An Analysis on Story Mapping in "The Fault in Our Stars" Novel by John Green

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Abstract.

The purpose of this study was to examine the story mapping components found in John Green's novel "The Fault in Our Stars." The research aims were as follows: 1) to identify the organizers of story mapping in the novel "The Fault in Our Stars." 2) to ascertain the story mapping feature that is most prevalent in the novel "The Fault in Our Stars." The researchers did qualitative study using the book's documents as data. The research revealed that: 1) Each chapter of the novel contains a variety of story mapping features. There are seven story mapping elements contained inside twenty-five chapters: character settings (35), time settings (65), location settings (59), problems (25), goals (25), actions (25), and outcomes (25). (25). 2) The novel's most important aspects were done in time settings, (65) settings. According to the findings of this study, teachers can use the novel "The Fault in Our Stars" as a creative medium for teaching reading; this will make the reading course more attractive and fun, and the contact between teacher and students will be more intensive.

Keywords: story mapping, John Green, novel "The Fault in Our Stars", teaching reading

Introduction

English is one of the most widely spoken languages in the modern era of globalization. As a trending language that is extremely popular throughout the world, in a variety of forms. English is spoken natively by around 400 million people and as a second and foreign language by an additional 2 billion (Rintaningrum, 2018). In English, there are four fundamental abilities that must be mastered. There are four types of communication: speaking, listening, writing, and reading. Reading is a skill that should be developed as part of the English language acquisition process. Daily, it is critical to gather information from each reading passage; more people gain knowledge and experience as a result of their increased reading of various types of books.

Reading is a multifaceted activity that requires knowledge of words, understanding, fluency, and drive. Integrate these elements to learn how readers make sense of print. Harmer (2007:99) adds, "Reading is beneficial for language learning." As long as students comprehend the material they read, the more they read, the more proficient they become". We must engage in an active fluent process that combines our reading in order to generate meaning. Reading is an important skill; for instance, individuals can glean a plethora of information and knowledge from the material they read. Thus, individuals must comprehend what they are reading; reading without meaning is pointless, and meaning is found not on the

written page but in the reader's background, knowledge, and experience. The objective of reading is for the reader to comprehend the content of what he or she is reading. As a result, comprehension can be described as the process by which meaning is derived in order to achieve understanding.

According to Davis and McPherson (1989, in Burns, 1999), narrative mapping is a visual depiction of all the components of a tale and their relationships. It is a template that serves as a guide for students in identifying the components of narrative stories. The story map's fundamental components include the following: Setting, Character, Problems, Events, Resolution, Solution, and Theme. Tale mapping is a technique that makes use of visual organizers to assist individuals in learning the components of a book or story. Story mapping visualizes the key information contained in narrative text. This teaching method use a diagram to visually depict the environment or the sequence of events and actions that occur between the story's characters. The purpose of story mapping is to aid individuals in concentrating on the fundamental parts of narrative—theme, characters, setting, issues, plot events, and resolution—as well as the relationships between those elements. Numerous graphic organizers are available for story mapping. The beginning, middle, and finish of the story serve as the key focal points.

A novel is a narrative work of prose fiction that conveys a story about distinct human experiences; this research will analyze "The Fault in Our Star novel" by John Green. "The Fault in Our Star" is a romantic story about a girl and a boy who are diagnosed with a rare disease and later fall in love while searching for the meaning of life. By utilizing the narrative map, it was anticipated that students would be able to assess the success of story mapping on this novel for use in the reading comprehension task, as story mapping visually portrays the setting or sequence of events and actions of the tale characters.

The purpose of focusing on the link between the narrative map pieces is to derive the reading's essential meaning. The meaning they read is actively constructed as they read, and it also directs their own comprehension through the use of basic methods and self-monitoring. Comprehension strategies include comprehension prior to, during, and after reading. Students who read actively and successfully in this study mean that they are completing or creating story maps while reading the reading text. After reading the content, students must evaluate its relevance and veracity. Additionally, these exercises encourage students to interact with the material and develop their ability to read critically. According to the explanation above, the researchers chose to study narrative mapping in "The Fault in Our Stars Novel" by John Green because the novel contains numerous elements of story mapping, including setting, storyline, characters, event, and conclusion. Additionally, the researcher is interested in determining the relationship between the novel's elements and the novel's contribution to reading instruction.

