

CHAPTER I

INTRODUCTION

A. Research Background

In Indonesia, English has become the most popular foreign language which is learned from elementary to university. English is also intensively used in international communication, in written as well as in spoken. It was important to transfer and gain knowledge, science and technology, art and culture, and establish international relationship.

Reading is one of English's skills that must be acquired by students because by reading they can get much information that useful for them. Reading is also known as a receptive skill that provides the student's opportunities to study about how to catch the main idea. According to Pang et al (2003:19), "Reading is about understanding written texts".

Narrative text is a text that had an imaginative story to entertain people. In narrative text, student learned the generic structure of the narrative text, they were orientation, complication and resolution and they also learned the language features of narrative text. According to Doddy (2008:36), "Narrative text is an imaginative story to entertain people".

Narrative text is one of the texts that should be mastered by senior high school students in the second semester. It is stated in the syllabus of the School Based Curriculum (KTSP) for Senior High School in the tenth grade that the

standard competence (SK 5) is tenth grade students should be able to comprehend the meaning of short functional texts and simple essays in the form of recount, narrative, and procedure which are related to the students' closest real life context. In basic competence (KD) it is stated that the students are expected to be able to respond the meaning of and the rhetoric procedure of simple short essays accurately and fluently in the form of recount, narrative, and procedure which are related to the students' closest real life context.

Reading comprehension on narrative text, the technique of reading comprehension is required. The goal of all reading is the comprehension of meaning. According to Zygouris-Coe et al (2004:381), "Comprehension is a complex and demanding process". The quality of meaning the students construct as they interact with text during and after reading and the teacher's role in supporting students were key factors that affect students' comprehension of text it can help the students in processing the information in the text. However, reading cannot be avoided since the students would do some reading comprehension in final examination which demands some difficulties in a reading text and students also would be able to comprehend some text and identify factual information, main idea, vocabulary, and reference.

Based on the teacher's SMAN 1 Sungai Betung experienced when gave the student's test about reading comprehension on narrative text, the students had difficulties in understanding and processing information of the text because they were not interest in reading a narrative text.

Based on the previous research that had been conducted by Ashadi Kurniawan (2013), the students' had difficulties in comprehending a narrative text. They were some problems they could not find the major elements of the narrative text include setting, character, conflict or problem, the goal and resolution in the text. Because of that they could not find the detailed information from the text. Therefore, in this research, the researcher is interested to provide a solution to help the students improve their reading comprehension, especially on narrative text.

In this research the researcher used story mapping to help students learned the major elements of the story. Story mapping is a technique used after a story had been read. It includes identifying the main elements, and categorizing the main events in sequential order. The researcher used story mapping provided a visual-spatial display for key information in narrative text. According to Mariotti and Homan (2005:167), "A story map is a visual representation of the key elements in a narrative text".

Based on the explanation above, the researcher decided to carry out a pre-experimental research entitle "Teaching Reading Comprehension on Narrative Text through Story Mapping". The research itself will be held in SMAN 1 Sungai Betung for the tenth grade students in the academic year of 2015/2016. The researcher decided to do research in SMAN 1 Sungai Betung because the researcher found that the students in tenth grade had problems with reading comprehension. The researcher was used pre-experimental research because the

researcher wants to know whether story mapping are working or not to improve the students reading comprehension.

B. Research Problem

Based on the background above, the researcher states the research problems are:

1. Is the use of story mapping effective in teaching students' reading comprehension on narrative text at Tenth Grade Student of SMAN 1 Sungai Betung in the Academic Year of 2015/2016?
2. How effective is the use of story mapping in teaching students' reading comprehension on narrative text at Tenth Grade Student of SMAN 1 Sungai Betung in the Academic Year of 2015/2016?

C. Research Purposes

In relating to the problem statements about, the purpose of the research was to find out:

1. To find out whether the use of story mapping technique is effective in teaching students' reading comprehension on narrative text to the tenth grade of SMAN 1 Sungai Betung is effective or not.
2. To find out how effective the use of story mapping technique is in teaching students' reading comprehension on narrative text to the tenth grade of SMAN 1 Sungai Betung.

D. Research Hypothesis

Hypothesis is a tentative that account for a set of fact and can be tested by further investigation. It is often describe as an attempt by the researcher to explain the phenomenon of interest. Hypothesis is designed to be a guide of proving the temporary assumption of this research. According to Ary, Jacobs, Cheser, Sorensen, and Razavieh, (2009:96), “The hypothesis is the researcher prediction about the outcome of the study, hypothesis are derived inductively from observation or deductively from a known theory”. In accordance with the research question, the hypothesis of this research is formulated as follow:

1. The Null Hypothesis (H_0)

Teaching reading comprehension on narrative text by using story mapping at Tenth Grade Student of SMAN 1 Sungai Betung is not effective.

2. The Alternative Hypothesis (H_a)

Teaching reading comprehension on narrative text by using story mapping at Tenth Grade Student of SMAN 1 Sungai Betung is effective.

E. Scope of Research

1. Terminology

To avoid misunderstanding and misinterpretation of the terms used in this research writing, it is necessary to present and explain the terms that are used in this research.

- a. Reading Comprehension, it means to understanding meaning of text and readers who comprehend with their reading they can get information, knowledge and even entertainment in written text form. In process of comprehension there are aspects that need to be viewed such as Main Idea, Factual Information, Vocabulary, References, and Inferences.
- b. Pre-experimental Research is a research design that has no control group or single group pre-test and post-test design.
- c. 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.
- d. The Tenth Grade Students are the students who are studying at the tenth grade students' SMAN 1 Sungai Betung.
- e. SMAN 1 Sungai Betung one of the state senior high school in Bengkayang Regency. It is located on Jl.Singkawang-Bengkayang of Sungai Betung District.

2. Research Variable

Variable is a term frequently used in research projects. According to (Marczyk, Dematteo and Festinger 2005:42), "A variable is anything that can take on different values". Research variable are the condition characteristic that the writer manipulates, control and observes. The research variable

divided into two type namely independent dependent variable. This research has two kinds of variable they are:

a. Independent Variable

The independent variable is the antecedent while the dependent variable is the consequent. According to (Marczyk, Dematteo and Festinger 2005:42), “Independent variable is the variable that is manipulated or controlled by the researcher”. The independent variable is the presumed cause. Independent variable of this research is teaching reading comprehension on narrative text by using story mapping

b. Dependent Variable

The dependent variable is the variable that is affected by the independent variable. According to (Marczyk, Dematteo and Festinger 2005:44), “Dependent is the variable that is observed and measured in knowing the effect (if any) of independent variable”. The dependent variable of this research is students’ reading comprehension on narrative text.