

**CHAPTER II**  
**TEACHING READING COMPREHENSION THROUGH STORY**  
**MAPPING**

**A. The Nature of Teaching**

Teaching meant any activities of person to show or to help how to do something in order to acquire knowledge or skill. According to Brown (2000:7), “Teaching meant the activities of helping the learners to learn how to do something, giving them useful knowledge, transferring information to the learners, and guiding in study of something”. Teacher and students were the tools to support teaching learning process, because the role of students and teacher is very important.

According to McIntire, Hulan and Layne (2011: 1) argued that teaching reading can help the students to open their mind. But teaching reading is not only asking the students to read a lot but also to guide them to comprehend the text. McIntire, Hulan and Layne (2011: 114) says that “Merely reading a lot does not make for better reading; reading more without guidance does not necessarily improve comprehension”. It can mean that, strategy in teaching process is important because it can help student to ease in comprehending the text.

The teacher’s roles were provided the resources, stimulating the students to explore, investigate and seek answers the teacher becomes a guide and facilitator than a director. And the roles of students were learned the material

from teacher, explore their knowledge, answer the question from teacher and were active in classroom. In conclusion teaching is the specialized application of knowledge, skill and attribute designed to provide service to meet the educational needs of the individual and of society.

## **B. The Nature of Reading Comprehension**

### **1. The Definition of Reading Comprehension**

Reading comprehension is the ability in constructing meaning and understanding about the information that presented in a reading. According to Pang et al (2003:14), "Comprehension is the process of deriving meaning from connected text". According to Snow (2002:11), reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. According to Klingner, Vaughn and Boardman (2007:8), "Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). In comprehending, the readers actively used their thinking to engage with the text to construct the meaning. It also means that reading comprehension was the understanding ability of a text which students should have in learned reading skill. In addition, in reading comprehension, students also need to understand the factual information, finding main idea, finding the meaning of vocabulary, and identifying referent.

In conclusion, reading comprehension is a process of constructing and extracting the meaning of word to get some information and knowledge from written text and process that involves many interactions between readers and what they bring to the text. When the student able to comprehend what they read they can get new information that will be useful for their academic life.

## **2. Aspect of Reading Comprehension**

In reading, students are demanded to understand the text by identifying or determining, to achieve good comprehension, the teacher needs some aspects to know the students' improvement in reading comprehension. According to Turlington (2013: 147), here are some aspects that are related to reading comprehension.

### **a. Finding the factual information**

In this aspect the students are asked to find specific information of the text. Generally the information that would find was reason, purpose, result, time, comparison, identity and location.

### **b. Finding main idea**

In the second aspect, the students have to identify the key word or theme or topic sentence of the paragraph. Usually the main idea is located at beginning, the middle or in the end of the paragraph. Moreover, the sentence of main idea is more general than another sentence of the paragraph. Knowing the main idea can help the student to understand the text.

### **c. Vocabulary**

In this step, the students could develop their guessing meaning of the word which is not familiar, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it had it or nearly the same meaning as another word. And also student can be able to find inverse of the word from the selected word from the text. In the other word, the students were expected to be able to form and understand the meaning.

d. Reference

The students were able to identify who and what within the text. Reference in reading comprehension is the use of demonstrative pronoun in a reading text. The demonstrative pronoun can be like the used of: it, we, they, I, you, she, and he. Reference is the relationship of one linguistic expression to another, in which one provides the information necessary to interpret the other. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage.

e. Inference

In the last aspect, the students are asked to able to find the message from the text and predict what might happen next. It related on the information from the text. These enable students to think critically to find any information and understand the text.



In this research, the researcher focuses in 4 aspects of reading comprehension on making up the test items. They are factual information, main idea, vocabulary, and reference. Those aspects are used as a guideline on blueprint.

### **3. Teaching Reading Comprehension**

Teaching is a process carried out by the teacher in the classroom which is intended to transfer the knowledge and skills to the students. Brown (2001:7) stated that, “Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”.

