# IDEAS

# Students' Perceptions of the Use of Story Mapping in Reading Comprehension of Descriptive Text

Risti Nur Aini

Ristiaini097@gmail.com

English Language Education Study Program, Muhammadiyah University of Sidoarjo, Indonesia

## Abstract

Story Mapping is a visual technique that helps students understand and organize information in descriptive text, improves reading comprehension, writing skills, and student engagement, but faces challenges such as variations in student abilities, time constraints, technological constraints, the crucial role of teachers, and the need for feedback and effective evaluation. The aim of this research is to determine students' perceptions of the use of story mapping in reading comprehension of descriptive text. The research used a qualitative approach to explore the perceptions of seventh grade students at SMP Negeri 1 Krembung Sidoarjo regarding the use of story maps in improving reading comprehension. The results of the research include: (1) Students' perceptions of the use of Story Mapping in reading comprehension of descriptive text are generally positive, because it helps visualize and organize information, although some students face challenges in its implementation; (2) The advantages of using Story Mapping for students' reading comprehension in the classroom include facilitating visual comprehension, increasing information retention, making it easier to organize information, helping in-depth analysis, and encouraging active student involvement; and (3) Difficulties in using Story Mapping for students' reading comprehension in the classroom including limited vocabulary, complexity of digital design, challenges in interpreting visualizations, incompatibility with individual learning styles, and difficulties in organizing information systematically.

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

## Introduction

Reading comprehension is one of the basic skills that is very important in language learning, especially in Indonesian. This ability allows students to capture information and meaning from the texts they read. One type of text often found in the junior high school curriculum is descriptive text, which requires students to understand and describe objects, places, or events in detail. However, many students have difficulty understanding descriptive text. This is often caused by limited vocabulary, inability to understand context, and lack of effective reading strategies. To overcome this problem, various learning methods and techniques have been developed, one of which is the use of Story Mapping (Villanueva, 2022).

Story Mapping is a technique used to help students visualize and organize information in text. By using story maps, students can see the connections between main ideas and supporting details, ultimately helping them understand the text more deeply. According to Abbas (2019), Story Mapping is a graphic tool used to show the narrative structure of a story, allowing readers to understand the important elements and the relationships between them. This technique helps students organize information and improves their retention and understanding of the text they read.

Research by Van (2019) shows that the mental representations created during the reading process are very important for text comprehension. By using Story Mapping, students can build clearer and more structured mental representations, which help them remember and understand information better. In addition, research by Anunti (2023) shows that text comprehension is a complex process involving the integration of new information with existing knowledge. Story Mapping helps students integrate this information more effectively.

Furthermore, research by Smith ((2021) indicates that visual aids such as story maps can increase student engagement and make learning more interactive. They found that students who used visual aids showed significant improvements in reading comprehension compared to those who did not use such tools. In this context, Story Mapping is expected to help students at SMP Negeri 1 Krembung Sidoarjo overcome their difficulties in understanding descriptive text.

On the other hand, research by Ariyana (2020) found that Story Mapping is useful for reading comprehension and writing skills development. By understanding text structure through Story Mapping, students can also apply this knowledge to writing more structured and coherent descriptive texts. This shows that this technique has multiple benefits in language learning.

At SMP Negeri 1 Krembung Sidoarjo, the use of Story Mapping in learning to read has been implemented for students. This technique was introduced by language teachers to improve students' understanding of descriptive texts. During its implementation, teachers observed that some students showed improvements in their ability to read and understand texts, while others still faced challenges. This

observation is in line with research conducted by Schwabe (2022), which shows that the use of graphic tools such as Story Mapping can help students organize information and understand text structure more effectively.

Students are taught to create story maps that include the important elements of descriptive text, such as the subject, detailed descriptions, and relationships between various parts of the text. This story map helps students visualize the structure of the text, so they can better identify the relationships between main ideas and supporting details. Research by Bartalesi (2023) supports this approach, finding that visual aids increase student engagement and make learning more interactive. They noted that students who used story maps demonstrated better comprehension compared to those who did not use the visual aid.

