



## Implementing Story Mapping In Facilitating Secondary School Students In Reading Narrative Text: An Action Research

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### Abstract

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*This study reports the findings of an action research study on student responses to reading comprehension of narrative text using story mapping. The research questions are: (1) How are story mapping procedures implemented in learning reading comprehension of narrative text? (2) What are students' responses to these activities? The research was conducted to determine students' responses to reading comprehension of narrative text using story mapping. This study aims to determine students' responses to learning to read narrative texts in a reading comprehension program through story maps. The participants of this study were five high school students who were randomly selected to be interviewed. This research was conducted in a junior high school in West Java, Indonesia. Observation, interviews, and documentation were used to collect data in this study. Data analysis using theory (Braun & Clark 2006). The findings report that the story mapping technique can encourage students' interest in making it easier to understand the text and motivate students to read. However, due to limited time and recording equipment, this study still has its limitations*

**Keywords:** Reading comprehension, Narrative text, Story mapping.

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## INTRODUCTION

Most English teachers in Indonesia use reading comprehension or intensive reading programs, particularly in vocational secondary schools reading initiatives (Widodo 2016). He also asserts that intensive reading classes are frequently structured as rigid question-and-answer exercises. This set of activities is meant to test students' knowledge of material covered in class or in a prescribed textbook. Students are required to simply read passages and answer questions about the texts without engaging in a meaningful dialogue. Reading comprehension questions are asked in a multiple-choice format in some intensive reading classes, with the answers provided by the teacher (Widodo 2015). Such an intensive reading activity does not distinguish between students learning to read (language ability) and those taking a test of reading comprehension (language proficiency) (Widodo, 2016). Widodo (2016) added that This conventional reading comprehension activity does not provide students with the opportunity to discuss what they have read and the language skills they have acquired from reading texts. Widodo (2016) concluded that test-like intensive reading activities do not foster an environment in which students engage in interactive reading tasks and a collaborative learning community based on reading as a social practice.



In addition, based on The authorss' experience during teaching practicum in one junior high school in West Java., the majority of students have difficulty understanding English texts, indicating that they are poor readers. As a result, their comprehension suffers. The exercises in this study are a technique used to ensure that students understand the reading material assigned by the teacher or based on the textbook. Due to a lack of enthusiasm and motivation, Indonesian students frequently regard reading as a difficult language skill to master. Students who cannot read will struggle to gain understanding from books; as a result, they are more likely to fail in class, which may have consequences for their biology or careers. According to Kader and Eissa, "children who struggle with reading literature are more likely to struggle in many other scholastic areas" (2016).

For this reason, The authors uses the story mapping technique to perform a reading study. Li (2000) discovered that story mapping helps students comprehend the order in which stories develop. In addition, he asserts that story mapping is especially useful for helping students develop a sense of narrative since it enables them to grasp the narrative's structure and appreciate the pertinent story sections in narrative materials. To address this deficiency, the researcher intends to investigate the responses of students while reading narrative texts using the approach of story mapping. With this, it is anticipated that participants would comprehend story mapping as a new learning approach for reading narrative text. Two research questions guide this research: (1) How are story mapping procedures implemented in learning reading comprehension of narrative text? (2) What are students' responses to these activities?

### **Story Mapping as a Facility for Reading Narrative Text**

In this study, story mapping will be used to define the procedure for enhancing comprehension of narrative texts. The narrative text's content, notably its components, core ideas, and precise details, can then be understood by students. This concurs with Rivers (1981), who considers reading to be the most significant task in any language course. Reading enables one's linguistic abilities to become more solidified, in addition to being an enjoyable hobby and a source of information. In other words, reading activities can offer kids a range of advantages, such as knowledge, fun, and information. As a result, reading instruction should be interesting and fun for students in the classroom. Story mapping can be changed and its effects on reading comprehension can be studied by using tale mapping as a method of comprehension. The authorss suggest that story mapping could be used by English teachers, especially to help students understand what they are reading.