The goal of all reading is the comprehension of meaning. Zygouris-Coe et al (2004:381) stated “Comprehension is a complex and demanding process. The quality of meaning the students construct as they interact with text during and after reading and the teacher’s role in supporting and scaffolding students are key factors that affect students’ comprehension of text.” In other words, comprehension is the process of making sense of words, sentences and connected text and teacher needs to include a range of comprehension strategies. Comprehension strategies can be defined as the ‘mental processes’ that good readers use to understand text. These strategies need to be explicitly taught towards developing independent readers who engage meaningfully with text.

Therefore, reading comprehension is the ability in constructing meaning and understanding about the information that presented in a

reading. It is also mean that reading comprehension is the understanding ability of a text which students should have in learning reading skill.

#### **4. Activities in Teaching Reading Comprehension**

There are three stages activities in teaching reading According to Pauline (2002:84), they are:

##### **a. Before Reading Activities**

The purpose of before reading activities is to prepare student's conceptual and to active their prior knowledge. They should aim to develop knowledge in relation to overall meaning of the text. It means that if the student come to the text with a sense of what they will reading about, reading becomes a much easier task because they have more resources to draw on or write. Another advantage of before reading activities is the learners will have some sense of overall meaning and they are likely to be able to comprehend. Reader questions is an activity of before reading, this activity will encourage students to pose questions they would like answered. The teacher will provide some questions and the students will answer it.

##### **b. During Reading Activities**

During reading activities is the process of students' reading. The purpose of this activity is to model good reading strategies. Good readers are actively involved in the text, they constantly interrogate and interact with it and they also predict what is coming. The aim of this activities is to make explicit some of these unconscious processes

and to demonstrate the interactive nature of reading. It means that when student have some ideas of genre or content of what they will be reading, that is the time for they read the text. Summary is an activity that students during reading because when students are able to make a summary of what they have read means that they understand the text.

c. After Reading Activities

After reading activities is an activity based on assumption that students are already familiar with the text, and no longer have basic comprehension difficulties in reading it. The purpose of this activity is to give students an opportunity to respond creatively to what they have read. Questioning the text is an activity after reading, this activity will help students to find the information of the text. The teacher will make and asks different kinds of questions to students in purpose to help students comprehend the reading text.

## **C. Narrative Text**

### **1. The Definition of Narrative Text**

Narrative text is a text that entertain students and give information for students. Doddy (2008:102), stated that narrative text is an imaginative story to entertain people. Based on Rahayu (2007:73), narrative is the act of telling a sequence of events, often, but not always, in chronological order. It is a story, whether in prose or verse, involving events, characters,

and what the characters say and do. Narration can be fact or fictions. Some narration reports are historical while others are creative and imaginative.

Based on the explanation above, the researcher concluded that narrative text is collection of written word that seeks to the entertain, the story of written words by using human imagination that used to tell about something to the reader, the act of telling a sequence of events often but not always in chronological order.

## **2. The Type of Narrative Text**

Narrative is first and foremost a prodigious variety of gender, they distributed amongst different substances. According to Elliott (2005:97) states that, Narrative stories in the human sciences should be defined provisionally as discourses with a clear sequential order that connect events in a meaningful way for a definite audience and thus offer insights about the world and people's experiences of it. According to Roland Barthes (2009:7), stated that, "narratives of the world are numberless". Narrative can be carried by articulated language, spoken or written, fixed or moving image, genders, and the ordered mixture of all these substance. Narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, stained glass windows, cinema, comics, news, item, conversation.

According to Elliott (2005: 101) states narrative can be divided into imaginary / fictions narrative or combination of both.

### **a. Non-Fiction Narrative**



### 1) Historical Events

- a) Myth is a traditional story with unknown authorship, ostensibly with a historical basic, but serving usually to explain some phenomenon of nature, the origin of man, or the costume, institutions, religious, rites of a people. Myth usually involves the exploits of gods and heroes.
- b) Legend is a story handed down for generations among people and popularly believed to have a historical basic, although not verifiable.

### 2) Persons' Life story

- a) Personal experience is a report of a sequence of events that have entered into biography of the speaker by a sequence of clauses that correspond to the order of the original events.
- b) Adventure story is a story of persons' life, it usually tells about someone story which the event sometimes take place in the forest, in one island, country or the other place of the adventure goes on.

### 3) News

News is new information about anything: information previously unknown; or reports, especially collectively or recent happenings. Those broadcast over radio or TV, printed in a newspaper.

