

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

This study focuses on the use of story mapping to improve reading comprehension of narrative texts that have been studied by several previous researchers. In this case, previous research from previous researchers is used to determine novelty to support and compare the results of previous studies. Researcher have summarized several studies that are relevant to the relationship in this study.

The first previous study conducted by Nurpitriyani (2015) entitled "Effectiveness of the Story Mapping Technique on Students' Reading Comprehension of Narrative Texts". The objective of this study is to obtain the empirical evidence about the effectiveness of story mapping technique toward students' reading comprehension of narrative text to the tenth grade students' of SMAN 1 Kota Tangerang Selatan in the Academic Year of 2014/2015 and to find out to what extent the story mapping technique is effective toward students' reading comprehension of narrative text. The method used in this study was a quantitative method and the design used in this study was quasi-experimental design. The sampling technique used in this study was purposive sampling. In this technique, two classes were chosen as experimental class and control class, in which each class consisting of 43 students. The technique of data collection used in this study was test which conducted twice as pre-test and post-test. The total number of each test was 25 multiple choice items. The technique of data analysis used in this study was t-test. The result of this study showed that there was significant difference toward students' reading comprehension achievement of narrative text using story mapping technique. In addition, the result of the calculation of Cohen's formula to

measure to what extent story mapping technique was effective on students' reading comprehension of narrative text of narrative text showing that the effectiveness value obtained was 0.705 that is categorized into moderate effect. Thus, from the data analysis, it can be concluded that story mapping technique was effective and had effect toward students' reading comprehension of narrative text at the tenth grade students of SMAN 1 Kota Tangerang Selatan in the Academic Year 2014/2015.

The second study is by Hidayanti (2018) with the title, "Teaching Reading Comprehension by Using Story Mapping Technnique on Narrative Text at the First Semester of the Second Grade at Smp N 11 Bandar Lampung 2016/2017 Academic Year". The objective of the study are to know the process of teaching and learning reading by using story mapping technique, the problems faced by teacher and students in teaching and learning by using story mapping technique. This research was qualitative research and the subject of this research was the second grade students of SMP N 11 Bandar Lampung because the teacher has used story mapping technique to teach reading in class of VIII B. The total samples of this research were 35 students. The techniques of collecting data were observation, interview, and questionnaire. In this research the researcher used purposive sampling technique. The discussing of finding, the researcher would like to discuss about the finding of the process of teaching and learning reading comprehension by using story mapping as the first formulation of the problem this research. Beside the process of teaching and learning, the researcher discussed the teacher in teaching reading comprehension by using story mapping as the second and the third formulation of the problem. The participants of this research were the English teacher and the students of VIII.B class of SMP N 11 Bandar Lampung the first semester in academic year 2016/2017 that had been observed.

The third previous study conducted by Fitria (2019) with the title “The Effectiveness of Using Story Mapping Technique on Students’ Reading Comprehension”. The aim of this research was to find out the effectiveness of using story mapping technique on students’ reading comprehension at the tenth grade students of SMA Negeri 1 Sokaraja in academic year 2018/2019. This research was conducted from 25th march up to 9th April 2019. This research used quasi-experimental design. The subject of this research were X MIPA 3 as experimental class which consisted of 31 students and X MIPA 1 as control class which consisted of 31 students. The technique of collecting data used pre-test and post-test. The type of the test was multiple choices consisted of 20 items to measure the understanding of students on narrative text. The data were analyzed by using t-test formula. Based on the research result, the hypothesis saying that story mapping technique on students’ reading comprehension was accepted.

