

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Study

Reading is a part of language learning that is crucial and indispensable for students. Through reading, students can enlarge their knowledge. Actually, reading is an active process in which the reader engages in an exchange of ideas with the author via the text. According to Nuriati, et al (2015), stated that “Reading is one of the ways to communicate in written forms, reading is not only to get information but it needs understanding and comprehension to get some points from the text”. Reading is an important activity in a person's life that can renew himself with knowledge. Reading is one of the skills for academic success.

Reading cannot be separated from comprehension because comprehension becomes the main goal in reading. Comprehension is the process of making sense of words, sentences, and connected text. It means that, when the readers read a text, they need to comprehend what the writer tells about in the text through written text. It is same with students, students should to comprehend the text that they read in order to get the meaning and information that they need from the text. If they read the text without comprehending it properly, students cannot get the information or the message of a text. Reading comprehension is defined as the level of students understand the text.

In teaching learning, comprehension is one of the specific elements of teaching reading to understand the text. Reading needs comprehension in order to understand the context and get the information of the texts. According to Clarke et al (2014) reading comprehension is the process of constructing meaning by coordinating some complex operations that include word reading, word and world knowledge, and fluency. This means that reading comprehension becomes more and more important as more students enter the education system. The purpose is to understand the text, not to give meaning to individual words or phrases. And result of reading comprehension is a spiritualexpression of the meaning of the text combined with the reader`s prior knowledge.

Reading comprehension can help students concentrate on the book they are reading and make it easier for them to comprehend information from it. According Van Den Boek&Espin (2012), argues that “Reading comprehension is a complex interaction among automatic and strategies cognitive process that enables the readerto create a mental representation of the text”. Reading is nothing more than word-by- word if you don`t understand what you`re reading. When students learn to read, they have to comprehend the text while they are reading. By comprehending the text, the students can get the idea and the detailed information of the text. Overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read the text information studentsdevelop mental models, or representations of maning of the text ideas during the reading process.

According to Hanafi (2019) narrative text is a text that tells a story with complicated or problematic events, trying to find a solution to solve the problem and at the same time entertain the audience. Narrative text is one of the freading texts taught in high school. Narrative text is the most interesting text to learn compared to other texts, since the purpose of the text is to entertain the reader. Especially sharing and entertaining real experiences in different ways. The narrative text deals with problematic events that led to a crisis or some kind of turning point, which in turn finds a solution. Narrative text contains the story, presenting the storyline and the actors with each character. The purpose of the narrative text, beyond providing entertainment, can get the reader to think about a problem and teach them a lesson.

Several roblems faced by students at the SMAN 1 Toapaya in reading comprehension, especially in reading narrative text. The researcher found that the students had difficulty understanding reading comprehension. There was several problems for the students difficult to catch the main idea. This can be seen when they are asked to determine the main idea of paragraph, the students have difficulty finding sentences that are too long,find vocabulary that does not know its meaning and yet understand the main ideas and supporting ideas. As the result, students had a proble to catch the main idea in a text. Stud. Most students difficult to get information from the text. Studets" still have limited in vocabulary mastery. The researcher found many students still have limited in vocabulary mastery. Students'was difficult to comprehend the text. They difficult know how to

comprehend a text. It turned out to them only to write what was written by the teacher. They could not understand what they are learned. According (Anderson, Spiro, & Anderson; Singer & Donlan in Rathvon 2008). Story Mapping is based on the schema theory of reading comprehension, which process that adequate comprehension depends on the reader's ability to link previous knowledge structures (schemata) with textual material.

According to Khalaf (2010) defined that story mapping could be used as a visual graphic organizer. Story mapping is technique used after a story has been read. It includes identifying the main elements, and categorizing the main events in sequential order. A graphic representation is often used to illustrate the story structure and sequence of events. A story map is a visual depiction of the settings or the sequence of major events and actions of story characters. this procedure enables students to relate story events and to perceive structure in literary selections. In this research, the first procedure in applying the story mapping strategy is by distributing the outline of story map to the students and explaining to the students how to apply the story mapping strategy in their reading.

Story mapping is a graphic representation is used to illustrate the story structure and sequence of events. It is strategy which designed to show how the concept or key words of a story related one another (Farris, 2004). By using story mapping, the students might comprehend narrative text easily because they have a graphic or a schema to put the chronological event of the story and the other elements of the text such as characters, setting, and plot of a story. Finally, the

researcher would like to apply Story Mapping technique to improve students' reading comprehension. The participants taken are the eleven grade of senior high school. This research is entitled "Improving Students' Reading Comprehension of Narrative Text through Story Mapping techniques at eleven grade of SMA Negeri 1 Toapaya."

### **1.2 Identification of the problem**

Based on the background of the study above, the researcher found that:

1. The students were difficult to catch the main idea in a text.
2. The students were difficult to get information from a text.
3. The students still have limited in vocabulary mastery.
4. The students were difficult to comprehend the text.

### **1.3 Limitation of the Problem**

Based on the identification of problem above that the researcher found in the school. In this research, the researcher was focus on improving students' reading comprehension using story mapping techniques at eleven-grade students of SMA Negeri 1 Toapaya.

### **1.4 Research Question**

Based on the limitation above, the problem that can be formulated is "How can the students' reading comprehension be improved by using mapping techniques at the eleven grade of SMA Negeri 1 Toapaya?"



## 1.5 Objective of the Study

This research was to improve how the student' reading comprehension by using story mapping techniques at the eleven grade of SMA Negeri 1 Toapaya

## 1.6 Significance of the Study

### 1. Theoretical Benefit

This study is expected to give useful information to the reader and the other researcher. So, it can be used as a reference to support the theory about reading comprehension, story mapping techniques.

### 2. Practical Benefit

#### a. The Students

The researcher hopes the story mapping techniques that have been applied can be useful and help students to improve their reading comprehension.

#### b. The English Teacher

The results of this study hopefully can help English teachers as a reference touse story mapping techniques in teaching reading to improve students reading comprehension.

#### c. The Future Researcher

The result of this study is expected to be useful for future researchers who are interested to research with the same topic that is reading comprehension. So, it could be used as a reference and source information.

## 1.7 The Definition of Key Terms

To give a clear view of this study, the definition of key terms is provided as follows:

### 1. Reading Comprehension

Reading comprehension is an activity to understand the meaning of a text, in order to get the information.

### 2. Story Mapping

Story mapping is a graphic representation is used to illustrate the story structure and sequence of events.

### 3. Narrative Text

Narrative text is a story. The story can be true or fictional to entertain the reader, or based on a real case. The story always deals with some problems that lead to the climax, and then the solutions to the problems.

