

CHAPTER I

INTRODUCTION

Classroom Action Research concentrates on solving a factual issue occurred in a class. It is considered to be more realistic compared with other experiment research. Get going from it, the writer conducted classroom action research due to its flexibility of time, problem, and the subject.

After doing a raw observation, the writer found that the students' ability in comprehending texts was poor. In view of the fact that reading contributes to the students' information input, an attempt needs to be undertaken.

1.1 Background

Reading plays a very important role. Most of information is presented in written language such as manual book, newspaper, magazine, internet, and so on. Although there is television that ease human to receive the information, it does not provide more practice for our brain. By reading we can develop our creativity, critical thinking and even writing skill. We have to imagine the characters we read in a novel, and we can have opinion on someone's writing in a newspaper. Reading can also develop students' spelling and vocabulary.

Based on the test result, the writer found that students' ability in reading English text is poor whereas they were compelled to read the textbooks. When they were asked to read a text, there were still some students who did not read; they chatted with their mate instead. The writer

approached them and asked why they did not read. They said that they would not understand the text even though they read it.

Roughly there are only two students who comprehend text conspicuously; while the rests only listen to either the teacher or both of the students. The writer discovered that the students do not understand the meaning of simple words and simple sentences. They did not know the use of pronouns. They are also confused about the grammatical structure used in the text.

Nevertheless, when we look back to the students' background, their low achievement is not odd. The school did not carry out an academic test as a requirement to attend the school. The students, moreover, selected this school due to their failure to be accepted by their favorite schools.

As a matter of fact, reading is a very important skill. There are some crucial risks if this problem is not resolved. The students will become lazier to read; consequently they will not get the information given. It also relates with the achievement of minimum score for each indicator in the syllabus that school has decided; which consequently affects school's credibility.

There have been many techniques conducted to improve students' reading comprehension. Each of them has its own advantages and disadvantages. Mind map popularized by Tony Buzan can also be performed to improve students' mind work. The writer searched on the internet and found that people were recommended to use mind map. The writer has not found who failed in doing projects using mind map.

Combined with KWL (Know, Want, Learn), mind map is expected to increase students' comprehension on reading. While the other KWL technique use table as the media, this study uses mind map with full colour and pictures to bring students' interest.

1.2 Statement of Problems

The research statements of this study are:

1. To what extent mind map technique can improve students' reading comprehension?
2. What problem occurs when the teacher teaches reading comprehension by using mind map technique?
3. What are the advantages and disadvantages of the use of mind map in teaching reading comprehension?
4. What is students' reaction on the use of mind map technique?

1.3 Aims of the Study

The aims of this study are:

1. To find out the extent of mind map technique in improving students' reading comprehension.
2. To find out the problem occurs when the teacher teaches reading comprehension using mind map technique.
3. To find out the advantages and disadvantages of the use of mind map technique.
4. To find out students' reaction on the use of mind map.

1.4 The Scope of the Study

Surakhman (1975, from Permadi, 2008) stated that the scope of the study is essential to bind the subject of the study and to resolve the problem, for example energy, time, cost and dexterity that appear from research planning.

According to that, the scope of this study is the use of mind map in improving students' reading comprehension. The subjects of this study are X-7 graders of SMA Kartika Siliwangi I Bandung.

1.5 Significance of the Study

This study is important to reveal students' problem in comprehending a text. It is a contribution to EFL methodology where mind map is an alternative technique to be used in teaching and learning reading. If this classroom action research is effective in improving students' comprehension, this technique may be applied in other classes that have similar problem.

1.6 Subject of the Study

This research will take place in SMA Kartika Siliwangi I class X-7. In this study there are no population and sample of the study, which means that this study is conducted based on a real problem in a real class.

When the writer (as a teacher) acts the lesson in the class, there will be a colleague to observe the activity. By so doing, the writer has a partner to share the weaknesses of the process and to give advice during the cycles.

1.7 Clarification of Key Term

To refrain from misinterpretation, several terms are clarified:

1. Students' improvement is the progress of the content of the students' worksheet.
2. Students' worksheet is the mind map paper made by the students based on their comprehension of the text given.
3. Mind map in this study is defined as a diagram or a draw used to represent students' comprehension of the text given.
4. Classroom Action Research conducted in this study is based on Carr and Kemmis' stages.

1.8 Organization of the Paper

The organization of this paper is started with Chapter I, Introduction. This chapter introduces the problem discussed in this paper. It consists of background of the study, statement of problem, aims of study, the scope of the study, significance of study, methodology, clarification of terms, and organization of the paper. Chapter II is Theoretical Foundation which explains related theories and literature. The third is Chapter III, Methodology, explains the methodology or research design used by the researcher. Following is Chapter IV, Findings and Discussion, explains the

findings of the study and the discussion. And the last is Chapter V, Conclusion and Suggestions. Conclusion of the study is described in this chapter. It also contains some suggestions that is fully hoped to assist anyone deals with this study.

