CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English involves four language skills: listening, speaking, reading, and writing. All of these are the basic language skills of teaching and learning English. Reading comprehension is an important skill that must be achieved by the students to learn English. Reading is one of the language skills needed to be taught in language classroom. Students need to be able to read texts in English either for their careers, for study, or simply for pleasure (Harmer (2005:8) in Fauziati (2010:32). Carrell and Eisterhold (1987) in Fauziati (2010:32) state that "to improve the students' ability to comprehend the text, therefore, we, teachers, have to help students change their inefficient reading habits (reading word by word, focusing too much attention on form, relying heavily on dictionary, etc)".

There are two main categories of texts namely; literary and factual (Anderson and Anderson, 1997:1). Anderson states that literary text is constructed to draw out emotions and imagination. Narrative is a kind of literary text which also tells a story using written language. Narrative text has purpose to construct a view of the word that entertains or informs the reader (Anderson and Anderson, 1997:2-3).

Technique according to Anthony (1993) in Fauziati (2009:17) is "the implementation which is occurs in the class, also a particular trick, strategy,

or contrivance which is used to accomplish an immediate objective and technique must be consistent with a method, and therefore in harmony with an approach as well". Technique is needed to make students understand the text easily.

In the technique of reading narrative text, the teacher provides the narrative text to be read by the students. After that, the teacher makes sure that students understand the definition, social function, and generic structure, and also the language features of narrative text. Then, the teacher explains the story mapping technique to analyze the elements of narrative text. Finally, the teacher asks the students to read narrative text using story mapping technique which has been explained by the teacher.

Reading is very influential in language acquisition. Some of students' reading comprehension cannot reach the target of teaching reading narrative text. It's because the students have difficulty in finding or memorizing the point of a text or it may be caused that they do not have a technique to analyze elements of narrative text easily. Each student has different level of creativity and imagery. So, they need guidance to write down their understanding orderly. Commonly, the current research of the topic is to analyze testing, method of teaching, and reading approach. This research tries to analyze the result of story mapping for developing students' reading skill of narrative text. Here, the researcher tries to analyze the resultiveness of story mapping technique which is applied in teaching-learning narrative text.

From the phenomena above, the researcher wants to conduct the research entitled **THE USE OF STORY - MAPPING TECHNIQUE IN TEACHING READING SKILL AT THE SECOND YEAR OF SMP MUHAMMADIYAH 6 SURAKARTA IN 2014/2015 ACADEMIC YEAR.**

B. Limitation of the Study

In this research, the researcher tries to limit the research in order to be more focused. The limitation of research are as follows:

1. The subject of this research is limited to the second year students of SMP Muhammadiyah 6 Surakarta. They are choosen randomly.

2. The object of this research is limited to the story mapping technique which is applied by English teacher in teaching reading in order to increase the reading comprehension of narrative text in second year of SMP Muhammadiyah 6 Surakarta.

The researcher will conduct this research in VIIIA class of the second year students in SMP Muhammadiyah 6 Surakarta.

C. Problem Statement

Based on the background of this research, the problems can be formulated as follows:

1. How is the procedure in teaching reading of narrative text by using story mapping technique to the second year students of SMP Muhammadiyah 6 Surakarta in 2014/1015 academic year?

2. What is the result of using story mapping technique in reading comprehension of narrative text to the second year students of SMP Muhammadiyah 6 Surakarta in 2014/1015 academic year?

D. Objective of the Study

Based on the problem statement, the objectives of this research are as follows:

1. to describe the procedure of teaching reading by using story mapping technique to the second year students of SMP Muhammadiyah 6 Surakarta.

2. to identify the result of using story mapping technique in reading comprehension of narrative text to the second year students of SMP Muhammadiyah 6 Surakarta.

E. Significance of the Study

From this research, the researcher hopes that this study will have the following significance:

1. Theoretical Significance

The result of this study is expected to be useful and will give new information especially the significance of story mapping to improve reading skill ability for the English teaching.

2. Practical Significance

a. For the teachers

The result of the study is to find the right manner of teaching reading to develop the students' reading comprehension. Thus, this

result will also be useful especially for the teachers who apply this technique.

b. For the students

The result of this research is expected to be able to help the students to learn reading more easily. It is expected to improve their reading comprehension especially in reading narrative text.

c. For other researcher

This research is expected to give contribution for other researchers that intended to study the method of teaching reading especially reading narrative text.

F. Research Paper Organization

This research paper is divided into five chapters as follows:

Chapter I is introduction. It covers background of the study, limitation of the study, problem statement, objective of the study, significance of the study, research paper organization.

Chapter II presents review of related literature which consists of previous research, notion of reading, notion of teaching reading, narrative text, and story mapping.

Chapter III is research method. This chapter deals with research method covering type of the study, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. It discusses the research finding and discussion. It consists of data description and the result of story mapping technique in reading skill of narrative text at the second year of SMP Muhammadiyah 6 Surakarta in 2014/2015 academic year

Chapter V is conclusion and suggestion.