

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a means of communication that has a great role in human beings in the world. Elly Van Gelderen said in his book that “language is a fundamental human faculty used for creative expression, face-to-face communication, scientific inquiry, and many other purposes”¹. The existence of language is absolutely vital it is becoming reflection of thought and feeling. By using language people can learn anything and interact to each other.

Talking about language, there are so many languages in the world, because every country has its own language. The famous existing language in the world is English; English is the most important language because it has been decided as an international language or language of the world. It means that all countries in the world study English for international communication.

English as foreign language in Indonesia has influenced many aspects of people’s life. People try to know and learn the language, because if people want to face the world people have to master the language of the world.

There are four skills that have to be mastered when we study English: one of them is reading skill, explaining about reading McNamara says, “ Reading is extraordinary achievement when one

¹Elly Van Gelderen, *A History of English Language*(Amsterdam: John Benjamins Publishing Company, 2006), 1

considers the member of levels and components that must be mastered,..., deep comprehension of the sentences requires the construction of referents of nouns, a discourse focus, presupposition, and plausible inferences”². When read a text we have to understand what the text contains of, because by comprehend the text we can get many information from it, as Jeremy Harmer said:

...By reading we can get information we need through book that publish in English language, we can follow the world changes and a lot of knowledge that the world notices. Reading text also provides opportunities to study language, vocabulary grammar, punctuation, and the way we construct sentences, paragraph, and text, and the last, good reading text can introduce interesting topic, stimulating discussion, excite imaginative response and be the spring board for well-rounded fascinating lesson³.

The main point of reading is the reader can absorb and comprehend the information from the redde text. “We mean a process in which we look at word printed on a page and derive some meaning from them “⁴

Many problems in teaching English. One of them is in teaching reading. Teachers have taught students as good as they can but many students think that if reading is a boring lesson. They lost the spirit to read the text more over to comprehend it. In teaching, especially

²Danielle S. McNamara, *Reading comprehension Strategies: Theories, Interventions, and Technologies*, (New York: Lawrence Erlbaum Associates, 2007),3

³ Jeremy Harmer, *How to Teach English : An Introduction to the Practice of English Language Teaching*, (Longman: London,2003), 6

⁴ Alton L. Raygor and Robin D. Gaygor, *Efective Reading, Improving Reading Rates and Comprehension*, (New York: McGraw-Hill Book Company, 1995),ix

teaching reading, students are usually passive. Try to choose and give more simple and interesting text for the student to read, it that makes them challenged to read and understand the text. Reading is one of the language skills that should be acquired by any student who learn English. It can provide the students with a richness of interesting information in a pleasant way. Before produce or make information, reading is needed to get and analyses information.

Reading is most crucial in getting certain information or knowledge available in narrative texts from textbook and internet. All of them I a media that can be applied teacher in teaching reading comprehension. Something teacher don't consider that aspect and giving materials without considering something that can make student fun or interested to a lesson. Thus, so choosing interesting or fun materials is expected can increase student's attention in teaching and learning process, then students themselves can build their interest in reading in order to improve their reading skill and finally they can be able to comprehend text detail well.

Story mapping method could be applied y the teacher in teaching reading on narrative text to the students as an effective way to generate students' composition ability. " Story mapping is a procedure which trains young students to recognize the basic framework of narrative stories in order to enhance their comprehension of text"⁵ Based on the problem above the writer propose a research about story mapping as technique in teaching reading comprehension with the title

⁵Idol, L. *Group sory mapping: A comprehension strategy for both skilled and unskilled readers*. Jurnal of Learning Disabilities.(1987), 20, 196-205

TEACHING READING COMPREHENSION THROUGH STORY MAPPING STRATEGY (SMS).

B. Statement of Problem

The writing of this paper is based on some problems, they are :

1. How is students' reading comprehension skills at MTs Al-Fath Cilegon?
2. How is the effective story mapping strategy (sms) in teaching reading comprehension in this school?

C. Limitation of Problem

In writing this paper, the writer gives limitation to the study about The Use of Story Mapping Strategy (SMS) to Improve Students' Reading Comprehension Skill at MTs Al-Fath Cilegon, especially in comprehending English reading ability, in this study the writer uses the story of narrative text which are taken from internet. The formulation of the problem of this paper is how reading comprehension through story mapping strategy can improve students' reading comprehension.

D. The Aims of Study

Based on the statement of problems, the aims that will be reached in this observation are:

1. To know students' reading comprehension skills at MTs Al-Fath Cilegon.
2. To find out how effective the use of story mapping strategy (sms) in teaching reading comprehension in this school.

E. Hypothesis

The hypothesis of this study could be formulated as follow:

1. The Null Hypothesis (H_0), there is no influence of using story mapping in teaching reading comprehension toward student reading comprehension ability.
2. The alternative hypothesis (H_a), there is influence of using story mapping in teaching reading comprehension toward student reading comprehension ability.

F. Organization of Study

This paper divided into five chapters, as follow:

The first chapter explains the introduction, which consists of six parts they are: The background of study, Statement of Problem, Limitation of problem, The aims of study, The use of study, hypothesis and Organization of study.

The second chapter is theoretical frame works, they are : Reading Involves Definition of Reading, Teaching Reading, Reading Comprehension, Definition of Teaching Reading, Story Mapping involves Definition of Story Mapping Strategy, purpose of story mapping, procedure of story mapping, the Use of Story Mapping Strategy in Teaching Reading and Narrative text involves meaning of narrative text, and gramatical feature of narrative text.

The third chapter is about Research Methodology which consists of Method of research, Research Procedure, place and time, Population and sample, Technique of Data Collecting, scoring system instrument of research and Technique of Data Analysis.

The fourth chapter is about research finding consist of three parts, they are: the description of the Data, Data Analysis and Interpretation of the data.

The last chapter is closing which consist of two parts, they are: Conclusion and Suggestion.