

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, formulation of research problem, research objective, research hypothesis, research assumption, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of The Study

The teaching of English in Indonesia is focused on the four language skills namely : reading, speaking, listening and writing. One of the aspects that should be improved is reading. Reading is important skill in English that has to mastered, which is not simply translated word by word. It needs to be acquired during language course, they should be able to comprehend the reading text during the process of reading. But also any students fail in comprehending text. Very often, students get stuck when they have a reading task because have to understanding a new vocabulary and in fact they have limited vocabulary.

It commonly happens because reading is the ability that consider many components such as comprehending text, vocabulary, and pronunciation. In addition, reading is construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning at an understanding.

Besides that, reading is an important part in improve knowledge. By reading we can open the worlds' window. Parel and Jain (2008 : 113) state that reading is an important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success. Similarly, Madox (1963:76) says,

Reading is the most important single in study and the curriculum stated that out of the four skills, listening, speaking, reading, and writing, the main emphasis is on reading skill because it is believed that acquisition of reading in a second or foreign language is priority.

The teaching of reading as second language in Indonesia is classified in the teaching reading comprehension since its aim to improve the learners` skill who have been able to read in their first language and EFL in understanding the meaning of written text. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:11).

To achieve a successful teaching reading comprehension, there are many things to be considered. One of them is the usage of appropriate technique in its implementation. Based on the important of teaching reading, there are so many techniques to teach reading proposed by the experts. They try to find out the best technique for reading and have to adjust the students' characteristic and level toward the technique that they choose. It has the aim to reach the effectiveness of the chosen technique. One of interesting technique is Mind Mapping technique.

In teaching reading, technique is as important part to catch students' interest in reading itself. Put similarly in this study, the researcher wants to investigate the

effectiveness of Mind Mapping technique in increasing students' reading comprehension. Based on KTSP curriculum of junior high school that recommended by the government in the second grade, there are some texts that must be mastered by the student at junior high school. One of those texts is narrative text. The aims of this material are that the students can identify the main idea, generic structure, purpose of the text, and can break down the elements of the stories such as plot, problem or conflict, theme, character, characterization, setting and point of view into detail explanation. So they are able to differentiate between other texts and be able to break down the elements of the narrative text.

The elements of the narrative text can breaking down by using a powerful technique named Mind Mapping. Mind mapping as very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking as stated in Buzan (2005:1). Mind mapping is an important technique that increase the way to record information, supports and increase creative problem solving.

By using Mind Mapping technique the students can see the way that pieces of information fit together, as well as recording the raw fact contained in normal notes. Mind Maps encourages creative problem solving, as they hold information in a format that the students' mind easy to remember and quick to review. It is a good way to make the students understand more about what they read. As a said above that mind mapping promotes effective and enjoyment in the classroom, it assumes that this technique will be good also to be implemented in teaching English.

Based on my observation in SMPN 1 Ngantru, The researcher found that the teacher just explains by using conventional method without use any interesting method or technique when instruct students. The researcher also looked the respond of the students, that the student will be unmotivated and bored during learning narrative text. They can't do the task from teacher correctly. They need long time and confuse to do the assignment based on the instruction of teacher.

Eventually, the result of test is not appropriate and the target of standard competence for student cannot be achieved. The students in this school get many difficulties in comprehending a reading text and answer the question in learning English. This is because they do not know specific technique that can guide them for understanding the text and predicting the meaning. Based on that problem, it needs for using proper technique to teach English easily. The teacher can use the technique to increase the reading comprehension of students in narrative text. One of the technique is Mind Mapping technique. According to Wong and Ong (2007:79) revealed that,

“There were overall improvements in all the post test conducted. The pupils showed better understanding as they were able to see the relationship of the content visually and retrieve answer from the mind map when answering the questions. The majority of pupils displayed eagerness in using Mind Maps, making the classroom environment livelier. Feedback from the pupils revealed that they found Mind Maps useful for organizing information and more straightforward in helping them to understand the passage”.

