

CHAPTER I

INTRODUCTION

Seven points related to this research are presented by the researcher in this chapter. It includes the background of the study, formulation of research questions, purpose of the research, formulation of hypothesis, significance of the research, the scope and limitation of the research, and definition of key terms.

1.1 Background of the study

English holds a significant role as a language that the entire world uses for communication. The existence of English has a significant impact on the advancement of science and education. Some countries place English as a second language that must be mastered by everyone, one of which is Indonesia. According to Lauder, English is one of the disciplines that is required to be studied from elementary school through university, it has played a crucial role in Indonesian education (Lauder, 2008). In Indonesia, English has two main purposes: to integrate and enhance the quality of public education.

Students should acquire the four skills of listening, speaking, reading, and writing in order to learn English proficiently. To increase their English language abilities, students must work on a variety of skills, including reading. Reading is beneficial as a way to motivate someone to learn new languages as well as a source of information (Iftanti, 2006). In addition, reading is essential for

students who learn foreign languages, especially English, because cultivating good English reading habits will enable students to improve their English skills through reading practice (Iftanti, 2012). Reading abilities influence other abilities such as speaking and writing. Reading can help students to enrich new vocabulary, build ideas, and improve their understanding of a text or English subject matter.

Reading is a collaborative activity that enables the reader to actively participate in understanding the text (Alyousef, 2006). Moreover, Abdullayeva claimed that reading is an intentional and unintentional mental activity when the reader employs particular techniques to decipher the author's intended meaning (Abdullayeva, 1970). From some of these viewpoints, it may be inferred that reading is a complex process that readers engage in to obtain new information.

Students engage in reading comprehension activities to develop new interpretations of what they have read and integrate it with their prior knowledge and experience. By reading comprehensively students can add information, and broaden their horizons. The capacity to process texts by comprehending its meaning and relating it to the reader's prior knowledge is known as reading comprehension (Sari et al., 2020). Being able to read comprehension is a fundamental skill that is always employed in the process of learning a new language, thus it is very essential to make note of. In addition, reading comprehension skills can also affect other English skills because if students have

difficulty in reading, then they will also have difficulties in listening, speaking, and writing.

A variety of texts are commonly taught in English classes, including recount texts. Recount texts describe an organized chronology of past experiences or incidents (Pujiasih, 2021). This text begins by telling the characters in the story, then how the events began, and when and where the events took place. This text aims to provide information, entertain readers, and systematically describe events that have occurred. In the eighth grade of junior high school, recount text is one of the materials taught to develop students' abilities in reading and writing.

Based on standard competence 3.11 and 4.11 curriculum 2013 in English for middle school, students are expected to comprehend the social role, language components, and textual organization of recount texts (Kemendikbud, 2020). To achieve this goal, reading comprehension skills are needed so that students can interpret and understand the recount text well. Nevertheless, there are still some problems experienced by students in reading recount texts in learning English.

In teaching reading, especially recount text, teachers usually teach students by explaining learning material based on textbooks. Teachers often only use lecture, dictation, and memorization methods when teaching. After introducing the content, the instructor asks the class to complete homework or write recounts of their experiences. Of course, this makes students bored with such a learning model. Therefore, to overcome this, the teacher needs to choose the right learning technique by interestingly arranging the material so that students can learn recount texts easily and enthusiastically.

The mind mapping technique is one that can support students in developing their reading abilities. Tony Buzan pioneered the implementation of mind mapping. Buzan (2006:138) stated that mind mapping is a graphical method of networking that uses keywords and images to store, organize and prioritize information, each of which "captures" a specific memory and encourages new thoughts and ideas. Furthermore, Buzan also explained that mind maps are efficient for reading, revising, taking notes, and planning exams. This can help students to manage information effectively. Mind mapping is an interesting technique for students to build ideas, and record important points from what they have read. Usually mind mapping is in the form of a structured framework and contains keywords, short phrases, colors, and images.

Mind mapping techniques can increase students' creativity, enrich vocabulary knowledge, and organize ideas into texts so they are easy to understand (Rahmawati, 2018). By using mind mapping techniques to study recount texts, students can more easily process information and explain important points in recount texts. As previously stated, the objective of studying recount texts is for students to be capable of explaining and drawing conclusions about a text's content and linguistic features. Thus, utilizing mind mapping, students may capture important textual information by associating it to the keywords highlighted in the mind map. The utilization of mind maps will increase students' interest in reading and make it easier for them to recall the text's context.

