

Students' Perception: The Use of Story-Mapping Strategy in Teaching Narrative Text at SMA Negeri 1 Kedungreja

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Abstract. Teaching strategies play a crucial role for English teachers and students in achieving the expected learning objectives, especially when teaching narrative texts at Senior High School. Story-mapping strategy is a practical approach to apply in teaching narrative texts because it has numerous influences on improving students' learning. Many previous studies have discussed the effectiveness of the story-mapping strategy. However, it is not explained in depth how the teacher uses the story-mapping strategy in teaching narrative texts, nor are students' perceptions of the use of the story-mapping strategy in teaching narrative texts discussed. This research aims to describe teachers' approaches to using the story-mapping strategy and to investigate students' perceptions of that strategy. To answer that, the researchers conducted interviews, observations, and distributed questionnaires. The method is a qualitative descriptive method. Results show that there are five steps used by the teacher when employing the story-mapping strategy in teaching narrative texts—step 1. The teacher teaches the material using charts—step 2. The teacher introduces the concept of the story-mapping strategy—step 3. The teacher introduces the parts of the story-mapping graphics—step 4. The teacher asks students to reread the narrative story (step 5). The teacher asks students to complete the story-mapping graphics. Regarding the students' perceptions of the use of the story-mapping strategy in teaching narrative texts at SMA Negeri 1 Kedungreja, the students perceive several advantages in using this strategy, categorised into three aspects: students' feelings, teacher performance, and the effect of the story-mapping strategy. Related to aspects of students' feelings, the story-mapping strategy makes the students happy, comfortable, and motivated to learn. Concerning the teacher's performance, students can learn in a fun and relaxed atmosphere. Lastly, regarding the effect of using the story-mapping strategy, students can improve their ability to understand the material and solve their learning problems.

Keywords: Narrative Text, Perception, Story-Mapping Strategy

1. INTRODUCTION

Reading is defined as an activity that helps students acquire and comprehend information in written form. Reading aims to comprehend the information presented in the text. Millah (2018) noted that reading is a crucial skill used to comprehend textual information, similar to listening, speaking, and writing. Additionally, reading can be an essential activity that enables everyone to acquire a substantial amount of knowledge. Reading also plays a crucial role in people's knowledge, enabling them to access information and make sense of it (Nurainun, 2017). That means reading is one of the abilities that can be

used to find various information, thereby expanding people's knowledge. Through reading, people's knowledge also increases.

Related to reading, several reading materials are taught in schools, especially to Senior High School students. One of the reading materials that is taught is a narrative text. Associated with narrative text, it includes the kind of reading text that is interesting to learn. Narrative text is a story's text event that has the purpose of amusing readers or listeners (Anderson & Anderson, 2003). Besides that, studying narrative text is a must for students of Senior High School because it includes in Basic Competence: They are 3.8 distinguish social functions, structures text, and linguistic elements of several oral and written narrative texts by giving and asking for information related to folktales/fables/legends, in simple terms based on the context and 4.8 capture the contextual meaning related to the social functions, structure text, and linguistic elements of narrative text, both oral and written in simple terms based on the context *so* that the teacher must teach students about the material well.

When studying narrative texts, students encounter particular difficulties. According to Kuku (2015), students struggle to find and memorise the main point of the text, and some students lack a technique or strategy that their teacher can teach in class. Because of this, in the teaching process of narrative texts, the teacher needs a strategy to enable students to easily memorise and understand the narrative text material. Related to the strategy of teaching narrative texts, story mapping is a common teaching strategy used by teachers when instructing students on narrative text material. Rasyid (2016) stated that story-mapping is a strategy that is very helpful in teaching narrative text, especially for students' learning progress. Story-mapping is also a well-known strategy that can be applied to teach narrative text material.

Story mapping is one type of graphic organiser among others, including semantic maps, concept maps, semantic feature analysis, and Venn diagrams (Matthias et al., 2013). According to Cleveland (2005), story-mapping is defined as a visual summary of a story that has been organised or arranged. It is designed to mark the points of a short story. Story - mapping also has some purpose as the teaching strategy, such as to mark the main parts of a novel, a short story, and any other piece of fiction, to help students in sorting out the important events of the story, and to combine the learners' skill for finding the main idea, details, cause, and effect.

Regarding the story-mapping strategy, there is another strategy similar to it, namely mind-mapping. Mind-mapping also utilises several symbols and connects them to a central point through lines, using keywords to make the material more concise and easier to understand. However, Olivia (2008) mentioned that mind-mapping also has some drawbacks, such as only involving active students, not all students learning, and the numerous variations that can overwhelm teachers when checking students' mind-maps. This differs from the story-mapping strategy, which focuses on the story. Moreover, the chart in story mapping only relates to the story itself, including the title and author, main character, supporting characters, orientation, complication, and resolution.

