

**THE STUDENTS' EMOTIONS OF USING  
STORY MAPPING IN COMPREHENDING  
NARRATIVE TEXTS**

**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree  
of *Sarjana Pendidikan* in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT  
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UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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Dengan ini menyatakan bahwa skripsi yang berjudul “THE STUDENTS’ EMOTIONS OF USING STORY MAPPING IN COMPREHENDING NARRATIVE TEXTS” adalah benar-benar hasil karya penulis, kecuali dalam kutipan yang telah penulis sebutkan sebelumnya.

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Pekalongan, 24 Oktober 2024  
Yang menyatakan,



**RAKHMA AULIA**  
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## **NOTA PEMBIMBING**

Kepada  
Yth. Dekan Fakultas Tarbiyah dan Ilmu  
Keguruan UIN K.H. Abdurrahman Wahid  
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c/q. Ketua Program Studi Tadris Bahasa  
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*Assalamu 'alaikum Wr.Wb.*

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi

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Program Studi : Tadris Bahasa Inggris  
Judul : The Students' Emotions of Using Story Mapping  
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Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

*Wassalamu'alaikum Wr.Wb.*

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## APPROVAL SHEET

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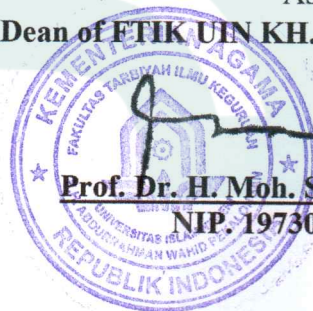
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## MOTTO

*Allah tidak mengatakan hidup mudah. Tetapi Allah berjanji, bahwa sesungguhnya bersama kesulitan ada kemudahan.*

(QS. Al-Insyirah:5-6)

*“It will pass, everything you’ve gone through it will pass”*

(Rachel Vennya)



## ABSTRAK

Pemetaan cerita adalah strategi yang membantu siswa memvisualisasikan elemen naratif seperti karakter, latar, alur, dan tema, yang berpotensi meningkatkan pemahaman. Namun, hanya sedikit penelitian yang mengeksplorasi pengalaman emosional yang dimiliki siswa ketika menggunakan pemetaan cerita. Memahami emosi-emosi ini dapat berdampak pada pembelajaran, karena perasaan positif seperti kegembiraan dapat meningkatkan pemahaman, sementara emosi negatif seperti frustrasi dapat menghambatnya.

Penelitian deskriptif kualitatif ini mengkaji emosi siswa ketika menggunakan pemetaan cerita untuk memahami teks narasi, dengan fokus pada siswa kelas 8 Madrasah Tsanawiyah Bandar. Data dikumpulkan melalui observasi dan wawancara. Respons emosional dikategorikan positif atau negatif.

Hasil menunjukkan bahwa pemetaan cerita secara umum menimbulkan emosi positif, meningkatkan motivasi dan minat, serta mengurangi stres. Namun, beberapa siswa mengalami kebingungan yang mengindikasikan perlunya penyesuaian dalam penerapan strategi tersebut. Rekomendasi dibuat bagi para guru untuk menyempurnakan penggunaan pemetaan cerita dan bagi peneliti masa depan untuk mengeksplorasi media tambahan guna meningkatkan efektivitasnya.

*Kata Kunci: Emosi Siswa, Pemetaan Cerita, Naratif*



## ABSTRACT

Story mapping is a strategy that helps students visualize narrative elements such as character setting plot, and theme, potentially improving comprehension. However, little research has explored the emotional experiences students may have when using story mapping. Understanding these emotions can impact learning, as positive feelings excitement may enhance comprehension, while negative emotions like frustration may prevent it.

This descriptive qualitative study examined students' emotions when using story mapping to comprehend narrative text, focusing on 8<sup>th</sup> grade students at Islamic Junior High Bandar. Data were collected through interviews. Emotional responses were categorized as positive or negative.

The findings suggest that story mapping generally elicited positive emotions improving motivation, interest, and reducing stress. However, some students experienced confusion, indicating a need for adjustments in strategy's implementation. Recommendations are made for teachers to refine the use of story mapping and for future researchers to explore additional media to enhance its effectiveness.