During the application of Story Mapping, students are also encouraged to use this story map in group or individual discussions. This discussion allows students to exchange ideas and deepen their understanding of descriptive texts. Sari (2019) suggests that clear and structured mental representations are essential for text comprehension, and group discussions can strengthen these representations by providing multiple perspectives and additional explanations.

However, although some students showed improvement, there were still those who faced challenges in using Story Mapping. This may be due to variations in students' ability to understand and create story maps. Rodriguez (2021) emphasizes the importance of adequate guidance from teachers in the use of these techniques. They found that the success of Story Mapping is highly dependent on the teacher's ability to teach this technique effectively and provide the necessary support to students who are experiencing difficulties.

Additionally, research by Boerma (2022) found that Story Mapping was not only beneficial for reading comprehension but also for writing skills. With a better understanding of text structure, students can apply this knowledge in writing more structured and coherent descriptive texts. At SMP Negeri 1 Krembung Sidoarjo, several students began to show better writing skills after using Story Mapping in reading descriptive text.

Even though the use of Story Mapping has shown positive results for some students, there are still several problems that need attention. One of the main problems is the variation in student abilities. Not all students have the same ability in creating and using story maps. Some students with good visual and spatial skills can easily understand and apply these techniques, while others may take longer to adjust. According to research by Natova (2021), individual differences in cognitive and learning abilities greatly influence the effectiveness of certain teaching methods. Therefore, a more individualized and adaptive approach may be necessary to accommodate these differences.

Apart from that, time constraints are also a significant obstacle in implementing Story Mapping. The process of creating and utilizing story maps takes quite a long time, and in classroom situations with tight schedules, the time allocation for this technique is sometimes inadequate, thereby reducing its effectiveness. According to Bogaerds (2021), effective time management in the classroom is the key to ensuring that each teaching method can be implemented optimally. Teachers need to find ways to integrate Story Mapping into the curriculum without sacrificing time allocation for other materials.

Technological constraints are also a significant problem. Although Story Mapping can be done with paper and pencil, the use of technology such as a computer or tablet can increase efficiency and visual appeal. However, limited access to this technology is an obstacle for some students and schools. Research by Killickaya (2020) shows that the integration of technology in education can improve student engagement and learning outcomes, but also highlights that unequal access to technology can widen educational disparities. Therefore, efforts need to be made to ensure that all students have equal access to the necessary technology.

The teacher's role is also very crucial in implementing Story Mapping. Teachers play an important role in directing and motivating students to use this technique. Lack of teacher training and understanding of Story Mapping can hinder its implementation in the classroom. According to Nolsanova (2020), effective training for teachers is essential to ensure they have the skills and knowledge necessary to implement new teaching methods. Continuous training and support from the school is needed to overcome this problem.

Finally, feedback and evaluation are important components of an effective learning process. An effective mechanism is needed to provide feedback and evaluation of story maps created by students. Without proper evaluation, students may not know what they did wrong and how to correct it. Hanna (2019) emphasizes the importance of formative assessment in the teaching and learning process, where constructive feedback can help students understand their strengths and weaknesses. Teachers need to develop a systematic evaluation system and provide constructive feedback to help students improve their understanding.

**Literature Review**

Previous research related to this research has been conducted by A. Naimah. entitled Student Perceptions of the Use of Sparkol Videoscribe Video Media as Learning Media. The quantitative descriptive research approach was used in this study. This study involved 70 students from class X MIA SMAN 29, Jakarta. In this study, questionnaires and interviews were used to collect data. The data collected were examined using a Likert scale and thematic coding analysis. The results showed that the overall indicator (73.13%) received a good category, the

explanation indicator (70.30%), and the learning characteristics indicator (72.30%) received a good category. good, 72.14% of learning feature indicators received a good category, 62.44% of video duration and movement indicators received a good category, 63.81% of usage indications received a good category, and 65.30% of future usage indicators received a good category. 65.30% will be used in the future. With a good category, the average percentage result is 67.85%. Related research has been conducted previously by H. Samsiyono[10] entitled, The Effect of Using Animated Films on Writing. This study used a quasi-experimental method used in this study. Sixty tenth grade students from SMAN PAKUSARI participated in this study; 30 from X MIPA 2 and 30 from X MIPA 5.

