

CHAPTER I

INTRODUCTION

A. Background of Study

Everyone in the world needs a tool to communicate each other. The tool is language. Language is an intimate part of social identity. By using language, people can communicate each other, express our feelings, thoughts, and ideas. In the holy Qur'an (Al-Hujurat: 13) Allah says:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ (١٣)

It means that Allah created men and women, tribes and races in order to know each other. The important tool to make them known each other is language.

Language is an important aspect in our daily life, because it enables us to communicate. Language is very important for human beings, people use it to communicate with one another, to express their feelings, to give and accept the information, to solve problems, etc. In other words, language is one of the most important things to carry out our activities in our lives. In this current era, English language becomes the language the people are interested the most. Because people come from different language backgrounds, from various countries and various languages, English language becomes very important for us to communicate to each other.

In addition, mastering English is very important because it is a necessary means of getting knowledge. Moreover, English can help us to make a change for our country as well as our life. If we care enough for something around us, we can see that almost all of them use English.

Nowadays, learning English has been a very important subject. It becomes the first foreign language which is taught from Elementary schools to universities, even it is one of the compulsory subjects that is examined to school students in Indonesian national examination for junior and senior high school levels. In addition, it as well as has its own prestige in Indonesian education and students who have good English will be able or have more chance in achieving better education. Even, most of educated people should have learned it.

Based on the researcher's experience, in studying English, there are several reasons that encourage students to learn. First, they want to study abroad. Second, they like English language film or music of English. Third, they want to talk to native speakers. Finally, they assume that English is important.

In English there are skills that we must know, namely: listening, speaking, reading and writing. The four skills are important elements in English, but there are still many people or students who have difficulty in the four skills as obtained by the researcher in Teaching Practice 2, one of which is reading. Reading is a process to obtain information from the text and knowledge possessed by the reader becomes the main role in shaping meaning. In addition, students need to be able to generalize all of the reading and writing skills. Therefore, they should know the content areas.

Reading is one of the most important skills, students should acquire and have to know what they are reading. Teaching reading strategies will help students understand and gain meaningful information from what they are reading. That is what teachers should do. Moreover, teaching students reading strategies will not just help students to be more successful in school but also help them to be more successful in general if they are consequently better able to understand the next (Harvey, n.d).

However, many students find reading difficult to understand because the language used is in English and not frequently used. This is one thing that prevents children reading stories, books and others in English. Otherwise, students must understand what they read, and know how to obtain information and apply concepts for their learning process.

Understanding reading is very important. Without a comprehension then students can not understand the meaning or content existing in text. Furthermore, reading can add to their knowledge. If it continues to let, this will make students lazy to read and not interested in reading English. This, of course, will affect the students' interest in learning as well as students' achievement in English. Students should be able to know the meanings of 90%-95% of the words in a text and be able to gather meaning from the text (Yildirim, Yildiz, & Ates, 2011). According to Ahmadi, Hairul, & Muhammad (2013), reading comprehension is a complex process involving a combination of text and readers. It is widely reasonable that the three key types of reading are accuracy (involves phonological and orthographic processing), fluency (includes time), and comprehension.

Based on pre-research in PPL II the researcher observed the teaching and learning process in which students slowly answered questions about reading because they did not understand the content of the text, students also felt bored and were less interested in learning. Moreover, through interview with the English teacher at the Eighth grade of MTs Muhammadiyah 3 Al Furqan Banjarmasin, the researcher asked what the difficulties of students when learning reading were. The teacher said that the students had difficulties to understand of reading because of some reasons, such as vocabulary and pronunciation. After that, the researcher also asked about the method used by the teacher. She said that “I use ordinary method, as long as students can understand. The method that I use is Reading Guide”. This greatly affects learning because the method of learning helps students in receiving materials and facilitates students to understand learning. This fact involves the question. What does the teacher teach to improve or what learning strategy does she use in teaching English to improve the reading ability of students? The method is very important for teachers to facilitate teaching and to improve the spirit of the students. In addition, appropriate method will deliver students on the result better, especially reading. The method used should help students or facilitate in learning reading, because the effective reading methods or strategies are considered as significant skills that have received the special focus on students. That is why, good teachers with good teaching techniques are essential. Actually there are many techniques in teaching and learning process.

