

CHAPTER I

INTRODUCTION

This chapter provides a general outline of this study. It covers background of the study, purpose of the study, research questions, significance of the study, limitation of the study, and clarification of key terms.

1.1 Background of the Study

Reading plays a significance role in learning language. According to Smith (1999), reading is the ability to draw meaning from the printed page and interpret this information appropriately. It is the fundamental skill upon which all formal education depends (Moats, 2004, p.5). The ability to read the texts in any forms will contribute a great deal advantage in our life such as gaining success at school.

It is commonly believed that comprehension is the primary objective of reading, and without comprehension, reading would be empty and meaningless (Casper, Catton, and Westfall, 1998). Reading comprehension is defined as the level of understanding of a writing text. In this case, reading comprehension allows students to understand what text being written.

In Indonesia, students are expected to read many types of text. According to Curriculum in English language subject in junior high school, students are expected to understand the meaning and learn about many types of text. One text that should be understood is narrative text. Narrative text is a written story whose purpose is to entertain or to amuse the readers. According to Gabriel (2000), story can be seen as particular types of narrative.

However, in the site of study where the researcher usually teaches, many students, especially students in the second grade of junior high school, are having difficulty in understanding the meaning of a functional text, especially when they are reading a narrative text.

One of the strategies that can be used in helping students' reading ability is the use of visual aid. A research by Darmawan (2013) which uses comic strips as a visual aid has indicated that the use of visual aid can improve students' reading

ability. Then, another visual aid that could be used in improving the students' reading ability is story map.

Story map is a visual depiction of the settings or the sequence of major events and actions of story characters. This procedure enables students to relate story events and to perceive structure in literary selections. Story map is used for teaching students to work with story structure for better comprehension. This technique uses visual representations to help students organize all important elements of a story. Story map also helps students examine the different components of an assigned text or story. Boulineau et al. (2004) state that:

“...story map may be used before reading a passage to elicit prior knowledge, facilitate discussion, and record relevant information about a topic. The use of story map while reading a passage provides a guide for readers to record significant information and serves as a review after reading.” (Boulineau et al., 2004)

The use of story map as a comprehension strategy can be beneficial for all students, and especially helpful for students' needs about the additional support of a graphic organizer (Reutzel, 1985). This technique has effectively guided students through text and has increased reading comprehension by providing an organization of text structure.

Story map is used as a visual tool that shows the interrelation among the important idea, notion and facts that take place in the story. With the help of the story map, students learn the relationship between the sections or elements of the story (Idol, 1987; Gardill and Jitendra, 1999; Davis and Mcpherson, 1989). Hence, story map provides the key information in narrative texts to be expressed in a visual presentation technique. Boulineau et al. (2004) state that the use of story map helps the recording and reviewing of important information of a story after the reading process. When the related literature has been examined, it has been found that story map divides key points of stories into important pieces, and provides a construction of relation between these important pieces (Sidekli, 2013).

Story map has been implemented to increase reading comprehension skills by prompting students to recognize story-grammar elements such as character, setting, and problem (Dimino, Taylor, & Gersten, 1995); organizing and

sequencing story information (Pearson, 1985); and making connections between story components (Pearson, 1982).

Nevertheless, although the use of visual aids, especially story map has been reported to be effective in helping students to develop reading skill, this approach has not been implemented in place of the researcher teaching.

Therefore, this study will examine whether the implementation of story map can improve students' reading comprehension in learning narrative text.

1.2 Research Questions

In accordance with the purposes above, this study is conducted to answer the following questions:

1. How is story map implemented in teaching narrative text in the classroom?
2. How does the teaching of story map improve students' reading comprehension in learning narrative text?

1.3 Purpose of the Study

Based on the background above, the purposes of this study are:

1. To find out the implementation of story map in teaching narrative text in the classroom
2. To find out the ways that story map can improve students' reading comprehension in learning narrative text.

1.4 Scope of the Study

The focus on this study is implementing the story map as the media to improve the students' reading comprehension in learning narrative text in the classroom. The study is limited to find out the implementation of learning narrative text through story map in their reading skill. Furthermore, the context of this study is limited on teaching reading using story map in junior high school.

1.5 Significance of the Study

The present research is believed to have several significances for theoretical, practical, and professional benefits.

1. Theoretical benefit

The research findings can be used as the contribution toward the research about teaching narrative text through story map to help students' reading comprehension particularly to junior high school.

2. Practical benefit

The research findings will be beneficially useful to teachers, students, and also the readers who are interested in teaching English.

3. Professional benefit

The research problem can help teachers to improve the quality of teacher, students' relationship, to create collaborative learning, and to create an interesting classroom.

1.6 Clarification of Key Terms

1. Story Map

Story map is a template that provides students a concrete framework for identifying the elements of narrative stories (Glass & Zygouris, 2004).

2. Reading Comprehension

Reading comprehension is the making of connection between what the readers are reading and what the readers already know. This connection can be made by itself when the information is essential or interesting to the readers (Mikuleccky & Jeffries, 1998, p. 259).

3. Narrative Text

Narrative text is essentially a story with events that constitute problem from one or more characters who are motivated to confront and solve the problem (Deslita and Eliawati, 2013).

1.7 Organization of the Paper

This paper is designed into five chapters:

Chapter I. Introduction

This chapter presents background of the study, purpose of the study, research questions, significance of the study, limitation of the study, clarification of key terms and organization of paper.

Chapter II. Literature Review

This chapter reviews the theoretical foundation of this research. In detail, this chapter explains some theoretical foundation about reading comprehension, teaching reading, narrative text, story map and findings of previous study.

Chapter III. Research Methods

This chapter provides the methodology of the study in conducting the study and description of research procedures used in order to answer the research question provided in the Chapter 1. This chapter consists of the research design, research site and participants, data collection, and data analysis.

Chapter IV. Findings and Discussions

This chapter displays the result of the study and the answer to statements of problem. It also provides the discussion of the findings.

Chapter V. Conclusion and Suggestions

This chapter points out the conclusions of the study and suggestions related to the study as well as the future study. The conclusion of the study is based on the findings and the discussion in the previous chapter.

1.8 Concluding Remarks

This chapter has discussed the general outline of this study. This chapter has discussed the background of the study, purpose of the study, research questions, significance of the study, limitation of the study, and clarification of key terms. The theories of this research will be discussed in the next chapter, Literature Review.