



Vocational School Students' Engagement In Learning Reading Comprehension Using Story Mapping Technique

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Abstract

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This research aims to find out how story mapping engages students in learning reading comprehension and their responses to it. This research is a qualitative research with a descriptive case study research design. The participants of this study are tenth grade students at vocational high school. Data collection in this research used observation and interview. The researcher used the theory of (Braun & Clark 2006) to analyze the data. The results reported that story mapping could engage students in learning reading comprehension through behavioral, cognitive, and emotional. The students also showed positive responses to the use of story mapping in the classroom. It indicates that story mapping is an appropriate technique to use.

Keywords: *Story Mapping, Student Engagement, Reading Comprehension*

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INTRODUCTION

Reading comprehension is the process of deriving and creating meaning in response to written language (Snow, 2002). To measure how well students have already absorbed the material, reading comprehension is crucial for both teachers and students (Farichah, 2017). However, students find it difficult to learn to read. The reading comprehension of Indonesian students is ranked 62nd out of 70 countries by the Program for International Students Assessment (2018), which polled 15-year-old students. It demonstrates the poor reading comprehension of Indonesian students.

Students who read by utilizing techniques and engage in reading with a high level of motivation will accomplish and understand better (Guthrie and Wigfield as cited in Mete, 2016). As a result, teachers must implement an appropriate reading technique in the classroom. Story mapping is one reading technique that can be used. Story mapping is a useful technique to increase students' reading comprehension (Sholichah, 2017).

Story mapping has shown effective learning results, according to numerous earlier studies. For instance, Artika (2019) used a study to examine how well readers can comprehend narrative texts while using story maps. Moreover, recent classroom action research on the use of the story mapping approach to improve students' reading comprehension was conducted by Syafii (2021).

Although the benefits of story mapping have long been recognized, the majority of earlier research has concentrated on using it to enhance students' reading comprehension. research seeks to fill this gap by looking at how well vocational school students are learning reading comprehension using the story mapping technique. Reading comprehension will be taught using narrative text as the

teaching tool. Therefore, this research aims to find out how story mapping engages students and their responses to it using a qualitative approach together with a descriptive case study design.

METHODS

This research uses a descriptive case study research design and a qualitative approach. A descriptive case study is a thorough and narrowly focused investigation in which initial ideas and concerns are fully investigated and clarified (Mills et al., 2010). This study was carried out in a vocational college in Karawang, West Java, Indonesia. The participants are office management and business services major eleventh grade students. To collect the data, the researcher used observation and interview.

The study was done with participant observation. It indicates that the researcher took part in group activities in order to observe and record the specific situation. The researcher collected the data for this research by examining the teaching materials and classroom activities. The researcher also employed semi-structured interviews. The purpose of the survey is to gather data from students about their impressions, experiences, opinions, and thoughts about the application of story mapping in the classroom.

Lastly, the researcher used thematic analysis to analyze the data. According to Braun and Clarke (2006), thematic analysis is a qualitative data analysis technique that involves looking through data sets to find, examine, and describe recurrent themes.

RESULTS & DISCUSSION

Results

Students Engagement in Using Story Mapping Technique to Learn Reading Comprehension

a. Students' Behavioral Engagement

Behavioral engagement can be observed from students attention, and behavior in the classroom. According to this research, students showed a favorable attitude toward gaining reading comprehension in the classroom using the story mapping technique. The researcher later found that the teaching and learning process was functioning effectively based on observational data. Every student showed up for class and paid close attention to the lesson. They listen and follow directions well when the researcher gives them instructions or inquiries. The researcher asked them questions on the narrative they had read to begin the discussion after they had finished their story maps. The students were able to answer the question and responded well to the teacher.

b. Students' Cognitive Engagement

Cognitive engagement is defined as a student's investment in learning. The students demonstrated that they are actively using their minds. Story mapping aids the students in reading comprehension. The structure and components of the text were already shown in story mapping. It makes the students simpler to read.

