

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the international languages, which is used throughout the world and also it is used in many fields of life such as: Politics, Economics, Social and Education. Therefore, English as a language of international communication is clearly needed by many learners to deliver thought and interaction in various situations. English is one of the foreign languages for Indonesian students that must be learnt in school since kindergarten level until University level. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being looked at from the system of structure, pronunciation and vocabulary.

In English, there are four important skills that must be mastered by the students. They are reading, writing, speaking and listening. Reading is the most crucial skill that should be developed by the students. Patel and Praveen stated that reading skill is more important than speaking and writing.¹ In other words, reading has an important role in learning.

Reading is an activity that involves greater levels of concentration and adds the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. Rivers and Temperly in Nunan said,

¹Patel, MF and Praveen M Jain, *English Language Teaching: Method Tool and Technique*, (Vaisahli Nagar: Sunrise Publisher. 2008), p.113.

one of the main purposes of reading is to know what is happening or has happened.² It means, the reader can get some information by reading. Basically, the purposes of reading process are to acquire information, knowledge, insight, and also for pleasure or interest gotten from the reading materials.

The aim of English learning in Islamic senior high school is to achieve the literacy level of information. Informational level is the level of literacy in which the students can access their knowledge with the medium of English. Based on the School Based Curriculum. In reading skill, there are two basic competences that should be achieved by the students of the second year at Islamic senior high school. First, the students are able to understand and to respond the meaning of short functional text accurately and fluently. Second, the students are able to understand and to respond the meaning and the rhetorical step of monolog/essay in the form of recount, narrative, and procedure text accurately and fluently. So, one of the genres that should be learned by the students is the narrative text.

Narrative text is the spoken or written account of connected events of a story.³ Moreover, narrative text is the text that explains the series of events and actions that are organized by using the time order pattern. The purpose of narrative text is to amuse or to obtain the reader such as folk tales, fable, and legend and so on. Basically, the generic structure of narrative text consists of

²David Nunan, *Second Language Teaching and Learning*, (New York: Newbury House, 1999), p.251.

³[Http://www.englishindo.com/2012/01/ Narrative Text Penjelasan dan Contoh. Html.](http://www.englishindo.com/2012/01/Narrative-Text-Penjelasan-dan-Contoh.html) (Retrieved on may 6th, 2013)

three parts: orientation, complication, and resolution. Orientation describes about the opening paragraph in which the characters of the story are introduced. Complication begins when there is a problem in the story developed. Then, resolution is the problems in the story that are solved. In reading narrative text, the students are called comprehensive if they can find the main ideas of the text, characters, setting, events, plot, cause and effect of the events well.

MA Darul Ulum School is one of the Islamic Senior High Schools in Tandun District and a formal education that is also teaching English especially for reading skill. The school also uses School Based Curriculum (KTSP) in teaching process with passing score of the MA Darul Ulum Tandun is 70. And, reading has been taught since the first year of English teaching period.

Based on the writer's observation by asking English teacher at MA Darul Ulum Tandun, in teaching English the teacher usually used three phases technique. the first, the teacher gave and explained about a narrative text. After giving the text, they read each paragraph one by one and then the students found the difficult words in the text to comprehend it. They were also allowed to open their dictionary if it was needed. And the last, students answered the task.

Ideally, the students of the second year at MA Darul Ulum Tandun should be able to understand the narrative text well. Although the students had been taught reading comprehension by using the way as explained above,

but students' reading comprehension was still far from the expectation of curriculum itself. It can be shown in the following problems :

1. Some of the students have low vocabulary in reading text.
2. Some of the students are not able to identify main idea in narrative text
3. Some of the students are not able to identify specific information in narrative text
4. Some of the students are not able to comprehend the meaning in narrative text
5. Some of the students are not able to identify the language features in narrative text.

Based on the problems above, most of the students of the second year at MA Darul Ulum Tandun faced problems that should be solved soon. To overcome students' reading comprehension needs an appropriate strategy that can help their problem as solution. There is a good strategy that can help students' reading comprehension, called Text Mapping Strategy.

Text mapping strategy can be used to develop students' comprehension before, during, and after reading. As a teaching strategy, students use a map developed by the teacher, as a learning strategy, students develop their own maps. This strategy encourages students to monitor their understanding as they read and work well across ability levels.⁴ The purpose of this activity is to get comprehension of the text. In conclusion, the more they comprehend reading material, the more information they will get. It is

⁴Texas Education Agency. *Enhancing Learning through Reading and Writing Strategies in the Content Area*. (Austin: The University of Texas, 2004). p 23

obvious that text mapping strategy can increase students' comprehension in reading.