There are several reasons why the story-mapping strategy is suitable for application in the teaching process. A story-mapping strategy can be implemented in direct or indirect learning through online learning media platforms (e.g., Google Meet, Zoom). This makes the story-mapping strategy usable in all conditions. Additionally, the story-mapping strategy is a highly suitable and practical learning approach for teaching narrative texts. Many studies have mentioned that the story-mapping strategy is effectively implemented in teaching and learning narrative texts.

This research builds upon several previous studies examining the effect of story-mapping strategies in the teaching of narrative texts. First, according to Putri (2019), her

research focuses on the strategy of using a story–mapping application to encourage students' achievement in reading comprehension. The results showed that 88% of students achieved the target minimum score, and 84% of students were actively engaged in the reading class after the application or implementation of the story-mapping strategy. Second, Millah (2018). Her research focuses on how the strategy of story-mapping increases students' reading ability in comprehending the main idea. The results show that the story-mapping strategy is effective in increasing students' ability to comprehend the main idea. Additionally, it enables students to increase their cooperation. At that moment, students were active because they were motivated, encouraged, helped, and also felt more enthusiastic. They also participated well because they got praise or appreciation from the teacher in class. Third, Matthias et al. (2013). His research focuses on the impact of the story-mapping strategy on children's reading skills in comprehending texts with low intellectual abilities. The results indicated that the story–mapping strategy is beneficial for children, especially in improving reading comprehension. Fourth, the research is by Ita (2017). It focused on the effectiveness of the story-mapping strategy in students' reading comprehension. The results show that a story–mapping strategy helps learners or students identify the main idea. That strategy can also increase students' vocabularies. Here, students felt motivated to learn to read because most of them enjoy reading the text. Besides that, the story-mapping strategy could also avoid and minimise students' boredom while learning to read. Based on the several studies mentioned above, the story-mapping strategy helps learners identify points of narrative text elements. That strategy has a positive effect on increasing students' or learners' comprehension when learning narrative texts. Applying the story-mapping strategy can help students organise information effectively, prevent boredom, and enable them to create a visual representation of the story in their minds.

In addition to the story-mapping strategy that can help students overcome difficulties in learning narrative text, the way the teacher applies the strategy is also important in the learning process. According to Wina (2013), the teacher's skill in implementing learning strategies will determine the success of a strategy. Therefore, it is essential to understand the steps for applying learning strategies to achieve the learning objectives, specifically, students' comprehension of the material being studied.

The application or use of a story-mapping strategy by the teacher in teaching narrative texts will certainly influence students' perceptions. Nurrohman (2016) stated that the application of this strategy in the teaching and learning process will lead to different perceptions among each student. If the student's perception of the learning strategy implemented by the teacher is positive, then the learning objectives will be successful. If the student's perception is negative, they will feel bored, which can have a detrimental impact on the learning objectives. Therefore, it is necessary to investigate students' perceptions of the story-mapping strategy applied by the teacher in narrative text learning to assess whether this strategy has a positive impact on the narrative text teaching and learning process. Based on the description above, it is evident that the steps taken by the teacher in implementing the story-mapping strategy in narrative text learning require study by all English teachers, especially those who have not previously applied the story-mapping strategy, in order to achieve success in its implementation. Teachers also need to know students' perceptions of the story-mapping strategy used for teaching narrative text. Whether the student's perception of the strategy is good or not, if the student's perception is positive, then the teacher can continue to use the story-mapping strategy in teaching narrative texts. If students' perceptions are bad, then the teacher can determine other strategies that are more suitable for teaching narrative text. This encourages the researcher to research how the teacher implements the story-mapping strategy in teaching narrative texts at SMA Negeri 1 Kedungreja, as well as

students' perceptions of the story-mapping strategy used by the teacher in the narrative text learning process at SMA Negeri 1 Kedungreja.

The objectives of this research are to describe the teacher's ways of using the story-mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja and to describe the students' perception of the implementation of the story-mapping strategy in teaching narrative text at SMA Negeri 1 Kedungreja. The findings of this study are expected to help English teachers, particularly those who have not previously used the story-mapping strategy to teach narrative texts in their classrooms. With this research, it is hoped that teachers will learn how to apply the story-mapping strategy in teaching narrative texts and discover how students perceive the story-mapping strategy used by teachers to teach narrative text materials. This research is also expected to enhance people's understanding of how the story-mapping strategy is applied in narrative text learning, as well as how students perceive this strategy. Do students have a good perception, or have a bad perception, of the story-mapping strategy applied by the teacher in teaching narrative text? Lastly, this research is expected to serve as a reference for further researchers interested in exploring student perceptions of the story-mapping strategy in teaching narrative texts.