### **b. Fiction Narrative**

- 1) Fable is a fiction story meant to teach a moral lesson: the characters are usually talking about animals.
- 2) Fairy story is a story for children about fairies, magic and enhancement. The story has a sense of the numinous, the feeling or sensations of the supernatural or the mysterious.

### **3. The Generic Structure of Narrative Text**

According to (Beach, 2003:51), There are many generic structure of narrative text consists of three parts, they are:

#### **a. Orientation (Beginning of the Story)**

Introducing the characters of the story, the time and place the story happened. (Who/what, when and where)

#### **b. Complication ( Story Development)**

In this part a series of events in which the main character attempts to solve the problem.

#### **c. Resolution ( The Ending of the Story)**

The ending of the story contain the solution. It concern with how the main character resolves the problems. It leads the story to the end.

The example of narrative text:

The Story of Toba Lake	
Orientation	<p>Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.</p>
Complication	<p>One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.</p> <p>Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.</p>
Resolution	<p>Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.</p>
<p>Taken from: <i>Fokus Bahasa Inggris untuk SMA/MA kelas X Semester 2</i></p>	

#### D. The Nature of Story Mapping

##### 1. Definition of Story Mapping

In reading, a technique helps readers or learners to engage with the text, to monitor their comprehension, and to fix it when it has failed. It is also used to extract meaning and evaluate information from texts. A story map is a visual representation of the key elements in a narrative text

(Mariotti and Homan 2005:167). Story map is a technique that more emphasized the understanding of the story with use visual representation to learn the element of the story. According to Li (2007:124) noted that a story map is a graphic organizer used to identify the main elements of the story and categorize the main events in sequential order. These elements include setting, characters, problems, plots, events, and resolutions. The writer believes that story mapping is very good to improve the student ability in reading comprehension. It makes them easy to understand the story by identifying and analyzing the element of the story.

Based on the definitions, it can be concluded that story mapping are a visual which is provided the elements of story such as setting, characters, problems, and resolution which are presented to help the researcher associate the whole content of the story, so that they can easily manage their ideas as they write the story.

## **2. The Steps Story Mapping in Teaching Reading Comprehension**

According to Mariotti and Homan (2005:167) there are the steps of story mappings in teaching reading comprehension:

- a. The teacher prepares a narrative text story and worksheet for the students
- b. The teacher tells the students that they are going to study about narrative text through story maps technique
- c. The teacher asks some questions about narrative text. Have you ever read some kinds of narrative text such as fable or legend?



