

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the most important basic abilities in learning English is reading. Listening, speaking, reading, and writing, according to (Henning, 1990:24) are the four skills involved in communicating through language. Teachers must assist students in improving the four basic communication skills in order to help them increase their communicative competency in studying English.

Writing, speaking, listening, and reading are the four skills required to learn English. Of the four abilities, in each utilization, syntax ought to be utilized, with the goal that it straightforward and there are no getting in correspondence wrong. Punctuation is the science that manages the plan of sentences or words in English as per an equation (Daulay & Octa, 2021).

Humans are social creatures who can interact and socialize with the people around them. Therefore, all activities carried out by humans are never separated from conversation, because in interacting or socializing humans must have conversations in their daily lives, be it conversations between two or more people that aim to convey information, receive information or just to provide criticism and suggestions. Talking about daily conversation is closely related to language. Language is the main and most important tool when someone wants to have a conversation. Language is a communication system in speaking and writing that is commonly used by all people on earth. Therefore, language is a tool that can be used to express feelings, emotions, ideas and information conveyed by someone to the target audience or recipients. Language can also be interpreted as a unifying tool. As we know, every region and country has a different language, but with these differences people will learn about the language and then unite by using that language. According to Daulay et al., (2021:346), linguistics is the science of language or the scientific study of language. Language has a very important role in our daily lives, because mastering the language will make it easier for us to interact with each other, be it with family, society or even foreigners who use the language according to their region or country of origin. This is why language is highly developed and reflects complex thoughts; language users continue to develop endless languages (Daulay, 2011:15).

Perusing understanding is huge for English language students, especially those concentrating on English as a subsequent language. The reader's prior knowledge of the world and language is orchestrated during the reading comprehension process. This process includes anticipating, asking questions, summarizing, determining the meaning of terminology in context, evaluating one's own comprehension, and reflecting. (Weaver, 1994:44)

Individuals in the globalization era are required to keep up with advancements and improvements in all parts of life. Persons require contacts with other individuals on a larger and infinite scale to stay up with the dynamics of development and progress. The existence of English as a widely utilized language is acknowledged by the international community. The majority of the material that supports these advancements is presented in English and includes components of science, technology, information, and communication. Mastery of English, according to Kachru, is the key to unlocking the doors to the worlds of technology, education, and the economy (Stroupe, 2010). In support of this, cites a study that revealed that a child's ability to master more than one language, in this case a foreign language, has an impact on his social and even economic life. This is a fantastic skill to have for a child growing up in today's globalized world.

According to Minister of National Education Regulation No.23 of 2006, teaching English seeks to provide students with mastery of reading, listening, speaking, and writing abilities. Reading skills are the focus of this study, and they will be discussed specifically in light of the fact that mastery of reading skills plays an important role in foreign language learning, as reading can assist learners in obtaining various disseminations of the latest science, technology, and information, all of which are packaged in text. in English. Students will learn new terms in English as a result of reading, which will help them expand their vocabulary. Furthermore, strong reading abilities might help pupils achieve academic achievement. This is because the majority of a student's learning resources come from the books he or she reads.

The primary objective of perusing exercises is to fathom what is being perused; This has to do with the statement that "comprehension is the goal of reading." Individuals can receive knowledge included in a document by understanding what is read, hence reading comprehension is employed as the primary aim. Sweet and Snow's comment that mastering comprehension is critical for high-grade primary school pupils since it will serve as the foundation for the development of student learning in advanced institutions backs this up.

Reading is the most significant function in life, and the ability to read is the foundation of all learning processes.

According to Henry Guntur Tarigan (2008:10) the purpose of reading is, to obtain details or facts; to get the main ideas; to find out the order or organizational structure of the story; to read and conclude; to classify or classify; to assess and evaluate; and compare or contrast.

Another opinion was expressed by Wiryodijoyo (1989: 57) who stated that reading is done for two reasons: (1) for fun, (2) practical application, (3) seeking specific information, (4) getting an overview, (5) evaluating critically.