The next previous study conducted by Nasution (2015) with the title “Improving Students’ Reading Narrative Text Comprehension through Story Mapping Technique at Grade VIII MTsN 2 Padangsidimpuan”. This research was talking about improving students’ reading comprehension by using Story Mapping Technique at grade VIII MTs Negeri 2 Padangsidimpuan. The method used in this research was classroom action research, by implementing the Hopkins design which consisted of identification problem and do the four steps. Those were planning, acting, observing, and reflecting. Moreover, to solve the reading problems the researcher applied Story Mapping Technique. In this research, the researcher used two reading tests and two cycles. Moreover, the participants of this research were the class of VIII-5 consisted of 30 students and also there was collaboration with an English teacher. Meanwhile, the data was derived among from reading tests, observation notes, and also interview. Based on the research result, showed the improvement mean score of the

students. The improvement was significant. Based on observation notes stated that the students got improvement and the students were more active and interested in learning reading comprehension. Related to the interview result, it could be known that students' reading comprehension had improved. It asserted that by using story mapping technique improve students' reading narrative text comprehension

The last previous study conducted by Aditya, Suparman & Supriyadi (2017) with the title "Improving Students' Reading Comprehension Through Story Mapping Strategy at SMA Negeri 1 Terusan Nunyai". The aim of this study was to find out whether there was a statistically significant improvement of the students' reading comprehension ability after they were taught through story mapping strategy. This research was quantitative. The subjects of this research were 32 students on X MIA 5 and 25 students class X MIA 2 SMA Negeri 1 Terusan Nunyai. The reading test, observation, and interview were administrated as the instrument of this research. The data were analyzed using paired sample test. The result showed that there was a statistically significant improvement of the students' reading comprehension ability with the significant level $0.00 < 0.05$. This suggests that teaching reading using story mapping strategy facilitates the students to find information from the text easily.

Those are some previous researches that discussed about improving students' reading comprehension by using story mapping. The five studies as a whole focus on examining the use of story mapping in learning to read texts, and there are also several studies that examine the effects of using story mapping in reading comprehension. Then in this study the researcher will also focus on discussing increasing reading comprehension of narrative texts with story mapping. The difference between this study and previous research lies in the

subject or level of education. This research uses vocational school students as subjects and only from one class, namely class X. Whereas previous research used junior high school students from one class, namely class VIII, MTs one class namely class VIII and senior high school from two class, namely class X. The differences in this study can also be seen from the method. This study will use two types of data, namely qualitative and quantitative with classroom action research design, whereas in previous studies only used one type of data either qualitative or quantitative data with its method.

2.2 Theoretical Framework

2.2.1 Concept of Reading

Reading is one of the four language skills (listening, speaking, reading and writing) which is important to be learned and mastered by every individual. By reading, one can you relax, interact with the Feelings and thoughts, obtain information, and improve the knowledge of science. According to Blackowicz and Ogle in Nurpitriyani (2015), reading is process of getting information from books, newspaper, manuals, advertisements and so on. Nunan (1989) also added that reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading. So, in the classroom, in students' reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed.

According to Hatimah (2021), states that reading is a process in getting the general meaning from the written text which requires collaboration between information from the text, general knowledge from the reader and also the reader's ability to interpret the meaning in the text.

As we know reading is one of the English skills besides speaking, listening and writing. This is a way to understand written messages. Based on Patel and Jain (2008), reading is an important activity in life that one can do to update one's knowledge and achieve academic success in any reading class. With reading activities everyone will get a lot of sources of information to broaden their knowledge of languages, broaden horizons, and understand foreign cultures.

In line with Nuttal (2000), reading means the result of the interaction between the mind of the writer and the mind of the reader itself in order to convey the message. It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meaning intended by the author, the reader can catch the message, and the meaning of the author's meaning. Moreover, according to Pang (2003), reading is described as understanding written texts. He said that reading includes two processes, there are, word recognition and understanding. Word recognition is defined as the process to knowing how written symbols correspond to one's spoken language while understanding means the process of producing the meaning of words, sentences, and connected texts. He added that readers who have background knowledge such as vocabulary, grammar knowledge, experience using texts and other strategies can help them understand written texts.

From the explanation above, reading can be defined as the instant recognition of various written symbols with existing knowledge and can also be defined as understanding the information or ideas that are communicated. That is, when a reader interacts with printed messages, he tries to get written information to get meaning in understanding the message or text from the author. It can also be said that reading is not only a process of obtaining written

symbols that are in accordance with one's spoken language, but also the process of making meanings of words, sentences from connecting texts which can be called understanding.

