

CHAPTER 1

INTRODUCTION

1.1 Research Background

As one of the language skills, reading is not only important in English but also at all levels of education. It plays a central role in the learning and teaching process since most of the material is in written form. In addition, comprehension is one of the aspects needed in reading, in which knowledge is built. Meanwhile, understanding a text is not as easy as we think, we need to focus more on understanding and finding ideas from a text. Especially for Junior high school students, consider reading as a complicated and uninteresting skill.

There are many types of reading texts that must be studied and mastered by students in the second grade of junior high school, one of the texts is a narrative text. According to Anderson and Anderson (2003), a narrative text is a type of text that tells about a story or event to entertain or inform the reader or listener. The text consists of orientation, complications, or problems and resolutions. Within the text type, students are expected to understand it, but many students still find difficulties in achieving goals. They sometimes can't find the ideas of the whole text, so that's why it makes them confused. In the end, they didn't understand the overall storyline.

In the process of teaching and learning about narrative texts, students often feel bored because the teacher sometimes asks them to translate a story, even though it is an ineffective technique to make students understand the text. Of course, students cannot enjoy the text well. To solve the problem, the teacher must apply interesting techniques that are also suitable for students. Furthermore, the technique should be suitable for the conditions in the classroom and provide opportunities for students to participate in reading activities so that they are happy with learning.

At SMPN 12 Kota Sungai Penuh the school where the researcher conducted research, she found that the students faced problems in understanding the material about the narrative text. One of the obstacles is that students cannot enjoy teaching and learning about narrative texts, because the techniques used by the teacher do not come enthusiastically to follow the material in full. Teachers do not have special techniques to make students happy in learning. Generally, teachers only expect them to read the text, translate it, and then answer the questions provided. That's what students face in learning to make students feel bored learning.

From the explanation above, the researcher conducted a teaching technique that has proven to be useful in improving students' understanding of narrative texts, namely by using mapping stories. Story mapping is a graphical or semantic visual representation of a story. The map depicts ways to show an overview of a story (Farris & Carol: 2004). He also tells information about its generic structure, such as characters, settings, goals, events, and resolutions. Using story mapping, students may understand narrative texts easily because they have graphics or schemes to put the chronological events of the story and other elements of the text such as characters, settings, and storylines.

Finally, the researcher applied the technique of the effect of story mapping on students' reading comprehension of narrative texts. The participants taken are those in the VIII grade of junior high school. The study is titled." THE EFFECT OF STORY MAPPING ON STUDENTS ' READING COMPREHENSION OF NARRATIVE TEXTS".

1.2 Research Questions

1. Does the story mapping strategy have a significant influence on the reading comprehension of grade VIII students at SMPN 12 Kota Sungai Penuh?
2. How do students respond to the use of story mapping in improving reading comprehension in narrative texts?

1.3 Research Objectives

This study aims to:

1. To find out whether or not there is a significant influence on the reading ability of grade VIII students in the comprehension of narrative texts by using story mapping strategies at SMPN 12 Kota Sungai Penuh.
2. To determine students' responses to the use of narrative text story mapping in improving reading comprehension.

1.4 Research Terminology

There are several terms used in this study that need to be explained further to avoid confusion among readers.

According to Bormounth in Zuchdi (2008:22), reading comprehension is a set of generalized knowledge acquisition skills that allow people to obtain and realize the information obtained as a result of reading written language.

Reading comprehension is a reading activity that aims to gain an understanding of written language. In reading comprehension activities, there are three main components of reading comprehension according to Golinkoff in Zuchdi (2008: 22), namely decoding,

acquiring lexical meaning (interpreting written words), and text organization, which is in the form of acquiring meaning from a broader unit of loose words.

Based on the various understandings above, it can be concluded that reading comprehension can have the meaning of reading with comprehension activities to obtain knowledge from the literature read as a process of generalizing readers to written language aimed at gaining understanding.

A narrative text is a text that connects a series of logically, and chronologically related events caused or experienced by factors. They're the key to understanding narrative texts is the plot, themes, characters, events, and how they relate (Lukens, 2003).

The verb tell means to tell, to give all the adversaries. When a writer writes a narrative, she just puts what happens to someone on paper (Widayati, 2003).

From the above definition, it can be concluded that a narrative text is a chronological text that tells about a person's experience in the past and some parts, such as characters, plots, events, etc.

According to Galuh Dwi Retno (2008), story mapping is a common cognitive strategy used to help remember the events of a story, and to improve students' ability to understand the reading text. Meanwhile, according to Farris (2004), story mapping is a graphic representation used to describe the structure of the story and the sequence of events. It can also be referred to as word mapping or idea mapping. This is a strategy designed to show how the concepts or keywords of a story are intertwined with each other.

1.5 Hypothesis

The hypothesis of this study can be put forward as follows:

Ha : The implementation of story mapping has a statistically significant effect on the level of significance (0.05) of the effect of story mapping on texts to students' reading comprehension of narrative texts.

Ho : The implementation of story mapping has no statistically significant influence on the level of significance (0.05) of the effect of story mapping on texts to students' reading comprehension of narrative texts.