Literature Review

Story Mapping

Story mapping is a strategy for identifying the essential components of a text in order to assist the reader in grasping its core. According to Bounlineau et al. (2004:7), story mapping can be used to accomplish a range of goals. The first technique is story mapping, which finds story components that make the story easier to read for children. Story mapping utilizes story components such as the title, characters, setting, problem, and solution to assist students in

comprehending the story's chronological progression. The second is that narrative mapping can be utilized to assist students in recalling critical information following their reading of a work. According to another expert, a narrative map is a schema building process that comprises educating the reader about the link between the story's components and presenting the story's basic elements in a schema to catch the reader's attention (Sorrel, 1990; cited in Duman, 2006). According to the assertions above, the researchers can conclude that story mapping is a reading instruction strategy that entails the creation of a specific story map with components such as setting, problem, objective, action, and outcome. According to School Drug Education and Road Safety, the narrative mapping technique is used to teach reading. Knowledge is acquired through reading a book, listening to a poem, or viewing a video. Demonstrate how to design a map that depicts and sequences important locations or events appropriately. The map should illustrate key events, personalities, and locations from the source material. Mendiola (2011:6) asserts that story mapping provides a number of advantages. Mendiola (2011:6) asserts that story mapping is an extremely effective and practical technique for students to organize tale elements into a coherent whole. Additionally, story mapping is an useful method for students that are outstanding or poor achievers (it improves comprehension of materials that are above their instructional levels).

Reading

Reading is the process of interpreting a succession of written symbols. Harmer (2007:99) asserts that reading is beneficial for language acquisition. As long as pupils comprehend what they read, the more they read, the better they become at it. According to Cline et al. (2006:2), reading is the process of decoding and comprehending written materials. Decoding entails converting the written symbols (including Braille) to the spoken words they represent. The purpose for reading, the context, the character of the material, and the reader's strategies and knowledge all contribute to comprehension. Thus, the objective of reading is to extract information from the reading passage and use that knowledge to gain meaning and comprehension of the book they are reading.

Reading can be a critical component in achieving the goal of teaching learning, particularly in the area of English learning. By reading, the reader will become aware of what they have read and will be asked to respond to the author's thoughts. To ensure that the message or information conveyed by the author is easily understood and comprehended by the teacher.

Kind of Reading

Tarigan (1985:22) defines reading aloud as a strategy employed by teachers, students, or the reader in partnership with another person or listener in order to capture and comprehend the author's thoughts and feelings. That is, reading aloud is a practice or approach that aids the teacher, students, or reader in absorbing the information included in the text. On the other hand, reading aloud enables students to dramatically improve their reading abilities by speaking or expressing their views. There are two ways to read: aloud or silently.

Reading aloud is a technique used by teachers, students, and the reader to record and comprehend the author's thoughts and feelings in partnership with another person or listener. Reading aloud is a practice or a tool that aides the teacher, students, or reader in absorbing the information contained in a text. On the other hand, reading aloud enables students to dramatically improve their reading abilities by speaking or expressing their views.

Silent reading is a reading technique that relies on visual memory to help the reader retain key information from the reading material without speaking a word. That is, when we read a text, we read silently and rely on the activity of our eyes to gather information from the

reading material. Silent reading is a critical talent; this ability can help learners improve their reading skills. To strengthen this reading ability, the teacher must make children read silently, and if they can read easily, they will receive knowledge more efficiently. Additionally, the teacher should enforce silent reading from students to ensure that they comprehend the content.

Techniques of Reading

Reading can be classified into three types: intensive reading, extensive reading, and skimming. Intensive reading requires skimming shorter documents for key information. Intensive reading is used to create a detailed description of the book. The reader examines the material for the purpose of gaining knowledge or doing analysis. Intensive reading material is typically composed of a concise text of no more than 500 words. Extensive reading means tackling a large text in its entirety, which requires a comprehension of the component sections and their relationship to the overall meaning. They may consume literature, websites, newspapers, magazines, or other forms of information. Wherever possible, comprehensive reading should incorporate enjoyable reading. Skimming is a technique used to ascertain an author's message without digging into detail. This reading strategy is used when readers want to get a sense of a book, essay, or other piece of writing in order to decide whether or not to read it more closely.

