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Exploring the Effect of Story Mapping Strategy on Learners
Reading Comprehension of Narrative Texts
The Case of Third Year Pupils at Mohamed Seddik Ben Yahia Secondary School -El
Milia- Jijel

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in
didactics of foreign languages

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Declaration

I hereby declare that the dissertation entitled “Exploring the Effect of Story Mapping Strategy on Learners Reading Comprehension of Narrative Texts: The Case of Third Year Pupils at Mohamed Seddik Ben Yahia Secondary School - El Milia- Jijel” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

Signature

Date

Dedication

I dedicate this work:

to the most precious people to my heart, to the ones who gave birth and meaning to my life, to the persons who gave me strength and hope:

my parents, brother and sisters.

All relatives and close friends.

Special dedication is profoundly expressed to my beloved fiancé.

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Abstract

The present study explores the effects of story mapping strategy to improve third year pupils reading comprehension of narrative texts. More precisely, it aims at examining learners' understanding of narrative texts and whether this strategy has any effect on learners' motivation. The research work departs from the hypothesis that if teachers use story mapping strategy in teaching narrative texts, reading comprehension would be improved. To test the validity of the hypothesis, an experiment was carried out with a sample of 32 third year pupils at Mohamed Seddik Ben Yahia secondary school El- Milia, Jijel. This experiment consisted of a pre- test, a treatment and a post- test. The treatment was done in three different phases consisting of two meetings in each. Each phase covered planning, implementing, observing and reflecting. Pupils were given narrative texts in all tests and an observation checklist was elaborated to note learners' motivation and to support the results. The scores obtained by both groups were represented statistically, while the results of the observation were analyzed qualitatively. The findings showed that the mean score of the experimental group improved significantly from phase to phase. In addition, the mean score in the post-test was higher than that of the pre-test. This reveals that the use of story mapping strategy improves learners reading comprehension. Concerning the control group, there was no significant difference in the scores of the two tests. Based on the observation during the treatment, there was a positive shift in learners' motivation and interest.

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General Introduction

1. Background of the Study

In learning English, there are four skills to be developed, they are listening, speaking, writing and reading. Reading is an important skill for students to get much information and knowledge. According to Namara (2007) reading is an extraordinary achievement when one considers the number of levels and components that must be mastered (p.3). Reading and comprehension are linked to each other because the result of a reading activity is to comprehend what has been read. In accordance with that, Snow (2002) and Wolley (2011) define reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p.15).

Story retelling, story face, repeated reading, and story mapping are strategies that can be applied by teachers to teach reading and improve reading comprehension. Story mapping is the most common one and it is defined as “the visual representations similar in construct to semantic mapping, webbing, or networking-graphically organize and integrate the concepts and, events contained in a story.” (Reutzel, 1985, p. 400). That is, it is a graphic organizer that allows students to visualize the important components of a narrative text, including setting, main characters, problems, events, and resolution. Studies have been conducted on story mapping as a strategy used to improve students reading comprehension. For instance, Bedrimiati (2012) worked on the effect of story face to increase students reading comprehension. His study found that story face might increase learners reading comprehension because they can “plan and organize the elements of the text for answering questions under exam conditions” (p.18) In addition, Dewi Nurpitriyami (2014) investigated

the effectiveness of story mapping technique on students reading comprehension of narrative text.

He concluded that almost all students had a positive stance toward the effectiveness of story mapping strategy with regard to the enhancement of their reading comprehension of narrative text. Nevertheless, very few studies, to our knowledge, have been conducted to explore the effect of story mapping strategy on learners reading comprehension of narrative texts in secondary schools in the Algerian context.

2. Statement of the Problem

English language teaching is mainly based on teaching four skills, one of the most important skills is reading. The process of teaching reading could be boring, complex, or not entertaining. On the other side, it can be easy, more enjoyable and more effective if some conditions are met. That depends on understanding students' behaviours along with the use of appropriate strategies used to enhance their reading comprehension. The latter is one of the aspects that should receive attention from teachers and always be practiced by learners because most of secondary school students face problems with understanding what they read and soon become bored or lost while reading. Also, secondary school teachers face difficulties in making their students understand texts and getting good marks in their exams. In order to overcome some of those difficulties, the present study implements story mapping strategy to improve learners reading comprehension.

3. Aims of the study

The present study aims to explore the effectiveness of using story mapping strategy on learners reading comprehension of narrative texts. More precisely, it seeks to discover whether

the use of story mapping improve learners' reading comprehension. In addition, the study attempts to find out whether the use of story mapping has any impact on learners' motivation.

4. Hypothesis

The hypothesis on which the present study is based runs as follows:

If teachers use story mapping strategy in teaching narrative texts, learners reading comprehension would be improved.

5. Methodology of Research

The methodology chosen to the objective of this research is an empirical study based on a pre-test and post-test and an analytical study of the obtained results. Therefore, the methodology used in this research is quantitative and qualitative.

Undertaking this research entails an experiment to be conducted with a sample of 32 third year students at Mohammad Seddik Ben Yahia, secondary school –El Milia- Jijel, to enable testing the effectiveness of the independent variable (story mapping strategy).

6. Significance of the Study

This study hopefully could become useful for:

- Teachers:

The study intends to help teachers to get insights on the use of story mapping strategy to teach reading comprehension. Moreover, applying this strategy inside the classroom to make teaching and learning process interesting.

- Students:

Students are expected to improve their reading comprehension by using story mapping. So, they will be able to comprehend narrative texts better.

7. Organization of the Dissertation:

The present research work comprises two chapters. The first chapter, is divided into two sections, they shed light on the different notions and concepts the present research is based on. The first section was focused on discussing the basic concepts related to reading and reading comprehension. The second section, on the other hand, was concerned with an illustration of the notions of story mapping strategy and narrative texts.

As for the second chapter, it represented the field work. It was divided into two sections. The first section dealt with the methodology of research where it shed light on the implemented research instruments. The second section was devoted to the discussion and analysis of the results obtained.

Chapter One: Literature Review

Introduction

English, as an international language, has become widespread all over the world and used in many fields of life, especially the educational field. Learning English requires learning and practicing the four skills; writing, speaking, listening and reading. Reading is considered as an important skill due to its role in mastering any foreign language. It is defined as an interaction between the reader and a written text. Learners are supposed to improve reading skill using appropriate strategies. One of the suggested strategies that are supposed to be used by teachers in reading is story mapping. Story mapping is a strategy thought to increase one's ability to organize the story components and facilitate learners' text understanding. It makes the learning process funny and enjoyable. Thus, this chapter is devoted, first defining reading and reading comprehension, and second defining narrative texts and story mapping strategy. The first section gives an overall description of the reading and reading comprehension, reading types, reading models and some reading strategies employed to ensure reading comprehension. The second section consists of different descriptions of narrative text, and story mapping, types, rules, steps, application and advantages.

Section One: Reading and Reading Comprehension

1.1.1. Defining Reading

Reading is an important skill particularly in English classes since the students should be able to comprehend the text. Therefore, it should be understood by the students because it cannot be isolated in the teaching and learning process. Reading is one of the routes to the

command of the target language since through it the student is most likely to find words used memorably with force and point. (Bright & McGregor, 1970, p.53).

Most scholars, like Anderson and Schuster (1972) defined reading as a complex process in which the reader can deconstruct the symbols then interact with the text after the meaning is understood. Thus, reading is an interactive process in which the reader interacts with the text and employs his/her experience and knowledge to get meaning. Scanlon, Anderson, and Sweeney (2010) stated that “reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information” (p.9). This implies that reading is a difficult process that needs a total explanation and simplification of information. Similarly, McGinnis and Smith (1982) defined reading as a purposeful process of identifying, interpreting, and evaluating ideas in terms of the mental content or the total awareness of the reader (p. 13). According to Aukerman (2013), reading is a process of extracting and constructing meaning through a given material in written the form (p.73). Nunan (2003), states that reading is a fluent process of readers combining data from a text and their own background knowledge to construct meaning and the aim of reading is comprehension (p .67). The definition of reading was shortly summed in (figure. 1). It is also defined as what the reader does to get the meaning he needs from contextual resources (Walter. Hill 1979, p.4). Reading is simply the interpretation of a written message.

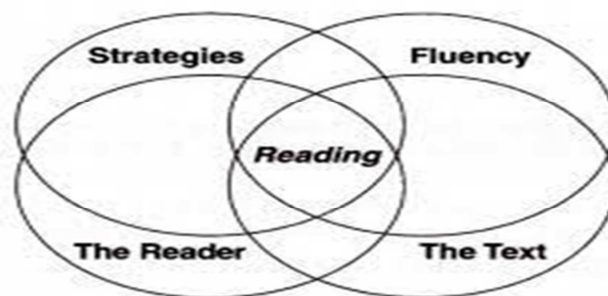


Figure .1 Definition of reading (David Nunan 2003 p.73).

1.1.2. Types of Reading

By reviewing the literature, there is no consent on a clear classification of the types of reading; Viernes (2012) considered skimming and scanning as types of reading whereas Andrew and Diana (1996) thought that they are skills of reading or reading comprehension. Regardless of this disagreement, the types of reading are going to be handled as deliberated in different books and researches as follows (Susser& Robb, 1990, p.3).

1.1.2.1. Extensive Reading

Extensive reading plays an important role in foreign language learning. It is an activity that can be carried out by learners themselves outside the classroom. According to Grellet (1981), extensive reading means “reading longer texts, usually for one’s own pleasure; this is a fluency activity, mainly involving global understanding” (p.4). This means that it is recommended to read for general language enhancement and fun on topics of interest to the learner. Most students will not do a lot of extensive reading on their own unless they are encouraged by the teacher. Extensive reading, especially when learners read materials appropriate to their level, has many benefits on learners’ language development. Day and Bamford (1998) agreed on two main goals of extensive reading, namely: enabling students to read without frequent pauses and increase their vocabulary. Therefore, extensive reading is the best way for learners to develop autonomy, that is, to automatically recognize words when they see them. Grabe also discussed some of the benefits of extensive reading and pointed out that “longer silent reading can build vocabulary and structural awareness, develop autonomy, enhance background knowledge, improve comprehension, and enhance confidence and motivation” (1991, p.396).

1.1.2.2. Intensive Reading

Unlike extensive reading, intensive reading is a kind of reading done in the class under the guidance of the teacher. It tends to be more concentrated, less relaxed, and often not for pleasure, but to achieve learning goals. Intensive reading involves reading the text in details to achieve a deep understanding, i.e. take the text, study it line by line, consult the dictionary and grammar at any time, compare, analyse, translate, and retain every expression that it contains (Mikulccky & Jeffies, 2005, p. 257).

Teachers need to find a balance between the desire for students to develop specific reading skills and the natural desire to understand the meaning of each word. In this regard, Walker, 1998, pointed out that “it seems contradictory to insist that students read for meaning while simultaneously discouraging them from trying to understand the text at a deeper level, not just the main points” (p. 172). Anderson (2003) pointed out that intensive reading involves a short reading passage followed by textbook activities to develop comprehension or particular reading skills (p. 71). In the same context, the latter is typically concerned with texts which do not exceed 500 words (Broughton, 2003, p.93.) In other words, students need to read the text slowly for the purpose of getting a better comprehension of the written passage, and having the ability to answer the given activity in the textbook or elsewhere.

Jeffries (2004) and Davies (1995) agreed that extensive and intensive are the only types of reading. Viernes (2012) stated that skimming and scanning are also considered as types of reading.

1.1.2.3 . Skimming

Harmer stated that “skimming is the process of going through the reading material quickly in order to get the gist of it, to know how it’s organized, or to get an idea of the tone or the intention of the writer”. (p. 9) In this regard, Blanchard and Root (2005) argued that

skimming “is a way to read quickly in order to discover the general idea of the text” (p. 73). That is to say, the students have to learn how to read very fast without worrying about skipping words. So, the idea is for them to understand some words, but not everything, and to gain a general overview of the passage.

Clarke and Silberstein, suggested teachers tell students that skimming is worthy to attain a general idea of a text in cases in which the reader does not have enough time to read it slowly. (Clarke & Silberstein, 1977, pp. 135-154). Mikulecky and Jeffries (2005) suggested four guidelines to make reading effective through skimming, they are as follows:

- Working as fast as possible without forgetting that details are not important.
- Focusing on the main words in each paragraph that tell the general idea.
- Remembering that the main purpose is to know something very general about the passage rather than, going deep in details.
- Reading sentences at the same speed. (p. 121)

1.1.2.4. Scanning

Scanning is a type of fast reading in order to get certain information or details from a large quantity of written material. However, scanning involves having a specific question in your mind. Therefore, you need to read a passage by using this technique to find the answer and ignoring unrelated information. According to Ward (1998) “scanning is useful for finding answer to simple question and permits the eyes to move rapidly down the page searching for the answer. Once it is found, reading stops”. Similarly, Yan Shan (2009) said that “scanning is helpful technique when students are looking for answer to a particular question. Scanning involves moving through the passage seeking specific words and sentences”. (Yan, p.165) In

other words, it is a quick reading which aims to gather specific information such as question answers.

