CHAPTER I

INTRODUCTION

This chapter discussed the background of the study, the research problem or research question, the objective of the study, the significance of the study, the limitation, the hypothesis of the study, and the definition of key terms. Those steps are discussed below.

A. Background of the Study

Language is a tool to connect people with each other, by using the language people can gain information and knowledge from any field. In this era, English is one of the languages considered an international language, English itself has four basic language skills such as listening, speaking, writing, and reading. One of the skills that play an essential role in education is reading. By reading, humans can gain knowledge. Reading is an activity to understand text that requires perceptual understanding as well as thinking (Snow et al., 2002). Many people think that reading is an easy thing but in reality, we must also understand the meaning of our reading. Therefore, understanding the content and purpose of something we read is quite challenging. An activity to constructing the meaning from a text knows as reading comprehension (Snow et al., 2002). They must be familiar with English grammar norms to prevent mistakes or errors. They must become fluent in English grammar to express their thoughts, feelings, and desires using the language's structure. Especially in the world of education, students

are required to understand their reading to achieve the goal of reading: acquiring knowledge.

Many students experience difficulties reading due to several things, such as their lack of vocabulary knowledge, complex sentences that make them difficult to understand, and the text's length, which makes them lazy in reading. This is what was found when the researcher doing preliminary study at the school. In reading activities, some students facing difficulty in understanding the text due to lack of vocabulary, some students also experience difficulties because some texts are too long so they feel bored and overwhelmed to read the text. Reading is an ability that students must improve, therefore teachers need to be aware of the level of students' reading comprehension so that teachers can apply good teaching strategies or techniques to students.

Some teachers are concerned about students' final results, they are worried about the students who cannot achieve the final goals of their learning process. Especially in the post-pandemic era, students are used to digital media. Although many platforms provide reading media, students sometimes prefer to hear or watch information. This causes students to lack reading ability because reading is a skill that will develop if trained.

The teacher's role as a facilitator to improve students' reading skills is certainly challenging for the teacher in the teaching-learning process. With the development of technology, various methods can be used to improve students' reading skills. One of them is by using the story mapping

strategy. Based on a previous study conducted by Ibnian (2010), a story mapping strategy is a strategy that uses visualization or images to find important information in the text. Based on research conducted by Laora et al. (2019), in the research using the story mapping strategy, it shows that this strategy can improve students' understanding of identifying specific information in the text. Based on Sari et al (2020), story mapping also has a good influence on learners and in reading comprehension instruction. In addition, based on Sugandi et al. (2022), shows that story mapping is improving students' reading comprehension effectively. Therefore, the researcher wants to do same research but with different objects. This research was conducted in MA Al-Mahrusiyah Kediri, the researcher chose this school because the school had not yet applied story Mapping strategy in the teaching-learning activity. There are several types of text, such as narrative, recount, description, and procedure text. On this occasion, the researcher used narrative text as the text facility to test students in this study. A text that tells an imaginary story arranged in the order of events that happened in the past is narrative text. The purpose of this study is to find out what effects students receive after using story mapping strategy on their reading comprehension.

B. Statement of the Problem

Based on the background of the study above, the research question is as follows: is the story mapping strategy effective towards students' reading comprehension of narrative text?

C. Objective of the Research

Based on the statement of the research question above, the objective of this study is to know the effect of using the story mapping strategy towards students' reading comprehension of narrative text.

D. The Hypothesis of the Study

Based on the objective of the research, the researcher formulates the null Hypothesis (H_o) and alternative Hypothesis (H_a)

H_o: There is no significant effective difference between students who are taught by using the story mapping strategy and who are not taught by using the story mapping strategy on students' reading comprehension.

H_a: There is a significant effective difference between students who are taught by using the story mapping strategy and who are not taught by using the story mapping strategy on students' reading comprehension.

E. The Significance of the Study

The study is expected to the useful for:

1. The researcher

The purpose of this research is to increase the knowledge of the researcher and as a final project that must be carried out by the researcher as a condition of the researcher's graduation.

2. The Students

The students can better understand the text with story mapping because reading is one of the methods we can use to add students' knowledge.

3. The English Teacher

The English teacher can use various techniques for the students in reading courses, especially using the story mapping strategy. Teachers are also expected to increase knowledge or add guideline for using teaching strategies that are suitable for students.

4. The Other Researcher

This research is expected to increase the knowledge of researchers or the public about whether or not it is effective in using a story mapping strategy to increase students' reading comprehension.

F. The Scope and Limitation

The limitation of this research is the participants in this research which means two classes of eleventh grade student's in MA Al-Mahrusiyah Kediri as experimental class and control class. The students were tested with pre-tests and post-tests to examine the effect of this study. TThe kind of text used in this study was narrative text, specifically the types of fairytales and legends from Indonesia and Western cultures

G. Definition of Key terms

To clarify the key terms used in this study, some definitions are put forward:

1. **Reading Comprehension**

   Reading is one of four primary skills that students should master in English. Students should have good reading comprehension to understand the meaning of the text. The process of building meaning through several complicated processes such as word reading word knowledge, and fluency is known as reading comprehension (Snow, 2002).

2. **Story Mapping**

   Theme, characters, setting, plot, and elements in a text are aspects the story mapping strategy focuses on. This strategy requires a graphic organizer that can be helping the reader to understand the text (Mathes, 1997).

3. **Narrative text**

   One of the texts that students will learn in school is narrative text. A narrative text is a text that tells an imaginary story arranged in the order of events that happened in the past (Nadine, 2012). This text aims to entertain or amuse the readers with an interesting story.