CHAPTER I
INTRODUCTION

This session presents and discusses the background of the study, the research problem, the significance of the study, framework of thinking, research hypothesis, and previous research results.

A.   Background

English is a compulsory subject for students in every school and institution, and makes it much loved. There are 4 skills in learning English, namely Listening, Speaking, Reading, and Writing. In language learning, speaking and writing are included in productive skills which have to produce language through speaking or writing. While Listening and Reading are included in Receptive skills because students get information through hearing, audio, audio-visual, and also by reading text (Brown, 2001).

Reading is considered as an important aspect for students in their language learning because reading is constantly developing skill. Reading is an activity to understand a text to obtain information from the book that we read. Reading is considered as one of the important skills which has to learn because it can affect the other language skill. According to Grellet (2004), reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In-text, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

According to Olson and Diller (1982), reading comprehension is a term used to identify those skills needed to understand and apply information contained in written material. This statement is supported by Harris and Sipay (1980), who say that reading comprehension is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

Based on English language teaching and learning at Mathla'ul Huda Islamic Boarding School especially for reading skills, it has found many students who like to

read English texts but they have problems to understand the texts. Thus, because they found manynew words that they do not know the meaning of the word, so they also do not get what the story means, and teacher teaches the students used conventional method, such as students only read and translate the text then answer the question. Teacher teaches the students with technique bored and lost attention to learn. In fact, the students will fell bored to read the text and cannot comprehend the text well. The teachers must be able to use a technique to solve the situation and condition. That phenomenon pushes the English teachers, also facilitators, to use the appropriate method in order to increase students' reading comprehension without decreasing students' motivation. In other words, the teacher's job is trying to increase students' reading ability by giving students chance to get more reading practice. In this case, the teacher should give the method effectively such as summarizing, skimming, reading aloud, and using story mapping in teaching reading comprehension (H. Douglas, 2004). Therefore, in this study, the "Story Mapping Strategy" would be applied to improve students' reading comprehension in narrative text. Story Mapping Strategy involves three basic elements are; setting, plot, and theme. Story mapping is used as a technique to solve students' problems in reading. According to Zygouris (2004:381), the reason for choosing this strategy is because it has several advantages in helping students understand texts, including: (1) students can use story mapping as an early reading strategy. The teacher can introduce the book through full story mapping. By deleting some events students can make predictions about what they think will happen; (2) students can use their story mapping as notes for a reading report book; (3) students can use story mappingin preparing presentation media; (4) students can use story mapping as a pre-writing tool in developing their own stories; and (5) teachers can use story mapping as a way to help revise/review their story writing.

There are several kinds of research regarding reading comprehension improvement. First, research by Melaningsih (2014) indicated this study finally showed that the Story Mapping Strategy had a significant effect on reading learning, especially for students of class X1 of SMAN 5 Solok Selatan. This technique

makes the students active and creative in the following teaching and learning reading process. So, this technique can improve the students' reading skills. Second, research by Rivani (2018) reveals that the result of t-test computation indicates that there are many differences between the students who are taught by Story Mapping and those who are taught by small group discussion strategy. It means that Story Mapping Strategy is effective to teach reading at ten grade students of SMK Negeri2 Sragen in the academic year of 2018/2019.

As for several studies conducted outside Indonesia, one of which was research conducted by Kee Li and Pei Wen (2017) from Malaysia with the title "The Use of Story Map in Improving the Year Four Pupils' Ability in Reading Comprehension". The results of their research show that the story map has a positive impact on the pupils' reading comprehension. The positive impact of the story map was shown through the pre-reading comprehension test and post-reading comprehension test as well as pupils' work. First, the mean of the pre-reading comprehension test and post-reading comprehension test increased from 10.63 to 24.38 while the standard deviation of the pre-reading comprehension test and post-reading comprehension test increased from 11.16 to 18.60. This meant that the majority of participants scored higher in the post-reading comprehension test. Another study was conducted by Kingkamon Bangsri (2020) from Thailand with the research title "The Effect of Using a Story Map to Improve Reading Comprehension Skill of Thai EFL Sixth Graders". The results of his research prove that the story map had a positive effect on the students' reading comprehension. Students' reading comprehension pre-tests and post-tests were significantly different at the 0.01 level after learning through the use of a story map. According to the results, it can be concluded that a story map which involves activities that facilitates learning about reading, is beneficial for students to improve their reading comprehension of narrative texts and enhance their positive attitude.

