CHAPTER I

INTRODUCTION

This chapter elaborates background of the research, research questions, aims of the research, scope of the research, significance of the research, clarification of terms, and organization of the paper.

1.1 Background of the Research

Reading is an important skill that students should have in learning English as foreign language. Kenneth Beare (2013) states that reading is important part of learning English. It is important because students always deal with the texts that they have to understand. In other words, student's reading skill effect their success in school. In order to achieve an understanding in reading, students should have an ability of reading comprehension. Comprehension is a process of construct meaning by interacting with text through combination of prior knowledge, information of the text and attitude of the reader toward the text (Pardo, 2004). Without comprehension, reading is simply following words on a page from left to right while sounding them out. The consequence is the words on the page become meaningless (Dekkers, 2014).

However, most of students sometimes cannot construct the meaning from text that they read easily and quickly. They find a difficulty in comprehending text. Moi and Lian (2007) state that comprehension is noted as one of the assessment components that pupils are generally weak in. Whereas, comprehension is often used as an assessment for students to gain higher degree in school. Therefore, it is important to address this area of concern and find out the problems to help the students cope with the problems in reading comprehension.

In one vocational school, where the writer did teaching practice for about five months, reading comprehension was one of the problems in learning English

that the students had. Most of students sometimes obtain a low score on a test in reading test. They admit that they do not understand the passages, therefore they can not find appropriate answers to the questions. The students can not understand the text because they do not know the meaning of vocabularies. They can not conclude the story or find the mind idea. In addition, they lack motivation to read. This can be due to the assumption that reading is not their daily needs as students. They even think that reading is boring (Oxford, 1990).

From the explanation above, the researcher can conclude most of students deal with some problems in comprehending text. They did not understand what the text about because they lacked of vocabulary. They were uncomfortable with the language therefore they were easily frustrated when they found some difficult words. Furthermore, inability to apply reading strategy makes the students have a problem in comprehending text. Because of that, the students read slowly word by word with the result is they are confused with the meaning of the text. Williams (2012) states:

> There are a series of problems that hinder children's reading comprehension: 1. Language problem, 2. Not comfortable enough yet with the language, 3. Word recognition problem. (Williams, 2012)

Generally, there are many ways and techniques in improving students' reading comprehension ability. Nevertheless, teachers are sometimes not aware of appropriate technique application in teaching learning process (Wood, 1998). Improving students' reading comprehension can employ some techniques, such as using pictures, summarizing, recognizing story structure, answering and generating questions, and so on (Adler, 2011). However, in this research, the researcher is interested in teaching reading by using mind mapping because she believes that it can be more effective to make the students get the idea easily in reading comprehension (Buzan, 1993). According to Tony Buzan's article entitled *"What is Mind Map?"* in his blog, "mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain" (Buzan, 2011, p. 1). The function of mind mapping is to graphically arrange and

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link concepts with other concepts and issues, thus the students can memorize information from the text easily. Since mind mapping uses colours, lines, arrows, branches or some ways that connect each idea, the students can remember the facts and ideas that are illustrated in mind map. It is because "our brains remember things better with visual, colours and pictures" (Moi & Lian, 2007, p. 3). Mind mapping is not only used for improving reading comprehension, but also suitable for other focus.

Teaching by using mind mapping is not a new issue in teaching language. According to Siriphanich and Laohawiriyanon (2010) most students were satisfied with their own reading comprehension ability. They enjoyed working in group and agreed that mind mapping technique was a useful technique and can be applied to non- English subjects. Another research that proves mind mapping as an effective technique is the thesis that was conducted by Indah (2012). She found that mind mapping technique can be effective to teach the students vocabularies. Mutiara (2010) also says mind mapping can improve students' ability in writing descriptive text. Furthermore, Moi and Lian (2007) prove that mind mapping helps pupils in understanding passage and remembering the content of the passage better. This is because the mind map shows the keywords and relationship of the content visually from the passage. There are some differences between previous researches and this research. First, this research is focus on reading skill while most of researches focus on teaching writing or vocabulary by using mind mapping. Second, this study is conducted in Vocational High School because there are no related studies that take participant in Vocational School.