As it is stated, the main purpose of scanning is to identify the paragraphs or sections that most probably consist of the information you are searching for, to look rapidly through them vertically; seeking key relevant words (Susan, 2005, p.34).

1.1.3. Models of Reading

The model of the reading process usually describes the reading behavior as a communication event between the message sender (writer) and the message receiver (reader). Reading models have been developed to describe the way readers use language information to construct meaning from printed materials. The problem of translating printed matter into meaning has led to the development of the following three models.

1.1.3.1. Bottom-Up Models

In this model the process of translating print to meaning starts with the print. The process is initiated by decoding graphic symbols into sounds. The reader first recognizes features of letters; matches these features together to identify letters; combines letters to identify spelling patterns; combines spelling patterns to recognize words; and then proceeds to sentence, paragraph, and text-level processing (Vacca, 2003, p.37). Nunan (2005) maintained that “in bottom-up processing, the smallest units of language are recognized first, and these combined together to form the next units, this units then are linked together to form the highest unit and so on” (p.78). Figure 2(p.11)summarizes the process of Bottom-Up models in which the act of reading is triggered by the graphophonemic information such as letters, syllables, and words in order to conduct meaning from print.

The bottom-up model supported by the phonics approach in which many teachers and methodologists recommend that for readers to be successful they must have the ability to

divide a word into its smallest components and individual sounds. It focuses totally on the intensive reading. (Richard et. al, 2006, p.25)

1.1.3.2. Top-Down Models

This model considers that the process of translating print to meaning starts with the reader's prior knowledge. The process begins by creating predictions or what is called "educated guess" concerning the meaning of certain part of print. Readers decode graphic symbols into sounds "to check out" hypotheses about meaning (Cummins & Sayers, 1995, p. 94). Nunan (1993) stated that "with top-down approach the reader uses his/her background knowledge of the topic at hand, knowledge and expectation of how the language works motivation, interest and behavior towards the text and also the context it contains, instead of decoding each symbol."(p.78)

Figure 2 shortly summed the process of top- down model in which the act of reading is triggered by the readers' prior knowledge and experience in order to conduct meaning. Top-Down model is supported by a meaning based on whole language approach to reading and it is focuses on extensive reading.

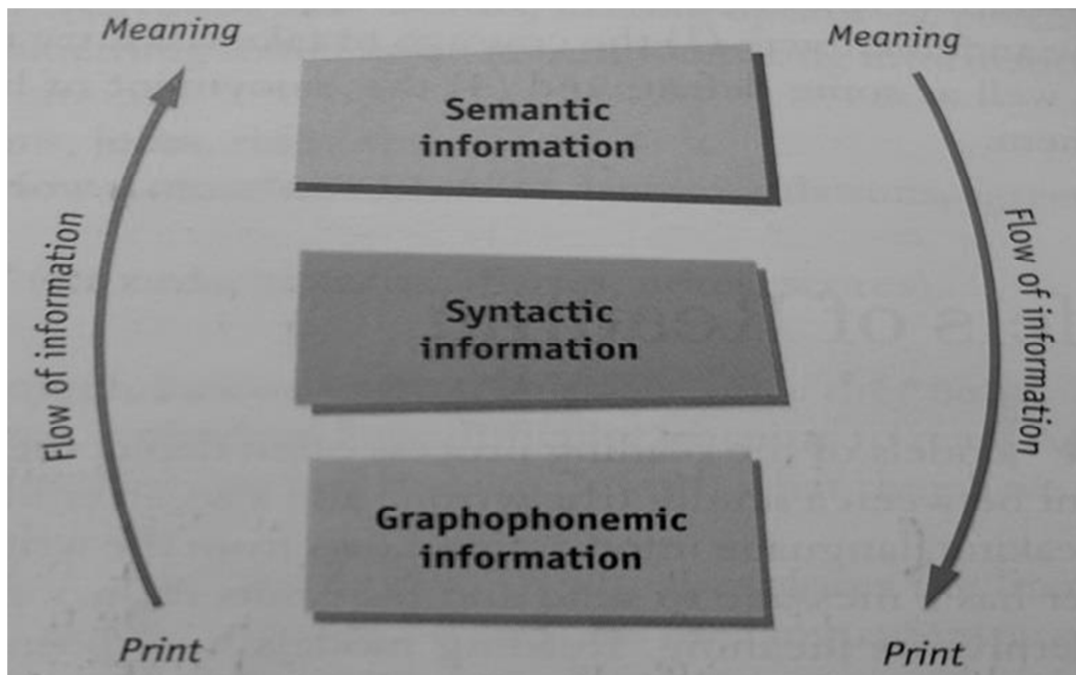


Figure .2 *Bottom-Up and Top-Down Models (Gough Whitlam 1985, p.26)*

1.1.3.3. Interactive Models

Nunan (1993) maintained that the interactive model suggests that in comprehending discourse, we tend to use information from quite one level at the same time, in other words, comprehension is not an easy matter- either in moving from lower to higher, or from higher to lower- it is an interactive model (p. 81)

Interactive model suggest that the process of reading is initiated by formulating hypotheses about meaning and by decoding letters and words. Kamil and Pearson (1979) stated that readers assume either an active or a passive role, depending on the strength of their hypotheses about the meaning of the reading material.

This model chained elements of both bottom-up and top-down models to reach comprehension. Generally, reading is an interactive process of bottom-up and top-down processes. The following figure is a summary of the model which explains that the act of reading is triggered by the readers prior knowledge and experience as well as graphophonemic

information in order to construct meaning.

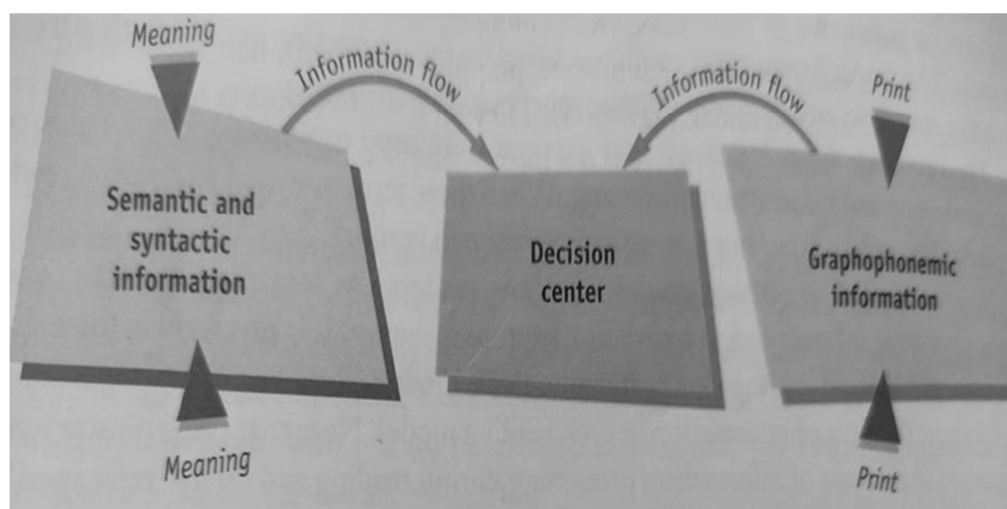


Figure .3 *Interactive models (Gough Whitlam 1985, p.26)*

1.1.4. Definition of Reading Comprehension

Due to the significant role of reading skill, reading comprehension is one of its most important components. Yussof, et .al (2012) viewed reading comprehension as dynamic and constructive meaning process which involves reader interaction with the text. Janette, Sharon and Alison (2007) stated that reading comprehension is the process of building meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency. Generally, reading comprehension is a complex process, the reader interacts with the text and employs the previous knowledge, it also involves information and experience to extract significant information from the text.

According to Durkin (1978), mentioning, practicing and assessing are three steps instruction of reading comprehension. Thus, the teacher chooses the skill that he wants students to apply, then he would give them the opportunity to practice that skill through workbook or skill sheets, and finally assesses whether they used the skill successfully or not. (p.188)

To be successful in reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skill and fluency, necessary vocabulary, and text appropriate background knowledge.

1.1.5. Strategies in Teaching Reading

Reading comprehension is a skill that must be taught. To support reading comprehension, teachers can teach the students to use the following strategies; preview vocabulary, use context clues, making prediction, and answering comprehension questions. When introducing the reading strategies, it is better to do side by side with the students. Practice these strategies out loud with the students at least two weeks. After that, teachers can encourage the students to use these strategies on their own will so they can be their own reading coach.

1.1.5.1. Preview Vocabulary

In this strategy, new words that will be used in the story or book are introduced or defined by the teacher before reading. Teachers can interact with students reading when they come across some words that have already been defined and review them in order to check whether the students remember their meaning. For example, students can be asked to draw color-coded definition card to make sure that the definitions do not intermixes together. (Zimmermann & Hutchins, 2003, p.11)

1.1.5.2. Use Context Clues

In this strategy, students can be asked to look at the words next to the non-understood word in the sentence and paragraph in order to check whether the writer gives some clues to clarify the word meaning. Students can look at the picture or book glossary for additional information. (Zimmermann & Hutchins, 2003, p.17)

1.1.5.3. Making Prediction

In this strategy, the teacher reads or asks the students to read the title of the text. The students are asked to think what the story contains or about. After reading the whole story, the teacher explains the need for prediction before reading and how each word has different meanings regarding its position in the text. (Jessica, 2011, p.17)

1.1.5.4. Answer Comprehension Questions

In this strategy, teachers start with asking basic questions about who, what, where and when. Generally, the teacher focuses attention on literal comprehension. These questions can be answered by looking back to the text. The student never provides his opinion as an answer; the answer must be based on facts. He should not include terms like stuff, thing, like in his/her answers. In order to answer these questions correctly, the students try to understand the passage, not necessarily all words and lines, but the general idea of each paragraph. If the student wants to perform better he/she needs to practice a lot of mock question and attempts to answer many practice papers. (Taffi, 1982, pp. 186-190)

1.1.6. The Phases of Teaching Reading

Williams (2004) maintained that for effective teaching of reading inside the classroom, the lesson should be divided into the following three phases:

1.1.6.1. Pre-Reading

In this phase, the teacher does whatever he wants before students start to read the selected text. The teacher gives his students the pre-activity to prepare them for reading, like brainstorming. These activities should be well designed by the teacher because it is a sensitive role when preparing students mentally to accept what is going to be taught in the next stage. (William 2004, p.63)

1.1.6.2. While-Reading

This phase can be called as during- reading activity in which it involves students in the thinking process. According to Jansen (2008) the activities in while-reading phase will help the students to get the purpose of the writer, understand the structure of the text, and the context (p. 5). The teacher in this phase should provide useful activities that must be designed depending on students' level and standards for a better output in the next stage. There are some activities in while-reading phase such as, getting detailed information, guessing meaning of unfamiliar words, extracting specific information, and surveying text structure. (Shahidullah 2004, p. 63)

1.1.6.3. Post-Reading

This phase is the last stage in which the teacher may ask the students about their reaction to the given material. Post- reading phase is important since it is supposed to evaluate students' understanding. According to William(2004) "Post-reading phase enables the student to consolidate or reflect upon what has been read and to relate the text to the learners' own knowledge, interest" (p.64).

Section Two: Narrative Texts and Story Mapping

1.2.1. Narrative Texts

There are different types of texts in English including narrative texts. Before defining the whole term "narrative texts", it is important to know what the text itself is. A text is a communicative event that must fulfill numerous conditions. For instance, a novel and a newspaper article are all texts that correspond to the differing guidelines of unique genres of text. The aforementioned genres have specific linguistic features, satisfy specific functions and are tied up to particular production and reception situations. After the text has been defined,

the term narrative must be introduced as well. "Narrative is the telling of a story or communication of a chain of events, fictive or real. Aspects of narrative include how the story is told, the context in which is presented, and the construction of the story." (Chatman, 1978, p.15) That is, the narrative is a story constructed by a combination of real or fictive events. It is characterized by different elements such as setting and plot.

A narrative text as a whole term is defined by many theorists like Abbot (2001), Richter (1996) and Mcquillan (2000), but they all agreed on the same definition in terms of content. A narrative text is a piece of text that tells a story, and by doing so, readers or listeners are informed or entertained (Anderson, 1997, p. 38). Meyers (2005) stated that a narrative is one of the powerful means of communicating with others. A good written story lets the readers understand the event, and they can almost feel it. The details, action and dialogue seem to the readers like the events are happening for them (p.52).

