CHAPTER I

INTRODUCTION

1.1 Background of the Research

Reading is one of the four skills that are considered basic skills that occur in English learning. However, reading is not only concerning how to read and pronounce every word from a literary work such as concise stories, newspapers, magazines, articles, journals, and scientific works but also reading is further complex when people begin to understand its meaning. According to Linse (2005), reading is a set of skills that involves making sense and deriving meaning from the printed word.

In learning a foreign language, reading is a skill that teachers hope students to master. They state that reading is important skill for success in all educational contexts. It makes sense that students can learn a lot of subject matter through reading. In other words, more read, more knowledge acquired. Hence, reading and academic success are strongly correlated. Reading is related to other English as Second Language subject. Brown (1994) stated that reading will best be developed in association with writing, listening, and speaking activities.

In fact, for Indonesian pupils, the process of reading English texts will not be as easy as reading Indonesian texts. This is due to the differences in spelling and pronunciation. It often happens that students' English skills are far from the minimum completeness criteria that have been set. Meanwhile, teachers and schools hope that students can improve their abilities during school. From what researchers have found, this is because students are not interested in learning English. Other reasons are difficult to understand, boring, and lack of student motivation to learn. This is proved by the low results of student learning scores.

In the world of education, learning motivation is very necessary for students to achieve appropriate learning goals. Learning motivation is one of the factors that establish students' success in language learning. Each pupil has different motivations when taking part in learning at school. Differences in learning motivation among students will create teaching problems for teachers. Because each student has different motivations when taking part in learning. One of the differences in motivation is due to the different needs of each student.

Learning and motivation are two matter that are related and affect each other. Learning motivation can emerge due to intrinsic factors in the form of the desire and aspire to succeed as well as the encouragement of learning needs. Meanwhile, the extrinsic factor is the appreciation of a conducive learning atmosphere and attractive learning activities. Learning activities or activities are a process of educational interaction between educators and students, such as teachers and students in educational institutions. As part of the learning process, teachers play a very important role.

However, expectations do not always match concerning the reality that happen in the school. Based on the researcher's informal talks with the English teacher at MTsN 3 Tanjung Jabung Barat, the researcher found that students in the eighth grade were perplexed in interpreting the text's meaning. This problem occurs because of the limited vocabulary of students. In addition, reading activities are boring for students because they are wasting a lot of time interpreting difficult words. Apart from that, the teacher still uses lecturing techniques in teaching, and there is no variation at all. As a result, the student's reading comprehension is being poor.

Apart from that, learning is also less interesting and students tend to be noisy during class, especially during the day. This is because the lack of time to study the material makes it difficult for students to learn to read. After all, English subjects require quite a long time to study. This causes teachers to experience difficulties in managing time to instil concepts and knowledge

in students. so that it will have an impact on the learning objectives that have been formulated previously.

Based on the data from pre-research observations, learning improvements need to be made to follow up on learning objectives so that they can be achieved and increase students' learning motivation. One way that can be done to improve learning is by applying various methods, models, approaches, or media so that learning becomes interesting and enjoyable for students.

One alternative that might be to improve the teacher in learning reading is to use the mind mapping method. Because using the mind mapping method that uses image language, will be able to easily help students understand, develop, and remember the lessons learned (Deporter's). Mind mapping is a diagram that functions as a way to organize ideas and represent words, tasks, or other links that arrange a central keyword by branches and typically it contains words, colours, short phrases, and pictures, (Buzan, 2016). Buzan also argues that mind mapping is a primary tool used for stimulating the brain which shows the ideas that are generated around a central theme and how they are interlinked. Mind mapping is a creative way to map out information collectively to be easily understood. The benefits of mind mapping have been discussed by several experts (McGriff, 2000); (Buzan T, 2008); (Edward, 2011). They accept that mind mapping can equalize the brain, help arrange thoughts, and escalate creativity.

In addition, the researcher already has some relevant previous research to this study. That is a study conducted by Mohammad Mahmoud Talal Mohaidat (2018) with research entitled The Impact of Electronic Mind Maps on Students' Reading Comprehension. The findings indicate that the effect of applying digital mind maps in teaching reading texts is moderate. Based on the research findings, many recommendations were given to teachers and the Ministry of Education. The most important recommendation is to train teachers in general and English teachers in particular on how to design electronic mind maps and implement them in their teaching practices.

Next, a study conducted by Samar Al Shdaifat, Fawwaz Al-Abed Al-Haq, and Dina Al-Jamal (2019), with research entitled The Impact of an E-mind Mapping Strategy on Improving Basic Stage Students' English Vocabulary. Statistically, this study reported notable results in the mean scores of the E-mind mapping group that are attributed to the instructional technique; thus, pupils in the E-mind mapping group perform better than the control group in their vocabulary performance. The most increased sub-skill was precision, and the least increased sub-skill was on generalization.

Respecting that reality, researcher consider that the digital mind mapping method could be a substitute to learning English. Therefore, the researcher would like to investigate "Students Motivation in The Use of Digital Mind Mapping in Learning Reading ".

1.2 Limitation of the Research

The researcher limits the motivation of student on the utilize of the digital mind mapping method in learning reading. This research focuses on the eighth-grade students in MTsN 3 Tanjung Jabung Barat. Out of the three existing eighth grades, class A was chosen according to the results of discussions with the English teacher at school. One of the factors is that most students get lower English scores in this class than in other classes.

1.3 Formulation of the Problem

Based on the background of the study above, the researcher is going to identify the following problems:

1. How is the student's motivation on the use of using the digital mind mapping method in learning reading at MTsN 3 Tanjung Jabung Barat?

1.4 The Objective of the Research

Based on the research question of the study above, the objective of this research is construct as follow: To investigate student's motivation on the use of digital mind mapping method in learning reading at MTsN 3 Tanjung Jabung Barat.

1.5 Significant of the Research

In this study, researchers hope it can be useful for teachers and students at school. For the teacher, this research will be a reference for English classes in encouraging pupils to read and understand the text. For pupils, they can understand the term of mind mapping as a substitute method that helps them realize reading texts so that they can be motivated to read effectively, and also upgrade reading comprehension. Also, this research is expected to give significant information to other researchers as a reference for further studies, especially on students' motivation to learn English.