

CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents about the background of the study, research problems, research hypothesis, research objectives, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the study

In Indonesia, English is a foreign language. Since it is considered as international language, learning English becomes necessary for everyone who wants to engage in international language. It becomes one of the compulsory subjects which are studied by the students. Teaching English at school has become important part of national curriculum. To learn English, students need mastering English skills such as writing, reading, speaking, and listening while English component consist of vocabulary, grammar, pronunciation, and spelling.

Among the four skill language mention above, reading is one of the most important skills in the teaching of English in Indonesia. Nunan (1991: 72) states that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation. Thus, students try to understand the texts. It is needed because individual learning is sometimes effective for students.

It means that reading is an important activity to develop the knowledge of student. So, reading comprehension also important to understand what they read and they were able to deduce the content from the material.

The importance of reading are to communicate with others. Communication is the most important tool which can be transmitted. Through reading, we can build a more solid foundation for communication. Not only that, reading to expose self to new thing means that through reading, we can get the new information, the new way to solve a problem, and new way to achieve one thing what do we want. Moreover, reading important to boost imagination and creativity it means that reading can exposes to a world of imagination, showing that nothing is impossible in the world.

There are many types of text in English learning such as narative text, recount text, descriptive text, report text, explanation , and procedure. Here the researcher will conduct reading in narative text. Narrative text is kinds of text that consist of story, or story text. The generic structures of narrative text are orientation, complication, and resolution. The purpose of this text is to amuse or to entertain the reader with a story.

In Indonesia, the present reality shows that the learning process is still dominated by the view that puts knowledge as fact to be memorized. The pattern of learning that is done not to be able to be separated from the guidance of daily and semester tests that only measure aspects of memory and understanding. During the learning process the students have not fully had the opportunity to develop their way of thinking actively, so that the learning process is less empowering the potential of students and the acquisition of less than maximum learning outcomes.

Seeing the problem above, it needs to create teaching and learning process creatively that can facilitate students to learn English easily. The process should be designed to make the students active and creative in order that teaching and learning process is effective and pleasant. The teachers can use the technique to enhance the student's ability in learning English. One of the techniques that can help students in teaching and learning 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 the raw facts contained in normal notes. Mind map encourages creative problem solving, as they hold information in a format that the student's mind find easy to remember and quick to review. It is a good way for students to make them understand more about English learning especially in reading comprehension.

Mind-mapping is supposed to be an interesting alternative technique that will help the students to organize their idea about the text they have read by their own schema, thus that they can comprehend the text, not on their creativity. The mind map helps to organize the information in the story into a form that is easily assimilated and remembered.

There are many advantages of mindmapping such as students can express ideas free standing in identifying key concepts in oral and written text. To find out what learners know and understand about a topic before teaching. It is very

helpful for students to improve their reading in narative text, because through mindmapping technique students can organize their idea and understand the material easily.

To prove that strategy is effective to be used can be seen from the previous studies. A study done by (Roni Dianto, 2015) entitled *The Effectiveness Of Using Mind Mapping Technique Toward The Students' Achievement In Writing Descriptive Text At Mtsn Tunggangri Tulungagung*. In this research was used experimental research and pre-exmerimental design using quantitative approach with one group pretest-posttest design. The result of the research showed that was significant effect of using mindmapping technique towards students writing descriptive text. It proved that mind mapping technique is improving students achievement in writing descriptive text.

According to my field experience practices in MAN 3 Tulungagung, there are some problem to the students in reading. Most of them are busy and playing while the teachers give their explanations. The students have the disadvantages of reading the text. They cannot understand well what they read and they do not want to ask the teacher when they do not understand the material. Moreover, the text is so long and makes students tired of reading the text, also makes the students feel sleepy if they read the text. When they are asked to read and interpret, students tend to get bored, and also some are sleepy. So they choose to play or talk to their friends so as not to get sleepy. Sometimes, the teacher ask the students to read the material after that doing the questions, the teacher do not ask whether students understand or not about the material.

Based on the explanations above, the researcher interested in conducting a research entitle “The effectiveness of using mind mapping technique towards the student’s reading achievement in narrative text at MAN 3 Tulungagung”

B. Research problems

Based on the background of the research above, the formulated research problem is *“How is The Effectiveness of using Mind Mapping technique towards the students’ reading achievement in narative text at MAN 3 Tulungagung?”*

C. Objectives of the Research

Based on the research problem above, the formulated research objective is as follow: *“To know The Effectiveness of using Mind Mapping technique towards the students’ reads achievement in narative text at MAN 3 Tulungagung.”*

D. Research Hypothesis

Based on the research problem above, the hypothesis of the study can be mastered Alternative and Null Hypothesis. The hypothesis is as follows:

1. H_0 (Null Hypothesis): There is no effect of using mind mapping technique towards the students’ reading achievement in narative text at MAN 3 Tulungagung.
2. H_a (Alternative Hypothesis): There is the effect of using mind mapping technique towards the students’ reading achievement in narative text at MAN 3 Tulungagung.

E. Significance of the study

The researcher hopes that the result of this study give contributions for:

1. The Institution

a. Students

- The students are more interest with learning English.
- The students are easier to comprehend the text.
- The students will be enjoying and fun in teaching learning process.

b. English Teachers

Teachers are expected to use mind mapping techniques to teach reading in English.

2. Future Researchers

a. Researcher

The researcher intends to achieve the following aim that is to know the effectiveness of using mind mapping technique towards the student's reading achievement in narrative text.

b. Future Researcher

The researcher hopes that this study can be used to one reference in conducting study in similar problem for future researchers.

F. Scope and limitation of the study

The scope of this research is about the effectiveness of using mind mapping technique towards the reading achievement.

The limitation of this research is the effectiveness of using mind mapping technique in narative text of the X-IIS 2 students at MAN 3 Tulungagung.

G. Definition of key terms

In this part, there is explanation from the title mentioned in the previous items. The title "The effectiveness of using mindmapping technique towards the students' reading achievement in narrative text"

1. Mind mapping

The recording method obtained accommodates for the whole of a topic, the importance, and the relative relation between each component and its communication mechanism (Sri Indriati dan Raudhatul Jannah, 2013)

2. Reading Comprehension

Reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge.

3. Achievement

What can be creature, result of work, result that can make feel happy gained from working tenacity.

4. Narrative Text

A story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.