Jurnal Pustaka Cendekia Pendidikan
Volume 04, No. 02, September – December 2026, pp. 3819- 3832
E-ISSN: 2988-7720
Website: https://pcpendidikan.org/index.php/jpcp

The Effect Of Story Mapping Strategy Through Storyjumper Website On Students' Reading Comprehension Of Narrative Text At UPTD SMP Negeri 8 Pematangsiantar

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Abstract

This study aimed to investigate the effect of the Story Mapping Strategy through the StoryJumper website on eighth-grade students' reading comprehension of narrative texts at UPTD SMP Negeri 8 Pematangsiantar. The study employed a quantitative experimental design with a pre-test and post-test control group. The population consisted of 251 eighth-grade students, from whom two classes were selected using cluster sampling. The experimental group received instruction using the Story Mapping Strategy through the StoryJumper website, while the control group was taught using conventional teaching methods. Data were collected through reading comprehension tests administered before and after the instructional treatment. The tests assessed students' ability to identify main ideas, locate specific information, understand vocabulary in context, recognize the sequence of events, and identify the generic structure of narrative texts. The data were analyzed using descriptive statistics and an independent-samples t-test. The results showed that the experimental group's mean score increased from 64.29 on the pre-test to 85.29 on the post-test, resulting in a mean gain of 21.00 points. Meanwhile, the control group's mean score increased from 46.56 to 61.76, with a mean gain of 15.20 points. The reported t-test value of 2.126 exceeded the critical t-table value of 2.008 at the 0.05 significance level, with 51 degrees of freedom. These findings indicate that the combination of the Story Mapping Strategy and the StoryJumper website had a statistically significant effect on students' reading comprehension of narrative texts in the classes studied. The study suggests that integrating story mapping with digital storytelling media can provide an engaging alternative for teaching reading comprehension at the junior high school level.

Keywords: Story Mapping Strategy, StoryJumper, reading comprehension, narrative text, digital learning media

Abstrak

Penelitian ini bertujuan untuk menginvestigasi pengaruh Strategi Pemetaan Cerita (Story Mapping Strategy) melalui situs web StoryJumper terhadap pemahaman membaca teks naratif pada siswa kelas delapan di UPTD SMP Negeri 8 Pematangsiantar. Penelitian ini menggunakan desain eksperimen kuantitatif dengan kelompok kontrol yang diberikan tes awal (pre-test) dan tes akhir (post-test). Populasi penelitian terdiri dari 251 siswa kelas delapan, yang kemudian dipilih dua kelas sebagai sampel menggunakan teknik pengambilan sampel klaster (cluster sampling). Kelompok eksperimen menerima pembelajaran dengan menggunakan Strategi Pemetaan Cerita melalui situs web StoryJumper, sementara kelompok kontrol diajar menggunakan metode pembelajaran konvensional. Data dikumpulkan melalui tes pemahaman membaca yang diberikan sebelum dan sesudah perlakuan pembelajaran. Tes tersebut mengukur kemampuan siswa dalam mengidentifikasi gagasan utama, menemukan informasi spesifik, memahami kosakata dalam konteks, mengenali urutan peristiwa, serta mengidentifikasi struktur generik teks naratif. Data dianalisis menggunakan statistik deskriptif dan uji-t untuk sampel independen (independent-samples t-test). Hasil penelitian menunjukkan bahwa skor rata-rata kelompok eksperimen meningkat dari 64,29 pada tes awal menjadi 85,29 pada tes akhir, dengan peningkatan rata-rata sebesar 21,00 poin. Sementara itu, skor rata-rata kelompok kontrol meningkat dari 46,56 menjadi 61,76, dengan peningkatan rata-rata sebesar 15,20 poin. Nilai uji-t yang diperoleh sebesar 2,126, lebih besar daripada nilai kritis tabel-t sebesar 2,008 pada tingkat signifikansi 0,05 dengan derajat kebebasan (degrees of freedom) sebesar 51. Temuan ini mengindikasikan bahwa kombinasi Strategi Pemetaan Cerita dan situs web StoryJumper memberikan pengaruh yang signifikan secara statistik terhadap pemahaman membaca teks naratif pada siswa di kelas-kelas yang diteliti. Penelitian ini menyarankan bahwa mengintegrasikan pemetaan cerita dengan media bercerita digital dapat menjadi alternatif yang menarik untuk mengajarkan pemahaman membaca di tingkat sekolah menengah pertama.