Many studies have provided this strategy in improving students' reading comprehension. However, this research is different from previous research. In this research, the writer focuses on increasing students' comprehension in narrative

text and carried out at Islamic Boarding School students who have their own curriculum that focuses on religion. The title of this research is "**THE EFFECT OF STORY MAPPING STRATEGY ON READERS' COMPREHENSION AT INDONESIAN ISLAMIC BOARDINGSCHOOL.**"

B.   Research Questions

From the research background, the problem is formulated into the three following questions:

1.   How are the students' scores on reading comprehension of narrative textbefore using Story Mapping Strategy?

2.   How are the students' scores on reading comprehension of narrative textafter using Story Mapping Strategy?

3.   How is the significant difference on students' reading comprehension of narrative text before being exposed with the Story Mapping Strategy and after being exposed to it?

C.   Research Purposes

From the research questions, the problem is formulated into the three following purposes:

1.   To find out the students' scores on reading comprehension of narrativetext before using Story Mapping Strategy.

2.   To find out the students' scores on reading comprehension of narrativetext after using Story Mapping Strategy.

3.   To describe the significant difference on students' reading comprehension of narrative texts before being exposed with the StoryMapping Strategy and after being exposed to it.

D.   The Significances of the Research

The result of this research is expected to be used theoretically and practically:

1. Theoretical

    a. The result of this research is expected to be able to widen the skill of teachers in using the Story Mapping Strategy to improve student's reading comprehension of narrative text.

    b. As a reference to other researchers who want to study Story MappingStrategy more intensively in teaching reading.

2. Practical

    a. The result of this study is suggested to apply the Story Mapping Strategy to improve the students' competence in English reading comprehension, especially in narrative text.

    b. The use of the Story Mapping Strategy in reading make students are more enjoyable in doing their tasks associated with the narrative text.

E.   Conceptual Framework

Reading is an essential activity in everyday life because reading is not only to obtain information but also it functions as a tool to expand one's language knowledge. According to Harris and Sipay (1980), "Reading is an activity that gives an appropriate response of meaning to printed, verbal symbols or written." Understanding or meaning in reading is born from the interaction between the perception of graphic symbols and the language skills and knowledge of the reader. In this interaction, the reader tries to recreate the meaning as the meaning that the writer wants and conveyed. In the reading process, the reader attempts to create what is meant by the writer.

According to Fuchs (1997:174), a story mapping strategy is simply a graphic representation of story grammar elements. Similar to Fuchs, T. Boulineau et al (2010) states that story mapping can be used as one form of graphic organizers that are interesting with six elements in the narrative text such as character arrangement, a sequence of events great, and the action of the character of the story, so students allow it to can link the story's events and understand the structure in the story. Based on the explanation above, by using story mapping, the

students comprehend the text easierbecause they have a visual or a graphic to put the chronological event of the story and the generic structure of the story in narrative text.

F. Hypothesis

According to Creswell (2012), the hypothesis is a statement in quantitative research in which the writer predicts the outcome of the relationship among characteristics. It means that the hypothesis can predict whether the study has an influence or not.

Based on the explanation above, the hypotheses of this research are:

Ho: There is a significant difference on students' reading comprehension of narrative texts before using Story Mapping Strategy and after using Story Mapping Strategy.

Ha: There is no significant difference on students' reading comprehension of narrative texts before using Story Mapping Strategy and after using Story Mapping Strategy.

G. Previous Research Results

The previous research which has become a reference and guideline for writers for this research is as done by Melaningsih (2014) indicated this study finally showed that the Story Mapping Strategy had a significant effect on reading learning, especially for students of class X1 of SMAN 5 Solok Selatan. This technique makes the students active and creative in the following teaching and learning reading process. So, this technique can improve the students' reading skills. Other research is as done by Rivani (2018) reveals that the result of t-test computation indicates that there are many differences between the students who are taught by Story Mapping and those who are taught by small group discussion strategy. It means that Story Mapping Strategy is effective to teach reading at ten grade students of SMK Negeri 2 Sragen in the academic year of 2018/2019.

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Much research has been done on various strategies in improving students' reading comprehension. However, this research is different from previous research. If the previous research was carried out in public schools in general that do teach English learning by following with the curriculum, in this research the writer focuses on the effect of Story Mapping Strategy on readers' comprehension at Indonesian Islamic Boarding School which only teach simple English learning because the Islamic Boarding School curriculum focuses on religious learning.