

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Study

Reading comprehension is one of the essential skills in English language learning, especially for secondary school students. Understanding reading texts involves not only the ability to recognize words, but also complex cognitive processes, such as identifying main ideas, understanding the plot, and drawing conclusions from the information presented. Narrative texts, as one of the text types studied in the English language curriculum, have distinctive structures and elements, such as orientation, complication, and resolution. However, in practice, many students struggle to understand narrative texts due to limitations in organizing information and logically connecting the various parts of the text.

One learning strategy that can help overcome this problem is the mind mapping technique. Mind mapping is a method of visualizing information that allows students to organize and link key concepts in a text in a hierarchical and structured manner. By using mind mapping, students can more easily understand the structure of narrative texts, recognize relationships between ideas, and improve their retention of the information they read. According to (Buzan, 2005), mind mapping can stimulate both hemispheres of the brain simultaneously, thereby enhancing students' creativity and understanding of the material being studied.

There are several previous studies that examine the use of mind mapping in improving students' reading comprehension skills. The researcher highlights three relevant studies that support the present research. The first is conducted by Ahmad & Narayana, (2019). They investigated the mind mapping in comprehending narrative text. The main objective of this study was to find out whether mind map can be effective as a medium for teaching english in reading narrative texts. The method used for this study was the semi-experimental research. The results showed that the mind mapping technique was effective to teach the narrative text.

The second is conducted by Silvia et al. (2022). They applied the mind mapping technique to increase students' reading comprehension. The main objective of this study was determine whether there is a significant increase in students' reading comprehension achievement. The method used for this study was the quasi-experimental research. The results of each aspect in experimental group showed that there was significant increase in reading comprehension achievement.

The third is conducted by Zebua (2022). They improved the mind mapping technique in narrative text. The main objective of this study was to improve students' reading comprehension. The method for this study used a Classroom Action Research (CAR) in two cycles. The results showed an increase in students' reading comprehension. In cycle I, the average score of students only reached 60 and most of them did not meet the Minimum Completion Criteria (KKM). However, in cycle II the average score increased to 85, which meant that all students reached the KKM.

Although various studies have proven the effectiveness of mind mapping in improving reading comprehension, there is still a need to further explore the application of this technique in the context of English language learning, particularly in narrative texts. Therefore, this study aims to examine the effect of using mind mapping techniques on students' reading comprehension skills in narrative texts, there by contributing to the development of effective and innovative learning strategies.

As a solution to this problem, this study proposes the systematic application of mind mapping techniques in teaching english narrative texts at the junior high school level. This study also includes explicit training for students in constructing mind maps based on narrative structure, as well as applying them as a tool for answering reading comprehension questions. It is hoped that this strategy will not only improve students' cognitive abilities in reading but also encourage the development of critical and creative thinking skills.

In the context of English language learning, students encounter various challenges in reading comprehension, particularly when dealing with narrative texts. Students commonly face difficulties in comprehending main ideas, vocabulary, references, and making inferences, as found in a study at SMP Muhammadiyah Limbung (Nuralimah et al., 2023). These issues significantly hinder their ability to understand both content ad textual structure. Moreover, passive reading habits prevail among many students, reflected in their low engagement and critical analysis skills (Annisa et al., 2023). Additionally, a lack of

familiarity with effective reading strategies such as skimming, scanning, summarizing, and visualizing further exacerbates the problem (Annisa et al., 2023).

From the teacher's perspective, challenges arise in implementing varied and student-centered strategies to improve reading skills. Many teachers tend to rely on traditional methods, such as direct reading and multiple-choice questioning, which do not actively engage students in constructing meaning from texts (Nguyen, 2022). Limited professional development and insufficient training in innovative strategies such as mind mapping contribute to the repetitive and less interactive nature of reading instruction (Anshari et al., 2021). As a result, students are not sufficiently exposed to visual or creative tools that can support comprehension.