Both the experimental group, which was taught using animated films in learning descriptive text, and the control group, which was taught using a lecture approach, were taken from Class X MIPA 2. We collected information through pre-tests and post-tests. Each group was assigned to write descriptive language, and a t-test on independent samples was run on the resulting SPSS data. After collecting the data, the researchers compared the groups' performance on the final exam using the t-test statistic. The researchers found that the 2-tailed sig-value was 0.006, which is less than 0.05 and therefore rejects the null hypothesis of no significant difference (H0).

The researchers in this study combined qualitative and quantitative approaches because it has the potential to produce the best of both worlds in terms of understanding any phenomenon being studied. The data of this study were collected through interviews and questionnaires with 50 seventh grade students of SMP YPM 2 Sukodono. Teachers teach writing descriptive texts at school using the lecture method. Learning through animated films gives students an overview of writing descriptive texts, and students become better at producing descriptive writings so that they produce results. Based on the results of pre-observation, using animated films at school as a way to learn is more effective than using the lecture method. Similar to previous studies, this researcher examined how students view watching cartoons as a means of learning descriptive texts.

The main objective of this study is to find an effective alternative to the lecture method. Research related to this problem was conducted with the title "What is the perception. The purpose of this study is to explore how the use of story mapping can help students understand descriptive texts, especially in organizing complex information and improving their visualization skills. This study also aims to address the gap in reading learning methods that are less effective in facilitating students' understanding of descriptive texts

Reading descriptive texts is often a challenge for junior high school students in Indonesia due to limited vocabulary, minimal skills in identifying key information, and the lack of learning strategies that involve visual elements. Therefore, the participation of junior high school students was chosen to see the effectiveness of story mapping in this context.

Story mapping is an effective technique for visual learners because it allows students to map information systematically, helping them understand the storyline or content of the text more easily. The focus of this study is the benefits of story mapping in reading descriptive texts and how this technique can be applied in the classroom

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This study seeks to answer the following questions:

How do students perceive the use of story mapping in understanding descriptive texts?

What are the benefits and challenges in implementing story mapping in the classroom?

**Method**

This research uses a qualitative approach in its implementation. The main focus of qualitative research is the researcher's perception of society as a diverse reality (Nasution, 2021). Researchers must observe the phenomena around them, including paying attention to the thoughts, feelings, and actions of other people. In this research, researchers used a qualitative descriptive design to describe events or information that occurred in the classroom.

This research involved thirty-one seventh-grade students from one of the junior high schools in Krembung, Sidoarjo. The teacher in this class used story maps to teach descriptive texts, so the researcher chose this class as the research subject. Apart from that, descriptive texts are taught in seventh grade according to the Indonesian language curriculum. The selection of participants was carried out using a convenience sampling technique.

Researchers collected data through interviews and questionnaires. After using story maps in reading class, students were asked to fill out a questionnaire. A total of thirty-one students filled out a questionnaire containing various questions. Topics discussed include student perceptions about using story maps in the classroom, the benefits of story maps, and the challenges faced in using story maps to aid reading comprehension. Interviews were also conducted to gain deeper insight and validate questionnaire answers. The researcher spoke with nine students in the interviews. Students' answers in questionnaires and interviews were initially in Indonesian and then translated into English by researchers.