2.2.2 Reading Comprehension

Reading comprehension is the ability or skill to understand what we read. When reading, sometimes it is difficult for us to understand the meaning contained in the text conveyed by the author. With the ability to read we can understand what the author conveyed. In improving reading comprehension we can do several ways such as adding vocabulary, making summaries of what we read, and looking for main ideas in the text. According to Lems et.al in Amalia (2017), states that reading comprehension is a skill to get meaning from written text. It refers to the ability in interpreting the words, understanding the meaning of word and also interacts the text and background knowledge of the reader. This statement is supported by Namara in Nurpitriyani (2015,) states that comprehension is an interaction between the readers before reading text and their knowledge after reading the text.

Reading comprehension can be interpreted as a series of processes carried out by readers to find information and understand the information contained in a reading text. In harmony with Zimmerman (2009), Reading comprehension is essentially the ability to understand what has been read. In line with that, another definition states that reading comprehension can also be interpreted as a series of processes that are carried out readers to find information and understand the information contained in a reading text (Abidin, 2010). And also according to Singer (1985) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols.

Basen on Fitria (2019), reading comprehension is a process of understanding sentence and meaning in a text. In comprehending a reading material, the most important things that needs to be considered is a aspects of reading comprehension. There are some aspects of reading comprehension that should be mastered by reader/student to be good reader. According Puspita in Efi (2022), there are five aspects of reading comprehension must be understood by students, namely determining the main idea, detailed information, making inference, locating reference, and understanding the meaning of word (vocabulary).

a. Determining main ideas

The main idea is a summary statement that includes the details or ideas in a selection. It is what all the other sentence are about. The main idea is the essence of a paragraph which is more true if the author wants to convey a message to the reader.

b. Detail information

Detail information is additional information that explains, defines, or proves the main idea. In the text, we can find supporting detail to answer the question of who, why, when, where, what, and how. There are explicit and implicit supporting details. Explicit is something that is clearly expressed or stated in the text. Moreover, implicit is something that is implied indirectly without being directly expressed in the text.

c. Making inference

Making inference is very important to ensure a good understanding of a text. In making inference, students are expected to be able to understand the text and find conclusion from statements in a text. Readers are also expected to practice combining clues from the text and their background knowledge to create a conclusion. This means that the clues in the text will help students to build assumtions and draw conclusion.

d. Locating reference

In this case, students are expected to understand the pronouns used in the reading text. Such as pronouns used to indicate people, places, or situations that are usually used in the text.

e. Understanding the meaning of words (vocabulary)

Students are expected to their knowledge of vocabulary every time they read, such as by finding out of the meaning of new words they encounter in the dictionary and guessing the meaning from the context. The context can help students to make general predictions about their meaning. This means that making predictions from context will greatly assist students in understanding the meaning of a passage without constantly searching for each new word.

From the opinions of the experts above, it can be concluded that reading comprehension is a series of activities or processes carried out by the reader to gain an understanding of what he has read with the aim of obtaining the information the reader needs and understanding what the writer conveys. In addition, it can be interpreted again that reading comprehension is a series of reading activities to find out and understand what is not yet known and not understood.

2.2.3 Kinds of Reading Strategies

When people read in the language they use, they will subconsciously use different reading strategies and techniques depending on the text, and the reasons they are reading (Waladiyatus, 2012). For example, everyone usually cannot read newspapers and textbooks in the same way. In this sub chapter want to show about the type of reading will be determined predominantly by the purpose for the reading that is written by Abbot in Waladiyatus (2012), some important categories are as follows:

a. Skimming

Skimming is used because it can quickly gather the most important, or 'core', information. Nuttall in Aritonang, Lasmana and Kurnia (2019), also added that skimming means glancing rapidly through a text to determine its gist. Skimming examples: newspapers, magazines, business and travel brochures.