Kata kunci: Strategi Pemetaan Cerita, StoryJumper, pemahaman membaca, teks naratif, media pembelajaran digital

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Received 19 Oktober 2026, Accepted 28 Oktober 2026, Published 18 November 2026

INTRODUCTION

Reading is one of the essential skills in learning English as a foreign language. Through reading, students can gain information, expand their vocabulary, and develop their knowledge about various topics. According to Harmer (2007)**,** reading is a process of understanding written language that involves not only recognizing words but also comprehending the meaning of the text. Therefore, reading comprehension plays an important role in helping students understand ideas, messages, and information presented in written texts.

Reading comprehension refers to the ability of readers to understand, interpret, and construct meaning from written texts. Snow (2002) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Ivantara et al., 2020; Anggraini et al., 2023). This means that students must actively engage with the text in order to fully understand the content.

Many students have difficulty identifying the main idea and important information in narrative texts. Although they are able to read the text, they often fail to determine the central message of the story and distinguish important details from supporting information. As a result, students frequently experience difficulties when answering reading comprehension questions related to the content of the text.

In the context of junior high school education in Indonesia, students are expected to understand several types of texts, one of which is narrative text. Narrative text is a type of text that tells a story or sequence of events, usually to entertain the reader. According to Anderson and Anderson (2003), narrative text is a text that tells a story with the purpose of entertaining the audience or readers. Narrative texts usually consist of several structures, namely orientation, complication, and resolution.

However, in reality, many students still face difficulties in understanding narrative texts. Based on preliminary observation in the eighth grade at UPTD SMP Negeri 8 Pematangsiantar, it was found that students have several problems in reading comprehension. Many students struggle to identify the main idea, understand vocabulary in context, and determine the sequence of events in the story. In addition, students often feel bored during reading activities because the teaching method used is still conventional and relies mainly on textbooks. As a result, students' motivation and engagement in reading activities are relatively low.

In learning English, reading comprehension is one of the important skills that students need to master. However, many students still face difficulties in understanding English texts, especially narrative texts. Students often have problems identifying the main idea, understanding vocabulary,

finding detailed information, and concluding the moral value of the story. As a result, students become less interested and less motivated in reading activities.

According to Anderson and Anderson (2003), narrative text is a type of text that tells a story to entertain readers (Butar-Butar et al., 2023). It typically consists of characters, a sequence of events, conflicts, and resolutions, and often contains moral values. Narrative text is one of the text types taught in junior high school. It contains stories, characters, conflicts, and moral values that require students to understand the sequence of events in the text. In reality, many students are not able to fully comprehend narrative texts because they feel bored with conventional learning methods that only focus on reading and answering questions from textbooks. This condition makes students passive during the learning process and affects their reading comprehension achievement. Another problem faced by students is limited vocabulary knowledge. Many students encounter unfamiliar words while reading English narrative texts, which prevents them from understanding sentences and interpreting the overall meaning of the story. Consequently, students often rely on guessing the meaning of words and become less confident in comprehending the text accurately.

To overcome these problems, teachers need to use interesting and interactive learning media that can attract students' attention and improve their understanding. One of the effective ways is by integrating technology into the learning process. The use of digital media can create a more engaging learning environment and help students better understand the material.

One digital platform that can be used in reading learning is StoryJumper. StoryJumper is a web-based tool that allows users to read and create digital storybooks with illustrations, text, and interactive features. Through this platform, students can read narrative stories presented in an attractive visual format, which can help them understand the storyline more easily. According to Mayer (2009) in the theory of multimedia learning, students learn better from words and pictures than from words alone. The combination of visual elements and text can support students in processing information more effectively and improving comprehension. Therefore, digital storytelling platforms like StoryJumper can help students visualize the story and understand the narrative structure more clearly.

In addition to the use of digital media, an appropriate learning strategy is also needed to help students understand narrative texts effectively. One strategy that can be used is Story Mapping Strategy. Story Mapping helps students identify and organize important narrative elements such as characters, setting, conflict, and resolution. By visually organizing story components, students can better understand the content and structure of narrative texts.

Albiansyah and Minkhatunnakhriyah (2020) found that Story Mapping Strategy significantly improved students' reading comprehension of narrative texts. The strategy helped students identify important story elements and organize information systematically, leading to better understanding of the text. The findings indicate that Story Mapping Strategy can serve as an effective instructional strategy for improving reading comprehension. By helping students organize information systematically, the strategy enables learners to understand the relationship between events, characters,

and conflicts in a story. Therefore, Story Mapping Strategy is considered suitable for addressing students' difficulties in comprehending narrative texts.

