THE EFFECTIVENESS OF LITERACY MAPPING ON STUDENTS' READING NARRATIVE TEXT

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Abstract
The purpose of this study is to increase the effectiveness of reading narrative texts for students at their reading level using literacy mapping of students from 8G SMP Negeri 18 Depok. This study uses a quantitative method with a pre-experimental design by applying a pre-test and post-test design. In this study the writer used one class as a sample with a total of 30 students. Data was collected using pre-test and post-test instruments. The results of the study were calculated using the t-test. The results showed that the students' post-test scores (higher than the pre-test scores. By using the t-test, the results of the t-table with degrees of freedom (df) 0.01 were 2,048. The findings showed that this study succeeded in reducing the ability to read texts. students' narratives and the effectiveness of their reading levels using literacy mapping.

Keywords: reading, literacy mapping

INTRODUCTION

Reading is a very necessary language skill for everyone to learn. Someone may enhance their own language and experiences by reading. In other words, other language skills, such as writing and speaking can be learned by reading, as well as developing language elements, such as vocabulary and grammar. Reading abilities mean that learners are not only able to read or read English text, but also understand the nature of the text's meaning, which is called understanding of reading. Reading is not a simple process since readers need to work their eyes and brains to receive their reading knowledge or messages so that students can learn accurately, effectively, and correctly, and teachers need to prepare good English teaching content.

Most of the eighth-grade students of SMP Negeri 18 Depok had difficulty learning when reading narrative texts, based on the first observation at SMP Negeri 18 Depok. When the writer asks them to read the text, it can be seen, most of them still have no problem. Students have difficulty reading narrative text because of it. First, they lack vocabulary mastery, cannot read sentences well, and arrange words well. Second, students have difficulty voicing their thoughts. Third, in literacy learning, teachers rarely use interesting

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techniques. In this scenario, students feel bored and unable to understand how to correctly interpret the narrative text and its contents. Students have difficulty understanding key concepts in the text, and in narrative text, they have difficulty understanding the general structure in the text.

Writer, therefore, use techniques such that the content is readily grasped by students. Students also have problems reading English texts well, however. The writer, therefore, proposes a reading learning approach using a computational model of cross-development reading: the influence of the advent literacy's influence on language production as a solution. The computational reading model thus reflects on the impact of the current language environment on reading and effectively addresses them. It is understood that literacy has a profound influence on the processing of languages, resulting in improvements in phonological understanding of word phonological processing, semantic fluency, and even visual processing. The disparity between the words acquired before literacy and after literacy would possibly be very significant in relation to the function of the reading system.

Many students still have trouble grasping the general structure of the narrative text, however. Writer, therefore, have a solution in the form of teaching as a process of acquiring the reading abilities of students. There are two steps to the training process. Models are trained by mapping between phonology and semantics in oral language training. This stage of training is an effort to mimic the fact that before learning to read, children have usually acquired multiple language skills (e.g. speaking and listening). This model also teaches how to construct a stable phonological puller, research the phonological to phonological mapping representation, and then study the mapping from one semantic to another representation with a stable semantic puller.

This research would also look at the language processing of students through English text and see the words that were read before reading literacy begins and after literacy. This reading computer model focuses on the impact of the current language environment on Coltheart, Rastle, Perry, Langdon, & Ziegler's reading and tackles them effectively (2001: 204-256). These findings are based on research results from previous researchers, written by authors Padraic Monaghan, Stephen Welbourne, Ya-Ning Chang, in the journal A Reading Computational Model through Literacy's Effect on Development Start on the subject of language processing. First, we decided whether the model could replicate the key phenomena of behavior linked with reading single words and the Monaghan & Ellis in AoA effect (2010: 506-525). Pre-literacy acquired Post-literacy and

vocabulary acquired words As a result, the model handled them differently. For the lexical decision of the model, this effect was significantly greater than the responses to responses to word naming, which are consistent with suggestions that the processing of words acquired for preliteracy From orthography to semantics, I took the long way around through phonology, while the words acquired for The direct orthography route to semantics was used by post-literacy. Following 0.6 million years in which The model had a 97.85 percent accuracy score percent on the speaking task and an accuracy rate of 93.35 percent on listening tasks, oral language training was discontinued, demonstrating the reading model success during the practice of the reading process. For phonology and semantics, the accuracy rate demonstrates the proportion of all correctly generated words in each time cycle.