Referring to explanation above, there is an intention to find out whether mind mapping technique can improve the students' reading comprehension ability effectively. Furthermore, it is also to find out the students' responses toward the use of mind mapping in reading comprehension.

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1.2 Research Questions

This study is carried out to answer the following questions:

1. Is the use of mind mapping effective to improve the students' scores in reading comprehension?

2. What are the students' responses toward the use of mind mapping in reading comprehension?

1.3 Aims of the Research

Based on the description in the background, the research is aimed at:

1. finding out whether mind mapping technique improve students' scores in reading comprehension effectively

2. finding out the students' responses toward the use of mind mapping in reading comprehension.

1.4 Scope of the Study

This study concerns about the use of mind mapping technique to improve students' scores in reading comprehension. This research also concerns about the students' responses toward the use of mind mapping in reading comprehension. A Vocational High School in Bandung is chosen as the site of this study. This research also takes 35 students as the sample in each class of experimental and control group based on some consideration.

1.5 Significance of the Research

Besides for the researcher's own purpose, this study gives significant benefit for who involved in this study. This study is proposed to give contribution to teachers, students, and other researchers as reference.

Based on theoretical perspective, this research is expected to give contribution in education area, especially teaching reading skill by using mind mapping, and enrich the previous research findings in order to help other researchers, teachers or anyone who involved in this research to get any

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information about teaching reading comprehension by using mind mapping technique.

In term of professional significance, this research is expected to help teachers in teaching reading in order to improve students' reading comprehension ability. Hopefully, this research also is able to stimulate teachers' creativity in creating the material for teaching reading. Furthermore, this study also is expected to be used as an additional source especially for other researchers who conduct a research about improving students reading comprehension through mind mapping.

Practically, this research is expected to give practical guidance for students in improving their reading skill. Hopefully, mind mapping is able to help them in brainstorm the idea when they are reading. Besides, the technique and the media used hopefully are able to contribute in enhancing their motivation in learning reading and making them is easier in comprehending text.

1.6 Clarification of terms

In order to avoid wrong perception of the terms use in this study, some terms are clarified as follows:

1. Mind Mapping, according to Collins English Dictionary (2009), mind maps is "*trademark* a diagrammatic method of representing ideas, with related concepts arranged around a core concept." Buzan (1993) says that mind mapping can be defined as a graphical method of taking note by using words, pictures with color, and symbols which take a hierarchical or tree branch format with idea branching into their subsections. In other word, mind mapping is one of the note-taking techniques that form like a diagram with many of branch. It contains the main ideas that connected to each other.

2. Reading Comprehension, According to Oxford dictionary, reading is "act of reading something; books, articles, etc that are intended to be read." Meanwhile, comprehension is "ability to understand something; exercise

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that trains students to understand a language: a reading/listening."
According to Siriphanich & Laohawiriyanon (2010), reading
comprehension refers to the ability to comprehend a reading passage. It can
be said that reading comprehension is the act of understanding information
from written text. Thus, in this research, the writer expects the students to
understand the text by using mind mapping technique.

1.7 Organization of the Paper

This paper will be organized into five chapters:

CHAPTER I: INTRODUCTION

This chapter explains the whole study. Chapter I consists of background of the
research, research questions, aims of the research, scope of the research,
significance, clarification of terms, and organization of the paper.

CHAPTER II THEORETICAL FOUNDATION

This chapter discusses some theories about Mind Mapping and reading
comprehension. Some related researcher will be presented in this chapter.

CHAPTER III METHODOLOGY

This chapter gives clear explanation about how the study is conducted and
analyzed.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter discusses the findings of the research and analysis of those findings
in explanation clearly.

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CHAPTER V CONCLUSION AND SUGGESTIONS

This chapter explains the conclusion based on the analysis in Chapter IV The conclusion states the answer of research question about the use of mind mapping to improve students' scores in reading comprehension. In addition, this research also is aimed at finding out the students' responses toward the use of mind mapping in reading comprehension. It also contains suggestions related with the research conducted.