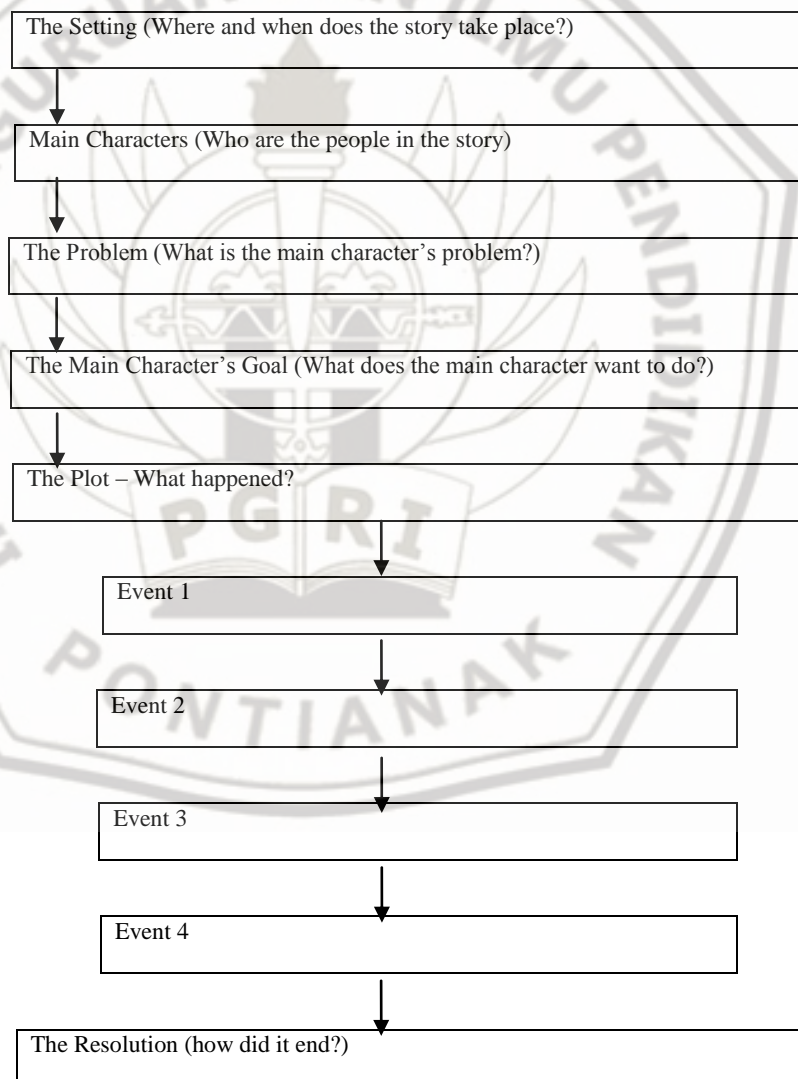
- d. The teacher explains about narrative text. Narrative texts are stories involving a sequence of related events. The purpose of narrative text is to entertain the reader with a story that deals with complications or problematic event which lead to a crisis and in turn finds a resolution. The text organization of it was orientation (beginning of the story where is it introduce the character, setting, and time), complication (story falling conflict), then resolution (the ending of the story with solving problem).
- e. The teacher designs or provides the story map for the students by draw a basic of story map outline. The teacher creates a list of all major events in order, so that the student has an idea of what was important, and what events come when. The teacher writers the sequence summary of the main ideas, key events, and characters that make up the plot of the story. Place the title, theme, of topic of the story in the center of the story map.
- f. The teacher explain about each element of narrative text by using the story mapping
- g. The teacher ask student to read narrative text aloud and take turn with other pairs in every paragraph. While doing their reading, the students complete the maps by filling the appropriate answer in each box.
- a) Title : the students write down the title of the story
  - b) Orientation includes setting and characters. For the setting the students write where the story takes place and when the story

happened. Whereas, for the characters the students write who are the characters in the story. The characters including main character and the main character's goal.

c) Complication: the students write the sequence of event that consists of the beginning, middle, and ending of the story.

d) Resolution : the students write the ending of the story

h. The students collect the story map from to the teacher.



*Figure 1.1 The Form of Story Mapping  
Taken from Mariotti Homan (2005:169)*

Based on the form of story mapping above, these elements include setting, characters, problems, plots, events, and resolutions. The writer believes that story map is very good to improve the student ability in reading comprehension. It makes them easy to understand the story by identifying and analyzing the element of the story.

### 3. The Advantages and Disadvantages of Story Mapping

Here are several advantages and disadvantages of using story mapping as a technique in teaching narrative text. Zygouris and Glass (2004: 2), mentioned advantages of story mapping in their article:

- a. Students can use a story mapping as a technique. The teacher can introduce a book through a complete story map. By deleting some events, students can make predictions about what they think will happen in the story.
- b. Students can use their story mapping as notes for oral book reports.
- c. Students can use story mapping in preparing media presentations.
- d. Students can use story mapping as a prewriting tool in developing their own stories.
- e. Teacher can also use story mapping in reading conferences as a way to help students revise story reading.

In the other hand, story mapping also has some disadvantages.

- a. it cannot be applied in other types of text such as descriptive, news item, report because story mapping only requires elements of

story. This map will appropriate to be applied in teaching reading narrative and recount text.

According Mendiola (2011:2) also states some advantages of story map technique as follow:

- a. The story map is a highly effective, practical way to help students organize story content into a coherent whole.
- b. It is an effective strategy for exceptional and low achieving students (it improves comprehension of materials that are above their instructional levels).
- c. These concrete representations aid students in visualizing the story.
- d. Students can more easily see how the story pieces mesh, knowledge they continually apply when they predict what might happens next in one story after another.
- e. It enables students to store information in their personal schema more efficiently and facilitates the recall of story elements more completely and accurately.

Based on the advantages and disadvantages of the story mapping technique above the researcher believes that the story mapping technique can help the students to comprehend a narrative text.