

CHAPTER I

INTRODUCTION

A. The Background of the Study

English as an international language has been used for all over the world in recent years. Jeremy Harmer states that today English is the world's most widely studied foreign language.¹ In other words, English has important role in people's communication. In Indonesia, English is taught in schools as a foreign language. This subject is tested in the national exam which shows the importance of this subject.

In teaching and learning process of English, there are four skills taught: listening, speaking, reading, and writing. In foreign language learning, reading is a skill that teachers expect learners to acquire. It argues as the most essential skill for success in all education context.² No wonder, the students can learn many things through reading. In other words, the more they read, the

¹ Jeremy Harmer, *Approaches and Methods in Language Teaching* (New York: Cambridge University Press, 1992), 1

²H. Douglas Brown, *Language Assessment-Principles and Classroom Practice*, (New York: Longman, 2004), 185.

more knowledge they get; hence, a strong correlation between reading and academic success is shown.

In addition, having a good comprehension in reading can be facilitated by many strategies. In summary, the students should have better strategies for their good comprehension.

Nowadays, the need of reading comprehension requires teachers to facilitate students through interesting strategies in learning process. Harmer states that students are better to be impulsed in responding the context and gaining their feeling about it than only focussing them on the text construction.³ The teachers usually ask the students to read without giving the solution about how to read with pleasure and comprehend through interesting strategies. The students are used to comprehend the text only by reading normally, as what their habits in learning process. In conclusion, students are stated having no problems in learning reading comprehension because of their habits -reading normally.

³Jeremy Harmer, *The Practice of English Language Teaching*(Oxford:Pearson Longman, 2007),101.

At the senior high school level, the students are expected to master some types of text like narrative, discussion, and hortatory exposition. Narrative as one of those types become a common text used in students teaching and learning process, moreover used in national exam. Narrative is a text that tells a story to entertain the audience, let the audience think about an issue, teach them a lesson, or excite their emoticons.⁴ Based on the theories, it can be assumed that narrative text can be studied easily, because it lets the students interested to read the text; as its purpose is to entertain people.

Based on the writer's observation, there are many students of the ten grade at *MA Al-Khairiyah Pabuaran Cilegon* who have difficulties in comprehending a narrative text; they could not find the major elements of the narrative text including setting, character, conflict or problem, the goal and resolution in the text based on the writer's observation. Moreover, they could not get the main idea and supporting details of the text. Consequently, most of the students think that reading comprehension is a hard

⁴Mark Anderson and Kathy Anderson, *Text Types in English* 3(Melbourne:MacMillan Education, 2003),6.

activity to do. Moreover, most of the students think twice to read comprehensively the text given. It can be seen when they prefer to answer the question given suddenly, without read the text deeper. In addition, commonly the students are taught through conventional method like delivering the material without any interesting action in teaching and learning process of reading comprehension. Therefore, students are getting low in their achievements.

In summary, the students face some problems in reading comprehension activities. First, students have difficulties in getting information from the text, in this case is narrative text. Then, this situation brings the students have low achievements in reading activity. In addition, the teaching and learning process of reading comprehension runs conventionally in class. It makes the students think twice to do reading activity, moreover reading is a long activity. Considering that facts, the writer suggests mind mapping as the technique for teaching reading comprehension. Drawing mind mapping is an activity which makes the brain easier to accept and remember visually stimulating, multi-

coloured mind maps, rather than monotonous, boring linear notes.⁵Theoretically, it can be concluded that mind mapping is a creative technique which let the students to get success in remembering ideas or comprehending written information. Moreover, this technique enables students to associate story through pattern, keyword, or symbol.

The writer considers that mind mapping can be an alternative technique for students when doing reading comprehension in achieving their academic success later. The writer takes a quasi-experimental research design to get the evidence about whether mind mapping technique can improve students' reading comprehension of narrative text. Mind-mapping is supposed to be an interesting alternative technique that will help the students to organize their ideas about the text they have read by their own schema, so that they can comprehend the text easily. This study focuses on students' mind-mapping in interpreting the text, not on their creativity.

⁵Tony Buzan and Barry Buzan, *The Mind Map Book* (London: BBC Worldwide Limited, 2002), 82.

Finally, based on the explanation above, the writer entitles this study ‘Improving Students’ Reading Comperhension by Using Mind Map Technique (a Quasy Experimental at ten Grade of Ma Al-khairiyah Pabuaran Cilegon)

B. Identification of The Problem

Based on the background above, there are some identified problem.

1. Students’ reading comprehension achievements are low.
2. The teaching and learning process of reading comprehension runsconventionally in class.

C. The Limitation of the Problem

This study spesifically deals with teaching and learning process of reading comprehension in narrative text at the First grade of MA Al-Khairiyah Pabuaran Cilegon. This study intends to measure whether or not mind mapping technique is effective in improving students’ reading comprehension achievement of narrative text.

D. The Formulation of the Problem

Based on the background above, the writer formulates the problem question: “Is mind mapping effective to improve students’ reading comprehension achievement at the first grade of MA Al-Khairiyah Pabuaran Cilegon?”

E. The Objective of the Study

The study is intended to find the empirical evidence of mind mapping’s effectiveness in improving students’ reading comprehension, especially for narrative text.

F. The Significance of the Study

The result of the study is expected to be useful for the writer herself, hence, it will enrich her knowledge in teaching reading. Besides, it can be the English teachers reference in stimulating their students to read and comprehend the various reading materials by using mind mapping in the teaching and learning of reading comprehension. Finally, the students can be motivated to read more, hence they can improve their reading comprehension.