



A Study To Assess The Effectiveness Of Story Mapping Technique On Reading Comprehension Skills Among School Children (6-10 Years) In Selected Primary Schools, At Kolar

¹ Anusha. P. S, ²G Lakshmi kala

¹Assistant Professor, ²Assistant Professor

¹ M.Sc Nursing, Dept. of Child Health Nursing, Gold finch college of nursing , Bangalore, Rajiv Gandhi University of Health Sciences, Bangalore.

² M.Sc Nursing, Dept. of Medical Surgical Nursing, ETCM College of Nursing, Kolar, Rajiv Gandhi University of Health Sciences, Bangalore.

ABSTRACT

Reading comprehension is the perception, making sense of and comprehension of written matters, in more clear words it is to cognize in all respects the information, feelings and thoughts that are desired to be transmitted as they are, without having caused any misunderstandings, in its course and without leaving any doubtful point's behind. Reading comprehension is comprised of complicated factors; mainly comprising of cognitive, linguistic and socio-cultural variables, due to which the development of an effective reading strategy is difficult for language instructors. **Methodology:** The research approach used for the present study was Quantitative Approach and research design was quasi-experimental (non randomized equivalent control group design) research design. The sample of the study chosen by non-Probability- Convenient sampling technique, which includes 50 samples. (25 samples in experimental group, 25 samples in control group). A structured interview and comprehensive observation checklist was used to collect the data. **Results:** The overall result shows that in pre test (100%) had inadequate reading comprehension skills in experimental group and in control group also (100%) had Inadequate Reading comprehension skills. Where as in a post test the majority (100%) had adequate reading comprehension skills in experimental group and in control group also (100%) had adequate Reading comprehension skills. The overall reading comprehension skills scores of respondents were found to be 82.44% with standard deviation 1.10 in pre test and in post test 98.0% with standard deviation 0.569. **Conclusion:** The present study concluded that the story mapping technique is an effective educational strategy for improving reading comprehension skills among school children aged 6–10 years. The findings revealed a significant improvement in the comprehension levels of children after the implementation of the story mapping technique compared to their pre-test scores.

Key words - Story Mapping Technique, Reading Comprehension Skills, School Children, Primary School

INTRODUCTION

Reading is considered as an important aspect for students in their language learning because reading is constantly developing skill. It is also supposed to be an aspect to develop self-confidence and motivation within the students in dealing with difficulties.¹ In contrast many people sometimes may be to read and pronounce the words correctly but they do not understand what the text is about.² Reading is not simply done by pronouncing the words, but it also involves the transmission process of ideas.³ Reading comprehension is the process of understanding meaning from a text. The purpose of reading is to obtain an overall understanding of what is described in the text rather than to obtain meaning from particular words or sentences.⁴ to succeed in reading, a person should have good comprehension; comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge. However, there are still many students who learn English deal with comprehension issues.⁵ that the students cannot understand the text because they do not know the meaning of words in the text. They have hard time making conclusion on what they read. In addition, he says that story mapping is particularly useful to help the students to develop a sense of story and realize that the setting, events, and character of a story are interrelated. In other words, a story map leads the students to form a mental picture of story's structure and to understand the related story part in narrative text.⁶

Story mapping is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Story mappings provide a visual spatial display for key information in narrative text.⁷ This technique of instruction uses a diagram (called a 'story mapping') to depict visually the setting or the sequence of events and action of story characters.¹⁰ The purpose of a story mapping is to help students focus on the important elements of narrative-theme, characters, setting, problems, plot events, and resolution-and on the relationship among those elements.⁸

The story mapping is a highly effective to help students organize story content into coherent whole. It can be easier for students to know the components of the story when they can predict what might happen in the story. It is possible for the students to store the information in their schema more efficiently and facilitates the recall of the story elements more completely and accurately.⁹ story mapping helps students perceive the sequence of story development. To help students enhance their reading comprehension, the Story Mapping will be effective and the teacher has important role to encourage students to establish passion for reading by providing them with related resources in enhancing reading comprehension.¹⁰

NEED FOR THE STUDY

Reading comprehension is essential to academic and lifelong learning. Yet despite its critical importance, comprehension has only been in the forefront of scientific study since the 1970s. Since then, we've learned that reading comprehension is not a passive, receptive process, as previously believed, but rather an active and intentional one; it is an ongoing interchange between reader and text, involving a wide array of skills.¹¹

A key to improving comprehension is teaching students to monitor and rethink their understanding of text. This involves learning how quickly to progress through material, including when to stop and re-read confusing or critical passages. In addition, knowing how and when to apply the following comprehension strategies will also improve comprehension.¹²