At the classroom level, contextual challenges also significantly hinder the learning process. Overcrowded classrooms, limited teaching time, inadequate learning resources, and heterogeneity in students' language abilities have been identified as major obstacles to effective reading instruction. (Istiqomah et al., 2023) found that in large classes (more than 40 students), students struggled to make inferences, identify main ideas, understand vocabulary, and retain detailed information because teachers had difficulty providing individual guidance. Meanwhile, (Ayu, 2015) showed that overcrowded classrooms generally with more than 30 students reduce active participation and hinder meaningful interaction, as students' concentration and engagement tend to decline.

Based on preliminary observation and informal interviews with English teachers at MTS Al-Ukhuwah, it was found that students face several challenges in

reading comprehension. One of the main problems is the lack of focus during reading activities. Many students are easily distracted, which prevents them from fully understanding the content of the text. Additionally, a limited vocabulary mastery is another significant obstacle. Students often encounter unfamiliar words in the texts, which leads to confusion and discouragement.

These conditions directly affect the students' motivation and attitude towards reading. As a result, students tend to become passive and lazy in engaging with reading texts, especially in English. The lack of interaction, feedback, and active involvement in reading lessons further contributes to the students' disinterest. Teachers also struggle to provide personalized instruction due to large class sizes and limited instructional time, which causes reading instruction to become more generic and less effective.

In summary, the problems related to students' reading comprehension at MTS Al-Ukhuwah include Lack of focus and attention during reading, poor vocabulary knowledge, low motivation and interest in reading activities, limited opportunities for feedback and individual support from teachers.

## **1.2 Identification of the Problem**

Based on preliminary observations and informal interviews with English teachers at MTS Al-Ukhuwah, several problems related to students' reading comprehension have been identified. These problems are outlined as follows:

1. Lack of students' focus and attention during reading activities. Many students are easily distracted, which hinders their ability to fully comprehend the content of the texts.
2. Limited vocabulary mastery. Students often encounter unfamiliar words in the reading texts, which leads to confusion and discouragement in continuing the reading activity.
3. Low motivation and interest in reading activities. This condition results in students becoming passive and reluctant to actively engage with English reading texts.
4. Limited interaction and feedback during reading lessons. This is further exacerbated by large class sizes and limited instructional time, making it difficult for teachers to provide individualized support and guidance.

### **1.3 Limitation of the Problem**

In this Research, the problem limitation is whether or not the mind mapping technique has an effect on the students' reading comprehension in narrative text at ninth-grade of MTS Al-Ukhuwah in the academic year of 2025/2026.

### **1.4 Research Question**

Does the use of the mind mapping technique give effect on the students' reading comprehension in narrative texts?

### 1.5 Research Objective

From the research question above, the objective of this research is to determine whether or not the use of the mind mapping technique at students' reading comprehension in narrative texts.

### 1.6 The Significances of the Research

The results of this research can contribute and benefit the process of teaching and learning English. Expected contributions are:

#### 1) Theoretical

This study can contribute to the development of English language learning theory, particularly in the use of visual strategies such as mind mapping techniques to improve students' reading comprehension. In addition, this study is also expected to enrich the scientific literature related to innovative and effective teaching strategies in narrative text learning.

#### 2) Practical

##### a) For Students:

Mind mapping techniques are expected to help students understand the content of narrative texts more easily and enjoyable, as well as improve their ability to organize information.

##### b) For English Teachers:

This research can be used as a reference in selecting and implementing more effect learning strategies, especially in teaching narrative texts to junior high school students.

c) For Future Researchers:

The results of this study can be used as a basis for further research on the use of visual learning strategies in english language teaching.

### 1.7 Definition of key term

1) Mind Mapping

A technique for visualizing information in the form of a mind map that illustrates the relationships between ideas using keywords, images, and colors. This technique is used to help students organize and remember information from texts in a systematic way.

2) Reading Comprehension

Students' ability to understand, interpret, and draw conclusions from written texts. In this study, this refers to junior high school students' ability to understand the content of english narrative texts.

3) Narrative Text

A type of text that aims to narrate a fictional or real event or incident that has a plot structure, characters, conflict, and resolution. This text is used as teaching material in teaching students reading skills.