**CHAPTER I**

**INTRODUCTION**

This chapter presents the background of the research, formulation of research problem, the objectives of the research, research hypothesis, hypothesis testing, the significance of the research, scope and limitation of the research, and definition of key terms.

1. **Background of the Research**

Language is important in our daily communication. People communicate with other or express their feelings, by using language. In Oxford Learner’s pocket Dictionary (2004: 240), language is system of sound, word etc used by humans to communicate thought and feelings. It means that language is very important for communication in our daily life. And language is one of the instrument of communication. Language is a means of communication. By using language, people can express ideas, thoughts, opinions and their minds. Language in the world is the most important means in life because it is impossible for people to communicate with other and carry on their daily activities without using language. Among those language, English is one of the international languages. As international language, English has many imporant roles.

Recently, English has been becoming number one topic that is being talked by scientist. It is because, almost every person in this earth needs to study English. Learning English is very important. English is essential for education advancement or career development and for interaction with people in other countries. Besides, English is also used to develop science, technology and culture. Based on the national education system, there are four skills which must be acquired by students in learning English, they are reading, listening, speaking and writing. Furthermore, English also has three components that are vocabulary, grammar and pronunciation. Among the four basic skills, reading is one of the most important skills in learning language because the success of their learning depends on the greater part of their ability to read. 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, the issue on the importance of study within context, then support the importance of improving students’ reading skill. Harmer (2010: 102), also states that by reading, it can be used to be a good model in writing for students.

There are 11 genres of text in reading. They are descriptive, report, procedure, explanation, analytical exposition, hortatory exposition, narrative, recount, spoof, anecdote and news item (Djuharie.2007:24). According to the syllabus, for the second year students of MTs / SMP in semester 2, the student will study about narrative and recoun text. The aims of this material are that the students can identify the main idea, generic structure and purpose of the text. So they are able to differentiate with other texts and be able to make narrative text.

Based on the important of teaching reading, there are so many methods and technique to teach reading proposed by the experts. They try to find out the best method for reading. Among of these methods are reading puzzles, story-mapping technique, following instruction technique, etc. However, the teacher must select the best one for her/his students. He/she must adjust the students’ characteristic and level toward he method they choose. It has the aim to reach the effectiveness of the chosen method.

Based on my observation in MTs Negeri Bandung the teacher in this school, freed many problems the students gets difficulties to comprehend reading text and answer the question in learning English, because they don’t know more about vocabulary to translate the text. This is because they do not know specific technique that can guide them to understanding the text and predicting the meaning.

Seeing the above problem, it needs to create teaching and learning process that can facilitate students to learn English easily. The teachers can use the technique to enhance the students ability in reading. One of he techniques is Mind Mapping technique. According to Buzan (2005:1), Mind Mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking. Mind Mapping is an important technique that improves the way to record information, supports, and enhances creative problem solving. By using Mind Maps, the people can see the way that pieces of information fit together, as well as recording he raw fact contained in normal notes. Mind Maps encourages creative problem solving, as they hold information in a format that the students’ mind finds 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, promote effective and enjoyment in the classroom, the writer assumes that this technique will be good also to be implemented in teaching English.

Based on the background of study above, the writer wants to conduct a research in order to know how effective the use of mind mapping as technique to improve reading achievement in teaching English. The second grade students of MTs Negeri Bandung as chosen as the subject of he study with consideration that the students were heterogenic. It was known by the interview done with the English teacher of English subject in second grade of MTs Negeri Bandung. According to the interview, the teacher said that there were students who had high reading comprehension, but they were also student’s low reading comprehension. By the reason above, the researcher would conduct a study entitle “ **The effectiveness of Using Mind Mapping Technique on Students Achievement of Reading Narrative Text in the Second Grader Student of MTs Negeri Bandung in Academic Year 2013/2014”.**

1. **Formulation of Research Problems**

Formulation of the problems of this study are:

1. How is the students’ reading achievement before being taught by mind mapping technique?
2. How is the students’ reading achievement after being taught by mind mapping technique?
3. Are there any significant differences on the students’ reading achievement taught before and after being using mind mapping technique?
4. **The Objectives of the Research**

Based on the research problems above, the objectives of the study are:

1. To find out the students’ reading achievement before being taught by mind mapping technique.
2. To find out the students’ reading achievement after being taught by mind mapping technique.
3. To find out whether there is any different on students’ reading achievement taught before and after being using mind-mapping technique.
4. **Research Hypothesis**

The hypothesis of this study can be mastered alternative and null hypothesis.

1. Ha (Alternative Hypothesis)

There is significant different of treatment with by using mind mapping technique and before using mind mapping technique of the second grade students at MTs Negeri Bandung.

1. Ho (Null Hypothesis)

There is no significant different after treatment by using mind mapping technique and before using mind mapping technique of the second grade students at MTs Negeri Bandung.

1. **The Significance of the Research**

The researcher hopes that result of the study will give contributions to:

1. The Teacher

Teacher can use for motivation for applying various method to make learning fun and meaningful for students especially in reading.

1. The Researcher

It can be used to improve of knowledge in teaching English method and to analyze a problem that occurred in the field. So, the researcher have a sensitivity to the problems that happening with the development of education.

1. Other Researcher

Hopefully, this study will contribute as a good reference for other researchers who conduct a study with the same topic as the writer has done.

1. **Scope and Limitation of the Research**

The study is intended to find out significant different scores of the students in reading achievement before and after taught by using mind mapping technique

In other words, the study is directed to know whether or not a mind mapping technique is effective used to improve students’ achievement in reading. The study is conducted at MTs N Bandung Tulungagung for the second grade students.

1. **Definition of Key Terms**

Definition is necessary to be given in order to avoid misunderstanding of the study.

1. Mind Mapping as a note taking technique can be used for almost any subject and done in any language, (Buzan, 2005:1). Mind mapping is an important technique that improve the way to record information, support and enhance students’ creative problem solving.
2. Reading Achievement

According oxford learner’s pocket dictionary, reading is all the words that he person knows or uses. It also has meaning all the words in a language. While, achievement is skill refers to having ability, experience, etc to be able to do something well.

1. Narrative Text is an imaginative story to entertain people (Wardiman, 2008 : 93). Narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which is turn finds a resolution.