'Meaning is everything,' say Edwards and Usher created by rather than mapping being discovered' (2000: 138). Students learn not only to find meaning 'but also to' spell and modal ', the writer makes meaning and spelling questions from the narrative text, the writer makes the meaning of the narrative text that has been selected, and students find the meaning of the selected narrative text, and students find the meaning of the selected narrative text. practice literacy problems in their life. In this case, the writer will carry the connotation of 'finding' the meaning of the narrative text. Changes in the map literacy learning model's semantic, phonological, and orthographic changes are the most important changes in the model evaluation method. As a result, the observation will be conducted in three steps. In this learning model, the stages of reading, explaining, and evaluating will become student reading tasks, and the aim of using simple maps in the practice of the map literacy learning model is to improve students' reading. Last one, semantic mapping in literacy is a method of teaching reading using graphical representations of concepts and the relationship between them, An orthography is a set of conventions for it includes norms of spelling, capitalization and phonology is the study of the categorical organization of speech sounds in languages.

Writer want to examine this reading literacy model because it is very interesting to study and researchers can see the reading before and after students. The model's performance shows that literacy initiation will impact the reading system architecture usage. Researchers wanted to focus on the age variable 13-14 years, a pre-literacy word model studied with reading ages ranging from ages one to 13. The literacy group is the reading age group aged 13-14 years. As a result, this was a deliberate design decision to ensure that measurable AoA effects were linked to the first reading of the term.

Furthermore, using the WFG test to reflect AoA in the acquisition of reading skills is not recommended appropriate for evaluating AoA before the beginning of literacy, since it records From the age of one to fourteen, children are exposed to words in written materials (corresponding to age five to 18). Those with a reading age of 14 are words taught in their entirety post-literacy. Therefore, if this previous When the model's operation is determined by orally learning words (i.e. before literacy), we can see a discontinuity in the effect of AoA in the model's performance between the ages of reading 13 and 14, i.e. a discontinuity in the effect of AoA.

Brown (2004: 185) says reading is also an ability that teachers hope to learn from pupils. There are many elements that need to be mastered that contribute to an individual interpretation of the meaning that needs to be communicated in written material. Reading is one of four language skills that are necessary for every person to learn and master (listening, speaking, reading, and writing).

Moreover, reading is useful for learning one's language, according to Harmer (2007: 99). As long as learners understand what they are reading more or less, the more they are reading, the more they can understand it. It notes that reading is the decoding and interpretation of Cline et al. claim that written language is a form of communication (2006: 2). Decoding requires the conversion of symbols from writing systems (including Braille) into the spoken words they represent. The reader's strategy and experience, as well as the reading goals, context, and nature of the text, determine comprehension.

Types of Reading

1. Intensive Reading

    Brown explained that intensive reading is usually a classroom orientation exercise in which students focus on the linguistic or semantic nuances of a text passage. Intense reading helps you consider literal interpretations, implications, rhetorical relationships, and other stuff attention of students to grammatical structures, discourse markers, and another surface structural information. Brown (2001: 312) states that the teacher can pick and guide what students read and is intended to develop special receptive skills for this reading activity. Intensive reading is an activity of taking text, studying it, comparing, evaluating, translating, and keeping any word found in the reading text whenever reading refers to the dictionary and grammar.

2. Extensive Reading

    Brown (2001: 313) states that in order to obtain a general understanding of texts that are typically much longer, extensive reading is undertaken (books, long articles, or

essays, etc). Extensive reading is also beneficial for gaining a general understanding of a topic, and it includes reading longer texts for pleasure; it is also beneficial for expanding general knowledge. It is a reading practice by Jeremy Harmer (2007: 283) in which teachers allow students to choose what they want to read for themselves, with the aim of improving their language skills.

Reading Comprehension

Comprehension is one of the goals of reading. Reading may assist someone in developing their understanding of reading. Comprehension can also be described as the process of learning something new an individual understands from written or spoken language the meaning of his reading. When they read it, good readers will gain insight. We need to know many ways of understanding to gain comprehension when reading. There are several forms of the following understandings, namely:

1) Literal understanding: This reading is meant to recognize, remember, or recall knowledge that is specifically found in that passage.