*Keywords: Students' Emotions, Story Mapping, Narrative Text*

## PREFACE

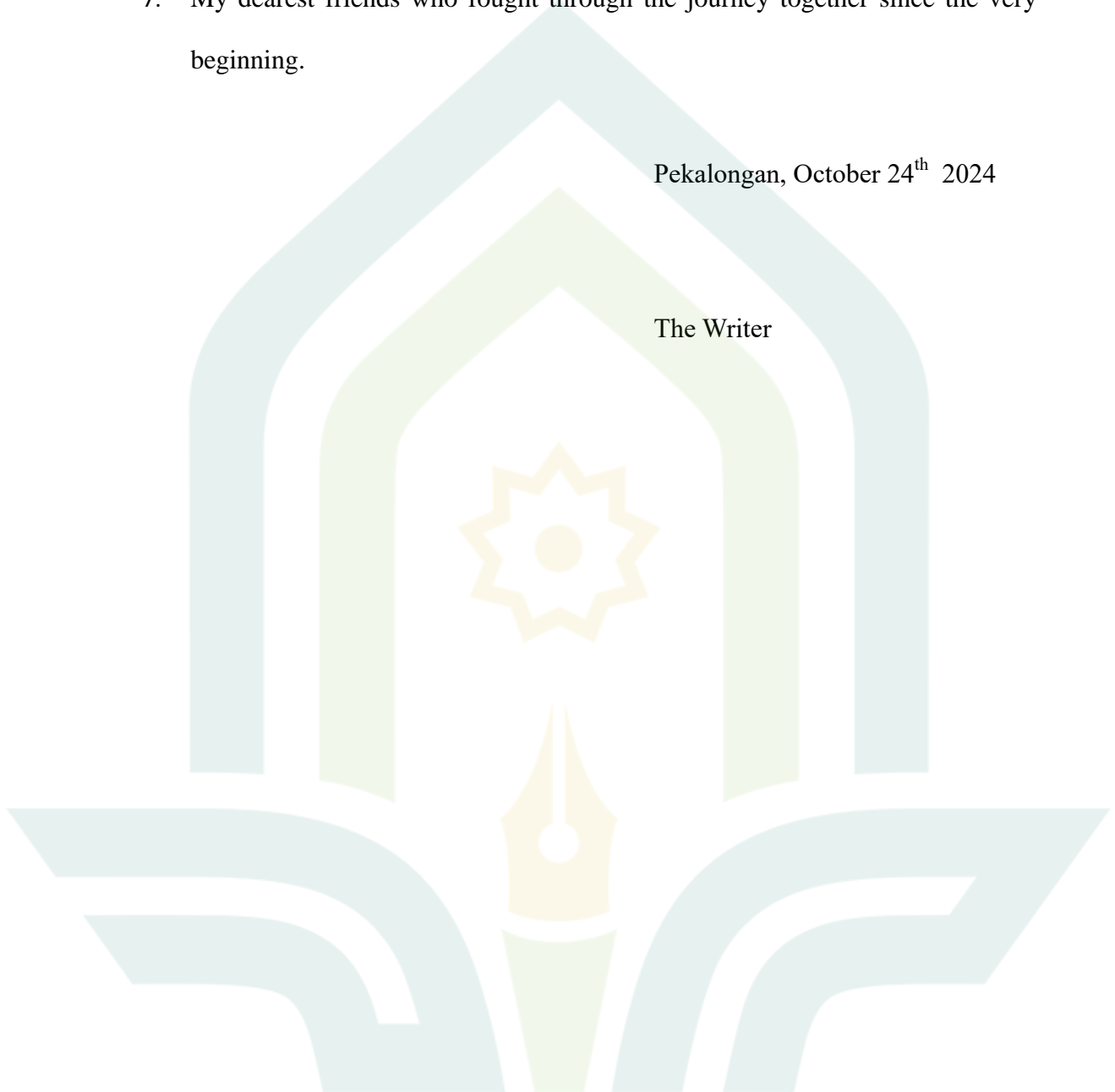
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Pekalongan, October 24<sup>th</sup> 2024

