

CHAPTER I

INTRODUCTION

1.1 Research Background

In general, Reading is a skill that aims to understand, process the text and understand the meaning of the text (Dartini,2009). The ability to read and write is a basic skill that must be possessed by everyone, including junior high school students. This ability is needed to support all aspects which is one of the main reasons why reading skills must be deepened, other reasons for choosing reading and mind mapping are it provides new information, improve students' reading comprehension skills, and urgent topic to analyze.

First, reading provides new information. The new information can add insight to the reader, as evidenced by previous research that reading will motivate and inspire readers to know what they don't know (Krashen,2011). Therefore, from reading students will get new things that are not yet known. In this case, the ability of students to read must be improved to make it easier for students to get knowledge easily because reading comprehension is a basic ability that all students must possess.

Second, mind mapping studied in the proposed research is due to the effectiveness of mind mapping in improving the students' reading comprehension ability. For example, Adhityani et al. (2021) studied the students' reading comprehension ability through mind mapping in *Madrasah Tsnowiyah (MTs) Nurul Barokah* or Junior High School. She designed the research qualitatively. Data were collected using an observation checklist and a

close-ended questionnaire. The research finding showed that the student's reading comprehension ability was improved. Moreover, the students' self-confidence and creativity were also improved.

Aside from the effectiveness afore-mentioned, mind mapping is studied because the students' failure in reading comprehension might be related to the students' schemata (Supriyono,2014). Schemata are cognitive structures representing generic knowledge, i.e. structures which do not contain information about particular entities, instances, or events, but rather about their general form. Mind mapping is a way of linking key concepts using images, lines, and links. A central concept is linked via lines to other concepts which in turn are linked with other associated ideas. Mind mapping uses the concept of "radiant thinking" – that is, thoughts radiate out from a single idea, often expressed as an image.

Reading is a basic ability which is students must have and based on the 2013 Curriculum, the learning goal of reading is concerned with the understanding of text elements and based test diagnoses conducted previously showed that reading comprehension remained problematical to the seventh graders in Sekolah Menengah Pertama Negeri 4 Sawan (hereinafter: SMPN 4 Sawan). There are 32 students in seventh grades in SMP Negeri 4 Sawan which fifteen students failed to get general theme or idea, nine students had difficulty locating the specific information or ideas, seven students were unable to relate pronouns to the nouns referred to, and, seven students failed to understand the meaning of words or expressions contained in the **descriptive text of person** while the **descriptive text of procedure** the students in seventh grade there was

fourteen students failed to get general theme or idea, seven students difficult to locate the specific information or ideas, five students difficulty to relate pronouns to the nouns, five students to understand the meaning of words or expressions, so the researcher targeted the students' reading comprehension by using mind mapping technique in *SMP Negeri 4 Sawan*.

Then the previous research is different from Adyiatni's and Saris in research designs. They both studied reading comprehension through Classroom Action Research in Junior High School. The proposed research was designed using Classroom Research. The purpose of classroom research is to help the teacher evaluate his or her effectiveness as a teacher and to foster intellectual stimulation and professional renewal. Classroom Action Research is an actual research method. Teacher research is defined by who conducts the research (a teacher). Whereas, Classroom Research is defined by the setting or place in which the data are collected (Hopkins, 2004).

Another research Muttaqin (2017) studied the students' perception of the use of mind mapping in the classroom at the English department. The research was conducted to help teachers and students so solve the difficulties in the learning process. This research aims to analyze students' perceptions of the use of mind mapping in teaching. The data used are interviews and use a qualitative approach. Based on the students' perception and interview mind mapping is the appropriate learning which implemented in the learning process in the future.

Another difference lies in the research objects. The above research targeted the students' reading comprehension in *SMPN 4 Sawan*. The research

targeted two research objects; they are 1. What are the steps in implementing the mind mapping technique in reading comprehension in *SMP Negeri 4 Sawan*?; 2. What are the students in reading competencies implemented through the mind mapping technique in SMPN 4 Sawan?.

1.2 Problem Identification

Problems encountered in reading comprehension were identified in *SMPN 4 Sawan*. An English teacher was interviewed on the students' problems in understanding descriptive text and *procedure text* in *SMPN 4 Sawan*. **The problems confronting the students in reading comprehension in the descriptive text are as follows.**

First, students could not find the general themes after they finished reading the descriptive text. The theme of a description is what the author is trying to convey. In other words, the central idea of the description. Usually, the theme is woven through the description.

Second, students also failed to locate specific information contained in such texts. Specific ideas refer to specific information conveyed by the author about the texts. Failure in locating a specific idea might be due to a lack of vocabulary.

Third, students also could not provide corresponding pronouns of nouns represented in the texts. Finding corresponding pronouns is termed textual reference. Students' inability to correspond a pronoun with the noun referred to might be caused by the grammatical complexity of the text.

Fourth, some words and expressions were not recognized their literal and implicational meanings by the students. It means that students are unable and have not mastered reading comprehension. The students' inability to recognize the meanings of words and expressions might be related to poor vocabulary.

The problems faced by students in reading comprehension in descriptive of procedure text below

The problem faced by students' is could not find the main idea in the descriptive procedure. The main idea is the theme of the descriptive of procedures is the meaning which the writer explores in the text.

Next, students also difficult to find the specific information contained in the texts. Its items are about information specific about the texts. Students are less competent in understanding the text.

Students also failed to provide corresponding pronouns of nouns represented in the texts. The grammatical complexity of the text made the students inability to correspond the pronoun with the noun refer to.

The last problem faced by students is some words and expressions were not recognized as their literal and implicational meanings by the students. Students are unable and have not mastered reading comprehension and students failed to recognize the meanings of words.

1.3 Research Limitation

This research has potential limitations. Here, this study has described the implementation of reading comprehension through the mind mapping technique. This study was limited to the students in SMP Negeri 4

Sawan in grade, especially in 7a class based on the teacher and students' information in the academic year 2021/2022. Besides that, this study only focuses on reading literacy through the mind mapping technique.

1.4 Research Questions

1. What are the steps in implementing mind mapping technique in reading comprehension in *SMP Negeri 4 Sawan*?
2. What are the student's reading comprehension implemented through the mind mapping technique in *SMPN 4 Sawan*?

1.5 Research Objectives

1.5.1 General Objective

The general research objective was to describe is to analyze the steps and reading comprehension implemented through the mind mapping technique in *SMPN 4 Sawan*.

1.5.2 Specific Objectives

The specific objectives are 1) to describe the steps implemented through the mind mapping technique, 2) to measure the students' reading comprehension through the mind mapping technique in *SMPN 4 Sawan*.

1.6 Research Significance

The research results would be useful for the following research outcomes.

1.6.1 Theoretical Significance

The theoretical significance of this research was to help the reading performance through the mind mapping technique in

SMPN 4 Sawan.

1.6.2 Practical significance

1. For students

This research helps the students reading comprehension through mind mapping techniques

2. For EFL teachers

English teachers will be researchable to help their performance in teaching reading comprehension through the mind mapping technique.

3. Other researchers

This research will be using the proposed research to refine and replicate the results of the proposed research.

1.7 Research Scope

The present research focused on the seventh-grade students in the academic year of 2021/2022 in SMP Negeri 4 Sawan. Moreover, this research is limited to reading comprehension of the descriptive text of person/animal and procedure text carried out through the mind mapping technique in SMP Negeri 4 Sawan.