An approach to improve kids' reading comprehension is story mapping. Story Mapping, a type of graphic organizer, is used to simplify the cognitive process by highlighting only the key components of the narrative (O'Donnell, Dansereau, & Hall, 2002). Story mapping helps students grasp a work better by highlighting key details such as characters' perspectives. According to Boulineau and colleagues (2004), the goal of narrative mapping is to improve students' comprehension of a book by highlighting the links between the structure of the tale's pieces. With a systematic understanding of the story, the kids will also be able to recall the tale more easily and recount it without difficulty. In other words, story mapping is a strategy for presenting the structure of narrative texts in an orderly way so that

students are able to grasp the text better. Story mapping is an effective way to help people understand narrative texts better when they read them.

## METHODS

### Research Design

The research design for this study included classroom action research. The phrase "classroom action research" was inspired by the phrase "action research." According to Kemmis (1988), "Action Research" is the name given to reflective and collaborative research carried out by a researcher in a social environment to enhance the rationality of their own social or educational activities. This research was conducted in one school in West Java, Indonesia. It is one of the research projects with a smaller sample size, a more focused setting, and a limited reach. Students will be immersed and learn about reading narrative text through story mapping. Students will be guided so that they can carry out this activity in accordance with the procedures that have been determined so that the objectives of this study are achieved. In classroom action research, there are interviews with students as the main resource people, and also documentation with evidence in the form of photos, videos, sound recordings, and student work. In accordance with the research design used, namely the classroom action research, is carried out face-to-face in the classroom. According to Dikitas & Griffiths (2017), action research aims to steadily increase the usefulness of procedures for teachers. This action research approach, according to Jujun, Elih, Melisa, and Rahmat (2022), enables us to systematize tasks carried out during the phases of planning, action (intervention), observation, and interpretation. From the information provided above, it can be inferred that classroom action research is a subset of study that tries to address issues with learning and enhance the learning process.

Stage Planning the research design	1:	<ol style="list-style-type: none"> <li>1. Exploring the context about Story Mapping on reading skills to students secondary</li> <li>2. Specifying research question: (1) How are story mapping procedures implemented in learning reading comprehension of narrative text? (2) What are students response to these activities?</li> <li>3. Designing the research paradigm: Action Research</li> <li>4. Deciding on collection procedures to explain the digital storytelling</li> <li>5. Researchers prepare teaching materials, tests, observation checklists, questionnaires and story maps.</li> <li>6. Obtaining consent and dealing with other ethical procedures: Make a research permit, meet the principal to meet the participants, make an agreement to students as the participants, engage students to tell the story in digital storytelling, and give gifts as appreciation when the research has been completed to participants, English teachers, and the school.</li> </ol>
Stage Doing the research	2:	<ol style="list-style-type: none"> <li>1. Observations of students</li> <li>2. Data collection (observation, interview, documentation; assessment of students' reading comprehension, and assessment of story mapping as a strategy for teaching English)</li> <li>3. Sort data</li> </ol>

Stage 3: Analyzing the data	1. Carrying out analysis procedures (Braun & Clarke 2006) (Using qualitative: Thematic analysis)
Stage 4: Interpreting the results	1. Answering the research questions with evidence from the data 2. Drawing out for implications: for teachers, students, administration 3. Considering limitations: What would be done differently & what could be changed to obtain different results at Story mapping 4. Looking into the future: How will research help future development as a teacher in teaching the story mapping on reading comprehension on English subjects

Adapted from Ramdani et.al (2020)

### **Research Site and Participant**

This research was conducted on grade IX students at one of the public junior high schools located in West Java, Indonesia. This public junior high school is quite famous for its achievements. It not only has outstanding students, but also has teachers who are competent in their fields. The reason for choosing this school is based on The authors's experience as a PLP intern. And the second reason is that learners are willing to engage in this research. This research lasted two meetings. In the first week, The authors will provide lessons about improving reading narrative texts with story mapping. In the second week, The authors will start observations and exercises on story mapping in the form of worksheets guided directly by The authors. The last is to interview students about the activities carried out.

