

CHAPTER I

INTRODUCTION

This chapter presents the background of study, research question, objective of study, hypothesis, scope and limitation of the problem, significance of study, and definition of the key terms.

A. Background of Study

Reading is one of the skills that must be mastered in English. Reading is a language skill that everyone, especially students, must possess. Reading needs to be taught from an early age to equip them. Reading means processing the meaning of the text by the process of interacting with the printed matter (Alderson, 2000: 1). Nunan (2003) stated that reading is a fluent process in which readers examine information offered in a text and their prior knowledge to get the meaning of the text. Reading requires the reader to have the ability to recognize words. It is important for students to be able to interpret what they have read.

Pang, Muaka, Bernhardt, and Kamil (2003: 6) stated that studying to read is a vital educational purpose. By reading a lot, students will have a better understanding and knowledge. Through reading, students will gain information, ideas, opinions, messages, and others conveyed by the author. Reading comprehension is the ability to build meaning from a given written text (Lems and Soro, 2010: 170). This is seen as a dynamic way of building on the reader's information from the text.

According to Harmer (2007: 23), teaching is not a simple process, but it is important and can be quite rewarding when we observe our students' growth and

understand that we helped a part in making it happy and enjoyable. The teacher's responsibilities in teaching reading are to encourage reading by selecting or creating appropriate assignments, set up efficient classroom procedures, stimulate critical reading, and create a supportive environment for practicing reading in the study room. The teacher has to decide the purpose of reading (Muhammad and Jannatun, 2017: 45).

According to Hartono (2005), recount text falls into the genre of stories to retell past events for informational or entertainment purposes. Anderson (2003) explain that recount text is texts that describe past events, typically written in chronological order. Recounts are texts about past experiences and events based on personal events and the author's story.

Some problems appear in teaching and learning reading. Lack of theoretical knowledge about EFL. Wallace (1992) in Apsari and Yana (2015: 224) explains that this can affect situations in which teachers usually know little about how to plan lessons regularly and systematically. One of these is the teaching method employed by the teacher. When the teacher dominates more activities in the class, it makes students participate less in class. Then the lack of student participation can lead to a lack of motivation, which can affect students' lack of reading comprehension. Sometimes students are often bored when the teacher explains in front of the class.

Nuttal (2000) in Badriah, Tarihoran and Raahmawati (2020: 290) stated that there are four aspects are regard as difficulties that the students in comprehending reading text there are, determining the critical idea, understanding vocabulary,

making inference, and detail information. Non-linguistic reading problems including they have difficulty connecting ideas within the text, difficulty distinguishing main and supporting points in the text, lack of suitable reading techniques, lack of cultural knowledge, length of text, lack of background knowledge, lack of working memory, and never trained to read fast (Kasim and Raisha, 2017: 312).

To overcome the problems above, teachers can use many techniques to make it easier for students to read comprehensively. The technique used must be correct. According to Glendinning and Holmstrom (1992), There are several techniques for teaching reading, and the teacher needs to choose the best technique based on the student's natural reading process. There are several reading comprehension techniques, but the researcher chose Story Mapping.

Story mapping is a technique that uses a graphic organizer to assist students in learning the elements of a book or story. This teaching technique uses a diagram (referred to as "story mapping") to visually depict the setting or sequence of events and actions of story characters (Norma, 2017: 30). According to Imana and Witri (2020: 21), story mapping is a technique for teaching reading that involves students drawing a map, such as a circle or a branch of a process, that divides the story into elements, such as setting, problem, purpose, and action.

Story Mapping is a reading comprehension technique in which students are asked to identify story text using a specified structure (Sundari, Zulaikah, and Dwi, 2019: 53). The objective of the story mapping technique is to help students improve

their reading comprehension. While reading a story, students should identify the story's elements.

The research takes some previous studies. The first study is conducted by Sholichah (2017). This study aims whether the story mapping technique can help students with mild mental retardation improve their reading comprehension skills. The findings of this study revealed a statistically significant effect between before and after the test. In other words, there is a significant difference after being taught using story-mapping strategies.

The second study is conducted by Sundari, Zulaikah, and Andriani (2019). The purpose of this study is to see if there are any significant differences in reading comprehension teaching between students who are taught using story mapping strategy and students who are not taught using story mapping strategy at MA Subulussalam OKU Timur tenth-grade students. The findings of this study suggest that the story mapping technique is effective in teaching reading comprehension to MA Subulussalam OKU Timur tenth-grade students.

The third study is conducted by Yunda, Komariah, and Burhansyah (2017). The purpose of this study is whether using the story mapping technique can help students write recount texts. According to this study, the students' writing abilities improved significantly after they were taught utilizing the story mapping technique. As a result, story mapping can be one of the alternate teaching techniques for writing.

The fourth study is conducted by Millah (2018). This study aimed to determine whether the story mapping strategy could improve students' reading

comprehension by finding the main idea and describing the improvement, and describing the classroom situation when the story mapping strategy is applied. The students' reading comprehension in finding the main idea increased as a result of using the story mapping technique.

Based on the description above, the researcher was researched with the title **“The Effectiveness of Story Mapping Technique in Teaching Reading Comprehension”**.

B. Research Question

Based on the background above the research question is as follows: Is story mapping technique effective in teaching reading comprehension?

C. Objective of Study

Based on the statement of the research question above, the objective of this study is to find out whether story mapping technique is effective or not in teaching reading comprehension.

D. Hypothesis

The hypothesis of this research can be seen as follows:

1. Null Hypothesis (H_0): There is no significant difference between the students taught by using story mapping technique and the students taught by using KWL technique on reading comprehension skill.

2. Alternative Hypothesis (H_a): There is significant difference between the students taught by using story mapping technique and the students taught by using KWL technique on reading comprehension skill.

E. Scope and Limitation of the Problem

The scope of this study is reading comprehension. In addition, this study focuses on applying of story mapping technique on teaching reading comprehension of recount text. In this study, the researcher wants to limit the problems in order to focus on the subject of the researcher. The researcher concerns to find out whether there is any effectiveness of using story mapping technique in teaching reading at SMAN 1 Plosoklaten in the academic year of 2021/2022.

F. Significance of Study

The research expects it to be useful for many people, especially those related to English education. The teacher will know how to make the learning process more enjoyable by using the story mapping technique. For student, they will get reference about learning by using story mapping technique. Also, for the reader, the reader is expected to get information about story mapping.

G. Definition of the Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

1. Teaching Reading

Teaching reading is a means to help students comprehend facts, cause-and-effect relationships, and textual concepts. In reading, the reader involves the skill of recognizing words. Students must be able to interpret meaning from what they have read.

2. Story Mapping

Story mapping is a technique that instructs students on the elements of a book or story using a graphic organizer. Story mapping is a technique that focuses students on the important aspects of text, such as themes, characters, settings, problems, storylines, and elements.

3. KWL Technique

According to Ogle (2008: 49), KWL technique is a reading technique that teachers employ to lead students through texts. Students started by brainstorming all of their knowledge about the topic. Column K in the KWL diagram contains a record of this information. Then, after considering what they want to know about the topic, students formulate a list of questions. These questions are listed in column W of the figure. Students answer column W questions during or after reading. Column L of the KWL chart contains the new information that was found.