

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of Study**

In English learning education there are four skills that must be mastered by students, namely listening, speaking, reading and writing. These four skills are the basis of language skills which support one another. Diligent reading and writing is one way students can use to learn languages more quickly. Reading is one of the language skills which is important for academic success because reading is the basic to learn English. It usually integrated with other English skill. Reading is the process of reconstructing the writer's idea written in a text or printed symbols based on background and experience. Reading comprehension allows students to add to their knowledge and get information from texts. Reading comprehension refers to the cognitive and linguistic procedures that are based to understand the meaning of the word, sentence construction, and phrases (Omar and Bidin, 2015). Additional according to Kristin (2010), reading comprehension is the ability to construct meaning from a written text. This means that the reader will try to construct the ideas, feelings, and imagination of the writer as long as the text understands the meaning of the text.

English is seen as a foreign language by students, so that the experience of discourse is still lacking. The meaning of the understanding will also be different when students read stories or texts in Indonesian and when students read stories or texts in English. Indonesian and English owns different phonetic classification and symbols (Weda & Sakti, 2017). Learning to read English needs to be studied thoroughly because students have different experiences in learning to read (Jismulatif, 2019). We need to know that students face many obstacles in understanding English reading content. The factors that make this continue include they don't understand the content of the reading, they do not understand what is being asked in the

questions related to the reading. Students' difficulties in understanding reading in English should not be ignored because it can make students dislike English lessons, especially reading and this will cause students not to be able to achieve the goals of learning reading skills.

Reading has many kinds of the text. They are narrative, descriptive, recount, procedure, and report, etc. Specifically in narrative text, the students generally experience difficulties in understanding this text because it is difficult to understand the contents of the reading, such as understanding the main ideas in the story. It is difficult to understand the storyline explained by the teacher, and it is also difficult to determine the scheme in the story. Narrative text is difficult for students to understand because in narrative text students are asked to connect the story line. Besides that, students find it difficult to determine the words in the story so they get the meaning wrong. Students can understand the meaning of words in the text but may not necessarily be able to grasp the messages contained in the text (Supramaniam & Zainal, 2014). According to Taqwa (2020), material about narrative text is difficult material, so that it is often difficult to introduce it to students because it contains many provisions that require a higher level of thinking for students. With a reading literacy level that is still lacking, let alone understanding foreign language story texts, while the story texts of their own country are very few who are interested in reading them.

In the learning process, many problems faced by students. In SMK N 1 Terbanggi Besar students, especially in reading comprehension of narrative texts. They find it difficult to understand the meaning of the text given by the teacher and the teacher only explains but does not give examples with stories. The teacher also does not explain in detail what students need to do in narrative text, students are only given the task of finding the meaning of narrative text and its elements. The use of English also makes it difficult for them to read

narrative texts, so they cannot distinguish the linguistic characteristics of the texts. For this reason, the researcher wants to conduct further research to help teachers and students in learning English, especially in students' reading skills in understanding narrative texts. Learning English needs to get attention from the teacher to be more serious in providing suitable learning strategies and produce more appropriate exercises.

In line with idea Snow (2002) states that good teaching strategies can motivate students to learn and make them focus in the learning process. Thus, students can easily understand their material in the teaching and learning process. With English teaching methods, especially in terms of teaching reading, one of the learning techniques that can be applied in learning English, especially narrative text material is story mapping. Story mapping is a technique of recording ideas into visual graphics. According Porter & Hernacki, (2001), the story mapping technique believes that the brain is often used to remember information in the form of diagrams, symbols, images, and visual forms. Using the story mapping strategy as well to improve students' reading comprehension on the generic structure of narrative text. This technique helps students understand narrative text better. Also added by Kader & Eissa (2016) explained that the knowledge of narrative story structure will be improved effectively by using Story Mapping technique.

From the description above, the researcher is interested in conducting research at SMK N 1 Terbanggi Besar because as the researcher found out through pre-observation, students of SMK N 1 Terbanggi Besar, especially class X, still have difficulty understanding narrative text. Therefore, to help students in improving their reading comprehension, the researcher is interested in further researching with the title "Enhancing Students' Reading Comprehension in Narrative Text through Story Mapping at the Tenth Grade of SMK N 1 Terbanggi Besar".

## **1.2 Research Questions**

Based on the background of the study, the researcher questions can be formulated as follows:

1. To what extent does the story mapping improve students' reading comprehension in narrative texts?
2. How is the implementation of story mapping in teaching reading in narrative texts to the tenth-grade students of SMK N 1 Terbanggi Besar?

## **1.3 Research Objectives**

According to two research questions proposed, the research objectives of this research are:

1. To find out how far the story mapping can improve students' reading comprehension in narrative text.
2. To find out the implementation of story mapping in teaching reading in narrative texts to the tenth-grade students of SMK N 1 Terbanggi Besar.

## **1.4 Uses of Study**

This research conducted to what extent does the story mapping improve students' reading comprehension in narrative text and to how is the implementation of story mapping in teaching reading in narrative texts to the tenth-grade students of SMK N 1 Terbanggi Besar.

### **1. Theoretically**

The findings obtained from this study are useful for providing information and education to educators, and everyone to find out about the use of story mapping in education, especially in learning English in reading skills.

## **2. Practically**

The results of this study had several benefits for students, teachers, and researchers. The following were the benefits of the results of this study:

a. For students

The students will get new experience and knowledge in studying reading skill using story mapping, especially in learning English.

b. For teachers

The results of this study are expected to contribute to teachers as a method that can be chosen in teaching reading. To improve better techniques in teaching English, especially in reading skills using story mapping. And will also provide additional information to improve the quality of teaching to achieve goals, particularly in teaching reading.

c. For researchers

It can be useful for the researcher to improve her skill on teaching reading especially narrative text.

### **1.5 Scope of Study**

This study is designed to focused on investigating the use of story mapping to improve reading comprehension on narrative texts and how the implementation of this strategy. In order for this research would be focused, the researcher limits the problem only to improve students' reading comprehension in narrative texts in class X SMKN 1 Terbanggi Besar. There are 30 students from class X PM 1 who will be the sample in this study. This research will use Classroom Action Research as the research design by taking one class X PM 1 SMK N 1 Terbanggi Besar in the academic year 2022/2023.