Based on the description above, It is possible to draw the conclusion that the reader's requirements determine the purpose of reading. The fundamental goal of reading is to comprehend the material and acquire new knowledge and experience. By reading we will get inner satisfaction which is the main purpose of our reading. Vocabulary is an important part of reading comprehension. According to Stahl and Fairbanks, vocabulary is the strongest component in reading comprehension, as proven by multiple studies indicating that children who grasp vocabulary have better marks than students who do not (Stahl & Fairbanks 1986:110). Young learners, according to Nixon and Tomlison, require visualization support when planning reading learning activities for EFL (Nixon and Tomlinson 2005:32).

The primary objectives of the current Junior High School reading skill curriculum in Main Competency Kompetensi Inti (KI) and Basic Competency Kompetensi Dasar (KD) are for students to comprehend the purpose, general structure, and language features of various text types. It is very much perceived that fathoming the sum of an understanding text, which incorporates the significance, construction, reason, and language highlight, is a significant objective of English educating and learning in Indonesia. Kurikulum (2013) states that students must be familiar with a variety of text formats. Strategy, engaging, relate, and account are the four kinds.

From the several genres of texts indicated above, narrative was chosen to be used in this study. Narrative is a type of prose that seeks to entertain readers by telling a story. There are generic patterns in a narrative text that order the paragraphs to make a good narrative text. Orientation, complication, and resolution are the three structures. It means that the students must comprehend what each section is discussing. The objective of narrative reading for

students is to analyze and comprehend social function, text structure, and linguistic features in a straightforward story, whether written or oral, depending on the content, according to Main Competency Kompetensi Inti (KI) and Basic Competency-Kompetensi Dasar (KD). Despite this, some students had difficulty comprehending the narrative's content.

The capacity of students to comprehend English texts remains low. Based on the results of pre-study observations, this can be seen in the reality of the reading comprehension learning process at one of the junior high schools that the researchers visited, namely SMP Swasta 2 Budi Utomo in the Gunung Maligas sub-district, Simalungun, indicating that students' ability to understand reading is still lacking. The text is written in English. The results of the pre-research observation revealed, among other things, that the approach used in the reading comprehension learning process, namely the teacher's word-for-word translation in a lecture with the goal of students understanding the text that was read before they answered the exercises. This method help pupils in deciphering the meaning of words in order to comprehend the text, but it is only temporary. As a result, even though students have met the current vocabulary before, when they are given with different texts in the next lesson, they still have difficulty grasping the meaning of the text.

The researcher learned from an interview with English teacher Ma'am Farida Hanum S.Pd that the Story Mapping technique was used to teach reading comprehension in the second grade at SMP Swasta 2 Budi Utomo. The analyst likewise found that most of second-graders experience issues learning. Reading, for instance, presents some difficulties for the students in areas where the initial students' comprehension skills remain inadequate. Second, the students had difficulty comprehending the material when they read everything about English. She asserts that this is because of the understudies' inability to rehearse their English beyond class or at home.

1.2 Formulation of the Problem

In light of the foundation of concentrate over, the detailing of the issue that can be taken in this review: Does the story mapping strategy have a significant impact on the reading comprehension of students at SMP Swasta 2 Budi Utomo?

1.3 Objective of the Study

Based on the above formulation of the problem, the purpose of the study is to determine whether or not the story mapping technique is effective for students' reading comprehension and to what extent it is effective for students' reading comprehension of narrative texts.

1.4 Limitation of the Problem

The researcher's discussion of the impact of story mapping on students' reading comprehension in class VIII of SMP Swasta 2 Budi Utomo Simalungun was the sole focus, as stated above.

1.5 The Significant of the Study

1. Logical Importance

- a. The consequence of the review can be utilized for writing survey.
- b. Other researchers can learn from the study and use it as a basis for their own work.

2. Practical Importance

a. For Students

It is hoped that using the story mapping method will encourage students to learn English and improve their reading skills.

b. For educators

The findings of this study are anticipated to be used as evaluation material and to assist educators in determining the causes of students' English reading difficulties.

c. For researchers,

this study is expected to be helpful in improving the research of other researchers.