Reading comprehension is a major focus in state and Common Core standards and requires skills that readers need to possess throughout their lifetime. Many comprehension-focused strategies are frequently taught in the classroom, and graphic organizers are one of those strategies. The influence and extent to which the use of story maps specifically contribute to students being able to retell a story that is read to them requires more exploration.¹³

The U.S department of education reveals that one student in four children lacks basic level of reading skills. According to annual survey of education report in 2011 presents a data on learning levels of over 26,000 students cross 29 districts in Tamil Nadu, only about 32% of the students in class V could read a simple story in Tamil. To overcome the barrier, story maps are very useful for children to development their comprehension skills. Reading comprehension is the ability to construct and extract meaning from a written text. It is considered to be the most critical skill that is needed to succeed in school.¹⁴

STATEMENT OF THE PROBLEM

A study to assess the effectiveness of story mapping technique on reading comprehension skills among school children (6-10 years) in selected primary schools, at kolar

OBJECTIVES OF THE STUDY

1. To assess the existing level of reading comprehension skills among school children both in experimental group and control group.
2. To evaluate the effectiveness of story mapping technique on reading comprehension skills among school children in experimental group.
3. To find out the association between pretest level of reading comprehension skills among school Children with their selected demographic variables.

HYPOTHESIS

H₁: There will be a significant difference between pre-test and post-test level of reading comprehension skills among school children in experimental and control group.

H₂: There will be a significant association between pretest levels of reading comprehensions skills score among school children with their selected demographic variables.

OPERATIONAL DEFINITIONS

1. **ASSESS:** In this study it refers to estimate or identify the elements such as characters, setting, problem or events, and conclusion of story mapping among primary school children and to find out the reading comprehension skills among primary school children.
2. **EFFECTIVENESS:** In this study it refers to the extent to which the story mapping technique has achieved desire effects in improving the reading comprehension skills among school children.
3. **STORY MAPPING TECHNIQUE:** In this study it is a technique uses visual representation to help students in organizing the important elements of a story. Students learn to summarize the main ideas, characters, setting, and plot of an assigned learning by using the story map.
4. **READING COMPREHENSION SKILLS:** In this study it refers to describe the task involved in reading, including time management, note taking, reading effectively, study skills, and writing tests.
5. **SCHOOL CHILDREN:** In this study it refers to the school children (6-10 years) who are studying in 1st to 5th standard, in selected primary schools, at Kolar.

ASSUMPTIONS:

The study assumes that;

- School children may have some knowledge about story map technique.
- School children will have interest to read and participate in story map technique.
- Story mapping technique may improve reading comprehension skills in school children

CONCEPTUAL FRAMEWORK

The conceptual framework of the present study was based on General system theory was first introduced by Von bertalanffy in 1968. He defines a system as an organized whole unit that produces an effect or product when independent component parts interact with the environment. All living systems are open systems, which promote the exchange of matter, energy and information with other systems like subsystem and environment (supra system). The exchange within the open system and their supra system is continuous. The dynamic balance within and between the system helps to create and maintain internal changes on other parts

METHODOLOGY

RESEARCH APPROACH

To evaluate the effectiveness of story mapping technique on reading comprehension skills among school children (6-10 years) in selected primary schools, at Kolar, an evaluative research approach was considered to be the most appropriate and adopted.

RESEARCH DESIGN

The research design refers to the researcher's overall plan for obtaining answer to the research questions and it spells out strategies that the researcher adopted to develop information that is accurate, objective and interpretable.⁵² quasi-experimental (non randomized equivalent control group design) has been used to attain the objectives of the present study.

SETTING

The study was conducted in selected school, Kolar

POPULATION

The population in this study includes primary school children from 1 st-5th standard in selected school at kolar

SAMPLE

Sample refers to the subset of a population that is selected to participate in a particular study. Sample size will consist of 50 samples. (25 samples in experimental group, 25 samples in control group).

SAMPLING TECHNIQUE

Sampling defines the process of selecting a group of people or other elements with which to conduct a study. Convenient sampling technique was adopted to select the samples for the present study based on inclusion criteria.

SAMPLING CRITERIA

The samples were selected with the following predetermined set of criteria.

Inclusion criteria:

The study included the children who;

- Are studying between 1 to 5th standard
- Both female and male children
- Willing to participate in the study
- Are available at the time of data collection

Exclusion criteria:

The study excluded the children who;

- Are absent on the day of data collection
- Are sick on the day of data collection

TOOL:

The tool was developed with the help of related literature from various textbooks, journals, websites, discussions and guidance from experts.