John Green's novel The Fault in Our Stars

John Green, an author and YouTube content developer, wrote The Fault in Our Stars novel. He is a native of the United States of America, having been born on August 24, 1977. He is the author of numerous books, including Looking for Alaska (2005), An Abundance of Katherines (2006), Paper Towns (2008), and The Fault in Our Stars (2009). (2012). On January 10, 2012, The Fault in Our Stars was published. The story is told through the eyes of Hazel Grace Lancaster, a young girl who was diagnosed with thyroid cancer. Hazel falls in love with Augustus Waters after being compelled by her parents to attend a support group.

Method

Research Design

This study used a qualitative approach. Qualitative research is a type of research that creates descriptive data in the form of written or oral words about the subject and its observed behavior; the goal of the research is to get a full understanding of the subject and its context. The focus of this study is on John Green's The Fault in Our Stars' story mapping; the researchers examined and determined the story mapping elements in The Fault in Our Stars.

Method of Data Collection

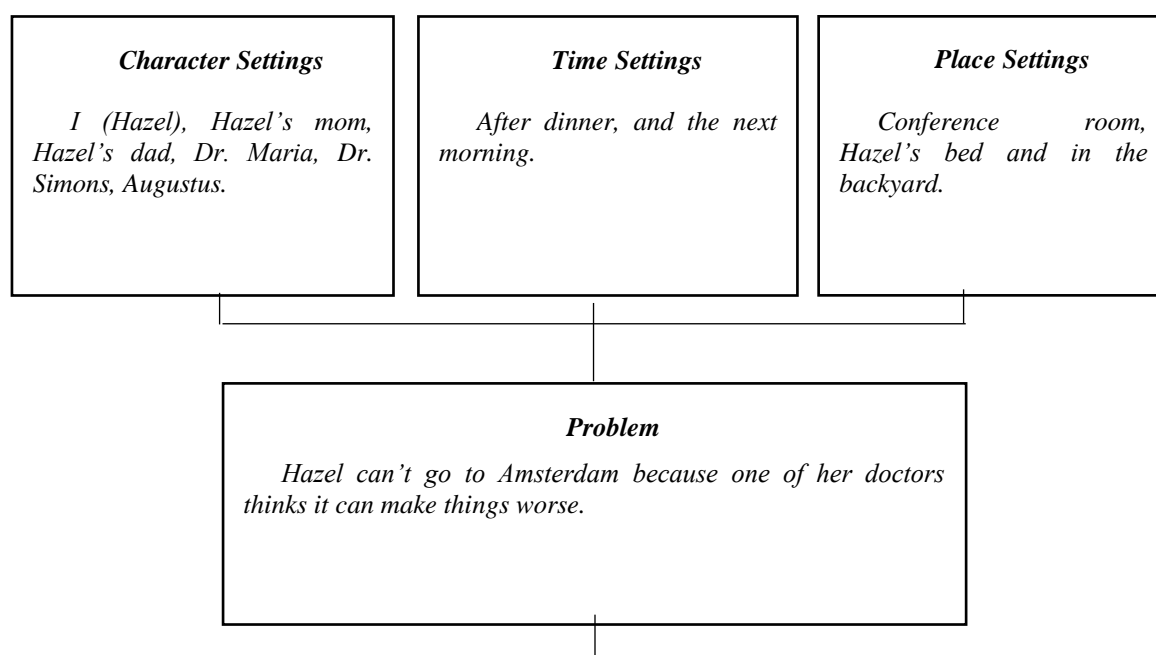The researchers used a study paper to obtain data for their investigation. The researchers acquired data for this study by studying the novel "The Fault in Our Starsplot "'s mapping. The researchers gathered data by reading all of the chapters of the novel "The Fault in Our Stars," recognizing story mapping elements, recording the information, and dividing it into several sections based on classification.

Techniques of Data Collection

According to Cresswell (2014:245), this type of research is qualitative; the data are descriptive, and processing occurs concurrently with other components of the qualitative study's construction, including data collection and writing up conclusions. The researchers used a visual organizer and a list of notes to examine the data in order to determine the novel's story mapping elements. The researchers evaluated the data by reading all of the chapters of "The Fault in Our Stars" and determining which story mapping features should be analyzed. The researchers determined the visual organizer that incorporates the narrative mapping elements and then classified the elements based on their analysis. The researchers defined and explained the story mapping elements in the novel "The Fault in Our Stars" as follows: Setting, Problem, Goal, Action, and Outcome.According to Cresswell (2014:245), this type of research is qualitative; the data are descriptive, and processing occurs concurrently with other components of the qualitative study's construction, including data collection and writing up conclusions. The researchers used a visual organizer and a list of notes to examine the data in order to determine the novel's story mapping elements. The researchers evaluated the data by reading all of the chapters of "The Fault in Our Stars" and determining which story mapping features should be analyzed. The researchers determined the visual organizer that incorporates the narrative mapping elements and then classified the elements based on their analysis. The researchers defined and explained the story mapping elements in the novel "The Fault in Our Stars" as follows: Setting, Problem, Goal, Action, and Outcome.