2. METHOD

The design of this research is a descriptive qualitative approach. This is because it aligns with the characteristics of qualitative research, which represent the views and perspectives of the community. The process of data collection is also conducted qualitatively, as the researcher directly observes and uses humans as instruments (Ary, 2010), which can include human experiences and situations. This study also took data on students' perceptions of the teacher's use of the story-mapping strategy in teaching narrative texts. The researcher chose an English teacher at SMA Negeri 1 Kedungreja who frequently employed the story-mapping strategy in teaching narrative texts. This is because the teacher has experience in using the story-mapping strategy in teaching narrative text. Here, the English teacher becomes a participant or resource person in collecting data from teacher interviews. The researcher was also a participant in this study, as the researcher made observations related to the teacher's use of the story-mapping strategy in teaching narrative texts.

Subjects for students' perceptions of the use of the story-mapping strategy in teaching narrative texts at SMA Negeri 1 Kedungreja were selected by the researcher, who chose 72 students from class X MIPA to complete the questionnaire. The researcher chose the participants based on the recommendation from the English teacher. Meanwhile, to participate in the student interviews, the researcher selected five students, namely representatives from each of the X MIPA classes (X MIPA 1 to X MIPA 5). This is also recommended by the teacher.

Considering that the design employed in this research utilises qualitative research methods, the researcher employs interviews, observations, and document analysis as data collection techniques. Creswell (2014) states that qualitative research designs involve four basic types of collection procedures: namely, observation, interviews, document analysis, and the collection of audio and visual materials. Here, the researcher employed teacher and student interviews, observation, and document analysis, including a questionnaire. For data collection techniques, as follows:

The data on the teacher's use of the story-mapping strategy in teaching narrative texts was collected through interviews with one English teacher and observations. For the teachers' interviews, researchers conducted the interviews at the teachers' offices at SMA Negeri 1 Kedungreja. Researchers conducted direct or face-to-face interviews with the English teacher

after the learning and teaching process was completed. To gather data on teachers' use of the story-mapping strategy in teaching narrative texts, the researcher posed four questions during 10-to 15-minute interviews. In addition, to understand the teacher's approach to using the story-mapping strategy applied in teaching narrative texts, the researcher also made observations during the learning process, providing additional information obtained from the teacher's interview section. Because narrative text learning activities are conducted online, the researchers participated in the learning process through Google Meet to observe the learning that took place. Here, the researcher makes observations related to the teacher's use of the story-mapping strategy in teaching narrative texts from the beginning of learning, when the teacher applies the strategy, and when the teacher closes the lesson.

For data on students' perceptions of using the story-mapping strategy in teaching narrative texts, the teacher collected data by distributing questionnaires to students in class X MIPA. Out of the entire class, only 72 students completed the questionnaire. The researcher distributed questionnaires via a Google Form link and shared them with each WA X MIPA group. This was because, at that time, the pandemic was still ongoing, and the teacher was conducting online classes. Consequently, the researcher also collected data online, and the students completed the questionnaire via the internet. Here, the researcher distributes questionnaires after the narrative text teaching process has been completed. In addition to gathering data on students' perceptions of the use of the story-mapping strategy in teaching narrative texts, the researcher also conducted interviews with five students to gather their feelings and opinions during lessons that employed the story-mapping strategy. Because narrative text learning activities are conducted online, the researchers conducted individual interviews with students via WhatsApp messages after class. The researcher posed four questions related to the participants' feelings and opinions regarding the use of the story-mapping strategy applied by the teacher in teaching narrative texts.

To analyse the data in this research, the researcher used a qualitative descriptive approach. Rijali (2018) noted that there are four processes involved in analysing qualitative research. These processes include data collection, data presentation, data reduction, and concluding.

3. RESULT

Regarding the teacher's methods in using the story-mapping strategy for teaching narrative texts, based on the results of the teacher's interview and the researcher's observations, it is concluded that there are five steps or approaches that the English teacher employs when using the story-mapping strategy in teaching narrative texts. Related to the students' perception of using the story-mapping strategy in teaching narrative texts at SMA Negeri 1 Kedungreja. Based on the results of the students' questionnaire and interviews, the students perceive several advantages of using story mapping strategies employed by teachers in teaching narrative texts. The advantages are categorised into three areas: student feelings, teacher performance, and the impact of the story mapping strategy.

