

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the skills that students should master it in learning English, so that the students are able to comprehend English texts. The purpose of teaching reading is to make students able to read English texts effectively and efficiently. Reading also plays an important role for students in learning new language. Reading should be taught in effective and efficient ways. The strategy used by the teacher should be appropriate for the students level.

According to Nunan, reading is a fluent process of the readers combining from a text and their own background knowledge to build meaning.¹ Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language.² The students cannot get the points of a text when they fail to understand the vocabularies and do not have any knowledge about the subject.

According to syllabus 2012/2013 of the first year students of State Senior High School 1 Tempuling, the basic competence of reading is that the students understand the meaning of functional short written essay or text such as Narrative, Recount, and Procedure in daily life context and to access the knowledge.³ The students must be able to reach basic competence and minimum standard

¹David Nunan, *Practice English language Teaching [Electronic Book]*, New York: Mc Graw Hill, 2003, P. 69

²Catherine Snow. *Reading for Understanding toward R & D Program in Reading Comprehension [Electronic Book]*. United State of America: RAND,2002, p. 11

³Tim Penyusun. *Silabus SMAN 1 Tempuling*. (Tembilahan: Unpublished Syllabus, 2012)

curriculum which is called KKM stated by this school. The students' of KKM for English subject especially reading at SMAN 1 Tempuling is 70. Ideally, when the students read the text they can get the information and understand the information from the text. The purpose of teaching reading comprehension is to make them able to read and comprehend the texts as well.

Based on the writers' preliminary observation at SMAN 1 Tempuling, reading was taught by using conventional strategy (Three-Phase Technique). The steps of Conventional Strategy, first activity, the teacher asked the students about all aspects of narrative text (orientation, complication, resolution, re-orientation). second, the students read the text. And the last, the students answered the questions related to the text. In fact, some of the students had difficulties to comprehend the reading materials. Therefore, their reading comprehension was still far from curriculum expectation. Although reading had been taught maximally, the students could not comprehend the reading passage and conclude the main point of text. The result was considered unsatisfied especially in reading comprehension. Finally the writer concluded that the students of the first year at SMAN 1 Tempuling did not achieve the KKM target. It could be seen from the following problems:.

1. Some of the students were not able to comprehend the content in narrative text.
2. Some of the students were not able to identify the main idea in narrative text.

3. Some of the students were not able to answer the questions based on the text.
4. Some of the students were confused in understanding the text.
5. Some of the students had lacked of vocabulary mastery.
6. Some of the students were bored in learning proces.

The problems above might happen because of internal and external factors. Internal factors were the ways of students' learning, ability of the students, time consumed, etc. while, the external factors were teaching monotonous and uninterested materials. Therefore, the writer wanted to apply creative mapping in teaching English. Creative Mapping strategy helped students to register and recall information from text and to comprehend how main idea and supporting detail are related. By using this activity, it was hoped that the students could be easy to understand and comprehend reading text especially in term of comprehending narrative text.

Based on the symptoms that the writer explained above, it was clear that some of the students at SMAN 1 Tempuling still faced obstruction and difficulty in their reading comprehension of narrative text. Therefore, the writer was interested in investigating this problem, by conducting a research entitled **“The Effect of Using Creative Mapping Strategy on Reading Comprehension in Narrative Text of the First Grade Students at Senior High School 1 Tempuling”**

B. Problem

Based on the background illustrated above, it was very clear that the students still had some problems especially in terms of comprehending narrative text.

1. Identification of the Problem

Based on the problem depicted in the background of the problem, thus, the problems of this research were identified as follows:

- a. Why were some of the students unable to comprehend the content in narrative text?
- b. Why were some of the students unable to identify the main idea in narrative text?
- c. What factor did make some of the students unable to answer the questions based in narrative text?
- d. What made some of the students confused to understand passages?
- e. What made some of the students have lack of vocabulary mastery?
- f. What factor did make some of the students feel bored in learning process?

2. Limitation of the Problem

Based on the identification of the problem above, it was clear that there were many problems in this research. The problems of this research were focused

on the effect of using creative mapping strategy towards students' reading comprehension in narrative text.

3. Formulation of the Problem

Based on the problem limited above, the research questions were formulated as follows:

- a. How is the students' reading comprehension in narrative text taught by using Creative Mapping strategy of the first grade at state senior high school 1 Tempuling?
- b. How is the students 'reading comprehension in narrative text taught without using Creative Mapping strategy of the first grade at state senior high school 1 Tempuling?
- c. Is there a significant difference of result between using Creative Mapping strategy and Three Phase Technique on reading comprehension in narrative text of the first grade students at state senior high school 1 Tempuling?

C. Reason for Choosing the Title

The reasons why the writer was interested in carrying out a research on the title above are based on several consideration.

1. The problem of this research is very crucial to be investigated in a research.

2. The title of this research is relevant with the status of the writer as a student of English Education Department.
3. As far as the writer is concerned, the title of this research is not yet investigated by other researchers.
4. The writer has her own ability to investigate the problems above pertaining to time, energy, location (distance) and finance.

D. Objective and Significance of the Research

1. Objective of the Research

- a. To find out the information about the students' reading comprehension in narrative text they are taught by using Creative Mapping Strategy of the First Grade at State Senior High School 1 Tempuling.
- b. To find out the information about the students' reading comprehension in narrative text they are taught without using Creative Mapping Strategy of the First Grade at State Senior High School 1 Tempuling.
- c. To find out the significant difference of result between using Creative Mapping strategy and Three Phase Technique on the students' reading comprehension in narrative text, of the First Grade at State Senior High School 1 Tempuling.

2. Significance of the Research

- a. To help the students to improve reading comprehension in narrative text after being taught by using Creative Mapping strategy of the First Grade at State Senior High School 1 Tempuling.
- b. The research findings are also expected to give the positive contribution related to the process of teaching and learning English, especially in term of the effect of using Creative Mapping strategy of the First Grade at State Senior High School 1 Tempuling.
- c. The research findings are also expected to be the practices and theories in order to develop the theories in teaching and learning English as a foreign language, and for those who are concerned in the world of language teaching and learning in general.

E. Definition of the Terms

1. Effect

According to Richard, and Schmidt effect is a measure of the strength of one variable effect on another or the relationship between two or more variables.⁴

2. Creative Mapping Strategy

Creative Mapping Strategy is using pictorial images to help students recognize the organization of information in content readings and reorganize the main ideas and details of the text.⁵

⁴ Jack C. Richard and Richard Schmidt, *Logman Dictionary of Language Teaching and Applied Linguistic* (3rd Edition.), New York: Person Education, 2002, p. 175

⁵Victoria M, Naughton. *Reading Comprehension. Jurnal of Reading*. 1993-1994. P .61.[http:// Muskingum, edu/- cal/ Database/Reading. html](http://Muskingum.edu/-cal/Database/Reading.html) Retrieved 19 Maret 2013

3. Reading

Reading is an interactive process that goes on between the reader and text, resulting in comprehension.⁶ In this research, reading is a skill that must be mastered by the students because the students can increase their knowledge and information about everything.

4. Comprehension

Comprehension is a process of integrating new sentences with antecedent information in extra essential structures.⁷ In this study, the students comprehend reading text because it can result the meaning of the text accurately.

⁶Kalayo Hasibuan and Muhammad Fauzan Anshari, *Teaching English as a foreign language (TEFL)*, Riau: Alaf Riau Gruba UNRI press, 2007, p. 115

⁷Thorndyke in Colin Harison, *Understanding Redding Development*, London: SAGE Publications. 2004, p. 51