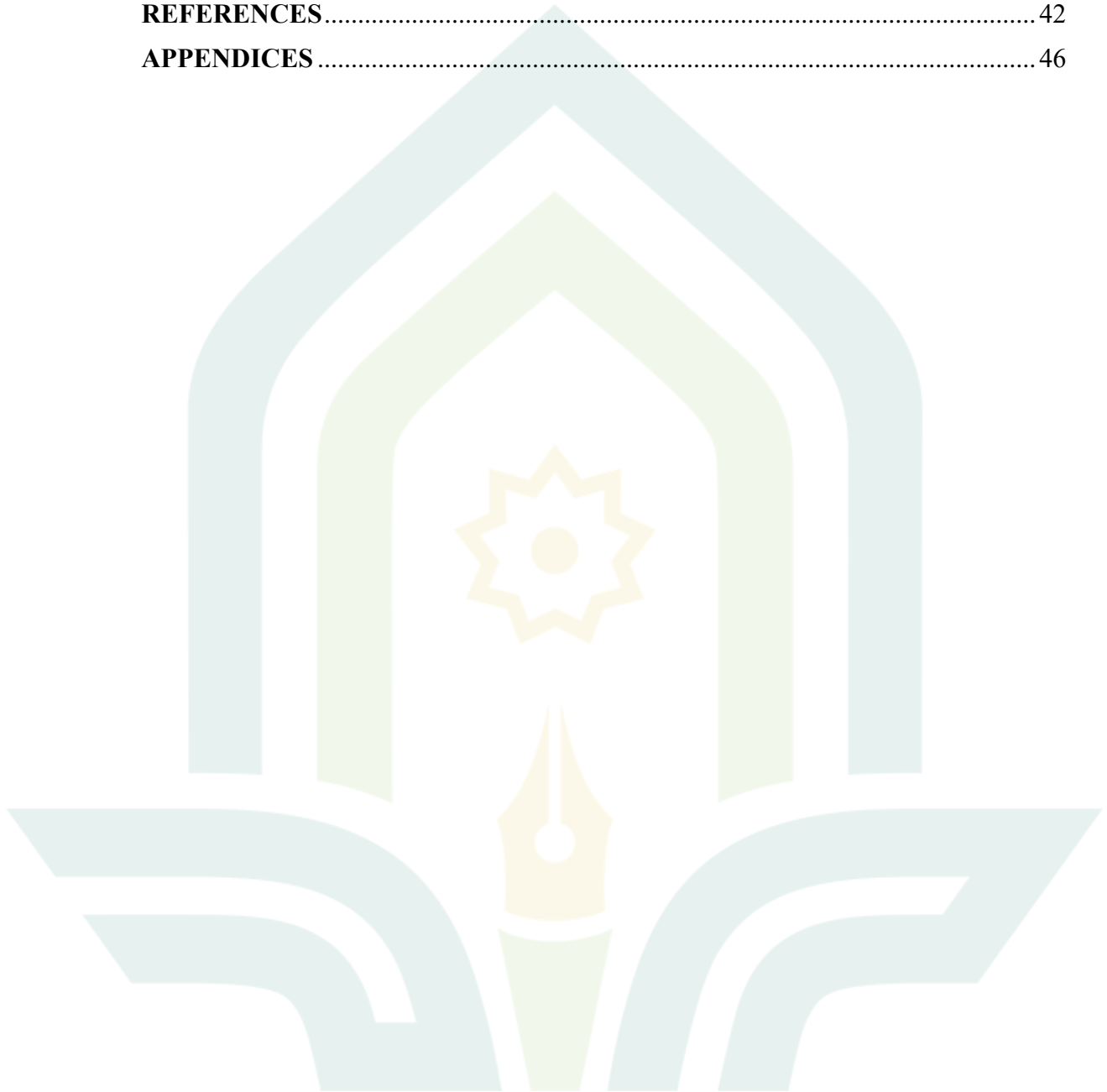
The Writer



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# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Educators should guide the learners in better understanding of the topic, and the students should, in addition to curiosity, try to interpret the obstacle and grasp the information. Learning English is not just done by theory, but learning English practice also such as reading. One area where problems are still a major concern is reading. Reading requires one to consume different forms and kinds of information and as a result, it is a skill and instruction. Reading requires individuals engage with various form and types information, it notonly skill but a process. That should be taught and developed for the accomplishment of programmed educational goals (Harmer, 2007).

Reading comprehension is one of the most vital skills among students, and it is especially true regarding narrative texts, which are dominant in schools. Successful comprehension does not rely only on cognitive strategies but also closely relates to students' emotional reactions to the process of reading. Because emotions can influence motivation and engagement, and as such, impact learning outcomes, therefore it is important to find out how they affected students' ability to comprehend narrative texts (Mendiola, 2013).