From the definitions above, it can be concluded that a narrative text is a story that occurs in the past, present, future time which tells about something interesting. It has the purpose to amuse or entertain the readers. Narrative text is written with specific characteristics and language features.

1.2.2. Elements of Narrative Texts

In narrative texts, there are some elements that guide the readers through the text. According to Chatman (1978), narrative texts include four basic elements which are as follows.

1.2.2.1. Characters

In every story, there must be characters that can be a person, an animal, a creature or a thing. Two characters are considered as the main characters in the story while others are considered as secondary ones. The character is the single most important element in the narrative text. It describes physical traits of the character such as age, weight, height, even personality traits including the strengths and weaknesses.

1.2.2.2. Setting

The setting is a description of where and when the story takes place. The setting addresses the location (where is the action of the story taking place?), period (when is the story taking place?), weather conditions (is it rainy, stormy?), social conditions (what is the daily life of the character's like?). For some stories the setting is very important while for others, it is not.

1.2.2.3. Plot

The plot consists of a series of episodes or events written by the author to attract the reader's attention and to build excitement as the story progresses. The plot contains a starting event, initiating the main character of the series of events and moves toward problem solving.

1.2.2.4. Conclusion

The author ends up the story by summarizing and the telling the solution of the conflicts that appeared in the story. Generally, the conclusion is the final outcome of the events in the story.

1.2.3. Structure of Narrative Texts

Anderson (1997, p.18) stated that there are four steps for constructing a narrative, they are as follows:

1.2.3.1. Orientation/ Exposition

The orientation is the part in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening. It can also be called the introductory part of a story. So the reader can figure out what will happen next and who are involved in it.

1.2.3.2. Complication/ Rising Action

This is a part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger, from this part the story begins. This is the part where the characters totally play their roles.

1.2.3.3. Sequence of Events/ Climax

It is when the narrator tells how a character or more reacts to the complication. It includes his feeling and what he does. The event can be told in a chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view.

1.2.3.4. Resolution/ Falling Action

In this part, the main problem is resolved or worked out for better or worse, but it is rarely left completely unresolved. It occurs after the falling action and is typically where the story ends.

1.2.4. Language Features of Narrative Texts

Each text type has specific characteristics including its language features. In narrative texts, there are some language features that are usually found. By knowing and understanding them it is expected to affect students' learning. These features are as follows:

- The use of simple past and past continuous tense.
- The use of temporal conjunctions and temporal circumstances.
- The use of relational and mental processes.
- The use of verbs that shows an action (e.g. run, slept, fight...etc.)
- The use of direct speech
- The use of relational verbs to describe the characters and settings.(Mark & Kathy Anderson, 2003, p. 18)

1.2.5. Techniques in Teaching Reading Comprehension

The use of some techniques in teaching reading comprehension positively affects students' learning. These may be used to explain the plot of the text and engage students in the topic of the text. The following techniques are some that can be used to teach reading comprehension. (Reutzel & Cooter, 2011, p. 279.)

1.2.5.1. Songs

Songs especially educational ones can help learners in memorizing vocabulary, develop phonemic awareness, and build phonic skills. There are many songs to teach grammar skills such as those to teach basic spelling patterns and print conventions. For example, in animal songs that contain alphabets along with animal example, students will learn the sound that each letter makes. That helps them better understand the fundamental phonics skill.

1.2.5.2. Videos

Videos can be a medium in teaching reading comprehension. Educational ones especially are being used by students as a tool for learning. Studies have shown that the use of short videos allows for more efficient processing and memory recall. Thus, by using videos students not only hear the words or sentences but they can also see the chronological events of the story.

1.2.5.3. Graphic organizer

Graphic organizer is such an interesting technique to teach reading comprehension. It is a good help to students to understand the text organization. The graphic organizer can also be used to take notes while listening to a lecture. “The physical features of a graphic organizer are the table of content, chapter heading and subheading, paragraph organization such as topic sentence and signal word. It also has a visual insets or aids.”

1.2.5.4. Story Map

Story mapping is a technique used before, while or after a story has been read. It may be used before reading a passage to elicit prior knowledge, facilitate discussion, and record relevant information about the topic. It may be used also while reading in order to provide a guide for readers to record significant information and serves as a review after reading. This technique includes identifying the main elements, and categorizing the main events in sequential order. Story map is “visual representations similar in construct to semantic mapping, webbing, or networking-graphically organize and integrate the concepts and, events contained in a story.” (Reutzel, 1985, p. 400). It is also defined as a “unified representation of a story based on a logical organization of events and ideas of central importance to the story

and interrelationships of these events and ideas.” (Beck & McKeown, 1981, p. 914.). Story maps have been utilized to increase reading comprehension skills by making students to recognize story grammar elements such as character, setting, and problem (Dimino, Taylor, Gersten, 1995).

Mendiola and Webster (2011) believe that story mapping strategy can help students comprehend narrative texts. They both state some advantages of story map as a reading strategy.

- The story mapping is highly effective, a practical way to help students organize story content into a coherent whole.
- It is an effective strategy for exceptional and low achieving students.
- The concrete representations aid students in visualizing the story.
- Students can memorize the story clearly from the graphic organizer of the mapping which is contains the elements of the story; it helps the students in making a list from their summary in each element of the story. So, it makes clear understanding when the students fill in the column of the element of the story with some key words from their reading.
- It helps teachers in thinking about the structure of the story they are about to teach and how each part of it relates to the other.
- It makes the process of storing information in the students’ minds more efficient.
- Students are able to increase their reading comprehension.
- It helps the students to retell the story.
- It facilitates the recall of story components more completely and accurately.(p,6)

The following figure represents an example of story map developed by Berkowitz in 1986. It shows the different elements of a story surrounding the title and related by arrows.

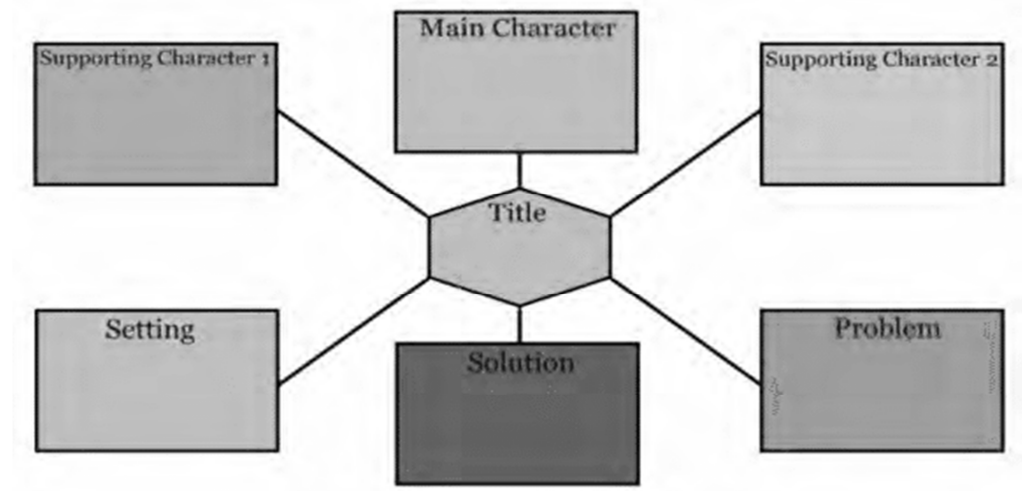


Figure 4. *Story Map Example (Berkowitz, S, 1986, p.69)*

1.2.6. Teaching Narrative Texts Using Story Map

It is important for teachers to know well how to use story map before they start giving it to their students. There are some steps that are considered as general procedures to create a story map, they are the following:

- After reading the story, Place the title of the story at the center of the graphic story map.
- Write a plot of the story that contains key events, characters and main ideas.
- Draw enough arrows from the center of the map to accommodate the major events of the story's plot.
- Review the final story map to check the appearance of all elements.

To teach narrative texts using story mapping strategy, teachers should use the following procedures to control the learning process.

- The lesson starts with explaining the learning objectives to students.
- Activating students' prior knowledge by showing a story pictures.
- Asking students some questions related to the given pictures.
- Asking students to predict the topic and dividing them into groups.
- Introducing for students the narrative text, text/story to be read and provide them with a blank story map.
- Asking students to read the text and find out the meaning of difficult words.
- Asking the students to record the different elements of the story such as character, setting, and plot.
- Asking the students to fill the story map with the information found in the story.
- Asking students to fill main idea chart in a group work then present it in front of their classmates.
- Asking students to do another task which is similar to the previous one in a pair work.
- Giving a quiz (comprehension questions) to students. (Reutzel, 1985, p.441).

1.2.7. Assessing Reading Comprehension

Reading comprehension assessment is a topic of debate and some concern. It is composed of various important components, the text, the social context, and the activity. Reading comprehension assessment generally relates to two of these categories: assessing factors within the reader that affect comprehension and assessing students' knowledge of text features and structure.

To assess students' knowledge of text features and structure, there are several ways we state from them the following:

1.2.7.1. Story Grammar

Story grammar is a technique in assessing student's work. It is the most appropriate because it supports the story map as a medium that has been used by many researchers to facilitate students' reading comprehension. In story grammar, it provides the questions about the following elements: setting, characters, problem, goal, events, and resolution that will be answered by students. (Stein & Glenn, 1975,p12)

1.2.7.2. Retell the Story

Retelling a story is one of the most effective processes for finding out whether the students understand what they read. When students read and reconstruct the text, it would be easy for them to retell the story without forget to mention any major element, details or sequence of the story.

1.2.7.3. Story Face

Story face strategy is a graphic organizer functions like a story map. It is a sequence of space hooked together by key language elements (Fowler, 1982). Story face allows students to visualize the major element of a narrative text, including setting, main characters, problems, events, and resolution. It gives opportunities to students be more engaged in literature and directs attention to actual structure of story. (Kuldaneck, 1998 , p.13). Figure (6) shows an example of story face diagram. The eyes contain the main characters of the story and setting, the nose holds the problem, the mouth; as a big smile, holds the events ordered from the left to the right. The story face ends with the solution of the narrative text.

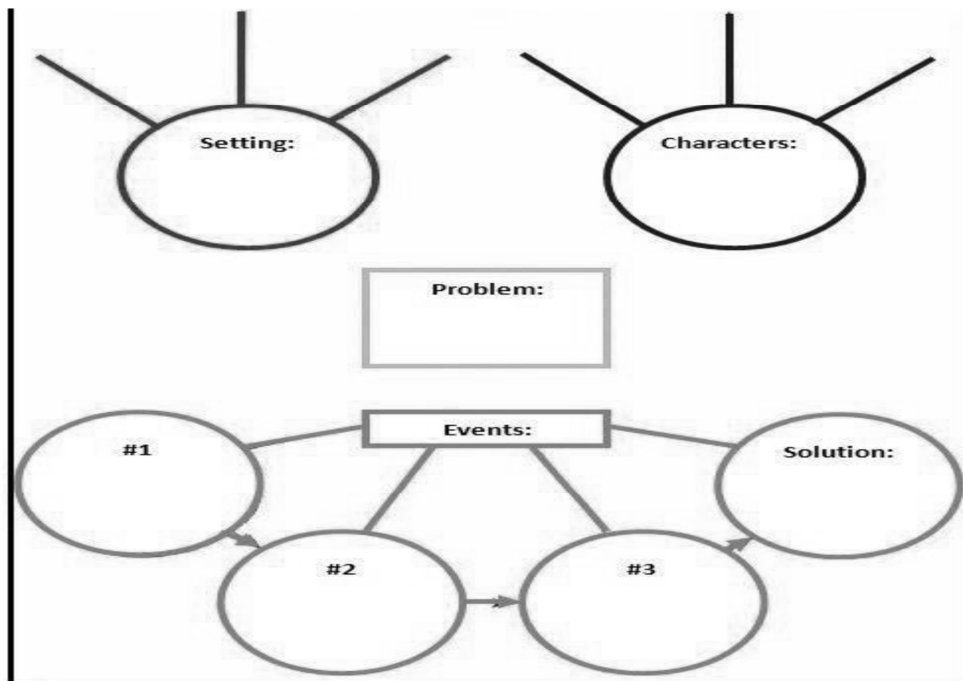


Figure 5. *Example of story face diagram (Suhaimi, 2019, p. 6)*

Conclusion

This chapter is divided into two sections; the first deals with reading and reading comprehension and the second has attempted to cover various aspects related to story mapping strategy, with a particular emphasis on the application of this strategy. The first section spots light on the importance and the impact of reading on learning process. Reading invites the reader's background knowledge and experience and combines them with the information in the written passage to reach comprehension. The second section has exposed the concept of story mapping and narrative texts by drawing upon the definitions of researchers. It has set also narrative texts and story mapping rules, steps, advantages and assessing techniques. The review of the literature has shown that there are different kinds of reading, that at least three elements need to be present for it to take place and that it has also some components and strategies. Of these strategies story mapping was addressed as it is the strategy to be investigated in this study.

