CHAPTER I

INTRODUCTION

This chapter presents background with the elaborated thought of why the study is conducted, statements of the problem, aims of the study, significance of the study, scope of the study, clarification of terms, and organization of paper.

1.1 Background

In a foreign language class, reading is one of the main sources of the input for the learners (Hasbun, 2006). The ability to read allows them to continue developing other skills that they have acquired in the classroom. The reading skill becomes one of the most important elements of learning English because if someone does not have the ability to interact and learn through reading and writing, surely he or she will have disadvantages in his or her life (Rose, 2006, cited in Westwood, 2008:2).

However, reading is not a simple thing to do, especially in foreign language. There are many possible reasons why students think that reading in English is difficult. In order to understand the reading text, the readers have to be able to recognize words rapidly, know the meaning of almost all of the words, and connect the meanings sequentially into a coherent message (Westwood 2008). Nonetheless, the teachers in Indonesia have to deal with the truth that the students, as the foreign language learners, seem
lack of vocabulary and background knowledge to read in English with ease (Hasbun, 2006). Moreover, the problem for most children who experience reading difficulties is the problem to acquire fluent word identification skill (Nation, 2008). The students get easily desperate when they meet unfamiliar words in a text. Thus, this trouble can inhibit their comprehension in reading the text.

Moreover, it is assumed that many students in Indonesia feel that reading exercise is not fun and difficult (Kusmiatun, 2008). They are less willing to participate in learning activities and have low performance during the teaching learning process. This phenomenon may inhibit their reading goals. Whereas, it is important for teachers to help their students create meaning (Day and Park, 2005). Therefore, teachers need to use technique that is intrinsically motivating the students to help them achieve the lesson objectives (Brown, 2001).

It is decided to use mind map technique which is popularized by Tony Buzan in this study. There have been several studies explored about using mind map technique to improve reading comprehension. It was found that the students at Mathayomasuksa 1, who were taught by mind map technique, had their reading comprehension post-test mean score significantly higher than pre-test (Deesri, 2002 as cited in Siriphanich and Laohawiriyanon, 2010:3). In addition, a study discovered that students at Songkhla Rajabhat University were satisfied with their own reading comprehension ability and they agreed that mind map is a useful technique
and can be applied to other subjects (Siriphanich and Laohawiriyanon, 2010).

Another study found that the method of drawing mind map could guide the students to clarify the structure of the article and the links between paragraphs (Xiao and Jiang, 2009). Therefore, it can help the students to understand the reading materials, encourage their development of reading, writing, listening, and speaking, and empower their cooperation between the students. Hence, it is recommended to employ mind map to cope the challenges in teaching foreign language (Casco, 2009).

As the explanation above, this study investigates whether or not the use of mind map technique can improve the students’ reading comprehension. It is also to know the students’ response toward the use of the mind map technique. In details, this research entitled “The Use of Mind Map Technique in Improving Students’ Reading Comprehension”.

1.2 Statements of the Problem

The research statements of this study are:

1. Can mind map technique improve students’ reading comprehension?
2. What are the students’ responses toward the use of the mind map technique?

1.3 Aims of the Study

The aims of this study are:
1. To find out whether or not the use of mind map technique can improve the students’ reading comprehension.

2. To find out the students’ responses toward the use of mind map technique.

1.4 Significances of the Study

Theoretically, this study is expected to develop the literature on the English teaching technique and also gives beneficial empirical data as reference for further study on the use of mind map technique to improve students’ reading comprehension.

Practically, this study is expected to help language learners improve their reading comprehension by using mind map technique. It is also expected to motivate them to read in English in joyful yet full of interest.

Professionally, this study is expected to provide new technique to English teachers. Therefore, they can implement it in their teaching learning process.

1.5 Scope of the study

This research only focuses on the use of mind map technique to improve the students’ reading comprehension especially on literal reading comprehension in one of junior high school in Bandung and the students’ response toward the use of mind map technique in their learning reading process.
1.6 Clarification of Terms

To avoid misunderstanding, the terms used in this present research are defined as follows.

1. Mind map

Mind map is a graphic tool which represents words, images, or ideas that spread out into branches which is linked to central keyword or idea (Buzan, 2006).

2. Technique

Various activities that either teachers or learners used in the classroom for realizing lesson objectives (Brown, 2001).

3. Reading Comprehension

Reading comprehension is an active thinking process which involves the readers intentionally to extract the meaning presented in a text to become the deeper meaning and information (Blanton et al., 2007; Neufeld 2006; Rapp et al., 2007 as cited in Westwood, 2008:31).

1.7 Organization of Paper

The paper consists of five chapters. Those are:

Chapter I Introduction

This chapter presents background, research questions, aim of the study, significances of the study, scope of the study, clarification of terms and organization of the paper.

Chapter II Theoretical Foundation
This chapter focuses on theoretical foundation related to the present study, with the use of mind map technique to improve the students’ reading comprehension as the main issue.

**Chapter III Research Methodology**

This chapter describes the methodology of the research such as; research design, data collection technique, research procedures, and data analysis.

**Chapter IV Findings and Discussion**

This chapter provides the result of the research and discussion on the research findings.

**Chapter V Conclusions and Suggestions**

This chapter describes the conclusions of the study and suggestions for the further study.