2) Inferential comprehension: Read this to locate and summarize knowledge not clearly specified using the reader's knowledge and intuition in the passage

3) Critical/evaluative understanding: This reading is to equate the data in a passage with the own experience and value of the reader.

Janette K. Klinger (1996: 275-293) describes reading understanding as to the the act of constructing meaning through organizing a variety a set of intricate processes involve reading words, word knowledge, and reading fluency. Appreciative understanding: Read this to get an emotional reaction or some other form of significance from that passage. This means that reading with understanding means that readers are able to extract facts and essential understandings from the collection, visualized knowledge, and feel the readiness of facts in reading. Comprehension for reading includes inspiration, a mental structure for thoughts, focus, and techniques for better strategies for learning. Good readers will recognize and extract the meaning of the words They read what they see in print and use their comprehension of the language structure to begin shaping the national mentality of the subject.

Reading Literacy

Reading literacy is the knowledge of reading by the general public or by non-experts. Literacy is a concept of literacy that has undergone many changes with a wider context. In a text that is only spoken, reading literacy is not limited to reading textbooks by acquiring an understanding or meaning of a word or expression. According to Clay in

Taylor & Mackenney (2008: 230), the concept of reading literacy is an activity for having versatile messages that can be used to solve a problem. The definition will therefore be directed to responses to a printer code, language, and visual interpretation that are intentionally directed by reading in many interconnected ways to explore context and signals in a text so that readers can optimize reading to understand the message of the writer.

The concept of reading literacy is the capacity of a person to understand and use forms of written language that are necessary for individuals to be valued by society. In their reading, young readers may create meaning from different texts. Mullis, Martin, and Sainsbury (2006: 3) read to learn and acquire knowledge, to engage in the culture of other readers, and for enjoyment. Reinking in Reinking, McKenna, Labbo & Kieffer (2009: xiv) will express a wider meaning that the process of growing one's prevalence and interest in electronic reading and writing types is reading literacy. Scribner says in (Britt, Rouet, & Durik, 2018: 1) that the use of written symbols in social activities in culture is the concept of reading literacy.

The process of transmitting the knowledge we have is teaching. One of the goals of reading is knowing the reading text. We must pay attention to the concepts of teaching reading during the course of learning to read. Reading is not a passive capacity, learners need to be involved in what they read, learners need to be encouraged to respond not only to language but to the content of their reading text, the prediction is also a major factor in reading, matching the assignment provided to the subject. While they are reading, students should enjoy the process. It takes more than just reading texts to teach reading.

One of the essential factors in learning English is teaching reading in junior high school because reading helps students gain new knowledge and more details they read. Students have to read a lot, according to Maulizan (2015: 371), because reading is an ability that is required to get more knowledge on a daily basis. In addition, reading teaching not only makes students read texts well but also helps them to be more generally effective because they can read a lot and get a lot of data from what they read. Reading in junior high schools, as one narrative text, allows students to read many texts. Therefore, since there is a curriculum, the teacher has guidance for teaching students, the curriculum is very helpful for education in Indonesia. Nasir (2015: 246-256) notes that the curriculum plays an important role in educational performance.

Content literacy can help students read and write efficiently, learners can understand and reason about the concepts of the content field, and become more interested

in literacy and content subjects. The introduction of content literacy strategies has a direct effect on the learning and thinking of students, as this method encourages students to improve thinking and become aware of their approach to specific learning activities such as reading and writing. Researchers use the application for literacy reading effect because there are still students who have trouble understanding the reading in English text from the effect of using the effect of reading literacy before and after using it, i.e. the researcher would look at student assignments in reading learning with semantic, phonology, and orthography.

The role of reading maps, according to Head (1984: 1-25), can be divided into two broad categories:'measurement' and 'visualization.' It has been known that map literacy is comparable to literacy. However, map literacy, like literacy, is a conceptual term that is difficult to put into words. As a consequence, we'll look at how to use practical map literacy. Literacy is characterized as the ability to read and write, or to recognize, replicate, and manipulate textual conventions. Literacy is widely taught at home and in schools; however, it is difficult to quantify literacy or explicitly identify who is literate and who does not become literate; illiteracy is characterized as a lack of knowledge of the written language.

