

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents about the background of the study, statement of the study, objectives of the study, the significant of study, scope and limitation of study, the formulation of hypothesis and definition of the key terms.

#### **A. Background of the Study**

Indonesia is country that it has many customs, traditions and languages. Language is one of the most important in communication. While the language often use of Indonesian population is the Indonesian language. After the era of globalization emerged, the Indonesian people in addition to learning Indonesian language, they also learn a second language is an international language, English is important to learn because English is an International language which is needed for the improvement of their education so that foreign nation does not degrade the nation of Indonesia, doing business among other countries or make relationship with other countries such as American, England, Australia, China and others Country.

English teaching covers four skills: listening, speaking, reading, and writing. The four skills are supported by the learning of the language elements; they are structure, vocabulary, pronunciation and spelling. In addition to the four skills that students must also be able to learn English in detail in order to facilitate

them in learning English. One language skill that should be important to learn before learning some other skill that is reading skill. Reading skills is very important because without starting with reading other skills will be difficult for them to learn. Reading is also the language skill which is easiest to keep up – many of them can still read in a foreign language that they used to be able to speak as well. By reading books for children around the world, it will make them have a lot of science and making reading an enjoyable activity is a very important part of the language learning experience.

Reading is not verbal of communication. The meaning of reading is not verbal of communication because someone can get conclusions about various kinds of people's feelings, both feeling of pleasure, hate, love, miss and various other feelings. So, someone communicates not by reading but based on his feelings. In Indonesia, English is very difficult for children because many factors, one of them is reading. In fact, many children who have difficulty learning English, especially reading because many children often feel bored in reading because of several factors, namely 1. Students do not understand the meaning of the text being read, 2. At least the vocabulary is understood in text, 3. The text is too long in sentence and 4. Many children prefer to read text that is pictorial rather than non-pictorial. Reading for the student or the people can increase their knowledge. Teaching reading for junior high school and elementary school are very different because characteristic and psychological them in teaching reading. The students in Indonesia start study English at the elementary school. Now,

students in Indonesia teaching English in Kindergartens. In the Kindergartens, the student study about vocabularies and reading ability.

Reading is important to the students. According to Patel and Jain (2008: 113), reading aside from being a source of information, reading also extends one's knowledge of the language. Read is indispensable for a person in extending one's knowledge of foreign culture. So it can be concluded, reading is an important activity for someone to get a broad knowledge of the language.

According to Francoise Grellet (2010: 8), reading is an active skill. This skill always uses guesswork, prediction and self-questioning. Thus, some of the above is always used in making reading skill exercises. It is possible. For example, to introduce questions that allows students to understand the text content of the title and ending of the previous paragraph.

According to Harmer (1980: 68). Reading is skill have many purpose for understanding students about English. It means that reading can make students to understand about the communicative and information. According David Nunan (1989:33) Reading is not an invariant skill, reading have many different types reading skill because in types reading skill have many purposes. So, in the class. In doing reading activities, the authors believe that have many goals. The goals are reading is very important to be learned.

According to Oka (1983:15) if viewed in terms of differences in scope, it can be distinguished 3 kinds of meaning to read; understanding the first is a narrow sense, namely the sense that regards reading. Reading is the primary key

used in writing text. Smith (Ginting, 2005) reading is process building in writing text. According to Stauffer ( Petty&Jensen;1980 ) considers that reading, a mind in relation to the transmission channel or ideas. In addition, reading can be used to build a concept, develop, vocabulary, giving knowledge, adding personal enrichment process, develop intellect, help understand and understand the problems of other.

In the reading narrative text, the students must be able to analyze the characteristics of narrative text. The characteristics in the reading narrative text involve: character, setting, plot and theme. Narrative text has many types; they can be imaginary, factual or combination between imaginary and factual. They may include; fairy stories, mysteries, science fiction, romance, horror stories, adventure stories, fables, legends, historical narratives, and personal experience. According of Aris Munand. Narrative text is a story with complication events and it tries to find the resolutions to solve the problem. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

This research used story mapping as a technique to help the students to comprehend the text more easily. The story mapping is a highly effective to help students organize story content into coherent whole. In fact, story mapping makes it easy for students to understand content in a story where students will easily know the character, setting, plot and theme in the story and students do not need to read the text as a whole. It can be easier for students to understand the

components of the story (character, setting, plot and theme) when they can predict what might happen in the story in narrative text.

Moorhead (2003:1) states that Story Mapping is strategy used to improve children's reading comprehension of narrative story. Story mapping is graphic organizers used to identify the main elements of the story and categorize the main events in sequential. A Story Map presents a basic framework for understanding important elements found in narrative stories. It means by improving the students reading ability through teaching strategy such as story mapping, it is hoped that finally students will be able to communicate in reading form as a medium to express their activity.

