

CHAPTER I

INTRODUCTION

This chapter explains about background of the study, statement of the problem, objective of the study, significance of the study, and outline of the study.

1.1. Background of the Study

English is an international language and it is used all over the world. Nowadays, English become an important language. Harmer (2007:1) states that English is a language used widely for communication between people who do not share the same first or second language. It means that English is considered as a universal language which is spoken by many people all over the world either as the first or second language. In Indonesia, English as a foreign language and it is a compulsory subject in the curriculum. This subject is taught start from elementary school until university and also tested in the national exam.

In learning English, there are four basic skills that have to be mastered by learners. They are listening, speaking, reading, and writing. In foreign language learning, reading is skill that has to be acquired by learners. It argues that reading is the most essential skill for success in all educational contexts (Brown, 2004:185). It means that learners can get and learn many things through reading. In other words, the more they read, the more knowledge they get. It proves that there is a strong correlation between reading and academic success.

Reading ability cannot be separated from comprehension. Without comprehending what they read, students cannot achieve their academic success. In comprehending a text, students have to be guided by a teacher which has ability to guide them properly. In additon, reading comprehensively can be facilitated by many strategies, so that students have their own strategy for thier own comprehension of a text. In this case, comprehension strategy is needed by students in reading as stated by NSW Department of Education and Training (2010:4) that comprehension

strategies are the cognitive and metacognitive strategies readers accomplish the goal of comprehension.

Nowadays, teachers have to support and facilitate students with interesting strategies in learning activity to encourage them reading a text comprehensively. Harmer (2007:100) states that students read with the support of a teacher and other students, they are usually able to deal with higher-level material than if they are reading on their own. The teacher usually asks the students to read a text without giving them ways how to read with pleasure and comprehend through interesting strategy. As a result, the students only read in normal ways so that they do not have difficulties in learning reading comprehension.

At second grade students of senior high school level, students are expected to learn some types of text, such as report, analytical exposition, narrative, hortatory exposition, and spoof. Narrative text is a common text which is used in teaching and learning activities and national examination. Narrative text is a text which tells a story using a series of events (NSW Department of Education and Communities, 2011:3). Based on the theory, it can be assumed that narrative text can be interesting and easy to study since its purpose is to entertain readers. Furthermore, the structure of narrative text is often called a “story grammar.” This term refers to the different elements the reader can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem (Klingner et al, 2007:77).

There are some difficulties in comprehending a text for second grade students of senior high school, especially narrative text. Commonly, they cannot find the generic structure of a story, such as orientation, complication, resolution and re-orientation and also other elements of a story, such as plot, character, and setting. Moreover, students are lack of vocabularies. It makes students cannot translate and interpret the content of a text properly. It is caused because the students are taught through conventional strategy without appropriate teaching methodology and media in teaching and learning process of reading.

In addition, they cannot get the main and supporting idea from a text. Consequently, most of students think that reading is hard activity to do. Winanda (2015:6) states that students had difficulties in getting information from the text, in this case is narrative text. In fact, most of students also think twice before they start to read a text comprehensively, whereas reading is a long process. It can be seen when they are prefer to answer the questions quickly rather than read and comprehend the text deeply. As a result, it will lead students to have bad achievement in reading.

Considering that facts, it is needed to find an applicable technique in teaching reading comprehension, where students are guided in getting proper ideas and information from a text. In this case, mind mapping technique can help students increase their competence in comprehending a written text. Buzan (2005:16) states that with mind map, a long list of boring information can be turned into a colorful, highly organized, memorable diagram that works in line with your brain's natural way of doing things. Moreover, mind mapping is a creative way for students to let them remember ideas and comprehend information in written language through keyword, pattern, or symbols. Buzan (2006:139) also notes that mind maps are particularly adaptive for reading, revising, note-taking and planning for exams efficiently. As a result, it will make students more enthusiastic and interested in teaching and learning process of reading comprehension. In addition, it can be considered that mind mapping can be an alternative technique in helping students read a text comprehensively and achieve their academic success in the future.

Finally, based on the statements above, the writer interested in conducting a research entitled “The Effectiveness of Mind Mapping Technique in Teaching Reading Comprehension of Narrative Text (*An Experimental Study at the Second Grade Students of SMA Islam Al-Hikmah Mayong in the Academic Year of 2017/2018*).”

1.2. Statement of the Problem

Based on the background of the study, the statement of the problem can be formulated as follows: How effective is mind mapping technique in teaching reading comprehension of narrative text for the second grade students of SMA Islam Al-Hikmah Mayong in the academic year of 2017/2018?

1.3. Objective of the Study

Concerning with the statement of the problem above, the objective of the study is to examine the effectiveness of mind mapping technique in teaching reading comprehension of narrative text for the second grade students of SMA Islam Al-Hikmah Mayong in the academic year of 2017/2018.

1.4. Significance of the Study

This study is expected to give some advantages for teachers, students and researcher:

1. For the Teachers

This research can be the reference for the English teachers to teach and stimulate their students to read and comprehend reading materials by using mind mapping technique easily in teaching and learning activity especially in reading comprehension. As a result, this research will help English teachers to develop students' reading skill.

2. For the Students

Using mind mapping technique can develop students' reading skill and encourage them to read with pleasure. It can be new experience for the students in learning English so that they can be motivated to read more. Moreover, they can improve their reading comprehension to be better than before.

3. For the Researcher

This research can help the researcher to know the effectiveness of mind mapping and it will enrich the researcher's knowledge in teaching reading. Therefore, the researcher will understand more about mind mapping technique in teaching reading comprehension especially

narrative text and the result can be used to be reference in conducting other researches to develop another technique to motivate students to read with pleasure.

1.5. Hypothesis of the Study

In line with the problem of the study, the writer formulates hypothesis. Hypothesis is temporary answer to the formulation of the research problems. It is said to be temporary because new answers given are based on theory and not facts (Mubarok, 2015:23). In this study, there are two hypotheses used; null hypothesis (Ho) and alternative hypothesis (Ha) that described as follows:

1. The Null Hypothesis (Ho)

This hypothesis states that there is no difference mean between two groups of population. If the null hypothesis is false, it means that there is a probability effectiveness of mind mapping technique. The researcher formulates the null hypothesis (Ho) as follows:

“There is no significant difference between students who are taught by using mind mapping technique in teaching reading comprehension of narrative text than students who are not taught by using mind mapping technique at the second grade students of SMA Islam Al-Hikmah Mayong.”

2. The Alternative Hypothesis (Ha)

The alternative hypothesis (Ha) is the opposite of the null hypothesis (Ho). It is tested statistically. The researcher uses this hypothesis as follows:

“There is a significant difference between students who are taught by using mind mapping technique in teaching reading comprehension of narrative text than students who are not taught by using mind mapping technique at the second grade students of SMA Islam Al-Hikmah Mayong.”

1.6. Outline of the Study

This study consists of five chapters which can be elaborated as follows:

Chapter I talks about the introduction that consists of background of the study, statement of the problem, objective of the study, significance of the study, and outline of the study.

Chapter II deals with the review of related literature which contains two main subjects. They are previous studies and theoretical review.

Chapter III presents research method which consists of research design, object of the research, method of data collection, and method of data analysis.

Chapter IV presents results and discussion of the research.

Chapter V presents the conclusions and suggestions on the basis of the research finding.