.

Ask the students to filled out some points in the story map according to the text which has been given.

The End Activities (10 minutes).

The teacher ask students to reflect.

The teacher provide guidance to students who are good result.

The teacher joins with students make a summary or conclusion of the lesson.

The teacher provides feedback learning process and provides test evaluation form and closing the lesson.

CYCLE II

Planning

Making new lesson plan.

Identify problems and formulation of the problem based on the problems that arise from the cycle I.

Evaluation and post test were prepared to know students achievement in the end of this cycle.

The teacher also re-selected the topics.

Designing the second cycle test and answer key.

The teacher designed the observation of students activity sheet.

Acting

The First Activities (5 minutes)

Applied the new lesson plan.

The teacher also emphasized and reviews schematic structure to the students in order to make them getting better understanding.

The teacher established students from 48 students who has intelligence level is high, medium and low.

The teacher express purpose of learning.

Teacher convey basic competence.

The Core Activities (30 minutes)

As the planning phase in Cycle 1, Also the teacher made preparation of teaching aids.

The teacher gave narrative story as compulsory question and as a test.

Evaluation and post test 2 were prepared to know students' achievements in the end of this cycle.

The teacher gave the final conclusion of the learning activities.

The End Activities (10 minutes)

Students summarize study result.

The teacher ask students to reflect.

The teacher provide the test evaluation form and closing the lesson.

Picture 3. The wholeness of the research process.

The Techniques of Data Analysis

The observation and interview were conducted before and after Classroom Action Research used to analyze qualitative data. On the other side, to conduct the quantitative data, it was conducted questionnaire and test.

DISCUSSION

Research Finding

In this subtitle would be described some findings which were found on classroom action research of implementing story mapping method on teaching narrative text at second grade of MAS Nur Ibrahimy Rantauprpat. This research was conducted in

2 phases. First phase was conducted before implementing story mapping method and the second one was conducted after applying story mapping method. Its aim to know whether the students' score got improvement before and after applying story mapping method in teaching narrative text.

This first phase was conducted before applying story mapping in teaching narrative text. In this phase, the data which was collected about teaching method that English teacher used in teaching learning process, condition of the class, students' participation. Those information was collected by conducting observationsheet,interview,also pre-action test for the students.

In this phase, the researcher analyzed students' achievement and progress based on their test score got. In this phase, the researcher also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. From the data and observation, it could be seen that some students still got difficulties in elaborating specific information of a story to the story mapping chart. Therefore, according to the discussion and the result of post-action test 1, the researcher decided that it was necessary to continue to the second cycle because the researcher found only few students who got significant progress. Based on the result of previous cycle, the research must be continued to the next cycle (Cycle 2) with doing some improvements, not only about the students activities but also everything that supported the teaching learning process.

In this phase, data was collected to support the data before to prove that students' understanding of narrative text could be improved by using story mapping method. Also to complete the data which has not be achieved.

Planning

In this cycle, it was begun from making new lesson plan. It was aimed to change some parts that need to be revised, also to select more interesting story and easier to understand. As in the planning season in Cycle 1, here the researcher also made preparation of teaching materials and media. Evaluation and post-action test 2 form also were prepared to get students' achievements in the end of this second cycle. The new texts were also selected to motivate students. The teacher chosen 'Snow White ans Seven Drawft as materials stories in the teaching process.

Acting

In this phase, the teacher was done the learning pprocess by using story mapping method with lesson plan that have been arranged before. The second cycle was done in two meetings.

The first meeting was done 4 November 2016. The teacher gave greeting and checks attendent list of students. it was implemented the new lesson plan which had been made. Because this is the second cycle, the researcher emphasized and reviewed schematic structures of narrative texts to the students in order to make them getting better understanding. In this phase, the students were also taught how to paraphrase a story. Its aim was to make students were able to retell the story. Different with the activity in the first cycle, here the researcher shown a story, then he give them a limited time to read that story. When the time was over, the students started to fill story map sheet with the

information from the story which they got, but they were not allowed to look back to the story. The first story was given (Snow White and Seven Drawft) the students were easier to get ideas needed than in the first cycle.

The Second Meeting.

The second meeting was done on 05 Januari 2020. The teacher gave greeting and check attendance list. It was implemented the new lesson plan which had been made. Because this is the second cycle, the researcher emphasized and reviewed schematic structures of narrative texts to the students in order to make them getting better understanding. In this phase, the students were also taught how to paraphrase a story. Its aim was to make students were able to retell the story. Different with the activity in the first cycle, here the researcher shown a story, then he give them a limited time to read that story. When the time was over, the students started to fill story map sheet with the information from the story which they got, but they were not allowed to look back to the story. The first story was given (Snow White and Seven Drawft) the students were easier to get ideas needed than in the first cycle.

Student's activity

The students actively in teaching learning process is yes. The students are able to work independently is yes. The students spend a lot of time for doing the task is yes. The students spend a little time for doing the task is yes. The students are able to work with their friends is yes. The students are able true answer the task. The students sometimes Passive in teaching English. The students understood for doing the task and there are feedback in learning process.

Based on the results, showed that students' progress was significant. The researcher also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. Based on the observation which had been done in teaching narrative text by using story mapping method. The students got easier to understand the text. So that way, the researcher decided that the implementation of story mapping in teaching narrative was successful and the research could be ended.

Conclusion

After implementing Classroom Action Research at the second grade students of MAS Nur Ibrahimy Rantauprapat and according to the result of any tests, it could be summarized that there was a significant difference before and after implementing story mapping method in teaching narrative text. There are two conclusion that found:

Using story mapping in teaching reading is helpful, especially in improving students' reading comprehension of narrative text. It can be shown from the result of pre-action test and some post-action test. Furthermore, the students' improvement of reading comprehension of narrative text can be seen clearly in the students' improvement score of their achievement in pre-action test and two post-action tests.

The result of pre-action test and post-action test shown the significant improvement. The average score of pre-action test was 61.25. It means there were only 10.41% of the whole students could pass the KKM. The average score of post-action test 1 was 70.41 It proved that 43.75% students passed KKM. The average score of post-

action test 2 was 78.85. Then, it was obtained that the percentage of students who could get the score above the KKM in post-test 2 was 85.41%. It can be concluded that teaching narrative text by using story mapping, the students' reading comprehension of narrative text can be effectively improved. It can be looked from the result teaching process before implementing story mapping and after implementing story mapping.

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