CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, there are four skills that have to be mastered by students. Reading is one of those skills. By reading, students get much information that could increase their knowledge widely without going anywhere. It is supported by Siriphanich, (2010:2) that reading is an important skill for to be learnt in order to get information from textbooks, research, reports, and other writing sources. Reading also helps the students for improving general language skill in English, such as building students’ vocabulary, improving writing skill, and helping students to find out new ideas, facts, and experiences.

From the fact above, reading could not be separated from comprehension activity. Comprehension activity aims to know and to understand content of written text. When students are reading a passage, automatically they have to comprehend that passage to know the available information and understand content of the passage. According to Resmini (2007), the main aim of reading comprehension is to understand the message of a passage, and emphasizing the mastery of passage content rather than read beautifully and quickly. Hence students must comprehend the text for getting many information from written text.

However in fact, there are many students still feel difficult to comprehend reading text. Students are confused how to find out main idea and detail information existing on the text. When students are in that situation,
comprehending the text would become tedious activity and influence the students badly in following teaching and learning English.

Those following problems usually happened in daily teaching and learning English. Those also happened on eighth grade of SMP Negeri 7 Cilacap. When interview was conducted with 8th grade English teacher about the process of teaching and learning activities in the classroom, there are some problems faced by students especially students in the class 8E. There are 32 students which consist of 16 males and 16 females.

From the information obtained, some problems were found that are most students pay less attention to the ongoing learning and most students get bored in the course. In addition, another problem was found, namely the low level of students' understanding of the subject matter, especially in understanding reading text given by the teacher. However many students got bad mark that were under the passing grade which have been established, when were given reading comprehension test. It could be seen when pre-test was conducted. The average value of reading comprehension pre-test in the classroom8Ewas 62.03. While the passing grade (KKM) is established of 70 andonly18.75% students could achieve the KKM.

There are many available ways and techniques to solve that following problems. It is decided Mind Mapping Technique that would be applied in this study. Mind mapping technique is teaching technique that use graphic, pictures, arrows, branch, and colors representing idea and information in the text. It also has many advantages related to improve students’ reading comprehension.
According to Jiang (2010), through mind maps, students’ logic, thinking, analyzing, creativity, memory, speed reading and other students’ ability are significantly enhanced. Mind map help students to get detail information by its branches, lines, and colors. The branches use to know the generalization of the information existed from main idea to sub-idea; the lines show the connection between main idea and sub-idea; the colors help distinguishing connection from each topic and sub-topic. By using mind map, students are expected to be able to comprehend the text easier.

Based on the explanation above, the action research that would be conducted to improve students’ English reading comprehension entitles: “IMPROVING STUDENTS’ READING COMPREHENSION THROUGH MIND MAPPING TECHNIQUE” (An Action Research at the Eighth Grade Students of SMP Negeri 7 Cilacap in the Academic Year of 2013/2014).

B. Reason for Choosing Topic

These are the reasons of choosing the topic:

1. The mean of reading comprehension test result in the classroom 8E is 62.03 while the passing grade (KKM) is established of 70 and only 18.75% students could achieve the KKM.

2. Mind mapping technique is teaching technique that use graphic, pictures, arrows, branch, and colors representing idea and information in the text. It also has many advantages related to improve students’ reading comprehension.
C. Problem of the Study

Based on the explanation above, the problems of the study are formulated as follows:

1. Whether mind mapping technique could improve the reading comprehension of 8E students in SMP Negeri 7 Cilacap in the Academic Year of 2013/2014.
2. How the class situation is, when taught English reading comprehension through mind mapping technique.

D. Aim of the Study

The aims of this study are formulated as follows:

1. to know whether mind mapping technique could improve the reading comprehension of 8E students in SMP Negeri 7 Cilacap in the Academic Year of 2013/2014.
2. to know how the class situation is, when taught English reading comprehension through mind mapping technique.

E. Contribution of the Study

1. For English teachers
   a) The English teachers could use mind mapping as an alternative technique in teaching reading.
   b) It stimulates the teacher to find a new technique which is appropriate for teaching reading.

2. For the students
   a) The students’ English reading competence increases.
   b) The students understand text easily by using mind mapping technique.
c) The students gain their motivation.

3. For other researcher

Other researcher could use this research as a reference in improving reading comprehension.

4. For school

This research could be used as consideration to English teacher’s performance and provide improvements to the process of learning reading text material.

5. For institution

This research was used to enrich institution’s repository in the library and gave experience to the visitor about teaching learning reading through mind mapping technique

F. Definition of the Terms

1. Reading Comprehension

Reading comprehension is defined as “the ability of understanding, using and reflecting on the article, it could increase one’s personal knowledge and help them to achieve the general education target, also it could develop one’s potential and promote them to participate in social activities” (Programmer for International Student Assessment(PISA) in Jiang, 2010: 1).

2. Mind Mapping technique

A Mind Mapping technique is a technique using a diagram to represent words, ideas, tasks, or other information connected to and arranged radials around a central key word or idea (Sujana, 2012: 4).