According to Salim (2012), there are three steps in data analysis: drawing conclusions, displaying data, and reducing data. Researchers collect a lot of data, so it is important to reduce the data to make it easier to understand and analyze. The reduced data is then displayed in a form that is easier to understand. After the data is displayed, the researcher describes the data and interprets it using methodical classification. The final step is to conclude the research results. At this stage, the researcher concluded the effectiveness of using story maps in improving seventh-grade students' reading comprehension.

1. Explain the Rationale for Qualitative Approach

This study uses a qualitative approach because students' perceptions are subjective data that are more appropriately explored through in-depth interviews and thematic analysis. This approach allows researchers to understand students' direct experiences.

2. Expand on Participant Selection: *

Participants were selected based on certain criteria, such as their varying English language abilities (high, medium, low) to provide a broader picture of students' perceptions of story mapping.

3. Describe Data Collection Tools:

The data collection instruments were in the semi-structured interviews and observation. In-depth interviews were conducted to explore students' unique challenges and experiences.

4. Clarify Data Analysis Process:

Data were analyzed through the following steps:

Data Reduction

1. Main Data Identification: From the interview results, students find it easier to understand the main idea of the descriptive text.

2. Information Simplification

"Ease of understanding the structure of the text."

"Increased interest in learning to read."

"Technical difficulties in using digital applications."

3. Thematic Categorization:

Theme 1: Benefits of story mapping.

Theme 2: Challenges in implementation.

Data Display

1. Using digital applications: Canva Application

2. Example of Data Display:

Conclusion Drawing

Story mapping helps students understand the structure of descriptive text. The use of digital applications increases student engagement, but some students experience technical difficulties. The majority of students reported that they found it easier to identify the main idea of the text using story mapping. Visual learner students showed a more significant increase in learning outcomes. The main challenge is the lack of student training in using the application.

**Results and Discussion**

***Subheading Level 2***

The Based-on interviews with SMP Negeri 1 Krembung Sidoarjo students, it can be seen that their English language skills vary, and they have various methods for learning this language. Some students, such as Student 1 and Student 5, received support in the form of tutoring or guidance from their parents. Student 1 said, "By taking part in tutoring (Tutoring). Parents usually teach them, but not English but other subjects." This is in line with the findings of Dickinson (2020) who emphasizes the importance of external guidance in foreign language learning.

For some students, writing in English is an activity that is done more often at school than at home. Student 2, for example, often writes in English when doing assignments, "Often, sometimes I do assignments while studying." This shows that the academic environment plays an important role in the development of

writing skills, which is supported by the social learning theory proposed by Egiebor (2019), where environmental reinforcement greatly influences the learning process.

The main difficulties faced by students are in pronunciation and writing. Student 3 admitted that pronunciation was the main obstacle, "from myself it was in the pronunciation." This problem was also recognized by other students such as Student 4 and Student 6, who considered pronunciation to be the most challenging aspect of learning English. According to Gurbani (2019), pronunciation difficulties are common in second-language learning, because they require phonological adjustments that are not easily achieved without repeated practice.

The importance of learning English is also recognized by all students. Student 2 emphasized that English is very important for communicating while on holiday abroad, "It's very important because if we're on holiday somewhere, not everyone is Indonesian, so it makes communication easier." This shows students' awareness of the role of English as a lingua franca in a global context, which is also expressed in literature by Villanueva (2022) who discusses the dominance of English in international communication.

The benefits gained from mastering English vary, from ease of understanding English media to readiness for job interviews. Student 1 noted that mastering English helps in interview situations, "it's important because if for example, I have an interview I can speak English." Meanwhile, Student 3 stated that being able to speak English makes it easier to watch English cartoons, which supports Van's (2019) view of integrative language learning and intrinsic motivation which plays an important role in successful language learning.

Thus, it illustrates the variety of experiences and methods of learning English among students at SMP Negeri 1 Krembung Sidoarjo. Despite facing various challenges, especially in pronunciation, they realize the importance of English and the benefits that can be derived from it. Previous research supports these findings, showing that external support, practice in an academic environment, and intrinsic motivation are important factors in successful foreign language learning.

