

CHAPTER 1

INTRODUCTION

This chapter presents some aspects that underline the topic of the research; they are background of the study, problem of the study, objectives of the study, hypothesis, significance of the study, limitation of the study, and definition of key terms.

A. Background of The Study

Language can not be separated from human being. People use language to communicate with other. Richard T. Vacca and Jo Anne L. Vacca (1998:11), stated “language helps a learner make sense of the world, understands, and be understood. As a result, language and meaning can not be severed from one another. Language allows human beings to think and to be thoughtful”. English is international language which has an important role in the world. In Indonesia, English is a foreign language that is taught from elementary school to University

In English language education teaching and learning there are four skills to be mastered, those are listening, speaking, reading and writing. One of the language skill that has to be mastered by students in learning a foreign language is reading skill. It is very important in the process of learning because reading is a communication process, so students can communicate effectively with the materials or with main idea of the writer. By learning reading, students get a lot of information, ideas and knowledge which can enrich the students’ vocabulary, expression, and terms that is very useful in developing English skill such as,

listening, speaking and writing. Reading is important because it does not only give a lot of information but also pleasure and joy. According to Oludah Equinano in Richard T. Vacca and Jo Anne L. Vacca (1998: 11), 'reading is a language process—that involves a dialogue between reader and author'. W.S Gray in M. F. Patel and Praveen M. Jain (2008: 114) stated, 'reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences. Their recorded lines and the advancement made by them in various fields'. Thus, reading influence the learners in getting the second language for communication, self-expression and thinking. Reading is an activity to understand the written text and to get the main idea of the text. And it has the meaning and values. Therefore, the learners will get the new knowledge from reading. According to M.F. Patel and Praveen M. Jain (2008: 113), "reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge".

Teaching reading as a second language in Indonesia is classified in the teaching reading comprehension since its aim to improve the learners` skill who have been able to read in their first language and EFL in understanding the meaning of written text. According to Snow (2002:11), "reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language".

Reading comprehension defined as the level of understanding of a text/message. According to Grellet (1981: 3), "understanding a written text means extracting the required information from efficiently as possible. Reading is an

active skill a reader made to construct meaning from the text. This process which consists of using an interaction between prior knowledge, and drawing inferences from the different words and expressions the writer uses, in order to comprehend information, ideas and viewpoints. Thus, reading comprehension skill shows the ability of someone when they are understanding the meaning of the text.

In fact, as early as the children demanded to like reading, they should be trained in reading habits. It is an important role to be mastered in reading comprehension. There are any some factors that influence students in reading, the environmental influence, parental influence, peer pressure, school curriculum, and teachers. In school teacher has important role to help students in improving the students' reading skill. Hence, teachers have to seek the appropriate technique to teach reading.

Concerning with reading teaching and learning, there are many things to be considered to achieve a successful teaching reading comprehension by using the strategy. Different techniques help students to understand the texts are listed in the literature. It had been conducted about strategies towards students' reading comprehension mastery. QCAA (Queensland Curriculum & Assessment Authority, 2010) defines there are some strategies and activities for developing students' comprehension. They are Be a strategic reader, Categorising and Viewing, Contextual definition, Dialogical thinking while reading, Expert panel, Inking your thinking, Inquiry chart (I-Chart), KWL, Learning logs, Mental imagery, Oral cloze, Possible sentences, Producing shared texts, Reading aloud, Reciprocal teaching, Say something, Semantic vocabulary map, Semantic webs, Shared

reading, Skimming and skanning, Starting with brainstorming, Graffiti walls, That reminds me, Top-level structuring, Uninterrupted Sustained Silent Reading (USSR), Visualizing and Story mapping.

The main purpose of all these strategies is to help students understand what they read. The researcher interest to do this research by using Story Mapping as a strategy in teaching. Based on Adolescent Literacy , story maps are used for teaching students to work with story structure for better comprehension. This technique uses visual representations to help students organize important elements of a story. Students learn to summarize the main ideas, characters, setting, and plot of an assigned reading.

In teaching and learning reading, the students to be expected can understand the kinds of story that have been taught in the school. The students can visualized the elements or the information from the story by make a mapping. Mapping is the technique to make it esier to remember the information. Skidell & Becker in Myrna Bigman and Sidney Graves Becker (2002:149-150), ‘map helps the students to organize the information by showing details related to main idea’. According to Akyol (1999) in Faruk Kadri Timurtas (2010: 4)

‘The Story Map method is accepted as an effective technique in distinguishing significant and insignificant information in the story, directing students (making them focus on important components), providing active participation, transferring information into long term memory, activating foreknowledge, and predicting’.