Story Mapping Technique is very effective in improving students reading skills, especially in narrative text, namely understanding the content of stories and finding the components in the story such as: characters, themes, plots, and settings.

There are several factors that make students of elementary school, junior high school and senior high school dislike to read English texts because they think reading the book is a boring think. In addition, students also think that reading English text is difficult because vocabulary they have still little, and also their confusion in knowing the meaning of the text they read. Reading skill is a boring lesson and to make students low in reading, difficulty memorizing vocabulary. Why reading for students is a boring skill? Because reading takes a long time to do so that students feel saturated and bored.

In addition to the above factors, there are some problems that students experience when they have trouble reading, such as: 1. Vocabulary that students have so little that they have difficulty reading English texts, 2. Many students are not interested in reading English texts, 3. Lack of support from teachers and parents, 4. Lack of knowledge of reading English texts, 5. Students don't understand the knowledge of the words, the way they are expressed, the paragraphs, grammar in the texts.

According Syafi'i in Utami (2011: 2) success in reading English can be successful if it teaches children about reading English using the right factors, either directly or indirectly. There are at least five dominant factors involved in it, such as: teachers, parents, teaching materials, teaching methods, and learners.

To overcome the problem, I decided to conduct this investigation "**The Effectiveness of Using Story Mapping on Students of Reading Comprehension in Narrative Text at SMPN 1 SUMBERGEMPOL**" with the research will be able to help students in reading learning especially narrative text, because in this school most students are lazy to read especially if the sentence is very long, other than that many students who are difficult to understand the text because it has several factors, some because they do not understand grammar and vocabulary words in the text. With this method of Story Mapping research, I hope students can more easily understand the narrative text and make students prefer to read because this method allows students to understand the core of the narrative text as a whole without them having to bother to interpret all the vocabulary in the narrative text to know what kind of story in the text.

By doing the research, the writer also hopes that the study will give some benefits for the Teachers and other researchers. In addition, the writer also hopes this research can help students to find the right and easy learning method in solving their problems in learning reading. The writer has tried to have study entitled **“The Effectiveness of Using Story Mapping on Students of Reading Comprehension in Narrative Text at SMPN 1 SUMBERGEMPOL“**.

### **B. Statement of The Study**

Based on the background of the study above, problem of the study can be formulated as follows

1. How is the students' reading narrative text achievement taught by using Story Mapping?
2. How is the students' reading narrative text achievement taught by using previously learned techniques, conventional method?
3. Is there significant difference score in reading narrative text of the students taught by using Story Mapping and those taught by using previously learned techniques, conventional method?

### **C. Objectives of The Study**

Based on the Statement of the study above, the objectives of the research are:

1. To know the students' reading narrative text achievement taught by using Story Mapping.

2. To know the students' reading narrative text achievement taught by using previously learned techniques, conventional method.
3. To know whether there is significant difference score in reading narrative text of the students taught by using Story Mapping and those taught by using previously learned techniques, conventional method.

#### **D. The significant of the Study**

The result of this study can provide useful information for:

##### **1. Students**

This study is expected to help students find the right and easy learning method in solving their problems in reading narrative text

##### **2. Teachers**

This study is useful for English teachers because it will get information about new method for teaching reading narrative text

#### **E. Scope and Limitation of Study**

The scope of this study was conducted in SMP 1 SUMBERGEMPOL and this study was useful to describe the significant influence on students' reading skills by using the Story Mapping Method, especially reading skills related to students of SMP 1 SUMBERGEMPOL. The topic is the narrative text.



**Limitation of Study:**

1. This study only focused on the use of story mapping strategy used in teaching reading narrative text at SMPN 1 SUMBERGEMPOL in the Academic year of 2017/2018.
2. The subject of this study is only some to the tenth grade students of SMPN 1 SUMBERGEMPOL in the Academic year of 2017/2018

**F. The Formulation of Hypothesis**

The study belonged to quantitative approach in which the data were in the forms of numbers or scores and they are analyzed statistically. That is way, the researcher needed to formulate hypothesis. There were two hypotheses formulated in this study; Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_1$ ). In this study the  $H_0$  was there is no significant difference score in reading narrative text of the students taught by using Story Mapping and those taught by using previously learned techniques, conventional method. Meanwhile, the  $H_1$  was there is significant difference score in reading narrative text of the students taught by using Story Mapping by using previously learned techniques, conventional method.

**G. Definition of Key Terms**

The title “**The Effectiveness of Using Story Mapping on Students of Reading Comprehension in Narrative Text at SMPN 1 SUMBERGEMPOL**” the definition of the key terms are described as below:

1. Reading: David Nunan (1989:33) reading is one productive skill that should be learned by students.
2. Narrative text: Anderson (1998:3) narrative text is text that tells a story, certain the audience.
3. Story Mapping: Moorhead (2003:1) states that Story Mapping is strategy used to improve children's reading comprehension of narrative story.