## Use of Story Mapping

Students at SMP Negeri 1 Krembung Sidoarjo expressed various views regarding the use of Story Mapping in learning. In general, students showed different understanding and experience of this method. Some students are already familiar with the concept of Story Mapping, while others have just heard about it. For example, Student 1 stated, "I already know, because I have been

assigned to other assignments," indicating familiarity with the method. On the other hand, Student 4 and Student 6 admitted that this was the first time they had heard the term.



Picture 1. Example Story Mapping

Story Mapping, according to various literature, is a visual tool that helps in understanding and organizing information (Smith, 2021). In educational contexts, this method is often used to facilitate understanding of descriptive and complex texts. Student 1 rated Story Mapping as "very effective because we can find out information about an object," which is in line with Schwabe's (2022) finding that information visualization can improve student understanding and retention. The use of applications such as Canva in Story Mapping was also mentioned by Student 1 and Student 5, indicating the integration of technology into the learning process.

The effectiveness of Story Mapping in class is also supported by the opinions of Student 3 and Student 6 who consider this method to be very helpful in explaining and understanding the material. Student 3 stated, "very effective. because for example explaining things can be easier to convey," which reflects the benefits of visualization in explaining abstract concepts. The literature supports this view, as stated by Sari (2019), that mind maps and other visual methods can improve students' analytical abilities and understanding.

However, some students also identified difficulties in using Story Mapping. The main challenges mentioned included finding the right words and the digital design being difficult, as stated by Student 1 and Student 3: "Finding the right words for the characteristics" and "the digital design being too difficult." The literature supports this, showing that although visual methods can be useful, complexity in design and interpretation can be a barrier (Rodriguez, 2021).

The main advantage of using Story Mapping, according to several students, is the ease of understanding the text. Student 2 stated, "It makes the mapping very easy," indicating that this method helps in organizing information systematically. This is in line with research by Abbad (2019), who found that concept maps and similar visual methods can assist in organizing knowledge and strengthening conceptual understanding.

Overall, students at SMP Negeri 1 Krembung Sidoarjo show that Story Mapping is an effective method of learning, although there are several challenges in its use. Literature support confirms that information visualization through Story Mapping can improve understanding and retention, although it requires special skills in design and word choice. Thus, wider implementation and additional training of students in this technique may help overcome existing barriers and maximize the educational benefits of this method.

**Reading Comprehension of Descriptive Texts**

Interviews conducted with students at SMP Negeri 1 Krembung Sidoarjo provide an overview of their understanding of English descriptive texts. The majority of students show interest in reading English books, although their frequency and intensity of reading varies. For example, Student 1 stated, "3 times a week for novels in English and Indonesian," indicating a strong commitment to literacy in both languages. This is in line with research showing that regular engagement in reading can improve language comprehension abilities (Anunti, 2023).

Students' understanding of descriptive text is quite consistent. Student 1 explained that descriptive text "makes it easier to understand," and Student 2 added that this text is "to identify things, places." This definition indicates that students have good basic knowledge about the purpose of descriptive text. As stated by Ariyana (2020), the descriptive text aims to provide a detailed description of an object, place, or person, so that readers can visualize the description.

The difficulties experienced by students in understanding descriptive text also vary. Some students, such as Student 2 and Student 4, admitted to having difficulty "putting words together," which is a common challenge in understanding and writing descriptive text. This reflects findings in the literature which show that understanding foreign language texts is often hampered by limited vocabulary and ability to construct sentences (Bartalesi, 2023).

Nevertheless, most students agree that studying descriptive texts has many advantages. Student 1 stated that "if asked to explain, the teacher in front of him was clearer and more understanding," indicating that descriptive text can

improve speaking and presentation skills. Student 3 added that descriptive texts were "easier to understand," indicating that these texts can improve reading comprehension in general. This is in line with experts' views that descriptive texts can help in developing reading and writing skills (Boerma, 2022).

