

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the languages in the world which is used by many people in a lot of countries. This is the main factor why English has become one of the languages that must be learned in school, university, and in other educational institutions. It also makes the English qualified as a primary requirement to communicate in the global communication. Considering this language is an international language used by many people in the world and learned at educational institutions, mastery of English is necessary.

English language skills that must be mastered in general are four, namely listening, reading, speaking and writing. Listening and reading are receptive skills because learners do not need to produce language to do these, they receive and understand it. On the other hand, speaking and writing are productive skills because learners need to produce language in practising these skills. They are also known as active skills. The four language skills are then used as a measurement of a language comprehension.

In Indonesia, English language becomes a foreign language which is taught from elementary school until university or college. As a foreign language it has become an obligatory subject and as one of the subjects examined in the Ujian Nasional (National Examination). This indicates

Mastery of reading comprehension is needed especially for students. Through reading activity, the students can enlarge their knowledge and make them wise and respectful. Moreover, reading is the way to get successful in academic life. There are several types of reading text which must be mastered by students, those are descriptive, procedure, recount, and narrative.

According to Linda Gerot and Peter Wignel (1994, p.208) descriptive text is a text which describe particular place, person, or things. While procedure text according to Yasin (2010) is a text which gives interaction on how to do something or create something through a series of action or behavior. Furthermore, recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred (Anderson, 1998, p.24). Then narrative text is a text which tells a story. The story can be realistic, fantastic or combination between realistic and fantastic (Sarwoko, 2014, p.109).

There are many methods and techniques are applied by the teacher to teach reading comprehension. One of them is by using story mapping technique. Pamela stated in Dewi Nurpitriyani (2015, p.4) “a story mapping is semantic visual representation of a story which provides elements of story, such as, characters, setting, goal, event and resolution.”

In this research, the researcher will try to find whether or not story mapping technique is effective in teaching reading comprehension of

narrative text at the ninth grade students of Junior High School by doing experiment research in MTsN 3 Tapin. Most of students in Junior High School usually have difficulties to understanding content of narrative text. This problem, is also faced by the ninth grade students in MTsN 3 TAPIN where pre-research has been conducted to observed students' problem in understanding narrative text.

In this school, the teacher never uses story mapping technique. The teacher uses conventional technique in teaching reading of narrative text like teacher reads the passage then explains in Indonesian language. After that she gives chance for students to ask some questions if they still do not understand about the passage. Then teacher gives task to students to answer questions related to the passages. Finally, students answer that questions. Furthermore, this technique make the students feel boring in learn English.

Based on the some reasons above the researcher want to know wether using story mapping technique is effective or not in teaching reading comprehension of narrative text at the ninth grade students of MTsN 3 Tapin.

Here are some previous studies related to this research. First the thesis entitled "*The Effectiveness of Story Mapping Technique toward Students' Reading Comprehension of Narrative Text (A Quasi Experimental Study at the Tenth Grade Students of SMAN 1 Kota Tangerang Selatan in the Academic Year of 2014/2015*", written by Dewi

Nurpitriyani. On her study, she obtained the empirical evidence about the effectiveness of story mapping technique toward students' reading comprehension of narrative text to the tenth grade students of SMAN 1 Kota Tangerang Selatan in the Academic Year of 2014/2015 and to find out to what extent the story mapping technique is effective toward students' reading comprehension of narrative text. The result of this study showed that there was significant difference toward students' reading comprehension achievement of narrative text after using story mapping technique. This research has similarity with the researcher which is to know the effectiveness of story mapping technique in teaching reading comprehension of narrative text. The differences are on subject of the research and research setting.

Second, thesis entitled "*Using Story Mapping to teach Students' Writing Ability of Narrative Text; A Pre Experimental Study at the Eleventh Grade of SMA Negeri 90 Jakarta in Academic Year 2013/2014*", written by Annisa Purwaning Sayekti. On her study, she focused to find out the empirical evidence concerning whether story mapping technique is effective or not to teach students writing ability of narrative text. The sampling technique used in this study was clustering sampling. The writer took one class as the subject of this study. The sample was XI-2 social class. The data got from both pre-test and post-test scores were analyzed using T-test formula. According to the criteria of the test, the result showed that there was a significant improvement between students'

achievement in writing ability of narrative text by using story mapping before and after pre-test and post-test were conducted.

Her study is also similar with the researcher's study to know whether story mapping technique is effective or not in teaching narrative text. The differences are on the subject and object of the research. Her study focused on writing skill, while the researcher focused on reading skill.

Based on explanation above the researcher, is interested in conducting experiment research entitled "The Effectiveness of Story Mapping Technique in Teaching Reading Comprehension Of Narrative Text at The Ninth Grade Students of MTsN 3 Tapin".

B. Statement of Problems

Based on previous explanation above, the writer focused on some problems, there are:

1. How is the students score on reading comprehension of narrative text at the ninth grade students of MTsN 3 TAPIN which taught by using story mapping technique in experiment class?
2. How is the students score on reading comprehension of narrative text at the ninth grade students of MTsN 3 TAPIN which taught without using story mapping technique in control class?

3. Is there any significant difference on students' score in reading comprehension of narrative text between experiment and control class?
4. How is the effectiveness of story mapping technique in teaching reading comprehension of narrative text at the ninth grade students of MTsN 3 TAPIN?

C. Objectives of Study

Related to the statements of problems, the objective of this research are:

1. To know students score on reading comprehension of narrative text at the nine grade students of MTsN 3 TAPIN which taught by using story mapping technique in experiment class.
2. To know students score on reading comprehension of narrative text at the nine grade students of MTsN 3 TAPIN which taught without using story mapping technique in control class.
3. To describe significant difference on students' score reading comprehension of narrative text between experiment and control class at the nine grade students of MTsN 3 TAPIN.
4. To know whether story mapping technique is effective or not in teaching reading comprehension of narrative text at the nine grade students of MTsN 3 TAPIN.

D. Statement of Hypothesis

Besed on the statement of problems above, the researcher would like to formulate the hypothesis as follows:

1. Alternative Hypothesis (H_a)

The ninth grade students of MTsN 3 TAPIN who are taught by using story mapping technique in teaching reading comprehension of narrative text gain significantly better score on reading comprehension of narrative text than students who are taught without using story mapping technique.

2. Null hypothesis (H_0)

The ninth grade students of MTsN 3 TAPIN who are taught by using story mapping technique in teaching reading comprehension of narrative text do not gain significantly better score on reading comprehension of narrative text than students who are taught without using story mapping technique.

E. Significance of Study

The result of this research are expected to be useful for students, teachers, and the researcher.

1. For the students; it will help them to develop their reading comprehension of narrative text after being taught by using story mapping technique.

2. For the teachers; this research is to provide information about teaching technique which may improve the way of their teaching in Junior High School.
3. For the researchers; to give information for them who want to do the same research but different perspective or different skills.

F. Definition of Key Terms

There are some terms used in this research. For the purposes of misunderstanding, the following important terms need to be operationally defined.

1. Effectiveness: the goal that wanted to achieve and to gain satisfied result.
2. Story mapping: is a technique to create a connection of story components using a visual graphic. Those story components are setting, character, problem, and resolution.
3. Teaching: is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.
4. MTsN 3 TAPIN: is short for Madrasah Tsanawiyah Negeri or State Islamic Junior High School 3 Tapin located in Kabupaten Tapin.