CHAPTER I

INTRODUCTION

In this introduction chapter, the researcher introduce some items. This chapter covers the background of the study, the research problem, the objective of the study, the significance of the study, and the definition of key term.

A. Background of the Study

English is an important means of communication, which is used by many countries in this world. Using English is the easiest way to communicate with people from the other countries. It plays an important role in the process of modernization as an International language.

Generally reading is a process of getting information from written words. Reading passage usually tells about the aim to graps the author's ideas. Reading is not simply a process of getting the meaning of the printed speech. It involves skills of the visual recognition of word The readers interpret what they have read and comprehended.

Through reading the readers will know about the text, get main idea of the text or get point of the reading materials. Readers must use information already to acquired to filter, interpret, organise, reflect upon and establish relationships with the new incoming information on the page.[1] In order to

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[1] Weswood, Peter, 2001, *Reading and Learning Difficulties: Approaches to Teaching and Assessment,* Camberwell, Victoria: Acer press, 10

understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units the meaning into a coherent message. In short, the reading process involves both the acquisition of meaning intended by the writer and the reader's own contributions in forms of interpretation, evaluation and reflection.

Teaching reading as one of the four language skills, is an essential skill which is has to be taught for the students at every level especially in Senior High School. Reading is about understanding written texts. Reading is a complex activity that includes both perception and thought. Reading consists of two processes: word recognition and comprehension. Word recognition is process to perceive how written symbol correspond to one's spoken language. Comprehension is process of making sense of word, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.[2]

Reading is important instrument for academic. The objective of all reading is the comprehension of the meaning. Reading comprehension as the ability of understanding and interpreting informatiton in a text correctly.[3] In reading comprehension, the reader is supposed to draw information from a text and then combine it with information he has. The "word by word" translation that is usually done by students in Indonesia will not bring them to

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[2] Elizabeth et al., 2003, *Teaching Reading,* Switzerland:Standford University, p.6
[3] Grabe and Stoller, 1988, *Teaching Reading for Academic Purposes,* Boston: Heinle, p.6

comprehend the text's content well. In other words, by teaching reading comprehension the students will get something to improve their knowledge, information and pleasure, instruction to do something and also know what is happening and has happened, etc.

Reading is defined as maner of the readers which receive and process new information from the text and the degree to which the must relate what is new to what already known.[4] In addition, talking about reading a text, it means we are talking about organization of ideas. The activity of reading belongs to one tool that open windows to the world, unlocks doors to opportunities, and expands our mind to new ideas.

The main purpose of reading is comprehension. Reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of readding text. A reader need comprehension to catch the content of message or information from the text. Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[5]

Reading comprehension is the process of construction meaning from text. Reading comprehension requires motivation, mental framework for holding ideas, concentration and good study technique.[6] It means that in order to

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[4] Crawley, S.J and Mountaint, L.H, *Strategy for Guiding Content Reading*, (Toronto: Allyn & Bacon, 1998), 41

[5] Snow, C, 2002, *Reading For Understanding: Toward An R&D Program In Reading Comprehension*, (Washington DC: Rand Corporation), 11

[6] Martin, Donald, 1991, *How to be a Succesfull Students*, La Honda, California: Marin Trails Publishing LLC, 7

succes in reading comprehension, the reader needs to motivate to be more concentrate in reading , try to form mental frame works for holding ideas, and the reader must have a good technique in reading.

At the senior high school level, the students are expected to comprehend some types of the text. Based on school-based curriculum there are some kinds of the text that should be acquired by the students. The are narrative, procedure, recount, narrative and report text.

Based on the writer's teaching esperience in MA Al-Hidayah Termas Baron, most of the students had difficulties in comprehending a narrative text. The could not find the major elements of the narrative text including setting, character, conflict or problem, the goal and resolution in the text. If the teacher asks them to answer some questions related to the text, most of the student could not answer it well.

The researcher also identified that there were some problem in teaching and learning process in the class. The problem are elaborated below. Since half of materials used in reading are in the form of the texts, most students were unsatisfied. They still found difficulties. Most of students had low motivation in reading texts and were not interest in the reading activities in the class, since the reading activities were not varied and interesting. The students were only asked to read the texts and answer the teacher's question. Most of the students were passive and not anthusiastic. The only listened to the reading teacher's explanation. The teacher dominated the teaching and learning process, as a result, she made a passive learning environment.

To comprehend the content of the text, students should not only have good mastery of English but also reading strategy. Therefore, in the research, the writer is interested to provide a solution to help the students improve their reading comprehension, especially on narrative text. This research was conducted by applying an appropriate reading strategy, in this research the writer used story mapping that uses a graphic organizer to help students learn major elements of the story.