Previous studies have investigated the use of StoryJumper in English language learning; however, most of them focus on improving students' writing ability, particularly narrative writing. For instance, Nurlaela (2022) found that StoryJumper has a positive effect on students' narrative writing skills. Nevertheless, limited studies have examined the use of StoryJumper in improving reading comprehension, especially in understanding narrative texts. In addition, prior research was mostly conducted at the university level, while studies at the junior high school level are still scarce. Furthermore, StoryJumper has predominantly been used as a tool for creating digital stories rather than as a medium for reading comprehension. Therefore, this study aims to fill these gaps by investigating the effect of using the StoryJumper website on students' reading comprehension of narrative texts at the eighth-grade level.

Based on the explanation above, it is important to apply innovative media in teaching reading comprehension, especially narrative text. The use of the StoryJumper website is expected to help students understand narrative texts more easily and improve their reading comprehension skills.

RESEARCH METHODS

Design of the Research

This research applied a quantitative experimental research design involving pre-test, treatment, and post-test. It is categorized as quantitative research because it aims to examine the relationship between two variables, namely the use of the Story Jumper website as the independent variable and students' reading comprehension of narrative text as the dependent variable. According to Creswell (2014), quantitative research is a type of research in which the researcher tests theories by examining the relationship among variables (Barus et al., 2023). These variables are measured using instruments, and the collected data are analyzed through statistical procedures.

In this study, the sample will be divided into two groups: the experimental group and the control group. The experimental group will be taught by using the Story Mapping Strategy through Story Jumper, while the control group will be taught using conventional teaching methods without the use of Story Mapping Strategy through Story Jumper.

The research design will be used in this study is a pre-test and post-test control group design. Both groups will be given a pre-test to measure their initial reading comprehension ability. Afterward, the experimental group will receive treatment using the Story Jumper website, while the control group will receive treatment using conventional teaching method. Finally, both groups were given a post-test to determine the effect of the treatment.

The research design can be illustrated as follows:

Table 1. The Research Design

Group	Pre- test	Treatment	Post- Test
Experimental Class	X1	Y (Using Story Jumper Website)	X2
Control Class	X1	- (Conventional Method)	X2

Note:

X_1 : Pre-test for experimental and control classes

X_2 : Post-test for experimental and control classes

Y : Treatment using Story Jumper website

- : Conventional media

Location and Time of the Research

This research is conducted at UPTD SMP Negeri 8 Pematangsiantar, which is located on Jl. Pane No. 38 Tomuan, Kecamatan Siantar Timur, Kota Pematang Siantar, Sumatera Utara, 10211768. The researcher takes eight grade students in UPTD SMP Negeri 8 Pematang Siantar. This research is conducted in the 2026 academic year.

Population

According to Creswell (2014), population is a group of individuals or items that share common characteristics and become the focus of research. This means that the population is not merely a collection of individuals or objects, but a group that has characteristics relevant to the research problem. This similarity is the basis for grouping members of the population, while the focus of the research determines its boundaries. In educational research, the population usually consists of students, teachers, or other individuals who share specific characteristics.

The population of this research are the eighth-grade students of UPTD SMP Negeri 8 Pematangsiantar in the 2026 academic year. The students will be divided into several classes with a total number of 251 students.

Table 2. Population of the Research

No	Class	Population
1	VIII-1	31 students
2	VIII-2	32 students
3	VIII-3	29 students
4	VIII-4	32 students
5	VIII-5	31 students
6	VIII-6	32 students
7	VIII-7	32 students
8	VIII-8	32 students
Total Population		251 udents

Sample

Creswell (2014) states that a sample is a group of individuals or elements selected from the population to represent the entire population in a research study. In this research, the researcher used random sampling. According to Azwar (2010), random sampling is used when the population is

assumed to be homogeneous, meaning that all members of the population have similar characteristics, so each individual has an equal opportunity to be selected as a sample.

Furthermore, Ary et al. (2014) classify random sampling into several types, such as simple random sampling, stratified sampling, and cluster sampling. In this study, the researcher applied cluster sampling because the population had already been divided into intact groups or classes.

From the available classes, two classes were randomly selected: one as the experimental class and the other as the control class. The experimental class was taught using the Story Jumper website, while the control class was taught using conventional teaching methods.

The sample of this research is presented in the following table:

Table 3. Sample of the Research

No	Class	Group	Sample
1	VIII-1	Experimental class	31 students
2	VIII-3	Control class	29 students
Total			60 students

The Technique of Data Collection

In this study, the data are collected through a reading comprehension test. The test is used to measure students' ability to comprehend narrative texts before and after the implementation of Story Mapping through StoryJumper website. The researcher administers a pre-test at the beginning of the study to determine the students' initial level of reading comprehension. After several teaching sessions using StoryJumper, a post-test is administered to assess any improvement in students' reading comprehension achievement. The test consists of multiple-choice and comprehension questions related to narrative texts, focusing on students' ability to identify the main idea, specific information, vocabulary in context, sequence of events and generic structure.