RESEARCH METHOD

Quantitative research with a pre-experimental research design is this method of research used in this research. Creswell (2010: 6) notes that quantitative research is a method of educational research in which scientists determine what to study, ask specific and narrow questions, collect participant quantitative data, analyze these figures using statistics, and perform inquiries with an impartial attitude in an unbiased manner. In this analysis, researchers will use a pre-experimental design based on pre-testing and post-testing this study in one group. The simplest design involving one group is the pre-experimental design and there is no random assignment of subjects to experimental groups. According to Ary (2010: 328), there is little or no influence over international variables at Experimental. This suggests that a single category was used in the analysis and pre-test and post-test were used.

This analysis has one category in it that refers to a class of 8G SMP Negeri 18 Depok. Only one class is used by a researcher. The treatment is that reading narrative text influences comprehension through reading. The researcher would previously offer a pre-test to assess the current lexical information about student reading. And finally, the researcher will send a post-test to students to determine whether major improvements have been made during the procedure.

In collecting the data, the writer conducted a pre-test in the first meeting, treatment, and post-test in the last meeting. In this study, the writer conducted eight online meetings using the WhatsApp application, Google Classroom, and Zoom Meeting. The data analyzing, the effectiveness of literacy mapping on students' reading narrative text, writer

1. Pre-test

    The writer used the pre-test to assess the reading comprehension ability of the students. The questions consist of 25 questions in one non-fiction text. The form to be used is a multiple- choice of short stories and fable from the narrative text.

2. Treatment

    The writer uses narrative text as a medium to improve students' reading comprehension literacy. The teacher gives a text that contains narrative text and the students read it to find out what students read before and after literacy mapping.

3. Post-test

    After the writer gives treatment to students to read the narrative text. The writer provides a post-test to determine the progress of students' reading comprehension. The writer will provide 25 multiple-choice questions. The post-test questions will be similar to the previous pre-test questions.

The data analyzing, the effectiveness of literacy mapping on students' reading narrative text, the researcher uses a t-test with the formula Gay (1981: 331).

RESULT OF RESEARCH

The research on The Effectiveness of Literacy Mapping on Students' Reading Narrative Texts has already been completed by the writer. The writer conducted the research at SMPN 18 Depok, using one 8th grade class as the sample for this research. There are a total of 30 students in class 8G. The writer used a quantitative method and one class as a sample for this study. The writer used tests to gather information. The writer already analyzed the result of the data from students' using the t-test. The writer gave a multiple-choice test about reading literacy mapping, and the significance score between pre-test and post-test was discovered.

Students' Pre-Test and Post-Test Result

Diagram 1.
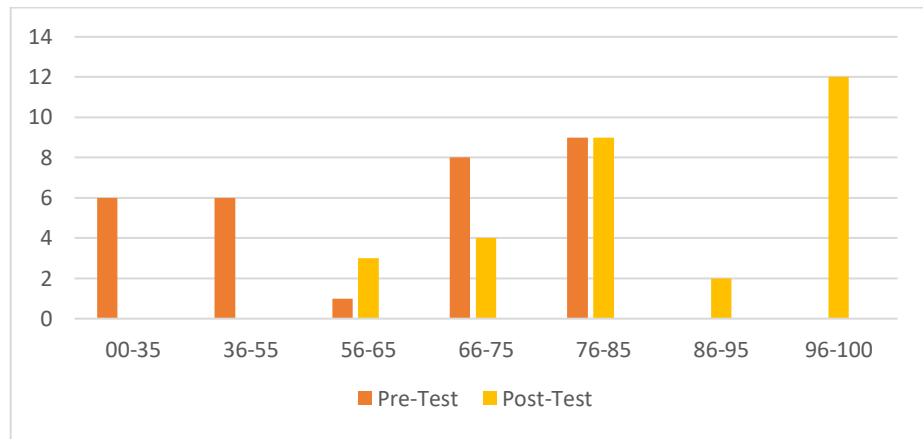
The data from the pre-test and post-test results class of 8G SMP Negeri 18 Depok were then analyzed and can be seen in Table 1 below:

