CHAPTER I

INTRODUCTION

1.1 Background of study

There were 4 skills consisting of reading, writing, speaking, and listening skills as well. The four reading skills were also very important in the world of education. Every student must have good reading skills even in daily life reading was often done. Herman (2020), stated that reading in English was always considered as the main standard in teaching English either in colleges or universities because it can objectively see the student's ability to learn the language. Reading was also defined as a cognitive activity related to deciphering symbols or words to achieve the meaning of reading.

The researcher was main area of interest in this study was students reading comprehension. Since reading requires more than just focusing on the words themselves, understanding the aim and purpose of reading was a skill that was very important for everyone. Students would comprehend and not waste their time when engaging in reading activities thanks to this reading comprehension talent.

In this research, the researcher also used the technique in the form of story mapping. Story mapping was a learning technique that in the process of students directed to write text with several steps and then called story mapping. According to Larry (2003), story mapping was a technique consisting of organizer graphs that had six components consisting of the title, characters, arrangement, main activity, problems , and solutions that would help readers to connect the relationship from the story they had read. Story mapping was only a graph that could present the

grammar of a story. Story mapping had seen as a form of a sequence of events that already exist in the story, and in or case seen as the mapping of the story as a graphical organizer that identifies the parts in the story in detail (Mathes, 1997). This can be proven and seen because this story mapping technique has several parts contained in a story. Story mapping was also an effective technique that can be used by the teacher to help students understand the reading.

Story mapping also helps students in understanding the storyline, he also suggested that story mapping was very useful for students to understand the meaning of a story and understand that the background, retailer, and actor had a connection in a story (Li, 2000). In this study, the researcher focused on the story mapping technique used in helping students with reading comprehension. Reading comprehension was a very necessary skill, because when reading someone was not only fixated on words, but the reader should also understand the purpose and purpose of reading. This reading comprehension made students understand reading activities. Story mapping was applied to students to help students' reading comprehension .

Next, starting in 2004, various kinds of texts and genres in Indonesia, especially English language education, had been adjusted to the level of education. several types of texts, one of the texts that must be mastered by students was finding narrative texts. because narrative text besides having the purpose of entertaining this text also provides knowledge, lessons, or benefits that many do not know. At SMP Negeri 10 Tanjungpinang, specifically for grades 8-4, the problems they faced were their lack of understanding when they could not grasp the meaning of the text,

then their lack of interest in reading also became an obstacle for them when reading the text. As a result of this impact, the researcher wants to see the significant effect of technique for understanding students, especially students at SMP Negeri 10 Tanjungpinang.

Based on the researcher's observations at SMPN 10 Tanjungpinang by interviewed an English teacher and then got the information. Students' who didn't interested in the learning method used by the teacher made students feel bored with reading comprehension. Because many students think that English was a difficult language so they didn't interest in learning English. Therefore the researcher wants to research students who used this technique to see whether the story mapping technique has any significant effect on students' reading comprehension. From the explanation that the researcher explained above, the researcher conducted research with the title " The Effect of Story Mapping Toward Students' Reading Comprehension on Narrative Text at Eight Grade of SMPN 10 Tanjungpinang ".

1.2 The Identification of the Problem

Based on the background discussed previously, the researcher identified problems, such as:

1. Students did not understand the meaning of reading in a text.

2. Students did not feel interested in learning to read.

3. Students were feeling shy and did not dare to read and used English.

4. Students lack the motivation to reading English.

5. Students did not want to read when not supervised by the teacher.

1.3 Limitation of the Problem

This researcher was limited to finding the significant effect of using story mapping toward students' reading comprehension. The research focused on narrative text in the second semester of eighth grade at SMPN 10 Tanjungpinang.

1.4 Research Question

Based on the limitations of the problem above, the researcher formulated the following questions:

'' Is there any significant effect of using story mapping toward students' reading comprehension of narrative text at SMPN 10 Tanjungpinang? ''.

1.5 Objective of the Study

From the questions in the research above, the purpose of this research was to find the significant effect story mapping toward students' reading comprehension on narrative text at eight grade of SMP Negeri 10 Tanjungpinang.

1.6 The Significance of the Study

1.6.1 Theoretical

The theoretical meaning of this research was to increase the number of theories related to reading comprehension that applied to narrative texts.

1.6.2 Practical Benefit

The significance of this research can be seen as follows:

1. For the students

Hopefully using the story mapping technique can be useful for students so that students could better understand a text easily without feeling bored and also make students more creative.

2. For teacher

This research was expected to be an input to improve teacher teaching techniques, especially in teaching students reading comprehension.

3. For other researchers

For other researchers, this study provided information about the effectiveness of story mapping to help students understand a text. This research can also be a reference for other researchers to add insight and knowledge.

1.7 Definition of Key Terms

In this research, there are several key terms which are as follows:

1.7.1 Reading

Reading was an activity that aims to get information from the narrative text they read. Reading can also mean finding the meaning contained in a text.

1.7.2 Narrative Text

A narrative text was one that recounts a historical incident. Giving individuals who read or hear the material an enjoyable impression was the text's function and goal.

1.7.3 Story Mapping

Story mapping was a graphic organizer that helps readers connect the stories they have read to their existing knowledge. It consists of six components that are typically included in a story and include themes, actors, settings, main events, issues or conflicts, and solutions.