The instrument of data collection is Reading Comprehension Test (Pre-test and Post-test) – to measure students' reading comprehension achievement. This instruments provide both quantitative data, enabling the researcher to obtain a comprehensive understanding of the effect of StoryJumper in improving students' reading narrative text comprehension.

Technique of Data Analysis

The data analysis in this study is conducted quantitatively to determine whether StoryJumper significantly improves students' reading narrative text comprehension. The data obtained from the pre-test and post-test are analyzed using descriptive and inferential statistics.

1. The result of the students' pre-test and post-test are checked by the researcher based on the calculation of the scores obtained from each student. The researcher then calculates students' score by using following formula:

$$\boldsymbol{score} = \frac{students' correct\ answer}{total\ number\ of\ item} \times 100$$

2. The researcher calculates the students' scores from both the pre-test and post-test. The mean score, highest score, lowest score, and standard deviation are computed to describe students' reading comprehension achievement before and after the treatment.

The mean score is calculated using the following formula:

Mean experimental class formula:

$$Ma = \frac{\Sigma xa}{Nb}$$

Mean control class formula:

$$Mb = \frac{\Sigma xb}{Nb}$$

Ary et al. (2014:120-122)

Note:

Ma : Mean Experimental Class

Mb : Mean Control Class

Σxa : Total Score Experimental Class

Σxb : Total Score Control Class

Na : Total Students Experimental Class

Nb : Total Students Control Class

The standard deviation variable is calculated using the following formula:

For experimental class:

$$da^{\mathbf{2}} = \sum d^2 - \left(\frac{(\Sigma da)^2}{Na}\right)$$

For control class:

$$db^2 = \sum d^{\mathbf{2}} - \left(\frac{(\Sigma db)^2}{Nb}\right)$$

Ary et al. (2014:185)

Note:

$da^{\mathbf{2}}$: Standard Deviation in the Experimental Class

db^2 : Standard Deviation in the Control Class

Σd^2 : Sum Square of gained Scores

Na : Total Number of Samples in Experimental Class

Nb : Total Number of Samples in Control Class

The data result is analyzed by using T-test with formula:

$$t_{test} = \frac{Ma - Mb}{\sqrt{\left(\frac{(da^2 + db^2)}{(Na + Nb) - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

Ary et al. (2014:185)

Note:

t_{test} : Value

da^2 : The standard deviation variable of experimental class

db^2 : The standard deviation variable of control class

Ma : Mean variable of experimental class

Mb : Mean variable of control class

Na : Total students of experimental class

Nb : Total students of control class

RESULTS AND DISCUSSION

Results

The research findings are as follows:

1. Both classes improve from the pre-test to the post-test. The data analysis shows that the students in the experimental class and the control class obtain higher scores in the post-test.
2. The experimental class (VIII-1, N = 28) shows an improvement. This class is taught using the Story Mapping Strategy through the StoryJumper website. The mean score increases from 64.29 in the pre-test to 85.29 in the post-test, with a mean gain of 21.00. The lowest score rises from 52 to 64. The highest score rises from 76 to 96.
3. The control class (VIII-3, N = 25) also shows an improvement. This class is taught using conventional methods. The mean score increases from 46.56 in the pre-test to 61.76 in the post-test, with a mean gain of 15.20. The lowest score rises from 12 to 32. The highest score rises from 76 to 80.
4. The gain in the experimental class is higher than the gain in the control class. The difference is 5.80 points (21.00 compared to 15.20).
5. The t-test shows that the difference is statistically significant.
   - The sum of squared deviations is 1,492 for the experimental class and 3,520 for the control class.
   - The t-test value is 2.126.
   - The t-table value is 2.008, with degrees of freedom (df) of 51 at the significance level of 0.05.
   - The t-test value is higher than the t-table value (2.126 > 2.008), so the null hypothesis (H_0) is rejected and the alternative hypothesis (Ha) is accepted.
6. The Story Mapping Strategy through the StoryJumper website has a significant effect. The effect applies to the eighth-grade students' reading comprehension of narrative text at UPTD SMP Negeri 8 Pematangsiantar. The students who are taught using this strategy and medium achieve a higher improvement than the students who are taught using conventional methods.