3.1 The Teacher's Ways of Using Story-Mapping Strategy in Teaching Narrative Text at SMA Negeri 1 Kedungreja

This research was conducted on Wednesday, September 1, 2021, at the teacher's office at SMA Negeri 1 Kedungreja. The story-mapping strategy is often applied in teaching narrative texts at SMA Negeri 1 Kedungreja. Therefore, the researcher describes the teacher's methods in teaching narrative texts using the story-mapping strategy by interviewing one English teacher and observing the teacher while teaching using this strategy.

In teaching narrative text by using a story-mapping strategy, especially during a pandemic, the narrative text learning process is carried out online through a learning platform, namely Google Meet. With this, each student must join the Google Meet link to take part in narrative text learning. Based on the results of the teacher's interviews and observations, the teacher's use of the story-mapping strategy in teaching narrative texts not only teaches the material but also introduces the concept of the story-mapping strategy, which will significantly assist students in understanding the material being taught. After that, the teacher introduces the parts in the graphic story - mapping. After students become familiar with story-mapping, the teacher asks them to reread the narrative story and mark and write keywords from it. The next step is that the teacher and students complete the graphic from the story mapping based on the narrative story that has been read. The following are the stages of the teacher teaching narrative text using the story-mapping strategy:

Table 1. Teachers' Ways of Using the Story-Mapping Strategy

NO	Teacher's Steps	Activity
1	The teacher teaches the material using charts.	Teaching about narrative texts, including definition, purpose, types, language features, generic structure, and narrative story.
2	The teacher introduces the concept of the story-mapping strategy	Explaining to students the advantages of the story-mapping strategy.
3	The teacher introduces the parts of the story - mapping graphic	Introducing parts of the story - mapping graphics such as the title, characters, orientation, complication, and resolution.
4	The teacher asks students to reread the story	Rereading the story, mark and write the keywords of the story.
5	The teacher asks students to complete the story-mapping graphic	Completing all parts of the story-mapping graphics.

Based on table 4.1, there are five steps related to the teacher's ways in using story - mapping strategy in teaching narrative text such as the teacher teaches the material using charts, the teacher introduces students about the concept of story - mapping strategy, the teacher introduces the parts of story - mapping graphics, the teacher asks students to reread the story, the teacher asks students to complete the story - mapping graphics. For the description of them as follows:

3.1.1 The teacher teaches the material using charts

There are many ways to teach narrative text material, but here the teacher explains the material using the charts in the PPT. This is because teaching and learning are conducted online, allowing teachers to utilise existing technology to effectively present the material. The teacher explains the material, including the definition, purpose, types, language features, generic structure, and an example of a narrative story. Here, the teacher maps the material using a chart, which is intended to form the children's mindset and make it easier for them to remember the material being taught. This is as stated in the teacher's interview regarding teaching narrative text using a story-mapping strategy. The teacher said,

"...from the beginning of learning, this material has been mapped using charts, designed in such a way that the material will be more interesting and form patterns. With this, children's mindset towards narrative text material will also be formed."

With this, the use of charts in narrative text learning makes the material more concise, shapes children's mindsets, and makes it easier for students to remember the material being taught. Step 1 of the teacher in teaching narrative text using charts is not included in Pamela's theory of teaching narrative text using the story-mapping strategy. In step 1, the teacher explains the story-mapping strategy to the students without an introduction to the use of charts in story-mapping graphics, which students will use when filling out the important parts of the story narrative.

Step 1 in this research utilises charts to explain the material of the narrative text. Moreover, it is important to do so because the material mapped using charts will make it easier for students to understand and remember the material being taught. Based on the results of the teacher's interview, the teacher's opinion regarding the use of the story-mapping strategy is examined. The teacher said that from the beginning of teaching, the material had been mapped using charts to make it easier for students to understand and remember the material that is being studied.

3.1.2 The teacher introduces the concept of the story-mapping strategy

After the teacher explained the narrative text material using charts, the teacher then introduced the students to the story-mapping strategy. Here, the teacher conveys that the story-mapping strategy has advantages for teaching narrative text. The advantage presented is that it makes it easier for students to receive narrative text material. This was mentioned in a teacher interview. He said:

"...with this story-mapping strategy, I hope that students will find it easier to accept the material to be studied."

This step will help students form their perceptions of what they will learn. Their mindset will be formed so that they can readily accept and understand narrative text material. This step is performed by the teacher just before introducing the example and application of story-mapping graphics. This is different from step 2 in Pamela's theory, where it says:

Step 2. On the whiteboard, the teacher writes the title of the narrative story, then asks students to guess what the story is about. This step is done to keep students motivated.