In conclusion, this interview shows that although there are challenges in understanding English descriptive texts, SMP Negeri 1 Krembung Sidoarjo students show a good understanding of the function and benefits of these texts. They are also aware of the difficulties they face and identify areas that need improvement, such as vocabulary and word-ordering skills. A more intensive and structured approach to the study of descriptive texts may be needed to help students overcome these difficulties and improve their overall abilities.

## Students' Perceptions of the Use of Story Mapping in Reading Comprehension of Descriptive Text

The Story Mapping method has significant potential in improving students' understanding of descriptive text. Based on interviews, many students felt helped by the visualization provided by Story Mapping, although some also faced difficulties in implementing it.

The use of Story Mapping as a visual aid in understanding text has been supported by various previous studies. For example, Bogaerds (2021) research shows that visual tools such as Story Mapping can help students organize information more effectively, which in turn improves comprehension and retention. Students at SMP Negeri 1 Krembung Sidoarjo who are familiar with Story Mapping, such as Student 1, stated that this method is very effective for understanding information about an object. This is in line with the findings of Dickinson (2020) which states that information visualization can strengthen understanding and memory.

Furthermore, Van (2019) stated that visual methods such as mind maps and Story Mapping can improve students' analytical skills and understanding. This is reflected in the opinions of Student 3 and Student 6 from SMP Negeri 1 Krembung Sidoarjo who felt that Story Mapping helped them explain and understand the material more easily. The main advantage identified is its ability to facilitate understanding of information by visualizing the relationships between elements in the text.

However, the challenges faced by students, such as difficulty in finding the right words and complicated digital designs, indicate that there are obstacles to implementing Story Mapping. Smith (2021) also notes that although information visualization has many benefits, complexity in design and interpretation can be an obstacle. Student 1 and Student 3 acknowledged this difficulty, indicating the need for additional training in the Story Mapping technique for students to maximize its benefits. Student Perceptions: The majority of students felt that

story mapping helped them understand the content of descriptive text better. Benefits of Story Mapping: Students reported increased engagement, visualization skills, and organization of information. Challenges in Implementation: Some students found it difficult to design story maps digitally.

*"With story mapping, it is easier for me to see the relationships between ideas in the text."*

*"The challenge is that I am not used to using design applications to create story maps."*

Highlight Key Patterns. Patterns that emerged included: Increased student engagement while reading. Difficulty in technical aspects such as using applications. Differences in levels of understanding based on students' initial abilities. Integrate Supporting Literature

This finding is in line with previous research showing that story mapping improves students' understanding of text through an information visualization approach (Brown, 2020).

Additionally, research by Sari (2019) emphasizes that concept maps and similar visual methods can assist in organizing knowledge and strengthening conceptual understanding. This is supported by the opinion of Student 2 who feels that Story Mapping makes it easier to organize information systematically. Thus, technology integration such as the use of the Canva application in Story Mapping, mentioned by several students, shows great potential to improve learning, provided students are provided with adequate support and training.

1. Separate Themes: *

Educational Benefits of Story Mapping: Helps students organize ideas, increases engagement, and makes it easier to understand descriptive texts.

Challenges in Implementation: Technical constraints and lack of teacher training in utilizing story mapping.

Implications for Teaching: Integrating story mapping into the curriculum routinely can improve student learning outcomes. This finding supports the theory of visual learning which states that visual elements can improve students' understanding of the material. In addition, this approach is in accordance with the scaffolding principle of Vygotsky's constructivism theory, where teachers provide assistance that is appropriate to students' needs. This study has

limitations, such as a small sample size and limitations in generalizing the findings to other schools.