### **Instructional Procedures**

The first author acted as an English teacher in the classroom. The instructional procedures were adapted from those of Pamela J. Farris (2004), which consisted of 6 steps. The teacher greeted the students and guided them to pray together. Then, she checked the students' attendance. The teacher introduced the students to what story mapping is, and the teacher told the students what the aims and benefits of story mapping were for the students. Second, the teacher gave and presented an example of story mapping to the students. The teacher explained the main components of story mapping by first identifying the title, characters, setting, and plot in the story. After that, they identified orientation, complexity, and resolution. Students read the narrative text given by the teacher. Students worked on the story mapping section of the worksheet. Students identified social functions, generic structures, and linguistic features in the text. Third, researchers as teachers observed student activities and student understanding. The teacher directed students when they made mistakes and answered students' questions in doing this activity. Fourth, the teacher assessed the results of their story mapping, and the teacher evaluated the results to reflect themselves in their activities. Fifth, the teacher interviewed the students to find out the students' responses to this activity. Finally, the researcher took data from the scores obtained by students; analyzed observations, interviews, and documentation; documented activities (photos of activities, results of worksheets, and results of interviews between researchers and

participants); and made research reports. After analyzing the raw data, the researcher draws conclusions about the research and reports them.

### **Data Analysis**

Participant observation, interviews, and other empirical data collection methods were used. Both of the focus interviews are used by participants to explain verbally what they have seen in the classroom and what they haven't seen. While the interview data was audio-recorded, participant observations and conversation data were photographed. By repeatedly replaying digital data, meticulous micro-interaction, richer data collection, and thematic analysis and interpretation are all possible with digital recording (DuFon 2002; Fetterman 2010). We are fully aware that the use of audio recorders or action cameras in discussions or interviews may have an impact on students' ability to perform as they normally would, the validity of the data collected, or the smooth operation of pedagogical practice in the classroom. It is known as the observer paradox or participation reactivity to reduce this effect (Gordon 2013). The analysis of empirical data was qualitative. prompted to look at digital data gathered from classroom observational observations (Anderson, 2009). All digital data was evaluated, transcribed, and calculated to demonstrate the activities, motions, and interaction patterns of the individuals. The categories into which the data are divided (how students interact with their peers) are moment-by-moment interactions (teacher-student and student-student), the characterization of those interactions (how highly teachers and students value such interactions), and interactional patterns. Thanks to these three layers of analysis, I was able to record some of the facts that appeared in relation to the two study questions. Data gathered from interviews was analyzed using Braun and Clarke's (2006) thematic analysis to uncover trends and create themes of findings. Thematic analysis is an analytical technique for "finding, interpreting, and reporting patterns (themes) in data" with the goal of creating meaningful themes (Braun and Clarke 2006, p. 79). Seeing the data, creating initial codes, looking for themes across codes, analyzing themes, defining and labeling themes, and providing a final report are all parts of this research (see Braun and Clarke 2006 for a more complete discussion of each step). The data were categorized and coded based on recurring themes in order to represent the data set relevant to the study issue (Braun and Wilkinson 2003). The categorized data is understood using class discourse analysis. According to Yan and He (2012), there is an abundance of digital data; therefore, it is necessary to arrange and review pertinent material that is representative of the subject under study. This article only reports a small portion of the data. Non-specific or unimportant information is omitted when labeling this data.

### **RESULTS AND DISCUSSION**

The authors presents the findings of field-based research conducted in one of West Java, Indonesia's junior high schools. This chapter provides a response to the study question with the intent of understanding the technique for applying narrative text reading comprehension and students' responses to this activity. Based on observations and interviews, The authors proposes the following four themes: (1) Proses of teaching by using story mapping technique. (2) Learners understanding of the narrative text with story mapping technique. (3) Leaners

difficulties of the narrative text with story mapping technique. (4) Learners response of teaching learning by using story mapping technique.