Chapter Two: Research Methodology, Data Analysis and Results

Introduction

This chapter starts with an overview on the experimental design and the procedures of conducting it. It passes directly to a description of the students tests which are the primary research instrument in the present study. Thereafter, it sheds light on the subject around which this research revolves. Following this, the results will be presented in tables. Eventually, the results will be discussed and interpreted with regard to the research hypothesis.

Section one: Research Methodology

This chapter is devoted to the field work of the research. For the purpose of testing the hypothesis: “if teachers use story mapping strategy in teaching narrative texts, learners’ reading comprehension would be improved ”, and examining the effectiveness of the independent variable which refers to teaching strategies, story mapping strategy and non-story mapping “conventional strategy”.

2.1. Experimental Design

According to Nunan 1992, an experimental design seeks to determine and strengthen a causal relationship between two variables. In such case, the researcher anticipates the independent variable to affect the dependent variable. A treatment then is constructed to the subject of the experiment. An experiment is an amalgamation of a control and an experimental group. When the light is spotted on a stated hypothesis the researcher gives the experimental group the treatment under a continuous observation, and controlled conditions to determine later the changes which may occur after the treatment. All in all, any experimentation is conducted to test whether a given hypothesis is valid or not and determine the effectiveness of

the independent variable.

2.1.1. Subjects

The subjects of this experiment are third year pupils at Mohamed Seddik Ben Yahia secondary school - El Milia – Jjel. Two groups- experimental and control – are randomly selected for this study. The experimental group consists of 16 students and the same number of students is selected for control group. So they constitute a sample of 32 students; 20 female and 12 male. The reason behind choosing third year pupils is that; they have spent more than five years learning English. Hence, they are expected to have gained awareness about the different types of texts and an adequate stock of vocabulary with their meanings has been acquired. Based on last term scores of reading comprehension, many students were weak in reading comprehension questions. And since they are preparing themselves for the baccalaureate exam, learners need to improve their reading comprehension. Furthermore, learning through story mapping may be a great challenge for students as they never had it before.

2.1.2. Description of Students' Tests

In the present study, a pre-test and a post-test were the main experiment tools used to test any improvements in reading comprehension through story mapping strategy. Their main purpose is to explore the validity of the hypothesis. In the light of that, the aforementioned tests are a discourse completion task which pupils from both experimental and control groups are obliged to answer. As shown in the (Appendix 2) the pre-test consists of a text with 11 questions and a post-test (Appendix 11) that consists of a narrative text, six questions and five multiple choice questions with one or more answers. The pupils, then, are required to listen to the teachers' reading in the pre-test and read individually the text in post-test. After that they carefully read the questions to understand what they need to do to get the right answers in an

allocated time of 40 minutes. The experiment started on Tuesday, March 9th 2021 and lasted for three weeks and seven narrative texts were utilised in this experiment.

Setting pre-test and post-test to both experimental and control groups aimed to measure the degree of pupils comprehension of what is read in narrative text before and after the treatment. As far as the post-test is concerned, it helped validating the research hypothesis and demonstrating the effect of the independent variable on the dependent variable.

2.1.3. Analysis Procedures

The practical part of this study is done by an experiment conducted on a sample of 32 pupils. The procedures of analyzing results are based on recording the checkmarks when the questions had been answered by illustrating them on tables. After that, a comparison between the groups' outcomes before and after the treatment with those of the control group is also manifested in tables. The tables show the scores of both groups after the experiment which implies the effectiveness of story mapping strategy on learners' reading comprehension of narrative texts in a period of 20 days. In addition, an observation checklist is done to check the students' motivation in the pre-test, treatment, and the post test.

Section Two: Data Analysis and Results

2.2. Data Analysis

2.2.1. The Pre-Test

The researcher read aloud "Cinderella" story for both experimental and control group, then he gave students the same task. Students were asked to answer some questions relying on what they heard without the use of a story map as it had not yet been explicitly used.

While administering the test, the teacher marked students' responses with a checkmark. Afterward, the researcher scored the tests by the number of answers that were check marked and recorded a score for each student in a table format so that each student had a score. From

there the researcher assigned a score based on the number of correct answers 0-50% emerged, 51-75% basic and 76-100% proficient. Relying on this, the teacher was able to put the students into a group based on emerged, basic and proficient.

An observation checklist was also used in this activity. From the observation, the researcher found that when she was explaining the material most of students did not pay attention. Only few of them paid attention to the teachers' explanation. Due to the problem of lack of attention, the researcher hoped that the use of story map can raise their motivation and interest in the lesson.

Table 1

Form of students' observation in pre-test

No	Indicators	Percentage					Score
		None (0%)	Few students (25%)	Many students (26%-50%)	Half of the class (51%-75%)	Most of student (76%-100%)	
		1	2	3	4	5	
1	Students' keen interest						
	a. Students are showing keen interest in listening to the teacher's explanation of narrative text.		✓				2
	b. Students are keen to ask question about the used material		✓				2
2	c. Students are interested in giving their opinion about the used material		✓				2
	Students participation			✓			3
	a. Students are active in doing the piece of work						
Total score							9
Percentage							45

The results of the observation in the table above show that. Few students (25%) were showing keen interest in listening to the teachers' explanation of narrative text, were keen in asking questions and interested in giving opinion about the used material. They got for each indicator 2 score points. Many students (26%-50%) were active in doing the piece of work. They got for that 3 score points. As a result, there were only 45% students who participated and showed interest in teaching- learning process. Therefore, the researcher hopes that story map can attract students to be active during the English lesson especially in reading comprehension.

Table2

Pre-test experimental group score

Students' Codes	Marks	Scores
S-01	10	50
S-02	6	30
S-03	09.5	47.5
S-04	10	50
S-05	16.5	82.5
S-06	15	75
S-07	10.75	53.75
S-08	14	50.7
S-09	14.5	72,5
S-10	7.25	36.25
S-11	4	20
S-12	11	55
S-13	6	30
S-14	14	70
S-15	11	55
S-16	1	5
Total	160,5	783,5
Students' Mean Score	10,03	48,95

Table3

Pre-test control group score

Students' codes	Marks	Scores
S-17	05.5	27.5
S-18	14	70
S-19	12	60
S-20	13.5	67.5
S-21	03	15
S-22	15.5	75
S-23	10.25	51,25
S-24	07	35
S-25	11	55
S-26	15	75
S-27	11	55
S-28	5.5	27.5
S-29	07.75	38.75
S-30	02	10
S-31	11.5	57.5
S-32	15.5	77,5
Total	160	783
Students' Mean Score	10	48,93

The results of the pre-test for both experimental and control group revealed that students' reading comprehension needs to be improved. The tables 2 and 3 showed marks and scores of the two groups. The results showed that the mean score of students in the experimental group was (48, 95%) whereas for the control group was (48, 93). At this stage, the students' scores are the same. Implementing story map strategy to teach reading comprehension would hopefully make the results better.

2.2.2. Implementation of the Experiment

This research aimed to improve students reading comprehension. The researcher tried to overcome the problems of understanding which students may face by implementing story mapping strategy in teaching reading comprehension. There are three phases in this experiment; modeling, guiding and testing. Each phase consists of two meetings.

Concerning the control group, they were provided with narrative texts and reading comprehension questions. The researcher used conventional strategy to explain the text, i.e. this strategy requires learners to answer the questions without any specific technique. However, different from the procedures of teaching story mapping strategy for experimental group, the teaching of conventional strategy for the control group lacks the three stage of teaching technique as for experimental group. The three stages are: pre- activity, main activity and post activity.

2.2.2.1. The Modeling Phase

This section explains the four stages in the modeling phase, namely planning, implementing, observing, and reflecting. Each stage is described below.

A. Planning

The first phase was conducted on Sunday, March 14th 2021 and Monday, March 15th 2021. In this phase, the researcher made a planning for the action based on the problem faced by students in reading comprehension of narrative texts. The students were not giving any attention to the researcher. This latter had to prepare the material for the learning process before applying worksheets, observation checklist, lesson plan, and teaching material.

B. Implementation

The first phase was conducted on Sunday, March 14th 2021 and Monday, March 15th 2021. It had been done during one week in one phase which consisted of two meetings.

B.1. First Meeting: Pre –Activity

In the first meeting on Sunday, March 14th 2021, the narrative text “Jonathan and His Friends” was done. The material focused on introducing story mapping strategy, reading comprehension, and narrative texts. This meeting lasted for 45 minutes. The lesson started at 08:45 am, it began with a move from the researcher to stimulate students’ prior knowledge.

She asked few questions and gave some pictures and built some other questions related to the pictures.

B.1.1. Main activity

The lesson started by standard direction, information and questions were asked to students in the field of reading a narrative text such as: what is a narrative text? Can you provide me with a narrative text? What is the main goal of a narrative text? After the students answered these questions orally, the researcher introduced to students the Graphic organizer (story map schema form) which was planned to be used during the sessions. Then she gave the definition of story mapping, the use of it in narrative texts, the element of story map, the production process and its benefits, including the main information components to understand the story. This latter can be shortened in C- space term (characters, setting, problem, action, conclusion and emotion). After that, a Modeling was required, step by step teaching was conducted by the researcher and the students were asked to watch her carefully. The researcher gave the text “Jonathan and His Friends” and it was read by her once loudly. While reading when the researcher came across a story component she stopped reading and explained the related component. After reading, questions were asked about every component of the story and the answers were given by the teacher and written below the story map. Later, the researcher divided her students into groups (A, B, C and D) of four students in each. The researcher asked each group to answer some given questions relying on the written information in the story map. So they used story map to answer the questions. The answers were checked marked and recorded in a data gathering form.

B.1.2. Post Activity

In this activity, the researcher gave scores of all groups and asked them about the difficulties they faced during the reading process. She asked about his students’ opinion about

the strategy. Then, the researcher gave a review to all what it has been said during the session. Before she closed the meeting she provided the students with the text “Alice adventures in wonderland” and asked them to read it at home.

B.2. Second Meeting: Pre- Activity

The second meeting was on Monday; March 15th 2021. The researcher reviewed the last material in this learning activity. At this stage, the researcher asked her students to recheck the last meeting story map and try to remember how to fill in each component. After doing so, she asked the students about what they learned in the previous meeting and whether they prepared themselves to work on the given story entitled “Alice adventures in wonderland” or not.

B.2.1. Main Activity

The researcher asked students to divide themselves into 4 groups including the same members of the last meeting. Some pictures about “Alice Adventures in Wonderland” story were presented. The students paid attention to those pictures and researchers’ instruction. Most of them were active in telling what they have seen. After that, she provided each group with a story map and asked them to fill it like they did in the previous session. Students had relied on what they prepared at home to do the task. The researcher read aloud the text and gave 20 minutes to analyze the elements and fill in the story map. After the students have completed the task, the researcher asked one student from each group to present their maps in front of the class. The others were asked to give comments about their classmates’ responses. Then, she gave students feedback and explanation. Some students asked to know more about the material.

B.2.2. Post Activity

In this activity the researcher gave scores for each group and feedback. Besides, she asked the students if they had any difficulty in implementing story maps in the reading class.

Before the bell rang, the researcher gave a quiz to students and asked them to answer it at home. Then, she asked them to pick up the quiz papers and bring the answers in the next meeting.

C. Observing

In this phase, the researcher observed the class during the teaching learning process. The observation was done to explore out, students' interest, their interaction and participation. The researcher used the students' observation checklist to observe the class.

Table4

Form of students' interaction in modeling phase

No	Indicators	Percentage					Score
		None (0%) 1	Few students (25%) 2	Many students (26%-50%) 3	Half of the class (51%-75%) 4	Most of student (76%-100%) 5	
1	Students' keen interest						
	a. Students are showing keen interest in listening teacher's explanation of narrative text		✓				2
	b. Students are keen in asking question about the used material			✓			3
	c. Students are interested in giving opinion about the material used			✓			3
2	Students' participation						
	a. Students are active in doing the piece of work				✓		4
	b. Students have accountability in a team.				✓		4
	c. Students care their team mates				✓		4
Total score							20
Percentage							66,6

The results of the observation in the modeling phase revealed that only few students (26%) were showing keen interest in listening to the teachers' explanation of the narrative text. They got 2 score points for that. Many students (26%- 50%) were keen to ask questions and interested in giving their opinion about the material used. They got 3 score points for each indicator. Half of the class (51%-75%) were active in doing the piece of work, have accountability in a team, and care about their teammates. They got for each indicator 4 score points. The results showed improvement in some students' participation, although others still faced some difficulties in asking and answering the questions.