A Story Map presents a basic framework for undersatnding important elements found in narrative stories. In this case, the researcher choose narrative text as the story for students in reading comprehension.

Narrative text is a fantasy or fiction text. Therefore, the students will more interesting in reading the text. Based on the Steven Nathanson's article (2006: 5) quote from Caine, McClintek, and Klimek (2005), 'recommend the use of story as a way to make students ready to learn, and activate what they consider an optimal learning state, "relaxed alertness" '.

The structure or plan of narrative text is often referred to as story grammar. Story grammar involves three basic elements: setting, plot, and theme (Zygouris-Coe V., & Glass C., 2004: 1). Many students have a difficulty in finding the elements. Thus, they can't find the value in the story. To facilities comprehension and memory of story, Story Mapping as one technique in this research.

Based on the previous study, in classroom action research which conducted by Dwi Wahyu Wicaksono stated that the Story Mapping is effective. The result from his action research in two cycles proved the action hypthothesis which say, "If the story mapping is used in teaching reading, the students ability in reading comprehension of the narrative texts will improve.

Concerning with teaching and learning reading at school, in SMP N 2 Sumbergempol. Same with Mr. Wicaksono research, in this Junior High School, it has also many problems that are faced by students. It had been knew from preliminary study. Based on the researcher teaching experience practice (PPL), in SMPN 2 Sumbergempol, there are some difficulties faced by students studying English are: (1) the students lack of vocabulary and term. It has the influence when the students read the text and they don't know the meaning of the sentence. (2) the students still get difficulties in identifying the elements of the story that are

theme, setting, character, problem, events, and resolution of narrative text. They are difficult to find them because they can't visualize the story. (3) the students do not have good motivation to read because the text is not interesting and the text too difficult for them. So, they feel bored. Overall, it makes their reading activity feel difficult, for example, they are not interested in the text, and they could not find detailed information from the text.

Therefore, in this research the researcher wants to know the process of teaching reading narrative text, the difficulties of students in understanding the text at SMPN 2 Sumbergempol. Based on the background above, the teacher can use suitable an interesting technique which also suitable for the learners. The researcher is interested to finding out the effects of Story Mapping technique toward the students' reading comprehension achievement in narrative text and conclude that the Story Mapping technique can encourage the students to give a real describing for understanding, identify and analyze the elements of a story, and make esier in remembering the story

Considering the statement above, it is significant for the researcher to conduct the study on *“The Effectiveness of Story Mapping Technique toward Students' Reading Comprehension of The Eight Grade Students at SMPN 2 Sumbergempol in Academic Year 2015/2016”*

B. Research Problem

Based on the background above, this research investigates the statement of the problem is as follow : Is Story Mapping technique effective toward students'

reading comprehension of the eight grade students at SMPN 2 Sumbergempol in academic year 2015/2016?

C. Objective of The Study

This study is intended to know the effectiveness of Story Mapping technique toward students' reading comprehension of the eight grade students at SMPN 2 Sumbergempol in academic year 2015/2016.

D. Significance of the Study

The researcher hope that the result of the study will give contribution to :

1. The Students

By implementation of this technique by the teacher. It will help the students to solve the problem in reading comprehension.

2. The Teacher

It can give new technique to the English teacher to teach the student by using easier technique especially at reading comprehension class. Furthermore the teacher can apply and develop this technique in teaching and learning.

E. Scope and Limitation of The Study

The scope of the study is the use of technique of teaching reading comprehension. And the limitation focused on the effectiveness of Story Mapping of the eight grade. In this study, the researcher focuses on the students' reading comprehension in a text. Then, because of so many kinds of text such as, narrative, descriptive, recount, etc. Hence, in this study the researcher will focus only on narrative text. The researcher chooses narrative text because narrative text is fiction story, thus the students will be more interesting to read the story.

F. Hypothesis of the Study

It is a temporary answer for the research problem before proving through collected data.

1. Alternative Hypothesis (H_a)

There is a significant difference between students reading comprehension before and after being taught by Story Mapping technique.

2. Null Hypothesis (H_0)

There is no significant difference between students reading comprehension before and after being taught by Story Mapping technique.

G. Definition of Key Term

The definitions of key term are necessary to be given in order to avoid misunderstanding. The definitions of key terms in this study are defined as follow:

1. Reading Comprehension

Reading comprehension is the process of understanding the meaning of the text that has been read.

2. Story Mapping

A graphic organizer to help the students in identify the elements of the story and to figure out the information in the text or the components of a book or story. Narrative text

3. Narrative text is a text that tells a fiction story.