Here, this step was not applied by the teacher in the study. This is because, after the teacher presents the material using charts, they immediately provide an example of a narrative story, entitled "The Smartest Parrot," and ask students to read and understand it.

3.1.3 The teacher introduces the parts of the story - mapping graphics

After students become familiar with the story-mapping strategy and understand its advantages, the teacher introduces them to story-mapping graphics, which they will later use to understand and remember key points in a story. Here, the teacher introduces the story, explaining that mapping graphics consist of 6 charts. The following is the story-mapping graphic:

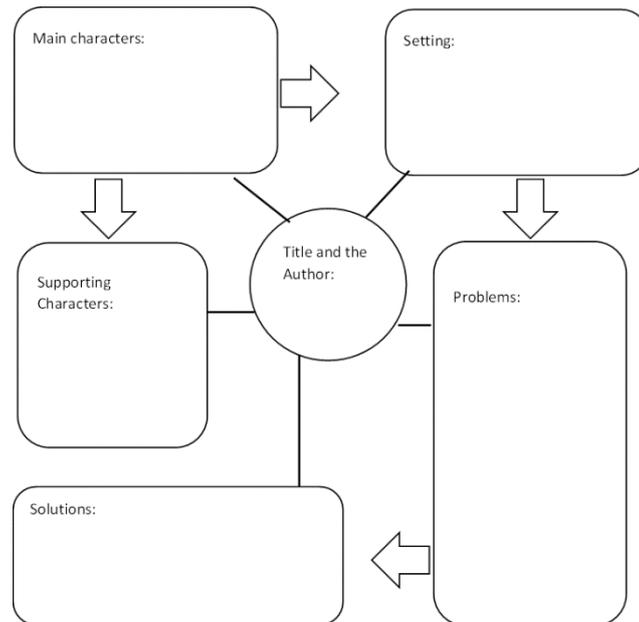


Figure 1. Story - Mapping Graphics

Story-mapping graphics typically consist of the title and author, the main characters, supporting characters, the orientation or setting, the problem or complication, and the resolution or solution. The purpose of introducing the parts of the story is to map out the graphics so that students understand the function of each part and will be able to use them later. This step is also included in Farris' theory. In step 2, it stated:

Step 2. Introduce the significant components of the story mapping strategy by identifying a story's character, title, theme, and important characters and personality traits of specific participants. Then, identify the orientation or significant plot developments.

Meanwhile, in Pamela's theory, this still includes step 1, namely the teacher explaining the story-mapping strategy to the students.

3.1.4 The teacher asks students to reread the story

After students are familiar with story-mapping graphics, the teacher asks them to reread the example of a narrative story. The narrative story, titled "The Smartest Parrot," is presented here. The purpose of rereading a narrative story is to help students better understand and remember the story they have read. Here, the teacher also translates vocabulary from the story text that the students do not know. After that, the teacher asked students to write keywords from the story of the most intelligent parrot. From the activity of writing keywords from the story text, the teacher and students then mark important points, such as the title, characters (main or supporting), orientation, setting, complications or problems, and resolution or solutions. This step is found in Farris' theory and Pamela's theory. In Farris' theory, this step goes into steps 3 and 4:

Step 3. Instruct them to reread the story when students make errors, using guideline questions and modelling to help them come up with a precise response, thereby helping students focus on the target of reading.

Step 4. Ask students to read independently. Support them in writing the answers using keywords only when the teacher is still questioning, such as 'who is the main actor?' What is he like? Where does the story take place? What problem

happens? How is the end of the story? Etc. Then, provide some comments to the students on how they appropriately described story mapping components.

Meanwhile, in Pamela's theory, it is included in *step 3. The teacher instructs students to read a story. Then, using keywords from the text, such as characters, setting, plot, and tale theme, invite students to make predictions about the events that will unfold. The teacher instructs students to write the keywords on a story map graphic.* The two theories above share a commonality with this research, namely, asking students to reread narrative stories and write keywords related to important information within the story. Moreover, what distinguishes this research from the previous theories is that the two theories above ask students to reread the story independently. While in this research, students did not read alone because the teacher participated in rereading the story and translating vocabulary that the students did not know.