Finding and Discussion

This research aims to know the sentences that contain the elements of story mapping in the novel *"The Fault in Our Stars"* by John green. The researchers has finished read all the chapters of the novel and found seven elements of story mapping. The researchers used the example of graphic organizer that has been analyzed and classified the graphic organizer into the list of notes of the story mapping elements.

Character Settings	*Time Settings*	*Place Settings*
I (Hazel), Hazel's mom, Hazel's dad, Dr. Maria, Dr. Simons, Augustus.	*After dinner, and the next morning.*	*Conference room, Hazel's bed and in the backyard.*

Problem

Hazel can't go to Amsterdam because one of her doctors thinks it can make things worse.

Goal

Hazel can go to Amsterdam if her treatment goes well.

Action

Hazel tries to talk with her doctor to go to Amsterdam after she took her treatment.

Outcome

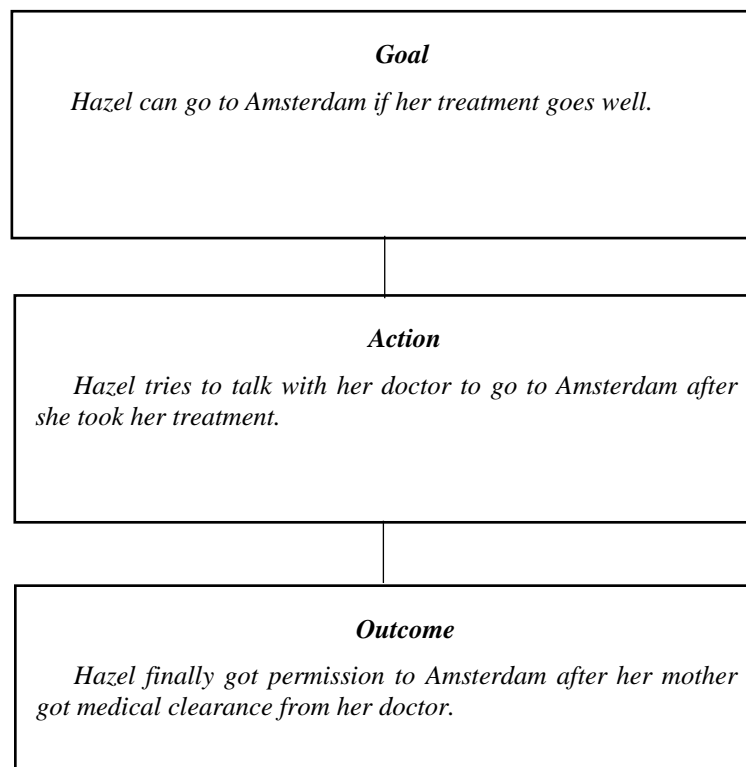*Hazel finally got permission to Amsterdam after her mother got medical clearance from her doctor.*

Figure 1: The example of graphic organizer (novel chapter eight)

The elements of story mapping

1. Character Settings

➢ **Dr. Maria** let the meeting. (page 90, line 4)

➢ She hugged me when **I** got there. (page 90, line 5)

➢ **Dr. Simons** tapped at the table with his forefinger. (page 90, line 19)

➢ **My dad** started crying a little. (page 91, line 36)

➢ **Augustus** called that night after dinner. (page 92, line 54)

➢ **"Mom"** I said. (page 99, line 196)

This line of the sentences conducted characters of chapter eight, there are: I (Hazel), Hazel's mom, Hazel's dad, Dr. Maria, Dr. Simons, Augustus.

2. Time Settings

➤ Augustus called that night **after dinner**. (page 92, line 54)

➤ I got up late **the next morning.** (page 94, line 97)

This line contains the time settings chapter eight, there are: after dinner, and the next morning.

