

The Implementation Of Mind Mapping Technique To Improve Student's Reading Comprehension

CHAPTER I INTRODUCTION

A. Background of Study

Language is the ability of human to communicate with other human by using signs or other gestures. In language, language has 4 fundamental types of language skills, namely writing, speaking, listening and reading. One of the four language skills that are taught during the learning process is reading. Nonetheless, reading is crucial to learning English since it allows you to understand written English. Throughout the reading exercise, the reader must analyze the text's meaning and search for the text's major point. "Reading comprehension is a sophisticated cognitive process in which a reader decodes a symbol or printed word into sound," claimed Grabe and Stoller (2002). (Karawang, n.d.). In conclusion, Understanding the relationships between the words on a printed page in order to comprehend the ideas, information, and author's point of view is the process of reading comprehension. Reading in one's first language can be very different from reading in another in a second language in various circumstances. Fact: Reading in a second language is more challenging than reading in your native tongue. Similar to Indonesia, students learn a regional language as their first language, followed by an Indonesian or foreign language as their second. According to Nuttal, Cristine (1996), Indonesian students who are learning a foreign language experience reading difficulties such as having to read slowly word by word, being unable to apply reading strategies, becoming easily frustrated and dissatisfied, especially when they encounter difficult words, reading the text aloud, which may impair comprehension, and having trouble reading authentic text in a foreign language (Pendidikan et al., 2021).

Based on the result of observation that has been at school SMA S Panca Jaya Galang, researchers discovered various issues with text-reading instruction. There are several reasons why a pupil doesn't comprehend a text. First of all, several pupils had trouble understanding the text since they lacked strong vocabulary and reading comprehension skills, and they appeared bored while reading. Second, the researcher infers from the teacher that the technique utilized at the time was a typical or uniform technique used by the teacher. The reading class became boring as a result, and the kids' reading exam scores suffered. Conclusion: These two elements had an impact on the students' motivation and reading success. Researchers contend that appropriate reading instruction strategies should be used to encourage students to read all texts so they can comprehend the content thoroughly in order to address the aforementioned issues. The ability of students to comprehend what they read can be increased in a variety of ways. One of these is using the mind-mapping technique. The mind mapping is a natural process of the human mind since it is a manifestation of brilliant thinking. According to Buzan, mind mapping is a successful tactic to store data into our brains (Buzan, 2008). Mind mapping strategy is a graphic technique that involves words, colors and images. The right and left halves of the human brain can be balanced by using the brain. It implies that because of the strength of their minds, humans can make the most of it to produce meaningful things.

In actuality, utilizing mind maps to teach reading is nothing new in English. Several students have used the mind mapping technique, which enables all students to communicate their thoughts. Moreover, mind mapping is a cognitive technique that enhances pupils' reading comprehension and memorization skills by summarizing the important material (Pendidikan et al., 2021). Mind mapping is a creative and useful method of taking notes and actually "mapping" our minds. It is the simplest way to get information into the brain and get

it out of the brain (Buzan, 2008). Students in the classroom can have meaningful reading experiences thanks to the use of mind maps. A simple tool that can be used to adapt is mind mapping various teaching philosophies and give teachers a chance to improve the learning process for all students.

The researcher's primary interest in this study is reading comprehension of narrative content. A narrative text is some sort of retelling of an event, typically in words (although a story can be mimed) (a story). The recounting of the tale, rather than the story itself, is what constitutes the narrative. Fables, legends, and folktales are examples of narrative texts that inform readers about historical occurrences (Estu Widodo Universitas Muhammadiyah Malang, Indonesia., 2019).

B. The Identification of Study

1. It is challenging for the kids to understand a text.
2. They have trouble understanding the jargon.
3. The students are difficult to know the new vocabulary
4. The teachers rarely use various technique in providing an understanding of vocabulary that is foreign to students.

C. The Research Question

1. How is the students' reading comprehension after using the mind mapping technique?
2. Does the mind mapping method improve pupils' capacity for reading comprehension?

D. The Objective of Research

1. To determine the students' reading comprehension skills following the application of the mind mapping approach.
2. Knowledge of mind mapping techniques might help pupils become better readers.

E. The Limitation of Study

The researcher focuses on how to use mind mapping to increase students' reading comprehension at SMA S Panca Jaya Galang school.

F. The Significance of Study

Researchers hope this research can be useful for theoretical and practical:

1. For instructors: It might demonstrate to them how mind maps and other fun teaching techniques can be utilized to teach reading. It might also inspire English teachers to come up with innovative new methods or media for teaching English as a second language.
2. For students: improve reading comprehension and good reading skill after mastering the technique of concept mind mapping.
3. For the researchers: useful as a reference source for future related research Also, the researchers might use this research to obtain fresh insights into the teaching-learning process.
4. For schools: i t can have a beneficial effect on future teaching and learning processes, particularly when using mind mapping strategies to improve reading comprehension.