

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problem, purpose of the study, significance of the study, scope and limitation of the study and definition of the key terms.

A. Background of Study

English as an international language has been used all over the world in recent years. One of them is in Indonesia. As an international language, English become an important subject and it's already taught in Indonesia, especially in school. Besides that, English is one of the most important elements in education to develop human sources. Therefore, learning English is a demand or desire to be able to progress or develop for those who are not native English speakers, so it is uncommon for many people who want to learn and want to master various skills in English. Palenkahu (2014) stated that those who are learning English must be mastered four language skills, namely listening, speaking, reading and writing.

In learning English, one of the most crucial language skill is reading. Reading is a process to understand the meaning of a text. In the process, the text is combined by the readers with their own background knowledge to construct the meaning (Suhermanto, 2019). Besides, reading is also one of receptive skill in English, so that the readers can get the information about the text. From what they get from the text, reading also opens up a new

knowledge. When people do not know a thing, by reading they will know. It can be an example, a new vocabulary that they never know before, a new statement, new theories, etc. It will make the readers curious about what the meanings are which is included in the text, so they are motivated to find it. Therefore, students' vocabulary will increase and they can practice it in their lessons.

The act of reading cannot be separated from comprehension. Students cannot achieve academic success without understanding what they read. In understanding the text, students must be supervised by the teacher, therefore the way to teach comprehension must be well understood by the teacher. Additionally, having good comprehension in reading can be facilitated by many strategies. McNamara (2006) whose thinking was adopted by the College Board underlines the growing awareness that the use of reading strategies is very important; high-ability students who use reading strategies become successful not only in comprehending reading, but also in overcoming reading problems and becoming better readers and comprehends. In short, students must have better strategies for good understanding.

In fact, the students face several problems in reading comprehension activities. Students have difficulties in getting information from the text. Then, this situation brings the students have low achievements in reading activity. In one case stated by Dian Arika Sari (2011) that junior high school students still experience difficulties in understanding texts and have low motivation in carrying out reading assignments. Facing students whose

reading comprehension ability is low and their interest in reading is low, teachers must be creative and wise in choosing the right way or strategy in carrying out the teaching process to achieve learning goals or targets or create a teaching and learning process that can make it easier for students to learn English easily and happily. Therefore, one of the effective learning models as an effort to understand reading is the Mind Mapping model.

According to Moi & Liane (2007) in Patria et al. (2013), mind mapping helped students show an understanding the text better because they can see the content relationship visually, and look for the keywords of answering the questions. Mind mapping is one of the techniques that can be applied in the learning process to improve students' reading comprehension. By using mind mapping, all learning materials can be broken down into simpler parts or ideas so that the learning process or the process of transferring knowledge can occur or be carried out more effectively. The advantages of mind mapping as mentioned by Olivia (2008) are: help students concentrate on remembering information, improve students' creativity, briefly summarize the course, guide students to pass with high scores, let students enjoy the learning process and instruct the right brain and left brain to work together. The disadvantages of this technique only involve creative students, making teachers tired and unable to check the type of mind maps made by students.

There has been research on mind mapping in teaching reading that used different research designs and subjects. First is improving students'

reading comprehension through mind mapping by Riska Dwi Cahyani, 2015; the researcher found that mind mapping can effectively be used as technique in teaching reading. Having some advantages that allows mind mapping facilities the learning process, mind mapping has improved the students' reading comprehension and the class situation in the seventh year students of SMP Negeri 3 Colomadu. Second is increasing students' reading comprehension through mind mapping technique from narrative text by Rachma Patria. The researcher was conducted at the first-grade students of SMAN 2 kota metro numbering of 30 students. This is a quantitative study which had intact group pre-test post-test design. The third is mind mapping-enhanced reading comprehension to Indonesia Islamic junior high school students: an action research by Dewi Nopita, 2021; to gather the research data, the researchers used observation and test. The test was administered there times (pre-test, post-test 1, and post-test 2). Then, the data got from the observation were analyzed qualitatively while those from test were analyzed quantitatively.

The researcher chooses this title because it asks whether anyone still uses media or techniques such as mind mapping, because mind mapping is usually only used in certain schools; not all schools use mind mapping. Now, many schools are using more advanced technology. But here, the researcher wants to know more about the use of mind mapping or how to apply mind mapping to learning to read in English lessons. The reason of the researcher

chooses this school is because it still uses mind-mapping media to make it easier for students to learn and to develop their creativity.

Based on the previous study on the research above, most of the researchers who discussed about technique use mind mapping to increase and improve reading comprehension.

So here, the researcher interested in conducting research about *“The Implementation of Mind mapping in Teaching Reading at SMKN 1 Kras Kediri”*.

B. Formulation of the Study

In general, the present study is intended to answer the following research question:

1. How is the teacher preparation in teaching reading at SMKN 1 Kras Kediri?
2. What are the students' activities in teaching reading at SMKN 1 Kras Kediri?
3. What is the assessment of the teaching reading by using in mind mapping?

C. Purpose of the Study

Based on the research question above, the purpose of this study are:

1. To know the teacher preparation in teaching reading at SMKN 1 Kras Kediri

2. To find out the students' activities in teaching reading at SMKN 1 Kras Kediri
3. To describe the assessment of the teaching reading by using in mind mapping

D. Significance of the Study

The importance of studying:

The results of this study are expected to contribute to the teaching and learning process of English, especially for:

- English teacher

It is hoped that this research can contribute to English teachers that a mapping strategy that presents clear images and language is one of the alternative strategies in increasing students' reading interest.

E. Scope and Limitation of the Study

In this research, the researcher focuses on the implementation of mind mapping in teaching reading at SMKN 1 Kras Kediri. The subjects of this study were English teachers at SMKN 1 Kras Kediri who taught teaching reading comprehension by using mindmapping.

F. Definition of Key Terms

1. Reading

Reading is a language skill that is related to other language skills.

Reading is an active process that has purpose and requires strategy. Many

people like reading because it helps express their imagination. Based on the definition, reading is the process of reading writing to obtain its content. Reading silently, for example, cannot always be heard.

2. Teaching Reading

Teaching reading is a comprehension skill that is taught in an integrated and balanced manner. Balanced means that reading learning is taught in balance with other language skills. KD reading will be the main focus of learning activities, while other aspects of language skills will also be included. This is what is meant when learning activities combine the four language skills.

3. Mind Mapping

Is the mapping of a problem or main sentence whose content is about knowledge that has an attractive image and language that is clear and easy to implementation. This strategy helps increase a student's reading interest. In its implementation, this strategy asks students to be more interested in reading interest in playing games.