DISCREPTION OF THE TOOL

Structured interview schedule consist of 2 parts i.e. Part I and part II

Part I: Demographic Variables like Age in years, Gender, Religion, Place of residence, Number of siblings in family, Type of Family, Education of the mother, Education of the father, Occupation of parents, Monthly income of parents, Previous any information regarding reading comprehension skills, spend for mass media and Source of information.

Part II: Observation checklist for school children on reading comprehension skills.

SCORING KEY

Scoring key is prepared for Part-I by coding the demographic variables. For Part-II score '1' and '0' are awarded to correct and wrong response. Thus the maximum score is 18. To interpret the level of knowledge the scores subjected as follows:

TABLE 2: Scoring key for the reading comprehension skills on story mapping technique

SCORE	READING COMPREHENSION SKILLS OF SCHOOL CHILDREN
1-6	Inadequate reading comprehension skills
7-12	Moderate reading comprehension skills
13-18	Inadequate reading comprehension skills

RESULTS

The Findings of data has been finalized and organized in accordance with the plan for data analysis. These are presented under the following sections.

- Section I : Demographic characteristics of experimental and control group.
 Section II : Overall comprehension skills scores of the experimental and control group regarding the mnemonics.
 Section III : Comparison of the reading comprehension skills score of experimental and control group.
 Section IV : Association between reading comprehension skills scores with selected demographic variables.

Section I:

Majority of primary school children (96%) belongs to 9-10 years in experimental group where as in control group all 100% belongs to 9-10 years. Primary school children (76%) were females and only 24% were males in experimental group where as in control group all 100% belongs were females. Majority of primary school children (44%) were Muslims and only 16% were Hindus in experimental group where as in control group majority 68% were Christian and only 16 were Hindus and Muslims respectively. Majority of primary school children (100%) were residing in urban area in experimental group where as in control group also (100%) were residing in urban area only. Majority of primary school children (84%) were had one sibling in experimental group where as in control group 52% had one sibling and only 12% were not having siblings. Majority of primary school children (100%) were belongs to nuclear family in experimental group where as in control group also (100%) were belongs to nuclear family. Majority of primary school children (64%) were had No formal education and only 36% were completed secondary education in experimental group where as in control group (84%) were had No formal education and only 16% had Completed secondary education. Majority of primary school children (72%) were had No formal education and only 28% were completed secondary education in experimental group where as in control group (68%) were had No formal education and only 32% had Completed secondary education. Majority of primary school children (92%) were doing coolie work and only 8% were doing private employee in experimental group where as in control group (84%) were doing coolie work and only 16% were doing private employee. Majority of primary school children (76%) were had Less than Rs. 5000 family income only 24% were had income Rs. 5001-10000 in experimental group where as in control group (64%) were had Less than Rs. 5000 family income only 36% were had income Rs. 5001-10000. Majority of primary school children (64%) were had Previous information and only 9% were had no Previous information in experimental group where as in control group (76%) were had no Previous information and only 24% were had Previous information. Majority of primary school children (60%) is to spend 3 hours and only 40% is to spend 2 hours in experimental group where as in control group (60%) is to spend 2 hours and only 12% is to spend 3 hours in mass media. Majority of primary school children (60%) had information from mass media and only 40% had information from Peer/friends in experimental group where as in control group (52%) had information from mass media and only 20% had information from Family members. Majority of primary school children (100%) were studying 3rd Std - 4th Std in experimental group where as in control group also all participants (100%) were studying 3rd Std - 4th Std . Majority of primary school children (100%) were using LPG fuel for cooking in experimental group where as in control group also

all participants (100%) were using LPG fuel for cooking. Majority of primary school children (56%) were had cat and only 44% had dog in experimental group where as in control group majority 60% had dog and only 40% had cat as pet animal.

SECTION–II:

The present study reveals majority (100%) had adequate reading comprehension skills in experimental group and in control group also (100%) had adequate Reading comprehension skills. The overall reading comprehension skills scores of respondents were found to be 82.44% with standard deviation 1.10 in pre test and in control group the comprehension skills scores of respondents were found to be 99.33% with standard deviation 0.332.

The findings of the present study were consistent with the study findings of Ajism A. M.⁵¹ who assessed the effectiveness of video assisted teaching programme on oral hygiene among rural primary school children at Mangalore, dakshina Kannada district and found that the post-test mean knowledge score was higher than and pre test mean knowledge score .