### **Procedures Implemented of Learning Reading Comprehension with Story Mapping**

On the first day of investigation, the researcher was guided into class IX.4 by an English teacher. The students greeted the teacher and prayed together. The teacher then checked the attendance list and instructed the students to clean their respective tables. The English teacher then introduced the researcher to the students and informed them that the researcher would be teaching the class today. The English teacher then transferred his responsibilities to the authors, who became teachers and conducted research. The authors, assuming the role of a teacher, urge students to maintain composure and concentrate on the information so that they can fully comprehend it. The authors started to provide information on comprehending narrative texts through story mapping approaches. The authors define narrative text and story mapping, while the instructor describes the advantages of story mapping. The instructor introduced the key elements of story mapping by defining the story's title, characters, place, and plot. Next, determine orientation, difficulty, and resolution. After explaining the content, the teacher gives pupils practice questions to determine their level of comprehension. The instructor offers each student a narrative text titled Sangkuriang. Students are instructed to identify and circle the story's generic structure. The objective is for students to comprehend the narrative text material. Students begin working on the worksheet. As they complete their assignments, they appear eager while conversing with their peers; and the teacher guides and instructs students as they complete the exercise questions. Due to time constraints, the teacher is unable to evaluate the overall quality of the pupils' work. The instructor finished the meeting with a farewell after presenting a concise summary. On the second day of research, after greeting the students as she entered the room and confirming their presence, the instructor reviewed the previous week's material before introducing the next topic, story mapping methodologies. The researcher began to provide information on how to read narrative texts using story mapping techniques. The researcher defines narrative text, details the story mapping components, and explores the objectives and benefits of story mapping procedures for students. The instructor distributes a worksheet titled Roro Jonggrang that contains narrative text stories and story mapping resources. The teacher instructs the students to complete the story mapping chart based on Roro Jonggrang's story. Orientation, intricacy, resolve, setting, character, and moral message comprise the story mapping diagram's components. Students initiate work on the worksheet's story mapping section. The pupils begin to read, comprehend the material, and fill in the story-mapping parts. During this activity, the teacher simultaneously corrects pupils when they make errors and answers their questions. When monitoring student responses, teachers are aided by peers in gathering data through observation checklists. This data collection must pay attention to students in order to observe student actions during the learning process. After pupils have completed the worksheet, they retrieve it from the teacher's desk. After all the learning is complete, the instructor gathers the subsequent data, which consists of interviews. Due to the limited time remaining, the instructor requested only five student representatives to act as resource individuals, and the interview procedure

lasted 30 minutes. To supplement the observational data, interviews were conducted. The scheduling of interviews was determined by the phases of reading difficulty reported by students. Interviews were conducted to determine how students feel about using narrative mapping to promote reading comprehension. After the interview, the authors gathered paperwork and expressed appreciation and best wishes. After completing the research, the researcher evaluated the students' work. Using narrative mapping, the teaching and learning process ran smoothly but not optimally. Observational research indicates that story mapping is an effective but not optimal strategy for teaching reading comprehension. By following the specified procedures, the teacher has contributed content, but this does not convey the sense that she is going swiftly through the topic. Due to time limits, the instructor delivers just a restricted number of reviews that mention it. Students are extremely interested in what they are learning because they enjoy narrative literature stories.

### **Leaners Understanding of The Narrative Text with Story Mapping Technique**

Based on the interviews, story mapping strategies for teaching reading comprehension had a positive influence on the pupils. Students believe this strategy will aid them in reading. This approach can be used to highlight significant points in narrative writing. Students can revisit the worksheet to determine the meaning or content of the tale in order to comprehend it. Overall, students reported that story mapping approaches helped increase comprehension of narrative literature. This is based on the interview responses shown below:

Debora

“Story mapping makes it simple to comprehend narrative writing since it presents information in a clear, thorough manner and emphasizes key themes immediately. I find it simple to understand the topic when the teacher presents it well and clearly”.