In the 8th-grade, on first semester, types of texts in Englis learning is narrative texts. In learning these texts, students needed to read properly, or at least, pronounce vocabulary and sentences with appropriate words and sounds. As English belongs to foreign language for them, they can not fully handle on

the words they read in the text. This condition leads to boredom and lack of interest by the students, and above all, weak behavior through English lessons more specifically reading, because there is no learning media for learning process to make interested learning. Problems faced by students usually lead to the rise of various deeds, attitudes, and expressions in the learning process particularly in reading (Rahmat, 2021).

Story mapping is an instructional strategy for students to visualize the elements of a narrative, or characters, setting, plot, and theme. The elements are organized, which clarifies the structure for the student and perhaps may improve comprehension. Although this latter point is arguable, what has not been explored in great depth is the emotional experiences that occur with story mapping in reading (Bandura,1977).

Knowing students' emotions during the use of story mapping may bring valuable effects related to their learning process. Positive emotions, excitement, and interest might raise great involvement in learning, which leads to better comprehension. In turn, negative emotions-like frustration or anxiety-may reduce learning and affect the whole reading process (Goleman, D., 1997).

The learning materials and media used are still too simple. The English teacher sometimes uses story-related materials that only emphasize translation texts and pronunciation searches in the English dictionary, which can prevent learning and make some students lose their interest and enthusiasm for English. Story mapping has been used recently by an English teacher in an Islamic Junior High School in Bandar Batang to enhance English teaching in the case

of narrative texts. Such an approach in reading helps students comprehend the vocabulary, identify the main topics of reading and their main ideas, as well as identify text structures. In this regard, the study of the researcher attempts to analyze into the responses of students in view of their emotional responsiveness towards a narrative text. In any case, it is believed that such a research finding would aptly contribute towards novel initiatives in English language learning, particularly in the context of reading, and serve as a reference for further research (Harmer, 2007).

This study investigates the students' emotional responses when using story mapping to understand the narrative text. Emotions research such as this can contribute to an understanding of how instructional strategies affect either the ways or the degree to which students engage in or comprehend texts. The current research, therefore, tries to bring awareness of emotional variables into the teaching and learning process, specifically reading comprehension. Therefore, the researcher has titled the study "Students' Emotions Of Using Story Mapping in Reading Narrative Texts".

## **1.2 Formulation of Problem**

According to the problem above, the researchers also discuss issues about the effectiveness of story mapping on narrative texts in English learning at one of Islamic Junior High School as follows:

“How do the students perceive their emotions of using story mapping in comprehending narrative texts?”



### **1.3 Operational Definition**

#### 1.3.1. Students' Emotions:

Emotions are things about the affective states of learners when they work with story mapping techniques in reading narrative texts. Feelings like excitement, irritation, or empowerment are not limited to (Goleman, 1997).

#### 1.3.2. Story Mapping:

Story mapping is a technique to write an idea and turn it into a visual graphic. It makes a person remember information, diagramm, symbols, pictures, and other visuals (Porter & Hernacki, 2001).

### **1.4 Significance of the Research**

This research is expected to provide benefits for:

#### 1.4.1 Theoretical Use

The result of this study are expected to help students understanding narrative structure better through visual representations of characters, storyline, characters, background and conflict, so that it can enrich the use of story mapping. As well serve as a reference for exploring English lesson epecially story mapping in narrative. This method encouraged students to organized and integrated information from the text (Bandura, 1997).

#### 1.4.2 Empirical Use

This research aims to provide information empirically about the results of interview studies on students' responses or emotions while using story mapping in reading narrative texts. This data can be used for reference for other researchers in the future.



## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of Findings**

This study unravels the different feelings that students experience in using story mapping in comprehending narrative texts. Results show that students continually face self confidence, enthusiasm, confusion, and anxiety. They had confidence and enthusiasm because they understand the material. The emotions they usually have in such cases are confusion because of inability to break down the stories, anxiety due to fear of making mistakes and during presentations. A teacher has to find them out in order to make the learning environment comfortable for all.

#### **5.2 Recommendations**

The story mapping method should be incorporated into the curriculum in more general ways to enhanced the comprehension of narrative texts by students. Training for teachers in methods of story mapping and in managing students' emotions should be recommended in order to created a more supportive context of learning for students. This also be a recommendation to teachers on how to used visual media in teaching to helped students related their emotions with the stories in order to make the learning of the stories an exciting experience.