There are many ways improve the students skill in reading comprehension, one of which is by applying a story mapping strategy. A story map is a visual depiction of the settings or the sequence of major events and actions of story characters. This procedure enable students to relate story events and to perceive structure in literary selection.

There are some previous studies that related with the research. The thesis by Nur Hasanah entitled "Improving students' Motivation in Reading Comprehension by Using Multiple Intelligences Strategies".[7] From her thesis she said that reading is is monotonous activity and make the student bored, it is the reason how to make reading fun and easily. The different between this research is about the strategy used, Nur used multiple Intelegence Strategy and the researcher uses Story Mapping Strategy. Moreover, the researcher also used the thesis from Intan Permatasari entitled "Improving students' Reading by Using Story Mapping Stategy" (2012) to make a reference about story mapping strategy. For these reasons above, the researcher make

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[7] Nur Hasanah, *Improving students' Motivation in Reading Comprehension by Using Multiple Intelligences Strategies*, (Semarang: UNNES, 2013)

research, under the title **" Implementing Story Mapping Strategy to Improve Reading Comprehension on Narrative Text of the Students' of MA Al-Hidayah Termas Baron Nganjuk 2015/2016".**

B. Research Problem

Based on the background presented above the problem in reading can be identified from students, teacher and school facility. The students should develop their reading skill to achieve complete comprehension of the content either stated information through strategy. It focuses on " How can story mapping strategies improve the tenth grade students' reading comprehension of MA Al- Hidayah Termas Baron Nganjuk 2015/2016?

C. Objective of the Study

The Based on the background above, the objective of the study is "To describes and analyze how can story mapping strategies improve the tenth grade students' reading comprehension of MA Al- Hidayah Termas Baron Nganjuk 2015/2016".

D. Significant of the Study

A research should have significance to this world. Minimally, it has significance to the researcher or the institution where the researcher doing the research. The researcher hopes that it will be useful not only for the researcher but also the reader, school and the teacher.

1. Teacher

    For the teacher, researcher hopes this study can help them to improve the quality of the reading skill for the tenth grade students of MA Al- Hidayah Termas Baron, in order the students will interest with English and have a motivation to study, not only for English subject, but the others also. The researchers hopes the teacher to find many kinds story mapping startegy, in order they have some strategies to teach and apply alternatively in their teaching process. They have to find the text that can make interest to read also, because the students like the funny and pleasant text. That becomes teacher duty's to select the material that suitable with their character.

2. The reader

    While for the reader who want to be a teacher, the researcherhopes they know about the strategy that appropriate to teach English, especially in narrative text. Story mapping strategy can help the students are able to comprehend the components of the narrative story and also to find and understand the main idea of the narrative story as well, in order to interest the students to study well.

3. The students

    For the students, after doing this strategy the researcher hopes they will increase reading in their habit, they like reading so much in order they can comprehend the material in reading lesson. The researcher hopes they can understand that reading is very important,

because the examination 80 % is reading. Moreover, they have motivation to read more.

E. Limitation of the Study

Teaching reading actually has a broad and wide scope of coverage. There are many things can be taken as the subject matters to be observed by people who want to do research in this field. The researcher has to narrow down the scope of the discussion of this study to one point only, so that the reader will not get confused.

This study is focused on the improving student's reading comprehension on narrative text through story mapping stategy in the tent grade of MA Al-Hidayah Termas Baron. The researcher focuses in reading comprehend and used story mapping strategies.

F. Definition of Key Term

To make it clear for the readers to comprehend the topic discussed in this research and avoid the confusion on the similar terms, it is needed to define key terms used in this research, they are:

1. Reading Comprehension

Reading comprehension based on Snow statement defines reading comprehension as the process of simultaneously extracting and contructing meaning through interaction and involvement with written language.[8]The

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[8] Snow, C, 2002, *Reading for Understanding: Toward An R&D Program In Reading Comprehension*, Washington DC: Rand Corporation, 11

process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

2. Story Mapping

Story maping is a technique used after a story has been read. It includes identifying the main elements, and categorizing the main events in sequantial order. A graphic representation is often used to illustrate the story structure and sequence of events. It makes the student were able to map out basic basic components of the story such as setting, problem, goals, action, and outcomes. Story mapping provides structure and organization so students were able to comprehend the story more effective

3. Narrative Text

Narrative text is a text which contains about story and its plot consists of climax of the story (complication) the followes by the resolution. A narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The narrative short story is telling of a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the text.