

CHAPTER I INTRODUCTION

1.1 Background of the Study

English lessons are a required subject for junior high school students not just in the former curriculum, but also in the current curriculum. In English, there are four skills: reading, listening, writing, and speaking. English classes at school are expected to be a bright spot in resolving day-to-day issues such as communicating, continuing education, and finding work. Reading abilities, according to Sylvia Read and Melanie Landon – Hays, are crucial not just for the future, but also as a measure of student learning for school advancement according to Sylvia Read and Melanie Landon – Hays (2013).

Students will be confronted with a variety of tasks based on their basic skills. Recount text, descriptive text, narrative text, and process text are examples of text categories. Students must be able to work with a variety of text kinds, including descriptive text. Reading brief and basic descriptive readings about people, animals, and things, either orally or in reading. This is part of the 2013 curriculum's basic competencies (KD) Ministry of Education and Culture of Indonesia (2013 :226).

The researcher at SMPN 15 Medan made the following observations. The school follows the 2013 curriculum, and the most popular teaching methods used by English teachers are lecture and question and answer, making this method less effective or maximal in improving students' English reading comprehension skills. Many eighth-grade students at SMPN 15 Medan, on the other hand, do not meet the minimum passing grade because they still have lack in English, particularly in reading comprehension skills.

Interviews with English teacher at SMPN 15 Medan provided the basis for this *skripsi*. In student reading tasks, students have difficulty. Students have a harder time coming up with descriptive reading topics about people, things,

animals, and places. It is tough for students to organize and develop an idea in reading.

Despite the fact that students have a variety of learning methods and traits. A teacher must introduce a fresh learning approach or strategy that will pique students' interest in learning. The researcher of this study proposes a solution that could help students improve their skills, particularly their reading comprehension skills. The researcher suggests using mind mapping techniques as a learning technique.

According to Barrie Bennett, mind mapping is an analytical technique that involves combining pictures, codes, words, images, connectors, and colors in a creative way. This strategy can be used to make links between topics as a study note Barrie Bennett and Carol Rolheiser (2001:289). Meanwhile, according to Buzan (2005), mind mapping is a graphic technique that makes use of a person's varied critical skills while also allowing the brain to open its frame of mind.

Students not only use their left brain but also their right brain when employing mind mapping techniques. As we know, the left brain will recognize words and the right brain will function in language learning. Mind mapping can also be used to alleviate student boredom when it comes to learning.

Teachers can use a variety of strategies to teach reading comprehension. Mind mapping is one of the many methods that the teacher can employ. The mind map is a model that allows students to freely use their own knowledge and communicate it through an enjoyable exercise. All of the essential points and important information in every learning material can be employed in a mind map by employing radiants that fit the natural artwork, making it easy for students to notice and recall the important parts. Another illustration. Also, if a mind map is a tool that can help with memory and allow for the construction of general knowledge and concepts, then the natural workings of the mind must be

considered from the start. In certain studies, mind mapping was used in the English reading activity. Wirda (2014:10), Riska (2015:18) studied about the use of Mind Mapping method Pre- experimental study was used to increase reading comprehension. The findings demonstrate that there was a substantial difference between the student's pre-test and post-test scores. It indicates that mind mapping is a viable method Then, Melli (2016:187) Mind mapping was used to increase students' reading comprehension and vocabulary abilities. According to the findings, students' writing and reading skills improved significantly after adopting the mind map approach.

Furthermore, there were substantial differences in students' reading comprehension and writing abilities between those who were taught using a mind map and those who were not. In addition Rissa (2013:32) studied about Mind map were used to teach reading comprehension, and the students' mind maps were examined and analyzed using an open- ended questionnaire.

Mind maps have a combination of the main topic or main idea with keywords, in the form of images, colors that are easier for students to remember. This research focuses on the usage of mind maps to help students with reading comprehension and the students' reactions to using mind map to help students with reading comprehension skill at SMPN 15 Medan. This study used a mind map to help students understand what they reading. By creating a mind map, students who are still having difficulty with a reading assignment in class may be able to improve their reading comprehension skill.

1.2 Identification of the Problem

Based on the background information provided above, the following are likely causes of the problem:

1. Reading comprehension skills are rarely taught at SMPN 15 Medan.
Because the teacher believes that reading provides students with some ideas is a simple task.
2. Students struggle to come up with ideas and are unsure of what to read.
3. In English classes, mind mapping techniques are rarely used.

1.3 Limitation of the Problem

In the above-mentioned explanation of problem limitation. The usefulness of adopting mind mapping technique as a research problem is a limitation of this study. At SMPN 15 Medan, researcher looked into the impact of mind mapping techniques on students' reading skills. The researcher specifies the scope and limitations of this study to avoid misinterpretation and misunderstanding. The purpose of this study is to look into how a teacher might use a mind map to help students understand what they are reading comprehension. This study looks into English teachers' ways for using mind map to help students understand what they're reading comprehension . The theories of Larsen Freeman and Jeremy Harmer about specific approaches and concepts in English language education are used in this study. In addition, the students' reactions to the usage of mind map in reading comprehension instruction are examined in this study. It focuses on the most significant difference between students' negative and positive responses. It is based on Tony Buzan hypothesis of the relationship between students' mind mapping and reading comprehension.

1.4 Formulation of the Problem

Based on the explanation above, the following formula can be made:

1. Is there any effect of using Mind Mapping on Students' reading comprehension skills in descriptive text at SMPN 15 Medan?

1.5 Objectives of the Research

This research is to see if there is any evidence that employing mind mapping techniques improves students' reading comprehension skills.

1.6 Significant of the Research

The current study is expected to have various theoretical and practical implications:

1. For English teachers: as a source of knowledge for English teachers looking to improve the quality of their English teaching learning process and tackle the problem of teaching Junior High School students to read using the mind mapping technique as a method.
2. For students: after mastering the mind mapping approach, students will be better able to learn reading comprehension and have better reading skills.
3. For the researcher: it can be utilized as a source of information for future studies, and it can also be used to gain new experience in the teaching learning process.
4. For the school: it has the potential to have a good impact on future teaching and learning processes, particularly in the classroom, especially in reading comprehension through mind mapping technique.