Monic

“The story mapping technique makes it simpler for me to comprehend the reading's contents, making it simple for me to recognize the key ideas because they are summarized in the offered columns and making it simple for me to reach conclusions”.

Keysha

“I can read and understand this story mapping easily because it is well-organized and orderly; I can tell where the story begins, where the problem arises, and where it ends”.

All students believe that this strategy can enhance their comprehension of the text. Students are driven to read since this strategy is enjoyable and similar to completing a text-based puzzle. According to Grünke, Wilbert, and Stagemann (2013), story mapping facilitates children's interpretation of less meaningful data.

The fact that the kids are familiar with the story of Roro Jonggrang and typically find it in folklore books or on television, which is typically how this folklore is used to teach reading in primary school, indicates that they have no trouble understanding the plot. The students have no prior knowledge of story-mapping techniques. An English instructor has never taught the story-mapping

method at school. It was found that the English instructor did not utilize innovative ways of instruction.

Irvan

“I did not know about the story mapping technique before because the teacher at school had never introduced this technique before”.

This explains why teachers are hesitant to explore novel reading instruction approaches. This research teaches pupils narrative mapping tools and improves their reading abilities. Kader and Eissa (2016) say that using the Story Mapping technique will help people understand how a narrative story is put together. Based on the interviews with students, students gave responses about learning activities to read narrative texts using story mapping. Reviewing student responses is one of the most important things to do. We can measure students' interest in this exercise by looking at their responses.

Debora

“Learning to read using story mapping is fun, besides making it easier to sort out the information needed. With this story mapping, it motivates me to read. Moreover, narrative text is the type of text that I like because it tells fictional stories or fairy tales”.

It is evident from the students' statements that they agree that this strategy can improve their reading skills and encourage them to read more narrative literature. According to Laora, Gatot, and Regina (2019), this strategy is helpful for focusing students' attention on story aspects. Overall, Cooperative Story Mapping improved students' comprehension of the story's central idea, particular material, supporting details, and elements. By completing the graphic organizers, students focus their attention on the story's parts. The authors created a checklist for monitoring student involvement and enthusiasm during the teaching and learning of narrative texts through the use of story mapping. Some students appear less receptive, boisterous, and attention-seeking than others, based on the classroom climate in which kids are learning to read comprehension through story mapping. Students are sure they will like this activity because the story mapping method is easy to understand and could help them understand what they are reading better.

No.	Indicators	Percentage					Score
		None (0%)	Few Students (25%)	Many Students (26%-50%)	Half of the class (51%- 75%)	Most of Students (76%- 100%)	
		1	2	3	4	5	
1.	The students enthusiasm			✓			3
	A. Students are interested in hearing the teacher's take on the			✓			3

	narrative material.		
	B. Students are eager to ask questions about the material.	✓	4
	C. Students are eager to discuss what they've learned.		
2.	Students participation		
	A. The students participate actively in the assignment completion.	✓	5
	B. Students are responsible for completing the worksheet.	✓	5

Adapted from Hasanah (2016)

The authors use the observation checklist to record student reactions during the learning process. Based on the results of the observation checklist, pupils appeared excited because they were enthusiastic about listening to the teacher's explanation in order to earn three points. Pupils also encounter a changing environment during research tasks, as English teachers are no longer responsible for teaching students. Even though not all of the pupils pay attention to the topic, the students are eager to listen to it. According to Kusumaningputri and Widodo (2018), social engagement between instructors and students is not just about uniforms but also about the process; these activities promote respect for professors and teaching services. Teachers want to educate kids to be intelligent and successful. Respect is the quality exhibited by students who respect professors. Many students in the class asked questions about the subject or how to complete the provided worksheet, earning them three points. When they evaluate a variety of factors beforehand, students become aware of how they construct meaningful questions. The kids earned four points Since students are eager about completing assignments, they also appear enthusiastic about discussing them with others. The students got five points for how well they did on their assignments and how much they took part in finishing them.