Discussion

The results of this study show that the students who are taught using the Story Mapping Strategy through the StoryJumper website achieve a significantly higher improvement in reading comprehension of narrative text than the students who are taught using conventional methods. The mean score of the experimental class increases from 64.29 to 85.29, while the mean score of the control class increases from 46.56 to 61.76. The t-test value of 2.126 exceeds the t-table value of 2.008 at the 0.05 significance level, so the null hypothesis is rejected. The control class also improves from the pre-test to the post-test, which shows that conventional teaching still contributes to students' reading comprehension.

The results are supported by the theories that underlie the strategy and the medium. Butler et al. (2021) state that understanding narrative structure supports reading comprehension because it helps readers organize information, follow story sequences, and build a coherent understanding of the text. Story Mapping applies this idea in practice. Students write down the characters, setting, conflict, and resolution in a visual form, so they can see how the events of a story are connected. This may explain why the experimental class shows a greater improvement than the control class. Mayer's (2009) multimedia learning theory holds that students learn better from words and pictures than from words alone. StoryJumper presents the narrative text together with illustrations, so students do not rely on words alone. The illustrations help students visualize the story and process the text more effectively, which may also contribute to the greater improvement of the experimental class.

The results are also consistent with previous research. Albiansyah and Minkhatunnakhriyah (2020), Kurniawan et al. (2023), and Purnomo et al. (2024) report significant improvements in students' reading comprehension after the implementation of Story Mapping. Elpiza et al. (2024) use a design that is close to this study. They compare an experimental group and a control group of eighth-grade students, and they find that the students taught using Story Mapping achieve significantly higher reading comprehension than the students taught using conventional instruction.

Research on digital storytelling points in the same direction. Fatmawati et al. (2024) find that students who learn through digital storytelling achieve better reading comprehension than students who learn through spoken storytelling. Promrin and Prasansap (2023) report significantly higher reading comprehension scores after the treatment, and Hidayat et al. (2024) report that digital storytelling helps students construct meaning through multimodal resources. Vretudaki et al. (2024) find that an intervention using StoryJumper improves children's understanding of story structure.

The combination of Story Mapping and StoryJumper gives several benefits. Story Mapping helps students recognize the structure of a narrative and follow the sequence of events, while StoryJumper makes the reading activity more interesting through text and illustrations. The combination also encourages students to take an active part in reading, which agrees with the findings that digital storytelling increases students' motivation and engagement (Hidayati & Maisarah, 2024; Promrin & Prasansap, 2023). For teachers, the combination offers an alternative way to teach narrative text with

an interactive medium and a clear procedure, although it requires preparation, such as story map templates, a device, and internet access.

The novelty of this study lies in three points. The first point is the integration of the Story Mapping Strategy with the StoryJumper website in one teaching procedure, while previous studies mostly examine Story Mapping and digital storytelling as separate approaches. The second point is the use of StoryJumper as a medium for reading narrative texts, whereas previous studies mostly use it as a tool for creating digital stories or for improving writing ability (Vretudaki et al., 2024; Nurlaela et al., 2022). The third point is the research level, because this study involves eighth-grade students at a junior high school, where research on this combination is still limited.

Several limitations should be considered when interpreting the results. This study uses purposive sampling with two intact classes, so the findings cannot be generalized to all eighth-grade students. The two classes also do not start from the same level, as the pre-test mean of the experimental class (64.29) is higher than that of the control class (46.56). The t-test compares the gain scores of the two classes, so the difference in initial ability is partly taken into account, although it may still influence the results. The t-test value of 2.126 exceeds the t-table value of 2.008 by a small margin, so the findings should be interpreted with caution. This study does not separate the effect of Story Mapping from the effect of StoryJumper, so the effect is attributed to the two used together. The findings are also limited to eighth-grade students at one school, and the data of some students are not included in the analysis because they are absent on the post-test or on both tests.

CONCLUSION

The research findings and the discussion in the previous chapter lead to the following conclusions:

1. The Story Mapping Strategy through the StoryJumper website has a significant effect on the eighth-grade students' reading comprehension of narrative text at UPTD SMP Negeri 8 Pematangsiantar.
2. The students who are taught using this strategy and medium achieve a higher improvement than the students who are taught using conventional methods.
3. The alternative hypothesis (Ha) is accepted and the null hypothesis (H_0) is rejected.
4. There is a significant effect of using the Story Mapping Strategy through the StoryJumper website on the reading comprehension of narrative text of the eighth-grade students at UPTD SMP Negeri 8 Pematangsiantar. This answers the research problem and shows that the strategy and the medium are effective for teaching narrative text.

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