The researcher took SMPN 1 Ngantru as the setting of the study since the school is using KTSP Curriculum since appropriate with necessity of the researcher and need interesting technique to motivate the students in order can be not boring in learning narrative text. This technique expected can achieve the

target of standard competence for student. Then, the researcher chose one classroom as the subject of the study, that was the second graders.

After all, despite of some disadvantages which may appear in its implementation, Mind Mapping is still considered to be an innovative and alternative technique, and needed the further research about Mind Mapping, and to support the findings of the previous studies, the researcher wants to investigate the effectiveness of this technique in a more specific language skill, that is reading skill in narrative text in a study entitled “ The Effectiveness Of Mind Mapping Technique in Increasing Students’ Reading Comprehension in Narrative Text (An Experimental Study Towards Second Graders of SMPN 1 Ngantru Tulungagung in Academic Year 2015 / 2016 .”

B. Formulation of the Research Problem

In line with the background of the study, the researcher formulates the research problem : Is Mind Mapping Technique effective in increasing the second graders’ Reading Comprehension Achievement in Narrative Text of SMPN 1 Ngantru Tulungagung in Academic Year 2015 / 2016 ?

C. Research Objective

Based on the formulation of research problems, this study aims to investigate the effectiveness of Mind Mapping Technique in increasing the second graders’ Reading Comprehension Achievement in Narrative Text of SMPN 1 Ngantru Tulungagung in Academic Year 2015 / 2016.”

D. Research Hypothesis

Before conducting this research, the researcher proposed two hypotheses:

1. Null hypothesis states that there is no any significant difference on students' Reading Comprehension in Narrative Text before and after using Mind Mapping Technique.
2. Alternative hypothesis states that there is any significant difference on students' Reading Comprehension in Narrative Text before and after using Mind Mapping Technique.

E. Research Assumption

Before conducting this research, the researcher proposes two assumptions as follows:

1. Substantive Assumption

It is assumed that Mind Mapping Technique is effective in increasing students' Reading Comprehension in Narrative Text.

2. Methodological Assumption

It is assumed that in experimental design, the effectiveness of Mind Mapping Technique. in increasing students' Reading Comprehension in Narrative Text can be measured by using *Paired-Sample T-Test* in inferential statistics.

F. Significant of the Research

This research is designed to give some significance as follows:

1. For English teachers, the result of this study will recommend an innovative technique and meaningful as teaching technique especially in reading class.
2. For students, who never find this teaching technique in the reading class. The result of this study will give a new experience for them in reading comprehension especially in comprehending a narrative text.
3. For the next researcher, the result of this study is expected to give consideration to conduct further research.

G. Scope and Limitation of the Research

Scope is the area covered in a study. In this study, the researcher focuses on teaching reading, especially in reading comprehension mastery. Then, the subject of the research is the second graders of SMPN 1 Ngantru Tulungagung on the academic year of 2015/2016 for the subject research. The scope of this study is teaching reading and technique in teaching reading.

In teaching reading, there are many kinds of texts in English such as narrative, descriptive, recount, news item and many others. There are many technique in term of technique in teaching. Therefore, in order to be more focused on investigating the effectiveness of Mind Mapping in increasing students' reading comprehension in narrative text, this research is limited only on narrative text and Mind Mapping technique only.

H. Definition of Key Terms

1. Reading

Reading is understands a written text means extracting the required information from it is an efficient as possible (Grellet, 1981:3).

2. Mind Mapping

Mind mapping technique is strategy to get an idea using circle, arrows or lines picture in single word to show the relationship about the picture to make sentences more clearly and systematically. Mind mapping can help student to associate idea, think creatively, and systematically (Buzan, 1993: 59).

3. Narrative text

Narrative Text is an imaginative story to entertain people (Wardiman, 2008:93). Narrative is to amuse, entertain and deal with an actual or various experience in different ways.

4. Reading Comprehension

Reading comprehension is the peak of the reading skills and the bases for all reading process (As Durkin (1993) cited in Riswanto (2014).