

CHAPTER I

INTRODUCTION

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

A. Background of the Study

Reading is an important language skill not only in English, but also at all educational levels. Because most materials are written, it is essential in the learning and teaching process. Furthermore, understanding is one of the qualities required in reading, which is where knowledge is developed. Meanwhile, comprehending a text is not as simple as we believe, we must concentrate harder in order to understand and locate a text's ideas. Reading is viewed as a difficult and dull skill, particularly by senior high students.

There are many different types of reading texts that students in the first grade should study and understand, one of which is narrative text. According to Anderson and Anderson (2003), narrative text is a type of text that relates a tale or events in order to entertain or instruct readers or listeners. The material is divided into three sections: orientation, complication, or issues, and resolution. Students are required to understand this type of text, yet many students struggle to achieve this goal. They become puzzled because they cannot always find the

main themes of the text. Finally, they do not comprehend the overall plot of the story.

Students are often bored throughout the teaching and learning process of narrative text because teachers sometimes ask them to translate a story, which is an unproductive method of making students grasp the text. Certainly, the students will not enjoy the text. To solve the problem, teachers should employ a relevant and exciting strategy that is also appropriate for the students. Furthermore, the strategy should be appropriate for the classroom environment and allow students to participate in reading activities in order to make studying exciting and enjoyable.

The researcher discovered that students at SMAN 1 Ngadiluwih, the school where she conducted study, had difficulty understanding material regarding narrative text. One of the issues was that the students were not enjoying the teaching and learning about narrative text because the teacher's style was not bringing their excitement to completely attend the content. The teacher did not use any unique techniques to make learning enjoyable for the children. In general, the teacher expected students to read a text, translate it, and then answer the questions. That is what students confront while studying, making them feel bored to study.

Based on the preceding explanation, the researcher would like to offer one teaching strategy that has been found to be useful in boosting students' understanding of narrative text, namely story mapping. A graphic or semantic

visual depiction of a story is known as story mapping. The map depicts many methods for displaying an overview of a tale (Farris & Carol, 2004). It also provides information on the generic structure of the story, such as characters, place, incident, and resolution. Students may understand narrative text more readily if they utilize story mapping because they have a visual or a schema to put the chronological event of the story and other text elements such as characters, setting, and plot of a story.

Finally, the researcher would like to use the Story Mapping technique to help students enhance their reading comprehension. The participants are senior high school students in the first grade. "**The Effectiveness of Using Story Mapping on Students' Reading Comprehension of Narrative Text**" is the title of this study.

B. Statement of the Problem

Based on the background of the study above, the formulated research problem is "Is the use of story mapping effective on students' reading comprehension of narrative text for the first grade students of SMAN 1 Ngadiluwih?"

C. Objective of the Study

Based on the relation between background of the study and the research problem, the objective of this study is "to investigate the effectiveness of story mapping on students' reading comprehension of narrative text for the first grade students of SMAN 1 Ngadiluwih".

D. Hypothesis

In relation with the background of the study, the research problem, and the objective of the study, the researcher can take the hypothesis:

Ha: There is significant different on reading comprehension between the students taught by using story mapping and the students taught by using brainstorming.

H0: There is no significant different on reading comprehension between the students taught by using story mapping and the students taught by using brainstorming.

E. Significance of the Study

This research is expected to give a positive contribution to the students and English teacher in senior high school. In addition, it can also provide more information about the effects of using the story mapping technique on the reading comprehension. The researcher hopes that this research can help the teacher and students in the learning process in the classroom. The teacher can find out more and try to apply this technique in reading learning. By following the path determined by their teacher, the students can improve their reading comprehension spontaneously based on this technique in class. Besides, this research can be used as a reflection for other researchers who will conduct a research in the similar studies.

F. Scope and Limitation of the Research

This study is limited to examine the effect of using story mapping on students' reading comprehension. The subject of this study is the first grade

students of SMAN 1 Ngadiluwih. The researcher took two classes as the samples, they are control group and experimental group.

G. Definition of the Key Terms

1. Reading Comprehension

Reading comprehension is the process of building meaning through the coordination of several complicated processes such as word reading, world knowledge, and fluency (Janette K. Klingner, Sharon Vaughn, and Alison Boardman, 2007).

2. Narrative Text

According to (Pradiyono, 2007), narrative text is a type of text that retells a past tense story. The narrative text's aim and social function is to entertain or amuse the readers or listeners about the story.

3. Story Mapping

Story mapping is a graphic organizer that consists of six components that are typically found in a story: title, characters, settings, main events, issues and conflicts, and solution or conclusion. It assists readers in making connections between the stories they read and their knowledge (Larry Lewin, 2003).