SECTION–III:

The present study reveals the obtained "t" value 10.583 is greater than the table value at 0.01 level of significance. Therefore, "t" value is found to be highly significant in experimental group. It means there is gain in Reading comprehension skills level of school children this supports that Story map technique is effective in increasing the reading comprehension skills level of primary school children and found significant. It is also evident that the obtained "t" value 2.918 is greater than the table value at 0.01 level of significance. Therefore, "t" value is found to be significant in control group. It means there is gain in Reading comprehension skills level of school children this supports that without exposure to Story map technique also effective in increasing the reading comprehension skills level of primary school children but found not significant.

SECTION–IV:

Findings revealed that the obtained χ^2 value is less than the table value at 0.05 levels of significance. Therefore there is no significant association between selected demographic variables such as Age in years, Gender, Religion, Place of residence, Number of siblings in family, Type of Family, Education of the mother, Education of the father, Occupation of parents, Monthly income of parents, Previous any information regarding reading comprehension skills, spend for mass media and Source of information in experimental group. The obtained χ^2 value is greater than the table value at 0.05 levels of significance. Therefore, there is significant association between selected demographic variables such as mother education with pretest reading comprehension skills Score of school children. The obtained χ^2 value is less than the table value at 0.05 levels of significance. Therefore, there is no significant association between selected demographic variables such as Age in years, Gender, Religion, Place of residence, Number of siblings in family, Type of Family, Education of the father, Occupation of parents, Monthly income of parents, Previous any information regarding reading comprehension skills, spend for mass media and Source of information in control group.

CONCLUSION

The present study was conducted to evaluate the effectiveness of story mapping technique on reading comprehension skills among school children (6-10 years) in selected primary schools, at Kolar. In experimental group the obtained "t" value 10.583 is greater than the table value at 0.01 level of significance and found highly significant and in control group the obtained "t" value 2.918 is greater than the table value at 0.01 level of significance and found significant.

Nursing Implications

Nursing Practice:

The study emphasizes the need for early identification of learning disabilities among school children. Nurses can conduct psychoeducation programs for parents and teachers and organize training to identify conditions like learning disabilities, ADHD, and behavioral problems. Encouraging engaging learning activities can support children's development.

Nursing Education:

Nursing education should focus on developing skills in identifying and managing learning disabilities. Training programs and continuing education are essential to update knowledge. Nursing students and professionals should use innovative teaching methods and educational materials in school and community settings.

Nursing Implications

Nursing Administration:

Nursing administrators should promote seminars, workshops, and training programs for early identification of learning disabilities. Awareness programs and in-service education should be conducted in both government and private sectors. Adequate budget allocation and policy guidelines are essential to support early detection and management. A multisectoral approach and early intervention can help improve outcomes in children at risk.

Nursing Research:

Research enhances nurses' ability to make evidence-based decisions and develop policies for early identification of learning disabilities. Nurses should be encouraged to participate in research activities. The findings highlight the importance of integrating effective teaching strategies and assistive technologies. This study can serve as a reference for future research and contribute to the advancement of professional knowledge.

Recommendations

On the basis of the findings of the present study the following recommendations have been made for the further study.

- A similar study can be replicated on a large sample to generalize the findings.
- A similar study may be conducted in different setting.

REFERENCES

1. Grabe, William, Stoller, Fredricka L.. Teaching and Researching Reading. London: Routledge; 2002.
2. Nunan, David. Language Teaching Methodology. New York: Prentice Hall; 1991.
3. Harmer, Jeremy. How to Teach English. London: Longman; 2007.
4. Snow, Catherine E.. Reading for Understanding: Toward an R&D Program in Reading Comprehension. RAND Corporation; 2002.
5. Westwood, Peter. What Teachers Need to Know About Reading and Writing Difficulties. Melbourne: ACER Press; 2008.
6. Idol, Lorna. Story mapping: A technique for improving reading comprehension. Educational Leadership. 1987;44(6):90–92.
7. Farris, Pamela J., Fuhler, Carol J.. Teaching Reading: A Balanced Approach. New York: McGraw-Hill; 2004.
8. Dymock, Susan. Teaching story grammar improves comprehension. The Reading Teacher. 2007;61(2):161–170.
9. Mayer, Richard E.. Multimedia Learning. Cambridge: Cambridge University Press; 2001.
10. Pressley, Michael. Reading comprehension strategies instruction. The Elementary School Journal. 2000.
11. National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington, DC: National Institute of Child Health and Human Development; 2000.

12. Duke, Nell K., Pearson, P. David. Effective practices for developing reading comprehension. Journal of Education. 2002;189(1-2):107-122.
13. Common Core State Standards Initiative. Common Core State Standards for English Language Arts. Washington, DC; 2010.
14. ASER Centre. Annual Status of Education Report (Rural) 2011. New Delhi: ASER Centre; 2011.