Table 5

Students' score in modelling phase

groups	Correct answers/8				Marks/20			Score %	
	1 st meeting		2 nd meeting		Questions	Story map	questions		
	Story map	Questions	Story map	Questions					
(A)	/	4	2	4	10	5	10	25	50
(B)	/	3	4	3	7,5	10	7,5	50	37,5
(C)	/	4	3	4	10	7,5	10	37,5	50
(D)	/	6	6	5	15	15	12,5	75	68,7
Total	/	17	15	16	41,5	37,5	40	187,5	206,2
Mean score	/	4,25	3,75	4	10,3	9,3	10	46,87	51,55

The results above showed the scores of the groups' work. It can be concluded that students' reading comprehension still needs to be improved. The table above showed the marks and scores of the story map and answered narrative texts questions in the two meetings

of modeling phase. It showed that the mean score of fill in the story map, and answering questions for all groups was (46, 87%) and (51, 55%). This means that the students still need to practice and their ability to understand narrative texts need more work.

D. Reflecting

The researcher reflected on the conclusion of implementing the action. The result of this latter was better than the pre –test .It can be said that there were improvements in this phase.

The last observation showed strengths and weaknesses of students in this phase such as:

- Improvement of students' reading comprehension of narrative text regarding to their score in pre-test. The students were encouraged to activate their prior knowledge of narrative texts by related questions.
- Lack of interest in the lesson. So the class being noisy and the activity took more time. Some of them were confused to fill the elements of the story, saying that they need more time and activities.

2.2.2.2. The Guiding Phase

Having identified some improvement, and the problems that need to be solved in the modeling phase, the researcher decided to go through another phase which is the guiding phase in order to get a better result.

This section explained the four stages in guiding phase, namely planning implementing, observing, and reflecting. The details of the stages are explained as follows:

A. Planning

The second phase was conducted on Sunday, March 22nd 2021 and Monday, March 23rd 2021. In this phase, the researcher followed the same planning that is proposed in the previous phase. She had prepared the material necessary for the learning process before the meetings

started, Such as students' worksheets, observation checklist, lesson plan, and teaching material.

B. Implementation

The second phase was conducted on Sunday, March 22nd 2021 and Monday, March 23rd 2021 which consisted of two meetings.

B.1. First Meeting: Pre- Activity

The first meeting was conducted on Sunday, march 22nd 2021. The researcher checkmarked the taking home quiz and discussed the answers with her class. She started later implementing the new phase by reviewing the last using material and activating their prior knowledge by showing some pictures. The researcher asked her students to predict the new topic that will be learned. This aimed to raise the students' interest, attention, and participation.

B.1.1. Main Activity

In the first meeting of this phase the teacher asked the students to form groups as in the previous meetings. Then, she asked them about their understanding of narrative text and benefits of story mapping strategy. The researcher later provided students with the worksheet which includes "Sindbad the sailor" story. She asked them to read it carefully and try to differentiate between the parts of the story. The researcher also told them to read without expecting any help from her. While- reading the researcher provided each group with a story map and asked them to fill it after reading. The activity lasted for 30 minutes. The researcher asked a student from each group to read the answers in front of his classmates. The answers were checked marked and recorded in a data gathering form.

B.1.2. Post- Activity

In this activity, the researcher gave the correct answers and scores to all groups and asked them about the difficulties they faced during learning process. Some students showed their engagement by using story map and some others were complaining because they were not able to understand the whole text. Most students said that story map generally helps to arrange the text components. Finally, the researcher closed the meeting by motivating the learners to read more texts outside the classroom.

B.2. Second Meeting: Pre- Activity

This meeting was conducted on Monday, march 23rd2021. The researcher initiated the meeting by asking the students some questions about the previous narrative text. She asked them about the different components of a story map and the advantages of using it, the researcher asked her students to recheck the last meeting story map and try to remember the main elements of “Sindbad the sailor”.

B.2.1. Main Activity

In this activity, the researcher asked the students to reread “Sindbad the sailor” story to remember well what it contains. She asked them to take a look at the story map as well. Later, the researcher provided the students with two worksheets. The first includes a ‘Wh’ question exercise. The second worksheet includes a summary of the story which contains wrong information. The students are supposed to correct them depending on the story map answers. The researcher asked her students to answer the given exercises without expecting her to engage in their group work. The allocated time to do the activity was 30 minutes. After the students had finished the activity, the researcher asked one student from each group to read their answers in front of his/ her classmates. The answers were checked marked later by the researcher and recorded in a data gathering form.

B.2.3. Post- Activity

In this activity, the researcher reviewed the students' work by giving feedback and asking the students about the difficulties of the lesson. Besides, she asked about the students' point of view about using story map during the instructional process. Some of the students thought that story mapping is useful to help them in understanding the text.

C. Observing

The observation was held to find out the effect of story mapping strategy to improve the students reading comprehension. It also aimed to find out the strengths and the weaknesses. The implementation of story mapping strategy was expected to eliminate the students' weaknesses at the previous phase.

The teaching and learning process of guiding phase ran better than modeling phase. The students paid attention to the materials presented because the researcher gave them new material of narrative text, monitored the teaching learning process and motivated the students to be active in reading activity. The class was more active and serious. However, the researcher still found that there were members who still kept silent or not active. They were confused to share their ideas because they did not understand the text. They were also confused to find the elements and supporting details of the text.

Table6

Form of students' interaction in guiding phase

No	Indicators	Percentage					Score
		None (0%)	Few students (25%)	Many students (26%-50%)	Half of the class (51%-75%)	Most of student (76%-100%)	
		1	2	3	4	5	
1	Students' keen interest						
	a. Students are showing keen interest in listening teacher's explanation of narrative text.				✓		4
	b. Students are keen in asking question about the material used			✓			3
	c. Students are interested in giving opinion about the material used			✓			3
2	Students participation						
	a. Students are active in doing the piece of work				✓		4
	b. Students have responsibility in a team					✓	5
	c. Students care their teammates				✓		4
Total score							23
Percentage							76,6

The table above showed the result of the observation in guiding phase, it was better than the first phase (76,6%) . Half of the class (51%- 75%) were showing keen interest in listening to the teachers' explanation of narrative text. They got 4 score points for that. Many students (26%- 50%) were keen in asking questions and interested in giving opinion about the used material. They got 3 score points for each indicator. Half of the class (51%-75%) was

active in doing the piece of work. They got for that 4 score points. Most of students (76%-100%) have responsibility in a team. They got for that 5 score points. Half of the class (51%-75%) cares their teammates. They got for that 4 score points. The results showed improvement in some students' participation regard the modeling phase, although some others still faced some difficulties in asking and answering the questions.

Table7

Students' score in guiding phase

Groups	Marks / 20		Score %	
	Meeting 1	Meeting 2		
	Storymap	Exercises	Story map	Exercises
(A)	12	16	60	80
(B)	14	17,5	70	87,5
(C)	13	17	65	85
(D)	17	18,5	85	92,5
Total	56	69	280	345
Mean score	14	17,25	70	86,25

From the results in the table above which showed the groups' work results, it can be concluded that students' reading comprehension improved to some extent. The table showed the marks and scores of the story map and answering narrative texts' exercises in the two meetings of guiding phase. It showed that the mean score of fill in the story map, and answering questions for all groups were (70%) and (86, 25%). It means that the students had good results and their ability to fill in the story map had improved. The students' ability to

answer narrative text questions was much better implying the use of story map lead to such improvement.

D. Reflecting

Based on the researcher observation during the treatment of the guiding phase, she reflected the following strengths and weaknesses:

The students could understand more the narrative text and story mapping strategy. They could understand the content and supporting details of narrative text because they learnt the elements of the text in story map. The students became more active in reading text using story map.

Some students still have difficulties in finding supporting details. Some other members of the groups kept silent in group discussion they tended to depend on their partners.

2.2.2.3. The Testing Phase

After conducting the meetings in guiding phase, the researcher found that there was some improvement in the students' scores. However, some weaknesses are still noted and have to be eliminated and things must be improved. Therefore, the researcher decided to go through another phase for the purpose of making the situation better.

This section explained the four stages in guiding phase, namely planning implementing, observing, and reflecting. The details of the stages are explained bellow.

A. Planning

The third phase was conducted on Monday, march 29th 2021 and Tuesday, march 30th 2021. In this phase, the researcher followed the same planning that is proposed in the previous phase. She had prepared the material needed for the learning process before the meetings started, Such as worksheets, observation checklist, lesson plan, and teaching material.

B. Implementation

The third phase was conducted on Monday, March 29th 2021 and Tuesday, March 30th 2021. It had been done during one week in one phase which consisted of two meetings.

B.1. First meeting: Pre- Activity

It was conducted on Monday, March 29th 2021. In this meeting, the teacher started the lesson by asking his students about what they learned in the last meeting. She asked them to give their opinion about using story map strategy and how it affects their comprehension. The teacher showed some pictures and asked the students to predict the topic that will be learned. She ordered them to divide themselves into groups with the same members of the previous meetings.

B.1.1. Main activity

In this activity, the researcher showed the pictures about the new narrative text including its purpose, generic structure, and language function. Most of the students have understood what the text was about. Then, she explained story mapping strategy and its advantages in finding the elements of narrative text. Then, the researcher gave her students worksheets that contain the narrative text “The little pianist” and twelve questions. She asked the students to read carefully the text and try to make their own story map. After the text had been read and the story map had been constructed and answered by students, the researcher invited the students to discuss it together. After checking and discussing the students’ answers of story map, the next activity was answering some questions about the text. Finally, the students’ answers were discussed and checked marked.

B.1.2. Post- Activity

In this activity, the researcher gave scores and feedback for the students. She asked them about the difficulties (Answering questions, understanding the narrative texts, and filling

the story map) they faced during the meeting. The majority of students said that they only need more time to finish the task.

B.2. Second meeting: Pre-Activity

It was conducted on Tuesday, March 30th 2021. The material in this meeting was a story entitled “the four friends and the hunter”. The researcher started the lesson by asking the students about the previous material. Then, she asked the students about their opinion in using story mapping, most of them were quite satisfied with this strategy as it could improve their reading comprehension score in the previous test.

B.2.1. Main Activity

In this activity, the researcher gave the text and a blank story map to the students. She asked them to read it slowly and try to find difficult words and try to understand them from the context. Then, the students were asked to draw the blank story map individually. The students were asked to analyze the elements and fill in the story map in an allocated time of twenty minutes. After they had finished the task, the students were asked to present the story map in front of their classmates. The researcher then gave them a task that consists of two exercises. The first includes writing the elements of the narrative text and the second includes questions. After they had finished the teacher asked the students to pass their answers and check them together.

B.2.3. Post- Activity

In this activity, the researcher discussed and checked students’ work. She gave them the scores, feedback, and motivation. Students were asked to give their opinion in implementing story maps in narrative texts. She told the student about the major mistakes and gave the solution and correct answers.

C. Observing

In testing phase, the students’ activeness, participation, and keen interest in learning process were better than the previous phases. The teaching and learning process of this phase

ran better than guiding and modeling phase. The students paid attention to the materials presented because the teacher gave them new material of narrative text, monitored the teaching learning process and motivated the students to be active in reading activity. this can be seen from the students observation demonstrated in the table below.

Table 8

Form of students' interaction in testing phase

No	Indicators	Percentage					Score
		None (0%)	Few students (25%)	Many students (26%-50%)	Half of the class (51%-75%)	Most of student (76% - 100%)	
		1	2	3	4	5	
1	Students' keen interest						
	a. Students are showing keen interest in listening teacher's explanation of narrative text					✓	5
	b. Students are keen in asking question about the used material			✓			3
2	c. Students are interested in giving opinion about the material used				✓		4
	Students' participation						
	a. Students are active in doing the piece of work					✓	5
	b. Students have accountability in a team.				✓		4
	c. Students care their teammates				✓		4
Total score							25
Percentage							83,3

The table above showed the results of the observation in testing phase. The results were very good (83, 3%). Most of students (76%-100%) were showing keen interest in listening to the teachers' explanation of narrative text. They got 5 score points for that. Many students (26%- 50%) were keen in asking questions about the used material. They got 3 score points for this indicator. Half of the class (51%-75%) was interested in giving opinion about the given material. They got for that 4 score points. Most of students (76%- 100%) were active in doing the piece of work. They got for that 5 score points. Half of the class (51%-75%) have responsibility in team and also cares their teammates. They got for that 4 score points for each indicator. The results showed improvement in most of students' participation regarding to the guiding and modeling phase, although few others still faced some difficulties in asking and answering the questions.