b. Scanning

Scanning text is a reading technique in which the reader is looking for specific information rather than trying to absorb all of the information. According to Aritonang, Lasmana and Kurnia (2019) Scanning is useful in prereading stage to build knowledge. Scanning involves moving our eyes quickly down the page looking for specific words and phrases. Scanning examples: "What's on TV" section in your newspaper, train/plane schedule, and conference guide

c. Extensive reading

Extensive reading is to read widely and in large quantities, with the main aim to enjoy reading activities (Mughtar, 2019). Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Examples of extensive reading: The latest marketing strategy book, a novel you read before going to bed, magazine articles that interest you.

d. Intensive reading

Intensive reading is used on shorter texts in order to extract specific information. In line with Mughtar (2019) states that the intensive reading is the reading that is only limited to the short text and carried out with the aim of understanding the whole content of reading. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that we understand each word, number or fact. Examples of intensive reading are such as reading a bookkeeping report, an insurance claim, and a contract.

2.2.4 Concept of Teaching Reading

Teaching reading is a way of transferring knowledge from teacher to students by using certain techniques, strategies, or materials to master reading. And teaching reading does not only a process for teachers to make students able to read texts correctly, but also they must make students understand all aspects of the language contained in the reading text. Brown (2007) also said that when teaching reading, a teacher must choose a method that is suitable the specific purpose of reading. So, when teaching reading the teacher will implement strategies that are in accordance with the material that will be taught to students. Reading is one way to make students understand the teaching and learning process. In line with the idea Harmer (2007), teaching is not an easy job, but it is important and can be very useful when we see the progress of students and know that we have helped make it happen. It's true that some students can be difficult and stressful at times, but it's also worth remembering that the best teaching can also be a lot of fun. Based on this explanation, it is able to be concluded that teaching activities and managing the surroundings in good terms can offer possibilities for students within the learning method to achieve goals.

According to Harmer (1998), states that reading is useful for other purposes as well: any exposure to English as long as students understand it more or less is a good thing for language students. The teacher's responsibility in teaching reading is to help students achieve these goals by motivating reading by selecting or creating appropriate texts, designing reading assignments that are useful and understandable, setting up effective class procedures, encouraging critical reading, and creating a supportive environment for reading, practice reading. So the teacher needs to decide what the purpose of reading is whether reading is fun or gaining understanding. If the purpose of reading is done for pleasure, the topic of the reading text can be free. And if the purpose of reading the text to be carried out is to

understand the reading, then the topic of the reading text must be prepared before the teacher teaches the reading class.

Reading is the process of looking at a series of written symbols and deriving meaning from them. When someone reads, that person uses their eyes to take in written symbols (letters, punctuation, and spaces) and use their brain to convert them into words, sentences, and paragraphs that communicate something to that person. Reading can be silent (in your head) or aloud (so others can hear). Reading is also a productive skill because the reader takes in information and conveys it (even if only to himself). To understand reading, the reader uses his reading process; generally in accordance with Browne (1998), there are three models of reading process: bottom-up, top-down, and interactive. The three models will be briefly explained as follows:

a. Bottom-up

The bottom-up reading model actually deals with the process of interpreting print to meaning which starts with print where the reader translates graphic symbols into sound, then he or she first recognizes the features of letters by combining them together to form words, and continues with the introduction of sentences, paragraphs, and text-level processing.

b. Top-down

For this model, it can be said that to understand a printed page, students rely on their background knowledge which is related to the content of the text they read in a top-down model.

c. Interactive

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that students understand each word, number or

fact. According Sweet and Andersoon (1998), the basis of an interactive reading process, readers compose meaning by combining texts. Information already in memory, the interactive model assumes that the information provided by the reader and the information in the text simultaneously influence the understanding of the procedure.