However the researcher is interested in teaching reading by using Thinking Maps method to improve students’ reading comprehension on narrative text. The

researcher believes that this method is effective to help students understand the content of the reading. Furthermore Thinking Maps improve the vocabulary and motivation of students to learn reading. Why does the researcher choose narrative text? Narrative text is a part of reading which has benefit for students and it is more easy to know whether the students understand the story or not. Narrative text consists of orientation, complication, sequence of events, and resolution till the teacher can know the students understanding if they can answer part of the narrative text.

Thinking Maps have eighth formal graphic organizers that are designed to simulate eight specific thinking processes, including defining, describing, comparing and contrasting, cause and effect, sequences, parts to whole relationships classification, and analogies. The researcher only focuses on one map namely Flow Map, because Flow Map fits for reading skill. Flow Map as it relating to narrative text consists of orientation, complication, sequence of events, resolution, and Coda. (Anderson and Anderson, 2003 as cited in Romli, 2014).

Therefore, the researcher tries to describe the effectiveness of Thinking Maps in teaching reading comprehension on narrative text. By doing this research, the researcher wants to know whether teaching reading comprehension on narrative text is or not using Thinking Maps is significantly effective. In this context, the researcher is interested to do this research by choosing the title, **“The Effectiveness of Thinking Maps in Teaching The Students’ Reading Comprehension on Narrative Text at The Eighth Grade of MTs Muhammadiyah 3 Al Furqan”**.

B. Statement of Problems

Based on the background of the research above, this research focuses on information about the effectiveness of Thinking Maps in teaching The students' reading comprehension on narrative text at The Eighth Grade of MTs Muhammadiyah 3 Al Furqan. The problem in this research can be formulated as follows:

1. How is the students' reading comprehension achievement on narrative text in experiment class at the Eighth Grade of MTs Muhammadiyah 3 Al Furqan ?
2. How is the students' reading comprehension achievement on narrative text in control class at the Eighth Grade of MTs Muhammadiyah 3 Al Furqan ?
3. Is the use of Thinking Maps on narrative text effective to the students' reading comprehension achievement at the Eighth Grade of MTs Muhammadiyah 3 Al Furqan ?

C. Objectives of the Research

Based on the research questions mentioned above, the purposes of the study are:

1. To know the students' reading comprehension achievement on narrative text in experiment class at the Eighth Grade of MTs Muhammadiyah 3 Al Furqan.

2. To know the students' reading comprehension achievement on narrative text in control class at the Eighth Grade of MTs Muhammadiyah 3 Al Furqan.
3. To know the use of Thinking Maps on narrative text effective to the students' reading comprehension achievement at the Eighth Grade of MTs Muhammadiyah 3 Al Furqan.

D. Assumption and Hypotheses

1. Assumption

It is assumed that the use of Thinking Maps is effective to improve students' reading comprehension.

2. Hypothesis

The more the teacher uses Thinking Maps in teaching Reading Comprehension, the higher the students get improvement in Reading Comprehension.

Based on the objective and the problem of the study, there are two forms of hypothesis in the study, they are Alternative Hypothesis (H_a) and Null Hypothesis (H_0) as follows:

- a. Alternative Hypothesis (H_a): There is a significant difference in the effectiveness of using Thinking Maps in teaching the students reading comprehension on Narrative text between students in experiment class and control class.

- b. Null Hypothesis (Ho): There is no significant difference in the effectiveness of using Thinking Maps in teaching the students reading comprehension on narrative text between students in experiment class and control class.

E. Definitions of Key Terms

There are some terms used in this study that needed to define to avoid misunderstanding and misinterpretation. The terms used in this research are the following:

- a. Thinking Maps

Thinking Maps are teaching strategy with a specific set of maps which consists of eighth maps it helps students to make easy understanding the text, but the researcher focus on Flow Map of Thinking Maps.

- b. Reading Comprehension

Reading Comprehension is a process to catch information of the book or to know information from the researcher.

- c. Teaching

Teaching is the specific activities in the class room that are established with a method and an approach as well. The method in this research is Thinking Maps which focus on Flow Map.

- d. Narrative Text

Narrative text is a type of spoken or written text that tells the events or narrating someone or something.

- e. MTs Muhammadiyah 3 Al Furqan is an Islamic education of junior high school level that is located in JL. Cemara Ujung No. 37 Rt. 15 Banjarmasin, the capital of South Kalimantan Province. The sample of this research is Eighth Grade (VIII F and VIII G).