Table9

Students' score in testing phase

Groups	Marks/20				Scores%	
	Meeting 1		Meeting 2		S M	Q
	S M	Q	S M	Q		
(A)	17,5	18,5	18	19	88,75	93,75
(B)	18	18	17	18,5	87,5	91,25
(C)	18	19	19	19,5	92,5	96,25
(D)	19,5	19,5	20	20	98,75	98,75
Total	73	75	74	77	367,5	380
Mean score	18,25	18,75	18,5	19,25	91,8	95

From the results in the table above which showed the groups' work results, it can be concluded that students' reading comprehension highly improved. The table showed the marks and scores of filling in the story map and answering questions in the two meetings of testing phase. It showed that the mean score of filling in the story map, and answering questions for all groups were (91, 8%) and (95%). It means that the students had very good results and their ability to fill in the story map had improved remarkably. The students' ability to answer the questions was very good too.

D. Reflecting

The researcher at the end of this phase was satisfied with the result and the score of the students. Furthermore, the students reading comprehension improved remarkably as well as their interest and motivation.

2.2.3. The post-test

The post test was administered after 6 sessions of instructional intervention. The test consists of a story given to students in a written format. The new material for this test is a narrative text entitled "the great treasure". In the experimental group was encouraged to create their own story maps or illustrations that would help them to make sense of the story. Whereas for students in the control group, they just listened and read the text without creating a story map as it had not been explicitly taught. The researcher later provides students individually with questions and five multiple choice questions with one or more answers. The same test was taken by both experimental and control groups. After the students had finished the test, the researcher asked them to exchange their answers and try to check their classmates' answers. While administering the test, the teacher checked and recorded the marks and scores of each student of both experimental group and control group in two tables based on their final answers after the assessment had been finished.

Table 10

Form of students' observation in post- test for experimental group

No	Indicators	Percentage					Score
		None (0%)	Few students (25%)	Many students (26%-50%)	Half of the class (51% - 75%)	Most of student (76% -100%)	
		1	2	3	4	5	
1	Students' keen interest						
	a. Students are showing keen interest in listening teacher's explanation of narrative text.					✓	5
	b. Students are keen in asking question about the used material					✓	5
	c. Students are interested in giving opinion about the material used			✓			3
2	Students' participation						
	a. Students are active in doing the piece of work					✓	5
Total Score							18
Percentage							90

The results of the observation in the table 10 show that the activity of teaching-learning process highly improved for the experimental group. Most of students (76%- 100%) showed keen interest in listening to the teachers' explanation of narrative text, keen in asking questions and active in doing the piece of work. They got for each indicator 5 score points. Many students (26%-50%) were interested in giving opinion about the used material. They got

for that 3 score points. As a result, there were (90%) students who participated and showed interest in teaching- learning process. At this stage, it is fair to claim that using story map strategy has a positive effect on students reading comprehension, interest and motivation.

Table11

Form of Students' Observation in Post-Test for control group

No	Indicators	Percentage					Score
		None (0%)	Few students (25%)	Manystudents (26%-50%)	Half of the class (51%-75%)	Most of student (76% -100%)	
		1	2	3	4	5	
1	Students' keen interest						
	a. Students are showing keen interest in listening teacher's explanation of narrative text.		✓				2
	b. Students are keen in asking question about the used material		✓				2
	c. Students are interested in giving opinion about the material used	✓					1
2	Students' participation						
	d. Students are active in doing the piece of work		✓				2
Total Score							7
Percentage							35

The results of the observation in the table 12 show that the activity of teaching-learning process for control group was quite frustrating. Few students (25%) showed keen

interest in listening to the teachers' explanation of narrative text and interested in giving opinion about the used material. They got for each indicator 2 score points. No one (0%) was showing keen interest in asking questions. They got only 1 point score for this. Only few students (25%) were active in doing the piece of work. They got 2 score points. As a result, there were only (35%) students who participated and showed interest in teaching-learning process.

The following tables show the scores in the post-test by the experimental and control group.

Table 12

Post-Test Experimental Group Scores

Students' codes	Marks	Scores
S-01	20	100
S-02	12	60
S-03	13	65
S-04	13,5	67,5
S-05	20	100
S-06	17,5	87,5
S-07	14	70
S-08	14,5	72,5
S-09	20	100
S-10	11	55
S-11	13	65
S-12	12,5	62,5
S-13	12	60
S-14	16	80
S-15	13,5	67,5
S-16	12,5	62,5
Total	235	1174,6
Mean Score	14,68	73,4

Table 13

Post- Test Control Group scores

Students' Codes	Marks	Scores
S-17	8	40
S-18	14,5	72,5
S-19	13	65
S-20	14,5	72,5
S-21	05,5	27,5
S-22	15.5	77,5
S-23	16.25	81,25
S-24	08	40
S-25	10	50
S-26	17,5	87,5
S-27	13	65
S-28	07	35
S-29	07	35
S-30	04,5	22,5
S-31	11.5	57,5
S-32	18	90
Total	183,75	918,75
Mean Score	11,48	57,42

The results of the post-test for experimental and control group showed in both tables 12 and 13. The results revealed that the average mean score of students in the experimental group was (73, 4%) while for the control group was (57,42%). It means that the students reading comprehension reached the target level in experimental group, while for control group it was not.

The data were collected from the results of students' scores of pre-test and post-test in both experimental group and control group, the following tables demonstrate the gain scores.

Table14

Representation of experimental group Gain scores

Codes	Pre-test scores	Post –test scores	Gain scores
S-01	50	100	+50
S-02	30	60	+30
S-03	47.5	65	+17,5
S-04	50	67,5	+17,5
S-05	82.5	100	+17,5
S-06	75	87,5	+12,5
S-07	53.75	70	+16,25
S-08	50.7	72,5	+21,8
S-09	72,5	100	+27,5
S-10	36.25	55	+18,75
S-11	20	65	+45
S-12	55	62,5	+7,5
S-13	30	60	+30
S-14	70	80	+10
S-15	55	67,5	+12,5
S-16	5	62,5	+57,5
Mean score	48,95	73,4	24,48

As mentioned in the table, it can be noticed that the mean score of pre- test in experimental group was (48, 95), while the mean score of post- test was (73,4). In addition, the mean of gained score was (24, 48). It means that there was a significant difference between the students' achievements of pre-test and post- test.

Table 15

Representation of Control Group Gain scores

Codes	Pre-test scores	Post –test scores	Gain scores
S-17	27.5	40	+12,5
S-18	70	72,5	+2,5
S-19	60	65	+5
S-20	67.5	72,5	+5
S-21	15	27,5	+12,5
S-22	75	77,5	+2,5
S-23	51,25	81,25	+30
S-24	35	40	+5
S-25	55	50	-5
S-26	75	87,5	+12,5
S-27	55	65	+10
S-28	27.5	35	+7,5
S-29	38.75	35	-3,75
S-30	10	22,5	+12,5
S-31	57.5	57,5	0
S-32	77,5	90	+12,5
Mean score	48,93	57,42	7,57

The table above shows that the mean of pre-test in control group was (48, 93) and the mean of post-test was (57, 42) with the mean of gained score (7, 57). It shows that the students score in control group was also increased. However, it was not as significant as that of the students' score of experimental group. It means that the students' score of experimental group was higher than control group.

2.3. Discussion of the Results

The major concern of this study was to explore the effectiveness of story map strategy on learners' reading comprehension of narrative texts. For that purpose, an empirical study was conducted as a means of identifying a causal relationship between aforementioned variables. This experiment is carried out through a pre- test and post- test to observe the effect of the independent variable i.e. story mapping strategy on the dependent variable i.e. learners' reading comprehension of narrative texts.

Taking into account the facts manifested in the above tables representing the scores of both groups in the pre-test and post-test it becomes apparent that, on the basis of the pre-test scores the majority of students in the experimental and control group have approximately the same degree of reading comprehension. Thus, in the former group a proportion of 37,5% of the participants scored under average, 56,25% of them scored average and 6,25% scored above average. As far as the control group's results are concerned, a percentage of 37,5% of the participants scored under average, 56,25% scored average and 6,25% scored above average. This may be interpreted by the fact that, learners who do not use story mapping strategy may not have the opportunity to improve their reading comprehension. In the treatment period, an increase in the scores is observed particularly in the experimental group. In the first phase (modeling phase) there was a small improvement in students' scores when the story map was first used. In the second phase (guiding phase), a remarkable improvement was observed. The last phase (Testing phase), the scores increased and reached the target. Accordingly, 89% of the population demonstrates gain scores in the experimental group while only 30% of the population exhibits gain scores in the control group. Then, we can state that, the independent

variable i.e. story mapping strategy has a positive effect on learners reading comprehension of narrative texts.

The findings point to the advantages of the use of story mapping as a strategy of teaching reading comprehension of narrative text. During the implementation, observations were taken to evaluate the students' attitude and classroom atmosphere as the observations demonstrated, students were more excited from one phase to another.

The results obtained in this study are consistent with others obtained from studies conducted by Bedrimiati (2012) and Dewi Nurpitriyami who worked on the effect of story face and story mapping strategy to increase students reading comprehension. Their studies found out that story face and story maps might increase learners reading comprehension; because they can "plan and organize the elements of the text for answering questions under exam conditions" (p.18)

Story mapping strategy changed the classroom atmosphere by adding excitement and motivation to the learning process. Students were working on groups using story maps which raised the competition between them. Using story maps in groups played a crucial role in motivating the students and attracting their attention, which consequently led to a better understanding of narrative texts.

Reconsidering the findings, it becomes apparent that the instructional intervention helps confirming the research hypothesis which states that using story mapping strategy improves learners reading comprehension of narrative text.

Conclusion

Based on the findings of this research, it can be concluded that story mapping strategy improves learners reading comprehension of narrative texts. Taking into account the aforementioned aim, an empirical study was conducted via a pre-test and a post-test

administered to third year secondary school students at Mohamed Seddik Ben Yahia secondary school –El Milia – Jijel. The latter, is assumed to be an appropriate and effective research instrument to examine the effectiveness of the independent variable i.e. story mapping strategy and validate the research hypothesis. The implementation of story maps has reflected not only on the students reading comprehension of narrative texts but on their participation in the classroom as well. It had a great role in creating an enjoyable and exciting atmosphere where the students can understand and do tasks without being bored. For that, it is worth stating that carrying out this analysis employing the research tool in the present research has brought to light that learners have developed their reading comprehension competence of narrative texts using story mapping strategy. This line of thought brings about recommendations and suggestions for future research.

2.4. Pedagogical Recommendation and Suggestions

The results of this study are especially of great value for secondary school teachers who encounter various problems while devoting much time reading and explaining texts. The aim is to draw teachers' attention to use new strategies: such as, story maps.

As the use of story maps has a significant effect on learners reading comprehension, the following recommendations and suggestions are stated:

- It is recommended to carry out an empirical study in a considerable period of time. So that, it demonstrates the effect of the independent variable on the dependent variable.
- Based on the finding of this research, we believe that using story mapping strategy is one of the best techniques teachers can use to enhance students' reading comprehension of narrative texts. Story maps raise students' interest in the class and help them improve their reading comprehension .

- It is suggested that the results of this research can be used as a reference for future researchers to conduct further research dealing with the effect of story mapping strategy on language learning such as the effects of story maps on problem solving skills.

Finally, this study hopefully provides; readers and especially teachers, the proof for the effectiveness of story mapping strategy on learners' reading comprehension of narrative text. However, teachers may judge whether or not the findings are applicable to their own unique situation and needs.

General Conclusion

Based on the analysis of the results, hypothesis verification and discussion, it can be concluded that there was a significant effect of story mapping strategy on learners' reading comprehension of narrative text of third year students at Mohamed Seddik Ben Yahia secondary school.

There are no absolute answers when it comes to the best way of teaching reading. Some techniques may work with students while the same techniques may not work with others. Some teachers can find certain techniques very useful whereas other teachers may not. However, as the results of this research suggested, using story mapping is proves effective to enhance students reading comprehension of narrative texts in an interesting and entertaining way. Story maps can be used as a useful tool to facilitate learning and make it enjoyable. They also play a crucial role in motivating the students and promoting a friendly class atmosphere. Story maps can be used as group activity to encourage competition and excitement or as a self-testing activity for students who like to challenge and test their knowledge.

Most of teachers do not have time to deal with strategies, even they acknowledge their

importance but they prefer to focus on other ways to teach such as conventional strategies. And since there is no subject where such strategies can take place, these strategies are often neglected by teachers. Reading is a vital skill of language and should be given a great emphasis regarding the role it plays in language learning. As long as reading is taught in English classes integrated with the other language skills it will be neglected by teachers and students. Thus, reading should be taught explicitly separate from other skills where the students can concentrate on what they are learning through the use of a variety of techniques such as story mapping.