2.2.5 Principles of Teaching Reading

In teaching English, the teacher needs to prepare several teaching strategies and principles so that students can understand properly what the teacher will teach in class. Willian in Rahman (2004), argue that teacher may use several principles in teaching reading comprehension, as follows: (1) A pre-reading phase is anything teachers do in class before students begin to read the selection and can affect comprehension. (2) The while-reading phase or during-reading activity draws the students on text and involves them in the thinking process. The activities here will help the learners understand the writer's purpose, the text structure, and the context. (3) The post-reading stage is designed to evaluate what the teacher has taught in the while-reading stage. At this stage the teacher can ask students to find out their reactions to the text. It is intended to study and assess the output and feedback from students. In addition, there are also reading principles according to Harmer (2007), when teachers teach students to read as follows:

- a) Encourage students to read as often and as much as possible.** By encouraging students to read, students will be better at reading, this will also give students high enthusiasm because with encouragement students feel supported.

- b) Students need to engage with what they are reading.** During lessons the teacher can ensure students are engaged with the reading text and the activities they are asked to do while dealing with it.

- c) **Encourage students to respond to the content of the text (and explore their feelings about it), not just concentrate on its construction.** This really needs to be done because students will be able to animate the text they read.
- d) **Prediction is a major factor in reading.** With predictions, students will easily explore their thoughts, they will have a good idea about the content of the reading before starting to read.
- e) **Match assignments to topics when using intensive reading texts.** Teachers must choose good reading assignments for their students. What reading text students will read, based on their level, the topic of the text and the potential for activation.
- f) **A good teacher explains the reading text in full.** Reading the complete reading text can make students understand the flow explained by the teacher, they will get more information and also students can listen well.

2.2.6 Concept of Narrative Text

Narrative text is one type of text that tells a series of events with a chronological system or text that tells an event in sequence. Narrative text is a type of function and non-function. In general, Narrative text is imaginative, or not real. This text is only a product of the author's imagination. The most common examples of narrative text are fairy tales, folklore, fables, legends, and other fictional stories. It is also in line with Murta (2017), mentioned that narrative text is a type of text in the form of imaginary stories, engineered true stories or fairy

tales. Narrative text tells a story that has series of connected chronological events. Oakhil, Chain, and Elbro (2015) also added that narrative texts are usually fiction, i.e. made up.

In line with the idea Abbott (2010), is a story or in general it means telling a story. In general, stories have events or several events that run according to the chronological time and these events are conveyed through several media. Purpose of narrative text The Narrative text has a general structure pattern, i.e.: (1) orientation, (2) complication, (3) resolution, (4) coda/ending. Students need to know how narrative texts work and how to read them, because stories are used for many important purposes. The purpose of narrative text is to entertain, to get and hold the reader's interest; however, memoirists and novelists often relate complex stories that examine universal ideas, events, and problems. In addition, speakers, advertisers, and politicians use stories to persuade us to accept or reject an idea.

The generic structures of narrative text consist of several elements according to Priyana in Halimah (2021); those are:

a. Orientation

Orientation means recognition. So, in the early paragraphs of a narrative text, it usually contains the introduction of the characters and the setting involved in the story. In this case, the setting can be the scene as well as the time of the story.

b. Complications

This section will begin to enter the paragraph that tells about the beginning of the problem of an event. Because narrative text is a coherent story of events, the problems that arise at the beginning will continue to become a series of long storylines that contain conflict, climax, and anti-climax.

c. Resolution

Resolution is the end of the story or the conclusion of the story. In this section, the writer can also describe whether the narrative text will end with a sad ending or a happy ending.

d. Re-orientation

Generally, the sentences in this paragraph will talk about the final condition of the character in the story, or it can also contain lessons and moral messages that can be taken by the reader to be implemented in real life.

Additionally, according to Cohen (2000), in narrative text, the students should find the main ideas or contents of Orientation, Complication, Resolution and Reorientation. In Orientation the students need to know the scene and the participants. Then, in complication, the students should find the problems occur in the story. For the resolution, the students will find how the problems are solved. Last, reorientation refers to the conclusion of a story

2.2.7 Kinds of Narrative Text

There are many types of narrative text. Narrative text is not only limited to stories that are mystical, fiction, legend, fairy tales or fables, but other stories in the form of adventure, mystery and all kinds of stories. In school lessons, narrative texts are usually only used to show fictional stories such as fairy tales or legends. Below there are several types of narrative text according to Husnunnisa (2022) as follows:

a. Fairy tales

Fairy tale is a fantasy story or not real. Fairytales are usually in the form of folk tales or children's stories whose stories are enveloped in magic. For example: Snow White, Thumbelina, Timun Mas, and Cinderella.