#### **Leaners Difficulties of The Narrative Text with Story Mapping Technique**

Students' comments about the problems they had while working on the story mapping worksheet show that there are some problems from their side, even though

story mapping techniques make it easier for them to read narratives. This is clear from the answers to these interview questions:

Andri

“I find it difficult to find complex sentences and I need a dictionary or Google translate to help me translate the meaning of the sentence. Another difficulty that I feel is when I spell complex words because I am not used to speaking English, and I often mispronounce words in English”.

Monic

“I tend to find it difficult to remember new vocabulary in English, especially if the word is not familiar to my ears or is not commonly used in everyday life, because I am senile and learning new vocabulary is a challenge for me”.

Based on the statement, the students explain why students also experience difficulties in understanding the given narrative text. Therefore, teachers must comprehend their students' circumstances in order to aid them in overcoming their challenges through interaction. Zimmermann and Hutchins (2003) assert that teachers can read new words that are hard for students to understand so that they can learn more about them and help students understand them.

## **DISCUSSION**

Several significant points can be drawn from the findings. First, learning is proceeding smoothly despite a lack of time, and the authors execute all intended learning methods. Second, employing story mapping to teach reading comprehension can assist kids in learning to read. According to the opinion of Boulineau et al., it is the primary objective of story mapping (2004). The objective of story mapping is specifically to enhance students' comprehension of a text. By highlighting the connection between the structure of story elements and story elements, students will be able to recall and retell stories more effectively. With a logical knowledge of the plot, this task is simple. There are key parts in the story that make it easier for students to comprehend the text. Because these points appear to be summaries that make the text easier to read, students believe that this strategy is highly effective for enhancing reading comprehension. Third, students actively participate in comprehending text narratives and analyzing text components. It is easier for them to examine the aspects of the story when the narrative is concise. Although children encounter certain difficulties when completing the story mapping worksheet, it can help them become accustomed to reading, and learning through narrative maps motivates them; they develop the desire to read independently. Anderson and Anderson (2003) say that narrative writing makes people think about a problem, teaches them something, or gets them excited. The story mapping technique improves reading skills by directing students' attention to relevant tale aspects using a general structure, as indicated by the data. Story Mapping allows students to efficiently and specifically examine the text. According to Kader and Eissa's (2016) explanation, employing the Story Mapping technique will increase comprehension of the narrative story's structure. Beck and McKown (1981) devised this method for mapping narratives by highlighting significant aspects of the characters and events.

## CONSLUSION

This study discusses three different points. Research on reading comprehension of narrative texts using story mapping focuses on (1) instructional procedures for teaching participants reading comprehension of narrative texts using story mapping techniques. Although there are hurdles, namely the time constraints that continue to overburden authors, all instructional methods can be executed effectively. (2) According to the findings, the application of story mapping strategies assists students in comprehending the text, honing their reading abilities, being motivated to read, analyzing tale parts, and learning independently. Students are involved in this activity, especially when it comes to analyzing texts. They are excited to learn, they can work well together, and this research helps those who take part.

## LIMITATION

This study did not analyze the teacher at the school, how he teaches reading, or how he employs the story mapping technique, which is a shortcoming. This study focuses exclusively on the authors' learning process and the responses of students to this activity. This study's observation checklist has an error. The observation checklist is an unsatisfactory method of data collection because only human eyes are used to monitor the responses of students during this exercise. This list of observations is an adaptation of Hasanah (2016). Due to the constraints of the study's authors, who were required to teach, a friend assisted the researcher in completing the observation checklist. However, because the data was gathered through student-author interactions, this observation checklist can still be used. This assertion was bolstered by Kusumaningputri and Widodo (2018) Social engagement between instructors and students is not just about uniforms but also about the process; these activities promote respect for professors and teaching services. Due to restricted time, location, and recording equipment, this research report contains only images of the action and no videos to supplement the data. The author hopes that this research might be used as a resource for teaching narrative text reading using story mapping.

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