Students reflected their emotions in order to increased emotional awareness as well as provided valuable information to the teachers. Further

research was needed to establish the association between students' emotions and other learning strategies in order to evolve a more holistic approach to the education of students.



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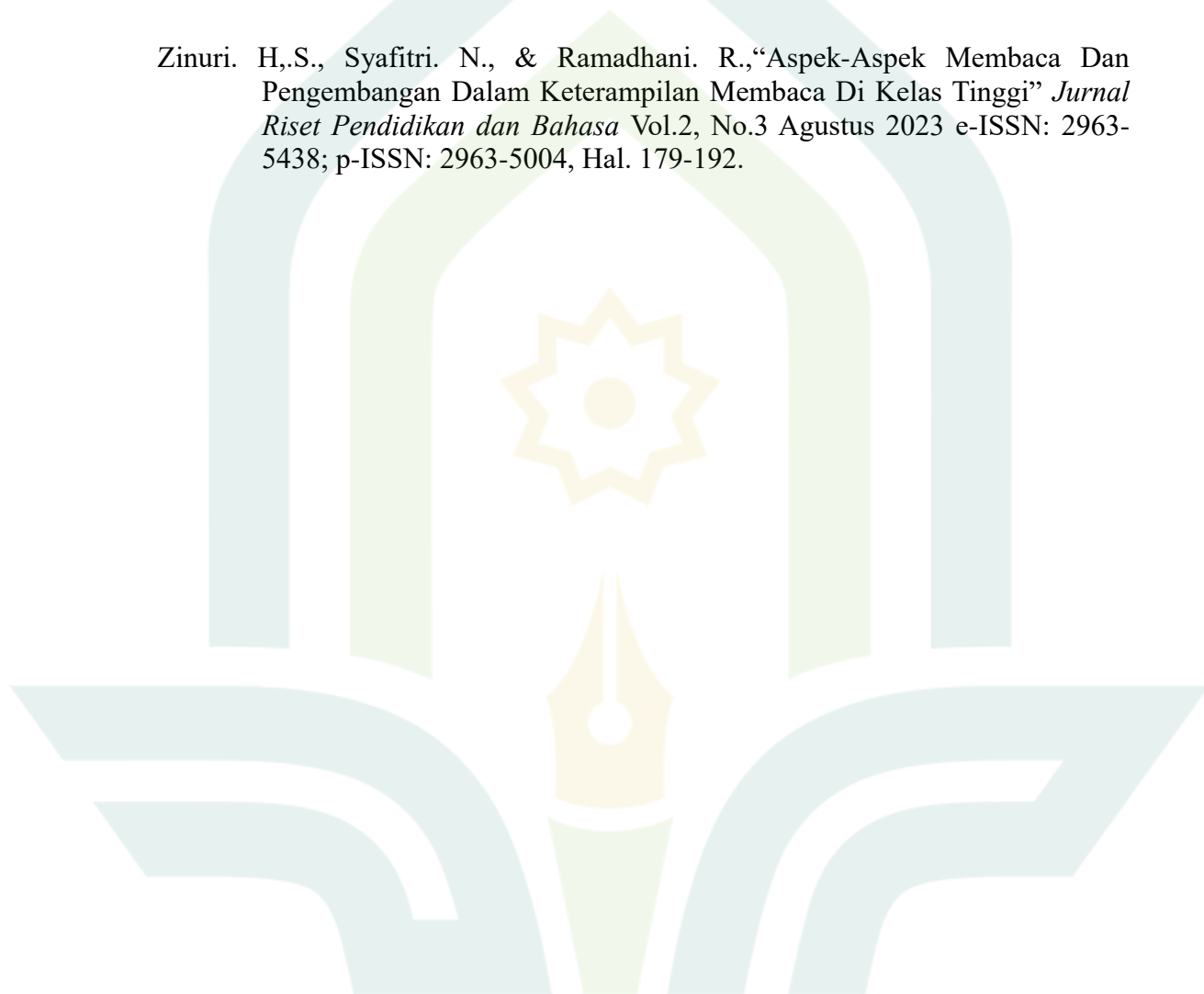
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**APPENDICES****Appendices 1****CURRICULUM VITAE**

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