b. Folktale/Folklore

This story is almost the same as fairytale, folktale or folklore, which is folklore that is passed down from generation to generation. In addition, this folktale is usually spread by word of mouth, so that it will be passed down from generation to generation until it becomes part of the community's tradition. One example of the story is Malin Kundang.

c. Legends

Legend is a legendary story that comes from a combination of fairy tale and folktale. Legend is a folk tale that many people consider real because it has heroic content in it. Generally, legends tell about how the origin of a place can be formed. An example is the Story of Lake Toba, and the legend of Surabaya.

d. Myths

Actually, this type of narrative text is not much different from folktale. the difference is that sometimes myths can also be found in today's life. Usually, people think that mythical stories really happen, for example the story of Aji Saka and Dewata Cengkar.

e. Romance

Romance or love story is a narrative text which contains the love struggle of the main character. For example: Romeo and Juliet and I'm One of Those Fool Man.

f. Fables

Fables are stories or stories in which the main characters are animals. Usually, this text is mostly intended for children as a bedtime.

g. Science fiction

Science fiction is a story that revolves around science fiction. This type of text usually deals with imaginative and future concepts using advanced science and technology.

h. Horror stories

Horror stories are scary stories about ghosts and other invisible creatures.

i. History

Historical stories usually contain stories or facts about past events that have historical value. In Indonesia, narrative stories that are included in historical narrative are the Diponegoro War.

j. Slice of life

Slice of life is a text that contains the daily activities of the author or imaginative figures created by the author. One famous example of this type of text is True Friends.

k. Personal experience

In this type of text, the writer can pour what he has experienced into an interesting story that can be enjoyed by others.

2.2.8 Concept of Story Mapping

According to Sholichah (2017), story mapping is a technique that uses graphic organizer to help students learn the elements of a story. Story mapping is also known as story grammar that help students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story (Hamidah, 2017).

Additionally, Farris (2017) mentioned that story mapping is an effective way in teaching narrative text, it will help the students to depict the story structure and organize the main events in sequence order by writing key words or important information by using their own sentence. The use of story mapping as an increase in text reading is very important because story mapping allows students to visualize the characters, events, and setting of the story. It is a way to increase students' ability to understand and organize their thinking and sequence key events. In addition, it develops students' knowledge of what a story is and the key elements

that make up a story, which helps in storytelling, retelling, and writing. It is also the medium from which students become aware that story characters and events are interrelated.

When students still have difficulty using story mapping, the teacher can help students improve their reading using story mapping. Here are some activities that can help improve story mapping as reported by Buttfeld (2018):

- a) Stories: Encourage students to make up stories. Use visual aids (e.g., tables, posters, charts) that outline key areas to include in the story such as Who? What? Where? When? How? Why?). Also provide verbal and visual examples for each story component to help children generate their ideas (e.g., Who: fireman, bear, boy, baby; Where: park, pool, school, zoo; When: morning, day and night).
- b) Model language: If students give short responses while providing information (e.g., Boy. Park), model appropriate language to broaden students' ideas (e.g., "Oh, the boy went to the park. He went to the park in afternoon").
- c) Read the book with students and encourage students to think about what might happen next in the story or to come up with ideas for alternative beginnings/middles/ends.
- d) Describe the events in the book: Describe what you can see happening in the pictures, then read the text and compare how the story you come up with is similar/different to the 'real' story.

