CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, formulation of the research problem, objective of the research, significance of the study, scope and limitation of the study and definition of key term.

A. Background of the Study

English is the international language. It is used all over the world. In modern society, English is very important because it becomes a global. An international language that is spoken by people around the world to communicate with each other. English is spoken as a first or second language around the world. In several countries such as Singapore, Malaysia, English is used as a first or second language and used as a second language. it means that English is the main language of communication. It can solve the problem with conversations with other people from different cultures and languages around the world. English can be introduced in education, science, business and technology. For the reason, it is important for people to master English through speaking, writing, reading and listening, in order to able communicate and socialize with the word community.

One of the language skill that must be mastered by students at all level of education in Indonesia, from elementary school to college is reading. According to Hammer (1998: 68), reading has become an important skill and reading is useful for other purposes as well; any exposure to English encourages students to understand what is written. All levels of education are important for students because they can help them learn a lot of information through their learning

process. This implies that the ability to read is an important ability to obtain information and understanding of any reading text.

Reading comprehension is a complex process of constructing meaning by coordinate a number of skills related to decoding, word reading, and fluency, integration of background knowledge, vocabulary, and previous experience. Moreillon (2007:10) shows that reading makes the meaning of printed and visual information. Linse (2015: 69) also states that reading is a skill set that involves making meaning and the meaning of the printed words. To read, the reader must be able to decode (make a sound) the printed words and also understand what we are reading. In-depth understanding of the reading material is the main goal of the reader to acquire in the reading process. Therefore, knowing the contents of the reading text is very important thing for the reader because reading without understanding does not useful.

According to Fuzidri (2014), there are three general problems learning to read students are: 1) Lack of interest, motivation and seriousness of students; 2) The reading material used by the teacher is less attractive so it is not attractive to students. 3) The learning model used by the teacher is less effective, less interesting and does not motivate students to read.

Based on the results of observations when researcher observed the learning process in the classroom on November 2022 at SMKN 1 Bandung Tulungagung, students' reading comprehension still had low. All students can read, but only a few students can understand what they have read, especially texts in English. It due to many factors, students assume that English is a subject very difficult,

boring and scary because the meaning and letters are different. Other factor, the teacher's method are monotonous. It also makes students more bored to learn English. So, the teacher have to solve the problems above and need to facilitate students to learn English easily during the teaching and learning process.

In order to improve the students' ability in learning reading, the researcher tried to find interesting and effective way for the students and teachers so that they can do their reading activity well. One of the techniques is Mind Mapping technique. According to Sujana (2006), mind mapping is recommended as good techniques for assimilating the information contained in the text, it is necessary to obtain the key and connect ideas by associating words and keywords with other keywords to move on to another idea and get the main or main idea from the text, get specific information and the ability to store that information. That is why students will have a great ability to rewrite what they have read and as a consequence. They had a good reading comprehension in reading text. Mind mapping is a great technique for solving students' reading problems. By using this technique, the students were able to communicate information because it can explain complex concepts in simple and meaningful representations, enabling students to develop a holistic understanding of what is being learned. (Siriphanich and Laohawiriyano: 2010).

According to Buzan (2008), mind mapping is how to capture different inner thoughts and develop thought activity in all directions various angles. Mind mapping fosters diverse thinking and creative ideas. Mind mapping, often called

concept maps, are so powerful as an organizational thinking tool that they are also the easiest way to input information and get that information when you need it. Mind mapping is very powerful as a tool for planning, communicating, being more creative, solving problems, focusing, organizing and explaining thought, remember better, learning faster and more efficiently and practice the overall picture. In mind mapping, students have the opportunity to create simbol, lines, and symbols that will help them recognize words and facts about mindmapping. In addition, students can use mind mapping to understand certain topics or materials. Mind mapping itself is as personal as our bodies. So that all students do not feel pressured understand the material.

According to Lani Suryani, title "Improving Students' Reading Skills By Using The Mind Map Technique At SMAN 1 Kretek", reveals that the use of the mind map technique could improve the students reading skills. The students got improvements in the paraphrasing sentence, finding topic sentence, and vocabulary mastery. Moreover, through the mind map technique, the students were motivated to be active in the classroom activities. They were actively involved in the process of teaching and learning. This condition stimulated the students to work based on their own actual capability. Thus, the students got more experiences and improved their achievement.

Fitri Aprilia (2019) did research titled "Improving Students' Reading Comprehension Through Mind Mapping Technique At The Second Grade Of Senior High School" conclude that the mind mapping technique is one of many reading techniques which encouraged the students to improve their

comprehension of reading. When they could improve their reading comprehension, they would be able to understand a text they read and grab information within the text easily. This study has proven that the students' reading comprehension were improved after the researcher implemented some action in the classroom. From the findings above, it can be implied that the teacher can use mind mapping technique in the reading teaching and learning process. And the students should use mind mapping in the reading teaching and learning process as reading technique in order that they get understanding to comprehend a text easily.

Considering the background above, the researcher assumes that in teaching reading the teacher should use a suitable technique such as mind mapping technique. The researcher is interested to carrying out a research study on reading comprehension under the title *"The Implementation Of Mind Mapping Technique To Improve Students Reading Comprehension In English Subject At The Tenth Grade Of SMKN 1 Bandung".*

B. Formulation of the Research Question

The formulated of the research question is "How can the implementation of mind mapping technique to improve students reading comprehension in English subject at the tenth grade of SMKN 1 BANDUNG?"

C. Objective of the Research

Based on the formulation of the research problem, the objective of the study to improve the students' reading comprehension by implementing of mind mapping technique in English subject.

D. Significance of the Study

The researcher hopes that the result of this study are useful for:

1. For the teacher, to improve the quality of English teaching learning process and to solve the problem of teaching reading for Senior High School students through mind mapping technique as a method then achieve better result to the student vocabulary mastery.

2. For the students, to improve students' skills in learning reading comprehension and have good reading after they learn mind mapping techniques.

3. For the researcher, useful as a source of information for further related research and this research can be used by researchers to gain new experiences in teaching learning process

4. For schools, can have a positive impact on the future in the teaching and learning process especially in reading comprehension through mind mapping techniques.

E. Scope and Limitation of the Study

To prevent misunderstanding and clarify the study, scope and limitation of the study should be made. To prevent misunderstandings and clarify the research, the scope and limitation of the research should be defined. The researcher made the scope of this research to measure the application of mind mapping techniques to increase the reading comprehension of tenth graders at SMKN 1 Bandung. Since the researcher will use a classroom action research, the limitation of this study is that there is no comparison group to control for confounding variables that can contaminate the research results.

F. Definition of Key Terms

To avoid misunderstanding in terms and contents of the topic in this study, it is necessary for the researcher to define the key terms used in this study:

1. Improve

Improve in this context defined as act to making something better or to increasing students comprehension, motivation and performance.

2. Reading Comprehension

Reading comprehension in this context defined as reading descriptive text for the tenth grade to measure or find out how reading comprehension student using treatment. The treatment is written test through mind mapping technique.

3. Mind Mapping

Mind mapping in this context is measured by reading test. In the reading test, students are asked to make mind mapping according keyword which the teacher said. Students can use symbols, colors, words, or pictures especially in mind mapping to make it as interesting as possible. After finished, Teacher asks the students to remember the mind map that the students have read.