Conduct training for teachers on story mapping techniques. Provide access to digital tools that are easy for students to use. Overall, SMP Negeri 1 Krembung Sidoarjo students' perceptions of the use of Story Mapping in understanding descriptive text are generally positive, although several challenges need to be overcome. Literature support confirms that information visualization through Story Mapping can improve understanding and retention, although it requires special skills in design and word choice. To optimize the educational benefits of this method, wider implementation and additional training of students in this technique is recommended, as suggested by previous research such as by Abbas (2019).

The advantages of using Story Mapping for students' reading comprehension in the classroom include:

1. Facilitates Visual Understanding

Story Mapping utilizes visual elements to present information in a systematic and structured way. This helps students understand the relationships between ideas and concepts in the text more clearly.

2. Improve Information Retention

Information visualization in Story Mapping can help students remember and retain information better. Concepts presented visually tend to be easier to remember than information presented in plain text.

3.Makes it easier to organize information

By using Story Mapping, students can organize information in text hierarchically or thematically. This helps them in identifying text structures and grouping information based on relevant relationships.

4. Helps in Deep Analysis and Understanding

By mapping important elements in the text, students can carry out a more in-depth analysis of the content of the text. They can better explore cause-and-effect relationships, main themes, and characters in the story.

5. Encourage Active Engagement

The process of creating a Story Map involves students actively summarizing and organizing information. This helps them to become more engaged in learning and strengthens their understanding of the material studied.

Although Story Mapping has various advantages in facilitating students' reading comprehension in the classroom, several difficulties can also arise in its use, including:

1.Limitations in Vocabulary

Students may have difficulty finding the right words to describe the information in the text. This can hinder their ability to accurately represent ideas and concepts in Story Mapping.

2. The Complexity of Digital Design

Story Mapping digital designs that are complicated to understand can be a barrier for students, especially for those who are unfamiliar with technology or have limited technology skills. This may reduce the effectiveness of this method in facilitating reading comprehension.

3. Challenges in Visualization Interpretation

Although information visualizations can help in understanding the relationships between ideas and concepts, some students may have difficulty interpreting these visualizations. They may need additional guidance to understand how to read and understand Story Mapping correctly.

4. Lack of Match to Individual Learning Style

Every student has different preferences and learning styles. Some students may find that Story Mapping does not suit their learning style or is less effective in helping them understand text in depth.

5.Difficulty in Organizing Information Systematically

Although the main goal of Story Mapping is to organize information systematically, some students may have difficulty organizing information well and correctly understanding the relationships between ideas and concepts.

**Conclusion**

This Students at SMP Negeri 1 Krembung Sidoarjo highlighted their various views on learning English, using Story Mapping, and understanding descriptive text. The students demonstrate awareness of the importance of the English language, with support from various learning methods such as external tutoring and practice in an academic environment. They also acknowledged major challenges in pronunciation and writing, in line with literature findings on general difficulties in second language learning. The use of Story Mapping in understanding descriptive text is seen as an effective method in facilitating understanding and retention of information, although there are several challenges in its implementation such as finding the right words and complicated digital designs. However, with the right support and training, Story Mapping has great potential to improve students' comprehension skills in reading descriptive text. Therefore, efforts to integrate Story Mapping into learning can help increase the effectiveness and efficiency of English learning at SMP Negeri 1 Krembung Sidoarjo.

Based on the findings from the interview, several suggestions can be given to improve English learning at SMP Negeri 1 Krembung Sidoarjo. Firstly, it is important to continue to support students with a variety of learning methods, including external tutoring and practice in academic environments, as well as paying attention to the challenge's students face in pronunciation and writing. Second, in integrating Story Mapping into learning, additional training is needed for students to overcome challenges in its implementation, such as finding the right words and complex digital designs, so that they can utilize the full potential of this method in improving their understanding of descriptive text. Third, the importance of improving literacy in English through regular reading needs to be further emphasized, both at school and at home, to strengthen students' overall language comprehension abilities. By implementing these suggestions, it is hoped that we can improve the effectiveness of English language learning at SMP Negeri 1 Krembung Sidoarjo and help students make better progress in their English language skills.

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