Story mapping is a storytelling strategy in map form, which combines story maps in the form of text and images. Story mapping will make it easier for students to understand the contents of the text. Below are some basic examples of story mapping:

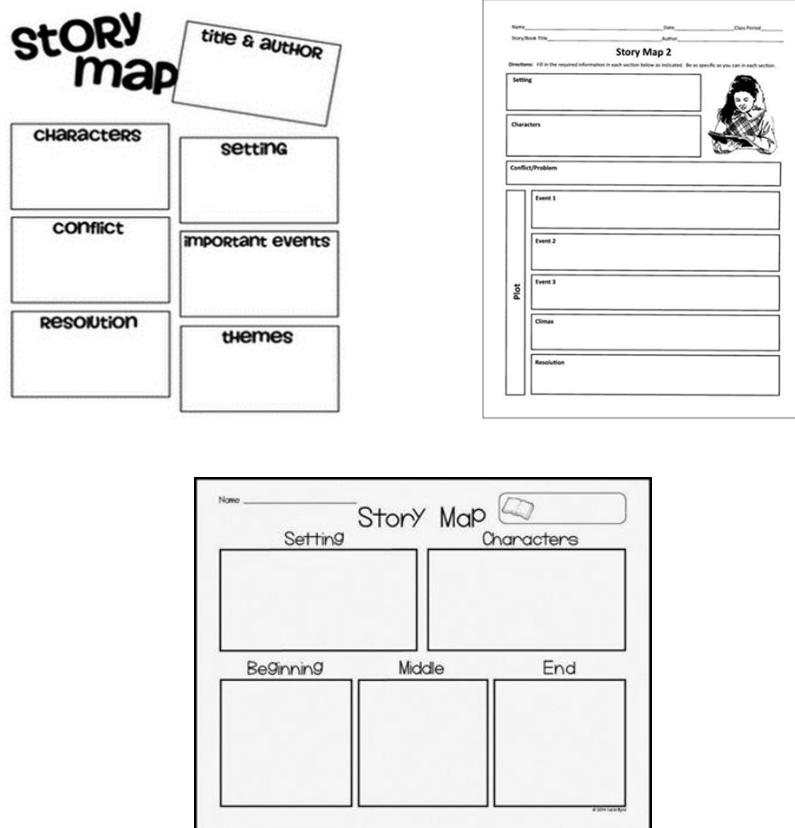


Figure 2.1 The Examples of Story Mapping Templates

From the basic example of story mapping images above students can easily identify story characters, plots, settings, problems and solutions, students can also read carefully to study the details. The strategy of using story mapping in reading comprehension is very helpful for students or teachers.

This statement is supported by Kurniawan (2013), story mapping strategy could help the readers to increase their ability to comprehend the text. It is also in line with Syafii (2021) who states that the story mapping strategy is applied to help students understand narrative text and its structure, this strategy can help students understand narrative text because their awareness of the use of narrative text structures during the implementation of the strategy increases. Following are the steps in implementing the story mapping strategy according to

Nurul (2014) which starts with the pre-reading phase, whilst-reading phase, and post-reading phase:

a. Pre-reading phase:

1. Activate student knowledge by showing pictures
2. Asking questions related to pictures
3. Asking students to predict the topic to be discussed and then introduce the topic
4. Dividing students into groups

b. Whilst-reading phase:

1. Introduce the text/story to be read and give each group a blank story map
2. Give an example of how to read the text
3. Asking students to read the text and look for the meaning of difficult words
4. Asking students to record the title of the story read into the story map
5. Asking students to analyze and record certain parts of the story by discussing with their group mates
6. Asking students to fill in the Story Map with this information
7. Asking students to present the results of their discussions, and
8. Asking students to do other tasks regarding related material in groups.

c. Post-reading phase:

1. Give individual quizzes/tests
2. Provide responses to student performance
3. Asking students' difficulties, and
4. Provide reflection

2.2.9 Purposes of the Story Mapping

Sholichah (2017), mentions that the purpose of story mapping are to help students focus on the important element of narrative text, use for brainstorming of lesson to find out what students already know, organize and capture information. In addition, according to Nurpitriyani (2015), there are some purposes of story mapping, as follows:

- a. To create mental images from words into text
- b. To enable readers to place themselves in the story
- c. To strengthen readers' relationship to the text
- d. To stimulate the imaginative thinking
- e. To heighten engagement with text
- f. To bring joy to reading

From the purposes above, it can be concluded that the story mapping can facilitate the readers to get a good understanding of the whole text.