Limitation of the Study

The current research encountered some limitations:

- First, it was too hard to convince students to be a part of this study because of being less interested to have extra lessons.
- Second, the intervention process took less time than it is required; it would have been better if there was enough time to implement the strategy. Thus, the results can be more reliable.

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Appendix 1

THE RESEARCH SCHEDULE

Experimental group	Control group
Pre –test (narrative text): Tuesday, march 9 th 2021 <ul style="list-style-type: none"> ➤ Cinderella’s story 	Pre –test (narrative text): Tuesday, march 9 th 2021 <ul style="list-style-type: none"> ➤ Cinderella’s story
Modeling phase: (narrative text) <ul style="list-style-type: none"> • Meeting1:Sunday,march14th 2021 <ul style="list-style-type: none"> ➤ Jonathan and his friends • Meeting 2: Monday, march 15th 2021 <ul style="list-style-type: none"> ➤ Alice adventures in wonderland 	Modeling phase: (narrative text) <ul style="list-style-type: none"> • Meeting 1: Sunday, march 14th 2021 <ul style="list-style-type: none"> ➤ Jonathan and his friends • Meeting 2: Monday, march 15th 2021 <ul style="list-style-type: none"> ➤ Alice adventures in wonderland
Guiding phase: (narrative text) <ul style="list-style-type: none"> • Meeting 1:Sunday,march 22nd 2021 <ul style="list-style-type: none"> ➤ Sindbad the sailor • Meeting 2:Monday,march 23rd 2021 <ul style="list-style-type: none"> ➤ Sindbad the sailor 	Guiding phase: (narrative text) <ul style="list-style-type: none"> • Meeting 1:Sunday,march 22nd 2021 <ul style="list-style-type: none"> ➤ Sindbad the sailor • Meeting 2:Monday,march 23rd 2021 <ul style="list-style-type: none"> ➤ Sindbad the sailor
Testing phase: (narrative text) <ul style="list-style-type: none"> • Meeting 1:Monday,march 29th 2021 <ul style="list-style-type: none"> ➤ The little pianist • Meeting 2: Tuesday, march 30th 2021 <ul style="list-style-type: none"> ➤ The four friends and the hunter 	Testing phase: (narrative text) <ul style="list-style-type: none"> • Meeting 1:Monday,march 29th 2021 <ul style="list-style-type: none"> ➤ The little pianist • Meeting 2: Tuesday, march 30th 2021 <ul style="list-style-type: none"> ➤ The four friends and the hunter
Post –test (narrative text): Sunday, April 4 th 2021 <ul style="list-style-type: none"> ➤ The greatest treasure 	Post –test (narrative text): Sunday, April 4 th , 2021 <ul style="list-style-type: none"> ➤ The greatest treasure

Appendix 2

STUDENTS' WORKSHEET

PRE-TEST

Instructions

1. Read the text below carefully.
2. Answer the following questions correctly.
3. You have 25 minutes to do the exercise

CINDERELLA

Once upon a time there was a beautiful girl named Cinderella who lived with her stepmother and two stepsisters. They were very masterful. They made her do all the housework.

One day an invitation to the ball came to the family. Her stepsisters did not let her go, and left her alone. Cinderella was very sad and couldn't help crying. Fortunately, the fairy godmother came and helped her to get to the ball. Magically she could change a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. She said, "Now Cinderella, you must leave before midnight." Then, away she drove in her beautiful coach.

At the ball, Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly, the clock began to strike twelve. She ran towards the door as quickly as she could. In her hurry, one of her glass slippers came off and was left behind.

A few days later the king's son proclaimed he would marry the girl whose foot fitted the glass slipper. The king's page came to Cinderella's house. Her stepsisters tried on the slipper but it was too small. The king's page then let Cinderella try on the slipper and it fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and lived happily ever after.

Questions:

- Q1. What was the name of the main character?
- Q2. With whom Cinderella was living?
- Q3. How was the relation between Cinderella and her stepmother and stepsisters?
- Q4. What did Cinderella's stepsisters do when the invitation came?
- Q5. Where did the story take place?
- Q6. Who helped Cinderella to go to the party?
- Q7. What did Cinderella do in the ball with the prince?
- Q8. What happened when the clock began to strike twelve?
- Q9. What is the communicative purpose of the text?
- Q10. Write down the resolution of the text.

Appendix 3

STUDENTS' OBSERVATION CHECKLIST

No	Indicators	Percentage					Score
		None (0%)	Few students (25%)	Many students (26%-50%)	Half of the class (51% 75%)	Most of student (76% -100%)	
		1	2	3	4	5	
1	Students' keen interest						
	a. Students are showing keen interest in listening to the teacher's explanation of the narrative text.						
	b. Students are keen to ask question about the used material						
	c. Students are interested in giving opinions about the used material						
2	Students participation						
	a. Students are active in doing the piece of work						

Appendix 4

STUDENTS' INTERUCTION CHECKLIST

No	Indicators	Percentage					Score
		None (0%)	Few students (25%)	Many students (26%-50%)	Half of the class (51% 75%)	Most of student (76% -100%)	
		1	2	3	4	5	
1	<p>Students' keen interest</p> <ul style="list-style-type: none"> a. Students are showing keen interest in listening teacher's explanation of narrative text. b. Students are keen in asking question about the used material c. Students are interested in giving opinion about the used material 						
2	<p>Students participation</p> <ul style="list-style-type: none"> d. Students are active in doing the piece of work e. Students have accountability in a team. f. Students care their teammates 						

Appendix 5

STUDENTS' WORKSHEET

PHASE 1

Instructions:

1. Read the text below carefully!

JONATHAN AND HIS BEST FRIENDS

Once upon a time, there lived a kind young Prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blocked the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out; Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Instruction:

- 1. Answer the following questions. You may use your group story map to help you with your answers.**
- 2. You have 25 minutes to answer the questions.**

Questions:

1. Write a short description of Prince Jonathan?
2. How many friends does Prince Jonathan have?
3. What happened when the Prince and his friends were walking in the forest?
4. What are the main events of the story?
5. What happened when Franklin tried to persuade the Prince to give up?
6. What is the reason behind Franklin’s trying to convince the Prince to surrender?
7. What is the communicative purpose of the text?
8. Write down the resolution of the text.

Answers:

1.
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2.
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3.
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4.
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5.
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6.
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7.
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8.
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Group story map

What was the title of the story?
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Who created the solution?
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.....
.....

Who were the characters?
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.....
.....

Who created the problem?
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What was the solution?
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Where and when the story take place?
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What was the problem?....
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What did you learn from reading this story?
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STUDENTS' WORKSHEET

PHASE 2

Instructions:

- 1-Read the text below carefully and fill in the story map.
- 2-You have 20 minutes to do the exercise.

SINDBAD THE SAILOR

My name is Sindbad the sailor. You have probably heard about me if you have already read the Arabian nights. I've made seven voyages. Today, I'll tell you about my first voyage because it was the most fantastic.

I was born to a wealthy family in the surroundings of Baghdad. When my father died, he left me a lot of money. I liked the easy life, so I spent it all very quickly. As a result, I was obliged to become a merchant sailor. I travelled from Baghdad to Basra, and there the captain of a merchant ship accepted to take me to the Far East in order to buy and sell goods. I took with me many boxes full of carpets.

I remember that the captain sailed his ship safely from Basra, down Shatt AL-Arab, through the Persian Gulf in a hot summer day. After that, we sailed night and day across the vast Indian Ocean, stopping at many places to buy and sell merchandise for profit. One day, we caught sight of a beautiful island which surprisingly did not show on the captain's map. But the captain decided to stop there in order to fetch fresh water, because there wasn't any left in the ship. We got off the ship onto the island and started to explore it for water sources. I was happy to be on firm ground again. So I walked to the highest point of the island in order to have a full view of it.

Strangely, when I reached the summit, the island began to move. At first, I thought that it was an earthquake, but then I realized that the island was not an island at all. It was a whale! I started to run back to the ship, but before I reached it, the whale threw me down into the water. When I came back to the surface, I realized that the ship was sailing away from me. Soon I saw nothing around me except water and floating box. I climbed onto the box and let myself float on the sea for many days and nights until I landed on an island, a real island this time.

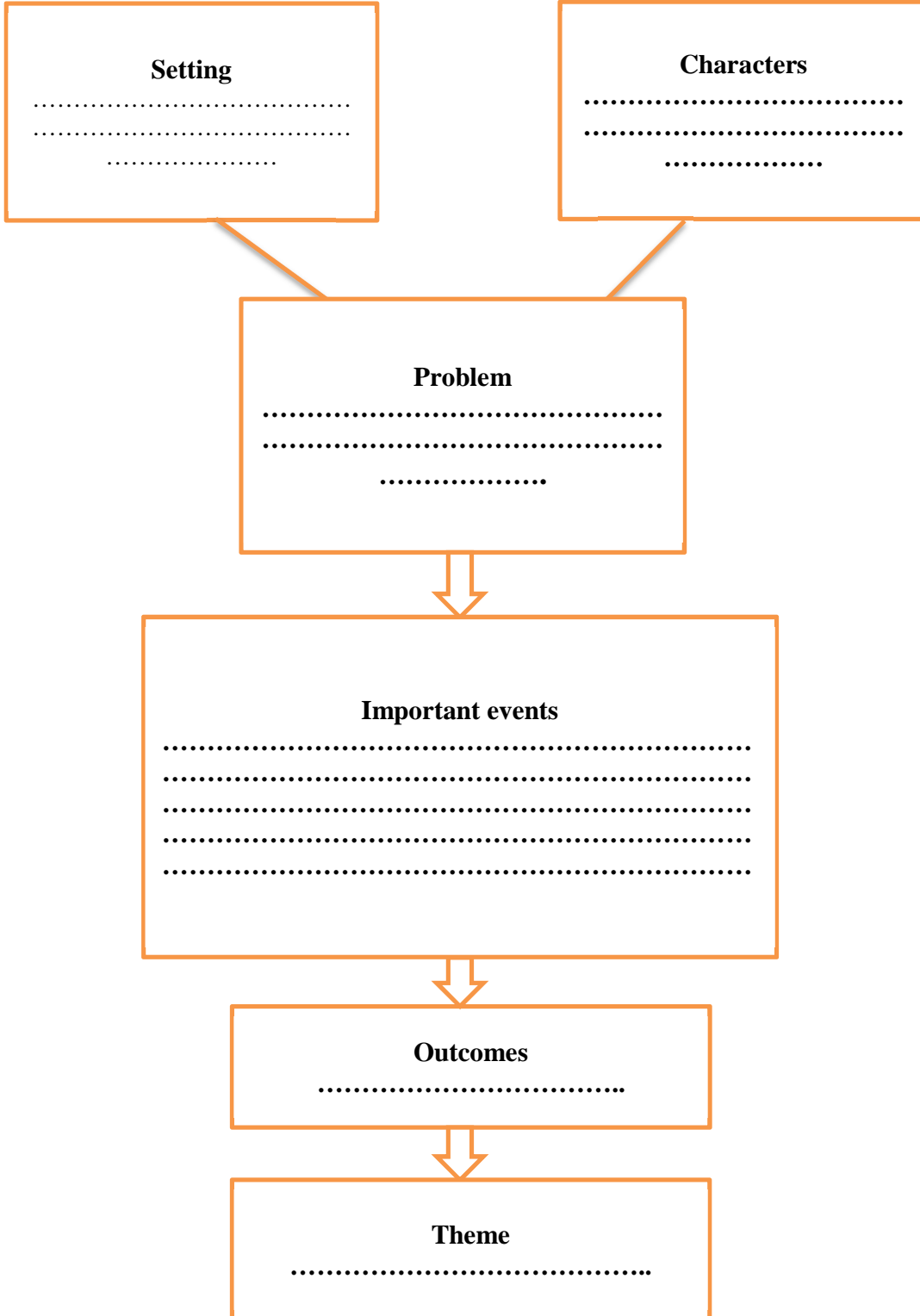
A king's horseman came to me, and I told him who I was and what happened to me. He took me to the shelter of a cave and gave me food and water. A few days later, I travelled with him to the capital city of the country. Once there, the horseman took me to the king and told him my fantastic story. The king gave me permission to live in the city. I discovered that the city was full of merchantmen from other countries. One day, I was visiting the harbour, when I suddenly saw a ship with boxes which had my name written on them. At first, the captain of the ship didn't believe that I was Sindbad. He thought that I was drowned, but when I told him the story about the whale and how I came to be there, he knew I was telling the truth. He gave the boxes back to me and the profit he made by selling my goods. That's how I became rich again....