3. Place Settings

➤ Every so often, a bunch of doctors and social workers and physical therapists and whoever else got together around a big table in a **conference room** and discussed my situation. (Page 90, line 2)

➤ I was already in **bed** after dinner had become my bedtime for the moment propped up with the gajillion pillows and also Bluie, with my computer on my lap. (page 92, line 55)

➤ I stayed in the **backyard** because Mom was always really smothery and concerned when I was crying, because I did not cry often, and I knew she'd want to talk and discuss whether I shouldn't consider adjusting my medication, and the thought of what whole conversation made me want to throw up. (page 95, line 128)

This line of the sentences indicated the chapter eight place settings, there are: conference room, Hazel's bed and in the backyard.

4. Problem

"I can't go to Amsterdam. One of my doctors thinks it's a bad idea." (page 92, line 57-58)

This dialogue describes the problem of chapter eight. Hazel can't go to Amsterdam because one of her doctors thinks it can make things worse.

5. Goal

On the car ride home, **my parents agreed: I would not be going to Amsterdam unless and until there was medical agreement that it would be safe.** (page 92, line 53)

This line shows the goal of chapter eight. Hazel can go to Amsterdam if her treatment goes well.

6. Action

At the end, I asked if I could travel to Amsterdam, and Dr. Simons actually and literally laughed, but then Dr. Maria said, "Why not?" And Simons said, dubiously, "Why not?" And Dr. Maria said "Yeah, I don't see why not. They've got oxygen on the planes after all." (page 92, line 46-47)

This line shows the action of chapter eight. Hazel tries to with her doctor to go to Amsterdam after she took her treatment.

7. Outcome

"Trip's on," she said finally. "Dr. Maria called us last night and made a convincing case that you need to live your "

"MOM, I LOVE YOU SO MUCH!" I shouted, and she came to the bed and let me hug her. (page 99-100, line 215-217)

This line shows the outcome of chapter eight. Hazel finally got permission to Amsterdam after her mother got medical clearance from her doctor.

The researchers found the elements of story mapping in all chapters of *"The Fault in Our Stars"* novel by John Green that has been analyzed and has been proved. Based on the research findings that the researchers had done, first the researchers found many elements of story mapping in every chapter in the novel. In this novel consist of twenty five chapters which contains the elements of story mapping like character settings (35), time settings (65), place settings (59), problems (25), goals (25), actions (25), outcomes (25). Here is a table of the elements of story mapping that the researchers successfully found:

No.	The Elements of Story mapping	Total
1.	Character Settings	35 characters
2.	Time Settings	65 times
3.	Place settings	59 places
4.	Problems	25 problems
5.	Goals	25 goals
6.	Actions	25 actions
7.	Outcome	25 outcomes

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Second, the researchers found the most dominant elements of story mapping in the novel *"The Fault in Our Stars"* by John Green. After analyzing the generic structure and finding the elements of story mapping in the novel the researchers found the time settings is the most frequently elements present in *"The Fault in Our Stars"* novel by John Green.

Third, the researchers found the contribution of novel *"The Fault in Our Stars"* by John Green to teaching reading that is twenty five chapters containing the elements of story mapping that can be uses for teaching reading because every chapters in the novel containing may the elements of story mapping, and also this novel has a flowing storyline, it can increase the comprehension and the interest of the students in reading courses, so when the students doing the study and the task they are not bored and enjoyed during the reading courses. This novel doesn't mean that the teacher/lecturer can leave the handbook of teaching reading that has been before, but this novel is only as an additional and as a creative media or alternative media to teaching reading.

Conclusion

Conclusion

Based on the research findings, the researchers found that there are seven types the elements of story mapping in twenty five chapters in the novel, that is character settings (35), time settings (65), place settings (59), problems (25), goals (25), actions (25), outcome (25). After analyzing and classifying the elements of story mapping, the the times settings (65) is the most dominant elements present in *"The Fault in Our Stars"* novel by John Green.

Suggestions

Based on the result of the research, the researchers would like to deliver some suggestions. First the researchers suggests that the teachers/lecturers should be more creative in teaching reading, not only use manual, novel can also be used as an alternative media to make the class more attractive. Second the researchers suggests that the students should learn the story mapping, it can increase the understanding the elements contained in a text/novel and increase the comprehension in learning reading.

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