3.1.5 The teacher asks students to complete the story - mapping graphics

After understanding, remembering, and writing keywords from the story entitled "The Smartest Parrot," the teacher then asks students to complete or fill in the story, mapping graphics based on the story they have read. What students must complete is the title and author, main characters, supporting characters, orientation or setting, complications or problems, and resolution or solution. Here, students do not complete the activities themselves; instead, the teacher helps them through the PPT, which is broadcast, by mapping graphics. The teacher's goal is to ask students to fill in story-mapping graphics, which is to assess how far the students' memory and understanding of the material have been reinforced by the teacher. Moreover, based on the researchers' observations, students were able to complete the story-mapping graphics. The following is the result of the story-mapping graphics:

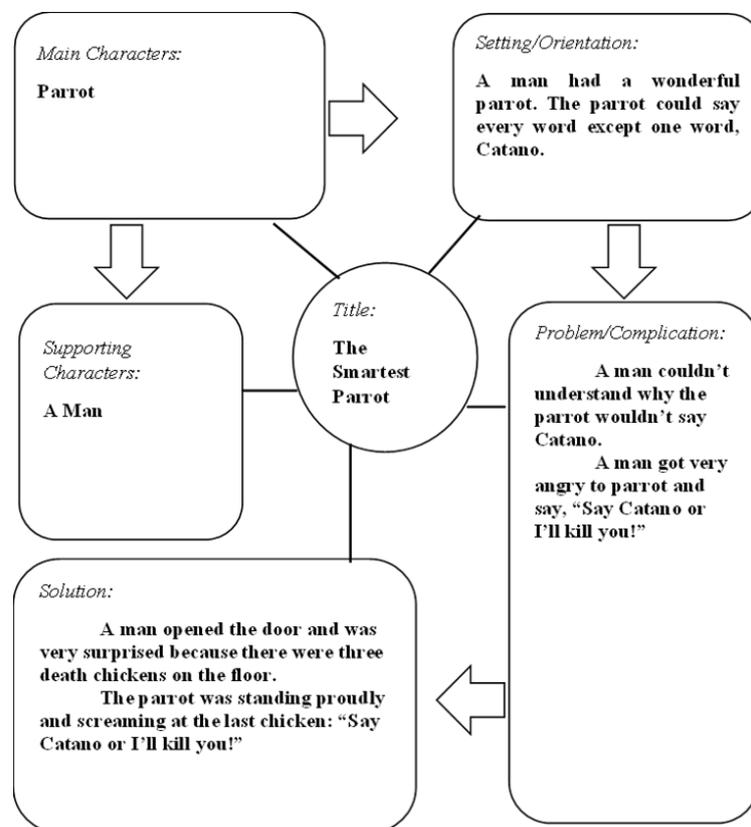


Figure 2. Result of Story - Mapping Graphics

Based on the results of the story-mapping graphics above, the students know that the title of the narrative text is 'The Smartest Parrot.' Based on that story, the parrot is the main character, while the man is the supporting character. A key aspect of the setting is that a man owned the most intelligent parrot. The parrot could say every word except one word, Catano. For part of a problem or complication, the man could not understand why the parrot would not say "Catano." Then the man got angry and said to the parrot, "Say Catano or I will kill you!". Moreover, when the man opened the door, he was shocked to find dead chickens on the floor, and the parrot was standing proudly, screaming at the last old chickens and saying, "Say Catano or I will kill you!" These results have been assessed as good by the English teacher. Moreover, based on the results of the story-mapping graphics, students can understand and remember the narrative text material taught by using a story-mapping strategy. The steps to fill in the story - mapping graphics are the same as Pamela and Farris' theory. This aligns with the results of this study; filling in story-mapping graphics is the final step for teachers to teach narrative text using the story-mapping strategy.

3.2 Students' Perception: The Use of Story-Mapping Strategy in Teaching Narrative Text at SMA Negeri 1 Kedungreja

Regarding the students' perception of the story-mapping strategy in teaching narrative texts at SMA Negeri 1 Kedungreja, based on the results of the students' questionnaires and interviews, the students perceive several advantages of using the story-mapping strategy employed by the English teacher in teaching narrative texts. The advantages are categorised into three aspects, namely student feelings, teacher performance, and the effect of the story mapping strategy. Related to aspects of students' feelings, the story-mapping strategy makes the students happy, comfortable, and motivated to learn. Related to the teacher's performance, using the story-mapping strategy enables students to enjoy the teaching process. Lastly, regarding the effect of using the story-mapping strategy, students can improve their ability to understand the material and solve their learning problems.

Based on the results of the students' questionnaire and students' interviews, the findings can be seen in the following table:

Table 2. Advantages of Story - Mapping Strategy

NO	ASPECT	DESCRIPTION
1	Students' Feelings	Students feel happy and comfortable. Students feel very motivated. Students find it easier to remember and understand the material.
2	Teacher's Performance	The teaching process is fun.
3	Effect of Story - Mapping Strategy	Story mapping strategy can improve students' ability to understand narrative texts. It can help students overcome their difficulties in understanding the material.

