

I. INTRODUCTION

This chapter illustrated the reason of choosing the topic; why the research would be conducted. It also covers formulation of problem, objectives of the research, uses of the research, scopes of the research, and definition of term; clarified as the followings.

1.1 Background of the problem

Realizing that English played a very important role in the world of communication, the Indonesian Government has declared English as the first foreign language. Since English as a foreign language, English teachers had to use appropriate materials to develop students' language skills namely; listening, speaking, reading, writing, and the aspects of language as well such as vocabulary and structure. One of the language skills that was very important to be developed was reading skill.

Reading always had a purpose. It was something that we did everyday, it was an integral part of our daily lives, took very much for granted and generally assumed to be something that everyone could do. The reason for reading depends on the purpose of reading. For examples, an advertisement (e.g. job vacancy), the readers

wanted to know and get the information about a job. Reading news paper articles, the readers wanted to know about news.

To be able to read effectively and efficiently, the readers should have particular purposes in their mind before they interact with the texts. For that reason, they knew what they had to do with the text.

Based on the researcher's pre-observation at SMAN 2 Kota Metro, it was found that the students were still confused in determining mind idea of the text. From the teacher's information in that school, it was reported that most of students still had problems in comprehending the text. The achievement of student's reading comprehension was still under the KKM, there are 60-65. Based on the guideline of school-Based Curriculum (KTSP 2006) the KKM for English subject is 70, but many students got under the KKM and they had difficulties to comprehending the English text. One of the problem might be that the students feel bored because the technique used by the teacher was monotonous. It was necessary for English teacher to make reading materials more interesting and motivating so that the students could progress in reading.

To solve the problems in comprehending the text, the researcher tried to apply the technique that might be effective to increase the students' reading ability. There were many ways and techniques to increase students' reading skill, one of them was using mind mapping. Mind mapping was the ideal tool for learning (Buzan, 1993) because it was easy to use and engage students in the process of

learning (Careyus, 2000). This involved combinations of images, colors and visual spatial arrangements for expressing related ideas and complex problems in a simple way (Marguiles, 1991) which could be used by students different age groups (Careyus, 2000).

Teaching skill by using mind mapping actually was not a new issue in English language. Mind mapping technique had been applied in many studies. Bektı (2009) suggested that mind mapping technique was appropriate to improve students' reading comprehension on a group of vocational school students. Furthermore, Asmiaty (2001) also stated that mind mapping was good to train students' reading comprehension because it helped the students easier to understand the story and make them more creative and imaginative in drawing pictures and symbols. Additionally, Moi & Lian (2007) proved that mind mapping helped the pupils showed better understanding of text passage as they were able to see the relationship of the content visually and search for keywords in an answer to question.

Based on the purpose of reading above, there were many texts that could be used to teach reading comprehension, for examples were narrative, descriptive, news items, recount and others. In this research the researcher used narrative text to develop the student's reading ability. Sofyan (1999: 86) stated that narrative was a story which was connected with events based on the plot. Teachers commonly used narrative text because the narrative text was a story of human experience. For many students, interesting literature text could provide a key to motivate them

in studying English. By studying literature materials the students would have a wide range of vocabulary and develop four language skills (i.e. reading, writing, speaking, and listening). While feeling entertained by this interesting material, the students simultaneously could understand the narrative text. In this way it was easier to know the meaning of the words of a presented.

Students would be interested and motivated with the subject if the teacher could arrange the materials more interesting, such as by adding a pictures in the reading text and making more colorful. Therefore, teacher's duty was not only to explain the materials, or select suitable material but also to guide, advice, support, and motivate the students whenever they needed it. In order to improve students' reading comprehension, the teacher should choose suitable technique and concern with students' obstacles and difficulties in learning reading.

Referring to the explanations above, this research was aimed to investigate the effectiveness of mind mapping technique to increase students' ability in reading narrative text. As the reason, nowadays, students of junior and senior high school in Indonesia often faced genre in their language class, especially English. In details, this research entitled "Increasing Students' Reading Comprehension through Mind Mapping Technique from Narrative Text at The First Grade Students of SMA N 2 Kota Metro"

1.2 Formulation of the Problem

In line with the background of the study described in previous pages, the researcher formulated the problem as follow:

1. Can mind mapping technique be used to increase students' reading comprehension ability?
2. What are the students' respond toward mind mapping technique?

1.3 Objectives of the Research

In relation to the formulation of the problem, the objectives of this classroom action research were:

- 1) To find out whether or not using mind mapping technique can increase students' reading comprehension ability.
- 2) To know the students' respond toward mind mapping technique.

1.4 Uses of the Research

This research was useful both practically and theoretically.

The use of this research were:

1. Theoritically, to verify previous theories dealing with mind mapping technique.
2. Practically, the uses of this research were:

- 1.1 To be consideration for English teacher to apply mind mapping technique in teaching reading comprehension in their classroom.
- 1.2 To encourage students' awareness of identifying the specific information in various types of reading texts through mind mapping technique.
- 1.3 To motivate the students in identifying narrative text using mind mapping technique.

1.5 Scope of the Research

This research was quantitative research. It was conducted at SMAN 2 Kota Metro. The researcher took one class as the subject in SMAN 2 Kota Metro. There were six classes of the first grade in SMAN 2 Kota Metro. The researcher took the class randomly by lottery and the class was academic year 2012/2013 that consists of 30 students. This research focused on students' reading comprehension through mind mapping technique from narrative text. And the students reading achievement was measured by a set of pre test and post test in form of multiple choices and the researcher also using questionnaire to know students' response toward mind mapping technique after being thought by using mind mapping technique.

1.6 Definition of Terms

Some terms were defined in order to give basic understanding of the related variables and concepts. These were stated below:

Reading

It referred to an active process which involves readers, material of reading and the readers' previous knowledge in order to get meaning of the text they read.

(Alyousef, 2005; Nuttal, 1996)

Reading comprehension

It referred to a process in which readers used their formal schemata (rhetorical structure of language knowledge) and content schema (background knowledge of context) in order to get meaning of printed symbol. Simanjuntak (1988)

Mind mapping

It referred to a natural organizational structure that radiated from the center and use lines, symbols, words, colors and images. Margulies (1991).

Narrative text

It referred to as a story based on the plot, with the plot consisting of events, person, and conflict. Events told about what happens in the story; person told about the character(s) that was involved in the story; and conflict told about the problem that needed to be resolved. Marhamin (1999: 96)