CHAPTER 1
INTRODUCTION

1.1 Background of the Research

Reading is one of the four skills that exist in English. Many people think reading is a basic skill. They repute reading as a skill that should be taught once for all in the first few years of school. However, it not only about how to read and pronounce each word of a literary works such as a short story, newspaper, magazine, article, journal and scientific paper but also reading is more complex in dispute of most of people. According to Linse (2005, p.6) reading is a set of skills that involves making sense a deriving meaning from printed word.

In foreign language learning, reading is a skill that teachers expect learners to acquire. They argue that reading as the most essential skill for success in all education contexts. No wonder, the students can learn many topics through reading. In other words, the more they read, the more knowledge they get. Hence, a strong correlation between reading and academic success is shown. Reading is interconnected to other ESL skills. Brown (1994, p.283) stated that “Reading will best be developed in association with writing, listening, and speaking activities”.

According to Aisyah (2007), the process of learning reading English text for Indonesian kids does not as easy as they learn to read Indonesian text. It is caused by differences between spelling and pronunciation or utterance. Hence, the learning of
language skills is integrated with the learning of English components like utterance, spelling, structure, and vocabularies.

The difficulties in learning reading were also experienced by many students in tenth graders of MAN 1 Muara Bungo. Based on the interview conducted by the researcher with the English teacher at that school, it is found that the problem is the students were confused in concluding meaning of the text. It happened because the students have very limited vocabularies. Beside, reading activity seems boring to the students because they have to spend much time to find the meaning of the difficult words. Furthermore, the teacher used the same technique in teaching reading, there is no variation. It is known based on the interview and observation conducted by the researcher with English teacher there. The English teacher still used conventional way in teaching reading. The teacher used Grammar Translation Method for a long time to teach the students. This problems make the students as young learners feel bored when they are learning reading and doing the reading task. Hence, the students reading comprehension are being low.

Considering the case above, the teacher at that school should find out a new strategy to help students comprehend the reading text. Then, by applying that new strategy in reading lesson, the students are expected to be stimulated and motivated in studying. Furthermore, that new strategy or technique which is used will make the reading activities do not seem boring anymore.
One of strategies that can be applied is Mind Mapping Strategy. Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranged a central keyword by branches and typically it contains words, colors, short phrase and picture, (Buzan, 2006). Buzan also argues that mind mapping is a primary tool used for stimulating the brain which is show the ideas that are generated around a central theme and how they are interlinked. According to Buzan, the education system primarily focusing on the left and right brain strength which includes the use of language, logic, numbers, sequence, looks at detail, linier, symbolic representation and judgmental characteristics. The benefits of mind mapping have been discussed by several writers (McGriff, 2000; Buzan, 2007; Edward, 2011). They believe that mind mapping can balance the brain, help to organize thoughts, improve the creativity, speed of learning and memory.

Concerning that fact, the researcher considers that mind mapping can be an alternative technique for students when reading for achieving their academic success later. The researcher takes an experimental research design to get the evidence about whether mind mapping technique give a significant effect for students’ reading comprehension or not specially in terms of narrative text. Mind-mapping is supposed to be an interesting alternative technique that will help the students to get and understand the ideas about reading comprehension specially of narrative text by their own schema, so that they can read and comprehend the text easily. In
conclusion, the researcher is interested to conduct a study entitled *The Effect of Mind Mapping towards Tenth Graders’ Reading Comprehension ability.*

**1.2 Research Question**

Based on the background of the study above, the researcher would like to identify the problem as follows:

1. Does Mind Mapping Strategy give a significant effect for the Tenth Graders’ reading comprehension at MAN 1 Muara Bungo?
2. What is the students’ perspective in learning narrative text using Mind Mapping strategy at MAN 1 Muara Bungo?
3. How do the Tenth Graders of MAN 1 Muara Bungo make Mind Mapping concept for learning narrative text?

**1.3 Objective of the research**

Based on the research questions of the study above, the objective of this research was formulated as follows:

1. To find out whether there is a significant effect or not of the Tenth Graders’ reading comprehension ability by using Mind Mapping Strategy at MAN 1 Muara Bungo.
2. To find out the students’ perspective of learning narrative text using mind mapping strategy at MAN 1 Muara Bungo.
3. To analyze how do the Tenth Graders of MAN 1 Muara Bungo make mind mapping concept of learning narrative text.

1.4 Limitation of the Research

This research specifically deals with the effect of Mind Mapping toward the Tenth Graders of reading comprehension of narrative text in MAN 1 Muara Bungo. This research finds out whether or not mind mapping strategy gives significant effect toward their reading comprehension of narrative text. In addition, this research also intends to know what the student response, there are comments and opinions of using mind mapping strategy and how the students make the mind map in comprehending the narrative texts.

1.5 Significance of the Research

The researcher expects that the result of this research will be significant to the teachers and the students at the school. The researcher believes that mind mapping is beneficial for the teachers to teach reading comprehension at the school. Also, this research would be a reference for the English teacher at that school in stimulating their students to read and comprehend the various reading materials in teaching and learning process. For the students, they could understand the concept of mind mapping as an alternative technique helping them to understand the various reading texts so they can be motivated to read effectively, then they can improve their reading comprehension.
1.6 The Hypotheses

In doing this research, the researcher uses two formulates hypothesis that will be tested by T-test formula. According to Cresswell (2008), there are two kind of hypothesis have to be made by the researcher before doing a research. The hypotheses are; null hypothesis (Ho) and alternative hypothesis (H1) and will be described as follows:

(Ho) The use of mapping strategy does not give a significant effect on students’ reading comprehension ability of Tenth Graders of *Madrasah Aliyah Negeri 1 Muara Bungo*.

(H1) The use mind mapping strategy gives a significant effect on students’ reading comprehension ability of Tenth Graders of *Madrasah Aliyah Negeri 1 Muara Bungo*.

1.7 Definition of Key Terms

**Mind Mapping** is a powerful graphic technique which provides a universal key to unlock the potential of the brain (Buzan, 1993).

**Reading Comprehension** is “an interactive process through which the reader uses code, context analysis, prior knowledge, vocabulary, and language, along with executive-control strategies, to understand text” (Howel and Nolet, 1999).

**Narrative Text** is a type of texts which the events are given in chronological order. As stated by National Assessment Program (2014), narrative text is a time ordered text that is used to tell a story and entertain the reader. Regarding
to narrative text and time sequences, Abott (2002, p.3-4) added that “narrative text allows the events to create the order time”.