Based on Table 4.2 above, the advantages of the story-mapping strategy are categorised into three aspects: student feelings, teacher performance, and the effects of the story-mapping strategy. For a description of each aspect, see the following:

3.2.1 By the story-mapping strategy, the students are happy, comfortable, and motivated to learn

Regarding the students' feelings about using the story-mapping strategy in teaching narrative texts, students feel happy and comfortable when using this strategy. This is evident in the results of the students' questionnaire, where 87.2% and 69.1% of students reported feeling very good and comfortable when using the story-mapping strategy. This is because the story-mapping strategy condenses the material, making it easier to understand and remember. This statement was also mentioned in the students' interview. Student 3 said:

"...I like learning narrative text using the story-mapping strategy. This strategy can shorten the reading material so that the text is easy to understand and remember."

In addition to making students feel happy and comfortable, the story-mapping strategy also motivates students to learn narrative texts. Students feel motivated when using the story-mapping strategy. It can be seen from the results of the students' interviews that 89.1% and 90.3% of students feel motivated and active when using the story-mapping strategy in narrative learning. Text. This is because the story-mapping strategy makes it easier for students to understand the material and teaches them to identify important points within the text. This was also mentioned in the students' interview. Student 3 and Student 1 said,

S3: *"... story-mapping strategy makes the material easier to understand and remember so that it grows my interest in reading."*

S1: *"... story-mapping strategy made me understand the technique of making the ideas, then putting them into visual graphics."*

Students also find it easier to remember and understand the material. Here, the students believe that using a story-mapping strategy makes it easier for them to remember and understand the material being taught. This is evident from the students' questionnaire. 95.9% and 88.9% students feel that the story-mapping strategy makes it easier for them to remember and understand narrative text material because it makes the material more concise to read. This is also as stated by student five during the students' interview, she said:

"...strategy story - mapping makes it easier for me to learn narrative text because it uses short words that are easy to remember."

Based on the findings, students feel happy and comfortable when using the story-mapping strategy in teaching narrative text. This is also supported by previous studies. Millah (2018) noted that the story mapping strategy can improve the classroom climate. Students can work well with their friends, and they receive positive responses. They can actively participate in the learning process. They paid attention to the teacher's explanation, they seemed interested in joining the reading class, and the atmosphere of the class became lively, interactive, and fun. She also stated that story-mapping made the students active and enjoy the learning activity, and the classroom atmosphere became attractive, alive, fun, and interactive. Ita (2017) also mentioned that the story-mapping strategy prevents students from feeling bored when studying narrative text. This will keep students feeling enthusiastic about learning the material being taught.

Based on the findings, the students feel it is easier to remember the narrative text material. This is because the story-mapping strategy makes the material more concise and easier to recall. The use of the story-mapping strategy also makes students focus on the elements in the narrative text. This is supported by Kukuh (2015), who mentioned that the story-mapping strategy helps students remember the important elements of narrative texts.

3.2.2 By the story-mapping strategy, the students can learn in a fun and relaxed atmosphere

In addition to the student's feeling aspect, the next aspect is the teacher's performance aspect. This relates to how the teacher appears when using the story-mapping strategy in narrative text learning. Based on the results of the students' questionnaire, the teacher's approach to teaching narrative texts using the story-mapping strategy is very engaging. It can be seen that 87.5% of students agree with the following statement. This was also mentioned by student four and student 1 in the students' interview.,

S4: *".....A story-mapping strategy makes narrative text material easier to understand. Especially in its delivery, the teacher completes the material with colourful pictures and writing so that the material is not boring."*

S1: *"...The use of strategy story-mapping in narrative text learning is fascinating and not boring."*

Based on the statement above, it can be seen that the teacher's appearance in teaching is perfect and engaging, primarily since the strategy applied is supported by colourful pictures and writing. Because of this, students enjoy the teaching process when using the story-mapping strategy. Based on the findings, the teacher's performance when using story mapping is excellent and enjoyable. This is because the teacher employs a story-mapping strategy that utilises coloured pictures and writing. Story-mapping strategy to make the classroom feel fun is mentioned by Millah (2018). She stated that story-mapping made the classroom atmosphere attractive, alive, fun, and interactive.

3.2.3 By the story-mapping strategy, the students can improve their abilities in understanding the material and solve their learning problems

In addition to making the teaching narrative text fun, the story-mapping strategy also has advantages in improving the quality of student learning. The advantages are that the story-mapping strategy improves students' ability to understand narrative text material and helps them overcome their learning difficulties. First, students perceive that the story-mapping strategy can improve their' ability to understand narrative text material. This can be seen in the results of the students' questionnaire, where 87.5% of students reported an increase in understanding narrative texts after using the story-mapping strategy. As mentioned by student 3 in the students' interview, he said:

"...when using the story-mapping strategy, my English vocabulary increases so that my ability to understand narrative text also increases."