Answer the following questions according to the text; use your group story map to help

Appendix 9

STORY MAP

Title:.....



Appendix 10

STUDENTS' WORKSHEETS

PHASE 3

Instructions:

1. Read the text below carefully.
2. Answer the following questions
3. You have 40 minutes to do the exercise.

THE LITTLE PIANIST

There was once a little boy named Azul. He loved to play the piano and dreamed of becoming a pianist one day. Every Sunday, Azul went to his piano class, and practiced every night at home, just before going to bed. Azul became good at it because he was so sincere. He would forget to brush his teeth but would never forget to practice playing the piano!

One day, Vicki, his piano teacher told him, "Azul, you will perform tomorrow in front of large audience. You are getting to be quite the pianist! Your fingers move like a squirrel on the piano keys. But there is something missing." "What is it?" Azul just had to know. He really....Really wanted to be, not just a good pianist, but a great pianist. Vicki smiled. She whispered into Azul's ear a piano teacher's secret. "Play with your heart, not with your fingers."

As always, Vicki pulled out her box of stickers. Azul held out his hand and Vicki stuck on it, a gorgeous sticker of a butterfly. "There, think of his butterfly when you want to play with your heart," she said.

That day, when all the children played in the park, Azul just stared at his butterfly. He wondered, "I can play with my fingers because I can touch the piano keys. How can I play with my heart? I can't even see my heart." For the first time, in a long time, Azul went to bed without playing the piano.

The night before his performance, he did not practice because he did not know how to play with his heart! When Azul woke up, he looked for the butterfly sticker. Oh no! The sticker was gone too! Now Azul was nervous. Really nervous... He tried playing the piano, but his fingers would just not move! However, that did not stop the clock from ticking. Soon it was performance time.

The piano was in the middle of a round stage, surrounded by rows of people. Azul walked onto the stage, sat on the piano bench and closed his eyes for a second. Remembering Vicki's words, the thought of the butterfly. In the quiet of the auditorium, Azul heard the flutter of wings. A butterfly set on his shoulder and started to hum a tune. His fingers started to move by themselves. His heart began to play the butterfly's song.

QUESTIONS:

1. Who was the main character of the story?
2. Where did the story take place?
3. What did Azul love to do?
4. How did Azul's fingers move on the piano keys?
5. Did Azul phone his uncle every night before going to bed?
6. Who was Vicki?
7. What did Azul forget to do?
8. What did Azul dream of becoming?
9. Who were the main characters in the text?
10. What was the complication for this story?
11. What is the communicative purpose of this story?
12. Give a small summary of the main events that appeared in the text.

Answers:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Appendix 11

Instructions:

1. Read the text below carefully.
2. Answer the following questions.
3. You have 40 minutes to do the exercise.

THE FOUR FRIENDS AND THE HUNTER

Long, long ago, there lived three friends in a jungle. They were-a deer, a crow and a mouse. They used to share their meals together. One day, a turtle came to them and said, "I also want to join your company and become your friend. I'm all alone." "You're most welcome," said the crow. «But what about your personal safety. There are many hunters around. They visit this jungle regularly. Suppose, a hunter comes, how will you save yourself?" "That is the reason why I want to join your group," said the turtle.

No sooner had they talked about it than a hunter appeared on the scene. Seeing the hunter, the deer darted away; the crow flew in the sky and the mouse ran into a hole. The turtle tried to crawl away fast, but he was caught by the hunter. The hunter tied him up in the net. He was sad to lose the deer. But he thought, it was better to feast on the turtle rather than to go hungry. The turtle's three friends became much worried to see his friend trapped by the hunter. They sat together to think of some plan to free his friend from the hunter's snare.

The crow then flew high up in the sky and spotted the hunter walking along the river bank. As per the plan the deer ran ahead of the hunter unnoticed and lay on the hunter's path as if dead. The hunter saw the deer from a distance, lying on the ground. He was very happy to have found it again. "Now I'll have a good feast on it and sell its beautiful skin in the market," thought the hunter to himself. He put down the turtle on to the ground and ran to pick up the deer.

In the meantime, as planned, the rat gnawed through the net and freed the turtle. The turtle hurriedly crawled away into the river water. Unaware of the plot of these friends, the hunter went to fetch the deer for its tasty flesh and beautiful skin. But, what he saw with his mouth agape was that, when he reached near, the deer suddenly sprang up to its feet and darted away in the jungle. Before he could understand anything, the deer had disappeared.

Dejected, the hunter turned back to collect the turtle he had left behind on the ground in the snare. But he was shocked to see the snare lying nibbled at and the turtle missing. For a moment, the hunter thought that he was dreaming. But the damaged snare lying on the ground was proof enough to confirm that he was very much awake and he was compelled to believe that some miracle had taken place. The hunter got frightened on account of these happenings and ran out of the jungle.

The four friends once again started living happily.

QUESTIONS:

1. Write down the elements of the narrative text above

a. Main characters

.....
.....

b. Orientation

.....
.....

c. Complications

.....
.....

d. Resolution

.....
.....

e. Setting

.....
.....

2. Answer the questions based on the story

1. Who lived in the jungle?
2. What was the work of the raven and the tortoise?
3. What promise did the three friends make?
4. Who was regarded as the wise bird?
5. What was the slogan?
6. Whom did the animals allow to drink?
7. What was the reason for being frightened?
8. Briefly describe the appearance of the hunter?
9. Who was the fourth friend?
10. What is the communicative purpose of the narrative text?

Appendix 12

STUDENTS' WORKSHEET

POST-TEST

Instructions:

1. Read the text below carefully.
2. Answer the following questions correctly.
3. You have 40 minutes to do the exercise.

THE GREATEST TREASURE

One day, Peter found a treasure map. "Hurray! I'm going to find this treasure and have some adventure!" he exclaimed. Peter set off. He walked a long way and finally reached a forest. There he met Lion. "You are strong and courageous," said Peter to Lion. "Will you come with me on a treasure hunt? «Lion agreed and joined Peter. The forest was dense and dark. Peter was afraid, but with Lion by his side, he made it through.

When the two finally reached the mountain, they met Eagle. "You have excellent vision and can alert us to dangers," said Peter to Eagle. "Will you come with us? We're looking for a treasure!" Eagle agreed and joined Peter and Lion. The mountains were tall and craggy. Lion slipped, but Peter was swift enough to give him a hand and pull him up. Eagle, with his sharp vision, watched every step they took.

Soon, they reached the valley below where they met Sheep. "Will you join us in our search for a treasure?" Peter asked Sheep. "And keep us warm when it's cold?" Sheep agreed and joined Peter, Lion and Eagle. A cold wind swept across the endless meadow. They all huddled against Sheep, who kept them warm and cozy.

The four finally reached the desert, where they met Camel. "You are called the ship of the desert," said Peter to Camel. "Will you help us get across and join the treasure hunt too?" Camel agreed. Peter, Lion and Sheep mounted the camel and set off happily across the vast desert, with Eagle enjoying the spectacle from above. Camel began galloping and everybody cheered with excitement. Crossing the desert on Camel's back was thrilling!

The five finally reached the ocean, where they met Turtle. "Can you help us cross the ocean?" Peter asked Turtle. "We are on a treasure hunt. «Turtle agreed and joined Peter, Lion, Eagle, Sheep and Camel. The rough waves almost drowned the party, but Turtle skilfully transported them across.

They met Owl on the other side. Owl spoke from his ancient wisdom:» Congratulations, you have found the treasure." "Where is it?" they all exclaimed in surprise. "Together you have passed the forest, climbed the mountains, dared the valley, braved the desert, and crossed the ocean. You would never have done it without one another." They all looked at each other and realized that Owl was right – they had found friendship! Indeed, they had found the greatest treasure ever!

QUESTIONS:

choose the most appropriate answer.

Why did Peter decide to go on a treasure hunt?

- Because he found a treasure map.
- Because Lion asked him for help.
- Because he needed money.

Who did Peter meet in the forest?

- Owl
- Eagle
- Lion

Who did Peter meet in the mountains?

- Owl
- Eagle
- Sheep

How could Eagle help Peter and lion?

- It could alert them to dangers.
- It could keep them warm.
- It could give them some food.

How did Peter call Camel?

- The king of the desert.
- The ship of the desert.
- The Queen of the desert.

Answer the following questions according to the text,

- 1.** Who was the main character of the story?
- 2.** Where did Peter, Lion and Eagle meet sheep?
- 3.** Where did the story take place?
- 4.** How did the group cross the desert?
- 5.** Who transported the group across the ocean?
- 6.** What were the complications in this story?
- 7.** What was the treasure?
- 8.** What is the communicative purpose of this study?

Résumé

La présente étude cherche à découvrir l'étendue de l'effet de la cartographie des histoires améliore la compréhension des apprenants des textes narratifs, ce qui à son tour vise à vérifier leur compréhension de ces textes, cette recherche cherche à savoir ce que la stratégie utilisée a eu un effet clair sur la stimulation de l'apprentissage chez les apprenants, qui à son tour cherche à confirmer ou réfuter l'hypothèse qui dit : si les enseignants dépendent de l'utilisation de la schéma de l'histoire dans l'enseignement des textes narratifs, alors la compréhension des apprenants de ce qui est lu s'améliorera pour tester l'efficacité de cette expérimentation. Une expérimentation a été menée sur un échantillon de 32 élèves pour la troisième année, de l'école secondaire de Mohamed Seddik Ben Yahia, El -Milia- Jijel. Cette expérience comprend un test initial pour la mise en œuvre, pour l'expérience et un test final. L'exécution de l'expérience était basée sur trois étapes ; pour chaque deux étapes deux actions. Chacune des étapes précédentes comprenait la planification, la mise en œuvre, l'observation et la perspicacité. Des textes narratifs ont été remis aux étudiants dans chaque test et une liste de contrôle a été utilisée pour surveiller les changements dans la motivation des apprenants afin de soutenir les résultats. Les scores obtenus par les groupes ont été statistiquement suivis, tandis que les résultats obtenus à partir de l'observation ont été analysés de manière qualitative. Les résultats ont montré que les résultats moyens pour le groupe expérimental ont connu une amélioration significative d'une étape à l'autre. De plus, le résultat moyen obtenu dans le dernier test cela signifie que l'utilisation de la stratégie schéma de l'histoire améliore la compréhension on lecture des apprenants par rapport au groupe témoin. Toute différence entre les résultats du première et du deuxième test dépend de l'observation à la cour de la mise ont œuvre de l'expérience pour indiquer une évolution positive en termes de motivation des élèves.

ملخص

تسعى الدراسة الحالية الى استكشاف مدى تأثير خريطة القصص على تحسين فهم المتعلمين للنصوص السردية والتي بدورها تهدف الى فحص فهمهم لهذه النصوص. يسعى هذا البحث الى الاستعلام حول ما إذا كانت الاستراتيجية المستعملة لها تأثير واضح في تحفيز التعلم لدى المتعلمين والذي بدوره سعى الى تأكيد او تفنيد الفرضية القائلة: إذا اعتمد الاساتذة على استعمال خريطة القصص في تدريس النصوص السردية فان فهم المتعلمين للمقروء سيشهد تحسنا. لاختبار مدى فعالية هذه التجربة، تم اجراء تجربة على عينة مكونة من 32 تلميذا للسنة الثالثة ثانوي من ثانوية محمد الصديق بن يحيى بالميلية. جيل. حملت هذه التجربة في طياتها اختبارا اوليا، تنفيذا للتجربة واختبارا اخيرا. تنفيذ التجربة قام على ثلاثة مراحل لكل مرحلة حصتين. شملت كل مرحلة من المراحل السابقة تخطيطا، تنفيذا، مراقبة وتبصر. اعطيت نصوص سردية للتلاميذ في كل اختبار واستعملت قائمة تدقيق لمراقبة التغيرات التي تطرأ على تحفز المتعلمين من اجل دعم النتائج. الدرجات التي حصل عليها المجموعتان مثلت احصائيا بينما حللت النتائج المتحصل عليها من الملاحظة بطريقة نوعية. النتائج اظهرت ان متوسط النتائج للمجموعة التجريبية شهد تحسنا ملحوظا من مرحلة الى اخرى. اضافة الى ذلك فان متوسط النتيجة المتحصل عليها في الاختبار الاخير كانت اعلى بكثير من النتيجة المتحصل عليها في الاختبار الاول. هذا ما يعني ان استعمال استراتيجية خريطة القصص يحسن من فهم القراءة لدى المتعلمين. فيما يخص المجموعة الشاهدة لم يلاحظ اي اختلاف بين نتائج الاختبارين الاول والثاني. اعتمادا على الملاحظة خلال تنفيذ التجربة لوحظ تحول ايجابي من حيث درجة تحفز التلاميذ و اظهار اهتماماتهم .