Beside that, it was discovered through the observation that the students showed another beneficial cognitive engagement. The majority of the students

focused on completing their tasks. They even asked permission to if use the dictionary which showing their willingness to look up for information.

c. Students' Emotional Engagement

Emotional engagement includes students' feeling and enthusiasm in the classroom. The story mapping technique allowed the students to learn reading comprehension in a positive and enjoyable way. They felt that using story mapping was an exciting technique.

Student 1:

"It's fun, exciting, and enjoyable. The learning process is also pleasing and acceptable."

According to the students, using the story mapping technique to learn reading comprehension is interesting. It encouraged their eagerness to study. It has been demonstrated that story mapping was able to engage the students.

Students Responses toward The Use of Story Mapping Technique to Learn Reading Comprehension

According to the data of students' interview, the students thought story mapping was fascinating and interesting to use in learning reading comprehension. Through their own story mapping, they were able to demonstrate their originality and ideas.

Student 1:

"Yes, I feel it. Sometimes I feel tired and sleepy when reading a long text. But this technique uses more characters and interesting colours that makes me excited to read."

According to the students, story mapping is entertaining and enjoyable. Additionally, the colours and components of the story mapping appeals to the students. They also said that the technique is understandable. Another benefit is that story mapping makes the students felt energized when learning reading comprehension using story mapping. They were ready and happy to employ the technique.

Student 3:

"I feel more motivated when learning with this technique. Otherwise, I don't feel eager when only reading the text."

From the data of students' interview, story mapping could motivate and the students to learn reading comprehension. Furthermore, story mapping increases students' motivation to read narrative text. However, the students also reported some difficulties in using story mapping technique in learning reading comprehension.

Student 2:

"Maybe, the obstacle is with time. I'm also afraid the shape is weird."

The students said that they needed a lot of time in making the story mapping. They considered it as a challenge in using story mapping to learn reading comprehension.

Discussion

This research produce 2 main findings. First, Students engagement in using story mapping technique to learn reading comprehension. It was discovered that the story mapping technique had an effect on student engagement. Students are engaged in a variety of ways during behavioral engagement. The students both

follow and respond to the directions given to them. They were attentive to the material. According to Sriyana et al. (2018), story mapping can increase students' involvement in paying attention, responding questions, discussing, and completing assignments.

Then, the students demonstrated cognitive engagement while learning reading comprehension using the story mapping technique. The students were paying close attention as they work on the assignment. They made the decision to search the dictionary for challenging words. According to students, utilizing story maps while reading could help them focus on the literary work they were learning and act as a tool for assessing how much they had learned (Kania et al., 2021). In the end, the pupils' enthusiastic responses confirmed their emotional engagement. They were delighted and inspired to apply narrative mapping in class. Prakusumasari et al. (2015) asserted that because students enjoy reading narrative texts, they are more motivated to engage in teaching-learning activities. They are inspired and interested in the characters and events described in the text.

Second, students responses toward the use of story mapping technique to learn reading comprehension. According to the results of students' interviews, the students generally responded favorably to the application of the story mapping technique in learning reading comprehension. It has been demonstrated that story mapping engages and excites the students about learning reading comprehension. It has also been demonstrated that story mapping increases students' motivation and interest in their learning (Li, 2017). However, there are certain limitations to story mapping. For instance, creating a story map requires a lot of work. According to earlier research by Kania et al. (2021), story mapping could have drawbacks and challenges for teachers and students during the instructional process.

CONCLUSION

The results of the research showed that story mapping effectively engaged students in learning reading comprehension. The students were involved on an emotional, cognitive, and behavioral level. They indicated positive behavior in the classroom. Additionally, story mapping received a lot of favorable feedback from the students. For instance, the students mentioned that story mapping was an enjoyable technique. They felt happy and excited in using story mapping in learning reading comprehension. Even though story mapping also has its weaknesses, there are more benefits that the students felt in using story mapping. Lastly, since story mapping has many benefits for the students, using story mapping technique is highly advised for learning reading comprehension in the classroom.

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