Based on what students said regarding the addition of English vocabulary, this is the effect of the teacher's steps when using the story-mapping strategy. In step 4, when students reread the story, the teacher translates vocabulary from the story text so that the students are unfamiliar with its meaning. As a result of that activity, the students become familiar with the meanings of unfamiliar words and enhance their mastery of new vocabulary. Story-mapping strategy helps students understand narrative texts. This was also mentioned by student 4 in the student's interview, he said:

"...It helps me in understanding narrative text material, therefore, my ability to understand the material also increases."

This reason is also similar to what student 5 said in the students' interview, she said:

"...Learning with the story-mapping strategy improves my ability to understand narrative text because the strategy helps me understand the material more quickly."

In addition to improving students' ability to understand narrative texts, the story-mapping strategy also helps students solve their learning problems. This can be seen based on

the results of the students' questionnaire regarding the use of a story-mapping strategy to help students with learning difficulties in learning narrative texts. 69.4% of students stated that learning narrative texts using a story-mapping strategy helped them solve difficulties in understanding the material being taught. Helping students' learning process was also mentioned by Students 2, 3, and 5 in their interviews. They said:

S2: "... story-mapping strategy helps my understanding because it makes important material concise and easy to remember."

S3: "... story-mapping strategy also helps me in understanding the material compared to ordinary learning."

S5: "...because the story-mapping strategy helps me understand the narrative text material. This is because the strategy makes the material shorter. After all, it is in the form of points."

Based on the results of the students' questionnaire and interviews above, it was concluded that the story-mapping strategy helps students in the process of learning narrative texts. This is because story-mapping makes important material concise and easy to remember, so that students feel helped and understand it more easily.

Based on the findings, the first advantage is that the story-mapping strategy can improve students' ability to understand narrative text material. The success of the story-mapping strategy in enhancing the quality of student learning is supported by Mansur (2014), who stated that the story-mapping strategy effectively improved students' ability to comprehend narrative text material. Salsabila et al (2020) also said that the story-mapping strategy was increasing students' reading comprehension. This is because the story-mapping strategy helps students identify the relationships among concepts and events, organise specific details, and understand the messages in the text.

4 CONCLUSION

Regarding the use of the story-mapping strategy in teaching narrative texts at SMA Negeri 1 Kedungreja, the findings show that there are five steps or ways that the English teacher uses when employing the story-mapping strategy in teaching narrative texts. Step 1. The teacher teaches the material using charts. Step 2. The teacher introduces the concept of story-mapping strategy. Step 3. The teacher introduces the parts of the story - mapping graphics. Step 4. The teacher asks students to reread the story. Step 5. The teacher asks students to complete the story-mapping graphics.

Related to the students' perception of using the story-mapping strategy in teaching narrative texts at SMA Negeri 1 Kedungreja. Based on the results of the students' questionnaire and interviews, the students perceive several advantages of using story mapping strategies employed by teachers in teaching narrative texts. The advantages are categorised into three areas: student feelings, teacher performance, and the effect of the story mapping strategy. Related to aspects of students' feelings, the story-mapping strategy makes students happy, comfortable, and motivated to learn. Related to the teacher's performance, using the story-mapping strategy enables students to learn in a fun and relaxed atmosphere. Lastly, regarding the effect of using the story-mapping strategy, students can improve their ability to understand the material and solve their learning problems.

After researching students' perceptions of the story-mapping strategy when teaching narrative texts at SMA Negeri 1 Kedungreja, there are suggestions for all English teachers and future researchers. For all English teachers, the researcher recommends story-mapping as a strategy that can be applied when teaching narrative texts. That is because there are many advantages to the story-mapping strategy. However, the researcher suggests that knowing the

students' perceptions in advance of the strategies to be used in teaching narrative texts will enable teachers to apply more suitable strategies for narrative text learning. For future researchers, it is hoped that this research can be further developed into more effective studies. In this research, the researcher discusses the teacher's methods for using the story-mapping strategy in teaching narrative texts, as well as students' perceptions of the use of the story-mapping strategy in teaching narrative texts. Therefore, research on this strategy will be balanced if it includes studies that focus on teachers' perceptions. In addition, to provide broader research related to this field. Future researchers can discuss the teacher's perception of using the story-mapping strategy in teaching narrative texts.

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