

CHAPTER I

INTRODUCTION

1.1. Background of Study

Learning English is very important for all of people especially in Indonesia. It could be seen that English has been taught at many levels in education, from junior high school to University.

In learning English, the student should master four language skills. They are listening, speaking, reading, and writing skill. The student have to master all four skills in learning English so they will be able in using English in their learning process or their daily communication.

Reading, as one of language skills, has a very important role. Nunan, (2003: 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Cline et.al (2006: 2) state that reading is decoding and understanding written text. Decoding requires translating the symbols of writing systems (including braille) into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Furthermore, Cline et.al (2006: 2) in their second definition states that reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as braille or auditorization to support the decoding process. Understanding text is determined by the

purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

Based on the observation at the Eight grade students of SMP N 2 Ponorogo in 2016/2017 academic year, the researcher found some problems such as: the lack of student's ability in reading comprehension and the lack of student in mastering vocabulary. The teacher always teaches the material for guided book and give opportunity to ask questions. The teacher rarely gives some examples of text that can be taken from internet. The students need story mapping to understand more of the text in reading comprehension.

For those, the researcher is interested in using story mapping method to improve student's reading comprehension. Mathes et.al (1997: 22) state that the story map is designed to illustrate to students that all the elements of a story are related. So, the map provides students with a visual schema for how most stories are organized and integrated. Likewise, it provides a guide for completing the cooperative learning procedures. Students analyze each element illustrated on the map. There some advantages of story mapping such as: the students can use a story mapping as a pre-reading strategy, as notes for oral book reports, as a pre-writing tool in developing their own stories, as a way to help students revise their story writing and the students can use story mapping in preparing media presentations. Story Mapping is not only help student's reading problem but also improve their reading comprehension and understand about the content of the text.

Based on the explanation, the researcher is really to conduct a research with title: “Improving Students’ Reading Comprehension by Using Story Mapping Method at Eight Grade of SMPN 2 Ponorogoin academic year 2016/2017”.

1.2 Statement of Problem

Based on the background of the study above, the statement of problem is “How does the Story Mapping method improve students’ reading comprehension at eight grade students of SMPN 2 Ponorogo in academic year 2016/2017?”

1.3 Purpose of the Study

Based on statement of problem, the purpose of this research is to know the improvement of students’ reading comprehensionby using story mapping at eight grade students of SMPN 2 Ponorogo in academic year 2016/2017.

1.4 Significance of the Study

The researcher hope this research will useful for:

a) The Students

The result of this research may help student’s reading comprehension problem but also improve their reading comprehensionand understand about the content of the text.

b) The English Teacher

This research can be used as a reference and as an alternative way in teaching reading comprehension.

c) The Institution

The result of the research is expected to improve the quality of education in the school.

d) The Next Researcher

The result of this research can be useful and beneficial for the next researcher.

1.5 Scope and Limitation of the Study

There are many kinds of methods that can be used to teach English especially in reading comprehension. This research is focused on the students' problem in learning reading and the application of Story Mapping method at eight grade students of SMP Negeri 2 Ponorogo in academic year 2016/2017.

1.6 Definition of Key Terms

Definitions of key terms which are used in this research are as follows:

Reading comprehension : Reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. (Kintsch and Van Dijk in Gilakjani, 2016: 230)

Story Mapping : Story Map is a way to understand a story by illustrating it into a chart of map. (Romli, 2014: 25).