There are several previous studies that have conducted research related to the effectiveness of mind mapping in reading. The research focused on four

points: 1) Mind mapping to teach reading for junior high school students (Cahyani, R. D., 2012), 2) Mind mapping to teach reading for high school students (Alam, 2018), 3) Mind mapping in teaching narrative text (Patria, R., Sukirlan, M., & Simanjuntak, E. G., 2013; Ramadhan et al., 2015), 4) Mind mapping to teach recount text (Rahmawati, 2018; Mujadidi et al., 2018). So, previous studies have shown that mind mapping can help students of all academic levels improve their reading comprehension. Not just for students in junior high school, but also for those in high school. The ability of students to read a variety of texts, including recount, narrative, and descriptive texts, can also be improved by mind mapping.

According to the researcher's experience during the internship at MTs Negeri 5 Kediri, eighth-grade students faced several problems in reading English texts. Most of them have difficulty reading the text, especially recount text. Texts that are too long make students bored when asked to read and analyze texts. So they tend to talk and play with their friends instead of listening to explanations from the teacher. The researcher also interviewed an English teacher at MTs Negeri 5 Kediri, he said that students' scores and motivation in reading comprehension were still relatively low. Students cannot understand the content of the text properly because of limited vocabulary knowledge and low interest in reading English texts. By choosing these students as research subjects, researcher can obtain data according to the object under study.

Based on the description above, the researcher interested to conduct a research entitled *'The Effectiveness of Mind Mapping Technique Towards*

Students Reading Comprehension in Recount Texts at Eighth Grade Students of MTs Negeri 5 Kediri. However, there were no control variables or randomization of sample characteristics in this study because it only included one group of students.. Therefore, this research still needs to be further refined with in-depth data collection methods.

1.2 Formulation of the research question

Based on the research background, the research problem is formulated as follows:

Is there any significant different scores on students' reading comprehension in recount text before and after taught by using the mind mapping technique at eighth grade students of MTs Negeri 5 Kediri?

1.3 The purpose of the study

To determine the significant different scores on students' reading comprehension in recount text before and after being taught using mind mapping technique at eighth grades of MTs Negeri 5 Kediri.

1.4 Research hypothesis

The researcher uses two types of hypotheses: the alternative hypothesis and the null hypothesis.

1. H_0 (Null Hypothesis) : There is no significant difference scores on students' reading comprehension in recount text before and after being taught using mind mapping technique at eighth grades of MTs Negeri 5

Kediri.

2. H_1 (Alternative Hypothesis) : There is a significant difference scores on students' reading comprehension in recount text before and after being taught using mind mapping technique at eighth grades of MTs Negeri 5 Kediri.

1.5 Significance of the research

1. Theoretical benefit

This study can help to develop academic research regarding the utilization of mind mapping to enhance the students' reading comprehension.

2. Practical benefit

- a. For teacher

Teachers can use this technique to support the learning process, especially in reading comprehension so that students will be more excited.

- b. For researcher

The researcher intends to achieve the following objectives: to investigate the effects of employing mind mapping techniques on students' reading comprehension in recount texts.

- c. Other researcher

The findings of this study are meant to help other researchers in include references relevant to applying mind mapping in reading comprehension.

1.6 Scope and limitation

The scope of this research is to measure the effectiveness of the mind mapping technique on students' reading comprehension in recount text at eighth grades students of MTsN 5 Kediri. The limitation of this study is that this study has weak validity because it uses a pre-experimental research with one group pre-test and post-test.

1.7 Definition of key terms

The title, which was mentioned in the sections before, has an explanation.. The title is “The effectiveness of mind mapping technique towards students’ reading comprehension in recount texts at eighth grade students of MTs Negeri 5 Kediri.”

1. Mind-mapping technique

Mind maps can be used to represent students' understanding through the use of phrases, pictures, and icons in the shape of branches (Kamelia et al., 2019). This technique is used to manage ideas by associating them with relevant ideas. This is a simple technique that students can use to visually process information using diagrams consisting of keywords, phrases, or concepts.

2. Reading Comprehension

Reading comprehension is a process of active cognition in which the reader consciously arranges meaning to get a deeper understanding of the material in the text (Westwood, 2008). In this study, the term reading comprehension means the ability of class VIII students of MTs Negeri 5 Kediri to understand and interpret information from texts (Recount text).

3. Recount Text

A recount text is a text that systematically tells about the chronological occurrences of the past. It aims to tell past experiences, provide information, and amuse readers.