Table 1. frequency and percentage score of literacy mapping students' reading narrative text (pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	9	30%
4	Fairly Good	66-75	8	26,7%
5	Fairly	56-65	1	3,3%
6	Poor	36-55	6	20%
7	Very Poor	00-35	6	20%
Total			**30**	**100%**
Rata-rata			**59,3**	

Mean score of pre-test:

$$\overline{X} = \frac{\sum x}{N}$$

$$\overline{X} = \frac{1771}{30}$$

$$X = 59,3$$

Table 2. frequency and percentage score of literacy mapping students' reading narrative text (post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	12	40%
2	Very Good	86-95	2	6,7%
3	Good	76-85	9	30%
4	Fairly Good	66-75	4	13,3%
5	Fairly	56-65	3	10%
6	Poor	36-55	0	0%
7	Very Poor	00-35	0	0%
Total			**30**	**100%**
Rata-rata			**83,6**	

Mean score of post-test:

$$\overline{X} = \frac{\sum x}{N}$$

$$\overline{X} = \frac{2508}{30}$$

$$\overline{X} = 83,6$$

As to the results of the writer's study, literacy mapping was effective for students' developing reading narrative text comprehension. It can be shown by the results of the students' pre-test and post-test. It is clear that there were significant differences between the pre-test and post-test results.

DISCUSSION

Based on the results of the writer's study, literacy mapping was effective for students' developing reading narrative text comprehension. It can be shown by the results of the students' pre-test and post-test. The result of the the-test of the t-table is the significant level 5% (0.05) and the degrees of freedom (df) 28 obtained 2.048. There is the significance of using Literacy Mapping in Teaching Reading Narrative Text. In the pre-test, the lowest

score was 27 and the highest score was 84. Based on the lowest interval of 00-35, which had 6 students and a 20% percentage, and the highest interval of 76-85, which had 9 students and a 30% percentage. The pre-test average was 1771. The lowest post-test score was 56, and the highest post-test score was 96.

These findings are based on research results from previous researchers, written by authors Padraic Monaghan, Stephen Welbourne, Ya-Ning Chang, in the journal A Reading Computational Model through Literacy's Effect on Development Start on the subject of language processing. For the lexical decision of the model, this effect was significantly greater than the responses to responses to word naming, which are consistent with suggestions that the processing of words acquired for preliteracy From orthography to semantics, I took a long way around through phonology, while the words acquired for The direct orthography route to semantics was used by post-literacy. Following 0.6 million years in which The model had a 97.85 percent accuracy score percent on the speaking task and an accuracy rate of 93.35 percent on listening tasks, oral language training was discontinued, demonstrating the reading model success during the practice of the reading process. First, we decided whether the model could replicate the key phenomena of behavior linked with reading single words and the Monaghan & Ellis in AoA effect (2010: 506-525). Pre-literacy acquired Post-literacy and vocabulary acquired words As a result, the model handled them differently.

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CONCLUSION

As to the results of the writer's study, literacy mapping was effective for students' developing reading narrative text comprehension. It can be shown by the results of the students' pre-test and post-test. It is clear that there were significant differences between the pre-test and post-test results. In the pre-test, the lowest score was 27 and the highest

score was 84. Based on the lowest interval of 00-35, which had 6 students and a 20% percentage, and the highest interval of 76-85, which had 9 students and a 30% percentage.

The pre-test average was 1771. The lowest post-test score was 56, and the highest post-test score was 96. Based on the lowest interval of 56-65, which had 3 students and a percentage of 10%, and the highest interval of 96-100, which had 12 students and a percentage of 40%. Alternative Hypothesis (H_1): Literacy mapping has an effect on students' ability to read narrative text at SMP Negeri 18 Depok. Null Hypothesis (H_0): There is not effectiveness of literacy mapping on students' reading narrative text at SMP Negeri 18 Depok.

SUGGESTION

Based on the writer research results, it can be concluded that SMP Negeri 18 Depok has implemented a good learning system using literacy mapping. Especially in the fascinating reading study, the writer suggests that teachers be more effectively familiar with the improvement of students' reading skills and strategies. The suggestions for students are expected to increase their motivation to read English texts. Students can start by reading fairy tale texts and find the meanings and synonyms of some words. And also students can know the use of capital letters in each word, and can also spelling words from the use of this reading literacy.

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