This strategy provides an opportunity for all students to improve their thinking, it increases their sense of involvement in classroom learning. It can decrease the boredom of students in teaching and learning process. Writer hopes that by using this strategy, students should be able to identify information, generic structure, language feature, and more vocabulary in narrative text.

Regarding explanation above, the writer is interested in conducting a research entitled: **“The Effect of Using Text Mapping Strategy towards Students' Reading Comprehension in Narrative Text of the Second Year at Ma Darul Ulum Tandun.”**

B. The Problem

1. Identification of the Problem

To make it clearer, the writer identifies the problems as follows:

- a. Why do the students have difficulties to identifying the main idea in narrative text?
- b. Why are the students unable to get specific information in narrative text?
- c. why are most students unable to comprehend meaning in narrative text?
- d. Why do the students have limited vocabulary in reading text?

- e. Why do the students have some difficulties to identify the generic structure in narrative text?

2. The Limitation of the Problem

Based on the identification of the problems above, the writer limits the problems that only focus on using text mapping strategy and reading comprehension on narrative text. It is quite necessary for writer to know the effective of this strategy in teaching reading comprehension on narrative text, especially for the second year students of MA Darul Ulum Tandun.

3. The Formulation of the Research

In this research, the writer formulates the problems as follows:

- a. How is students' reading comprehension in narrative text before being taught by using text mapping strategy of the second year at MA Darul Ulum Tandun?
- b. How is students' reading comprehension in narrative text after being taught by using text mapping strategy of the second year at MA Darul Ulum Tandun?
- c. Is there any significant effect of using text mapping strategy towards the students' reading comprehension in narrative text of the second year at MA Darul Ulum Tandun?

C. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out students' reading comprehension in narrative text before being taught by using text mapping strategy
- b. To find out students' reading comprehension in narrative text after being taught by using text mapping strategy
- c. To find out whether or not there is any significant effect of using text mapping strategy toward students' reading comprehension in narrative text.

2. The Significance of the Research

By doing the research, the writer hopes that it can:

- a. Give some information to the teacher and school about the effect of using text mapping strategy toward students' ability in reading comprehension especially in narrative text.
- b. Give some contribution to the students in order to improve their ability in reading comprehension especially in narrative text.
- c. Fulfill one of the requirements of S-I degree of English Education Department of Education And Teacher Training Faculty Of State Islamic University Of Sultan Syarif Kasim Riau.

D. The Definition of the Terms

In order to avoid misinterpretation and misunderstanding concerning to the topic of this the research, it is necessary to explain the terms used. They are as follows:

1. Effect

The effect is a result or condition produced by a cause something that happens when one thing acts and another.⁵ In this research, the effect means the influence of Text Mapping Strategy to students' reading comprehension on narrative text of the second year students at MA Darul Ulum Tandun.

2. Text Mapping

Strategies for helping students identify important concepts and conceptual relationship in text.⁶ In this research, text mapping is be used to increase students' reading comprehension in narrative text of the second year students at MA Darul Ulum Tandun.

3. Reading Comprehension

Reading refers to the ability to comprehend or make meaning from a written text, whereas comprehension is the ability to know grasp idea with the mind. So, reading comprehension is the process of constructing meaning from text that is defined as the level of understanding about a written text. So, reading comprehension is the goal of this research that

⁵Longman, *Dictionary of Contemporary English the Up to Date Learning Dictionary*, (2008).

⁶Cynthia Peterson, et.al, *Building Reading Proficiency at the Secondary Level : A Guide to Resources*, (Austin: SEDL,, 2000), p. 121

was conducted at MA Darul Ulum Tandun and intended to second year students.

4. Narrative Texts

Narratives deal with problematic events which lead to a crisis or turning points of some kinds, which turn finds a resolution.⁷ The function of the narrative texts is to amuse, to entertain, and to deal with the actual or vicarious experience in different way. In this research reading comprehension on narrative text is the goal that was conducted at MA Darul Ulum Tandun and intended to second year students.

⁷Taruna, *Buku Penunjang Evaluasi Mandiri Bahasa Inggris untuk SMA/MA Semester Genap*, (Solo: Kuala Pustaka), p. 9.