

CHAPTER I

INTRODUCTION

1.1 Background

Teaching reading skill to young language learners especially in English is not an easy task to do. However, some children over the age of eleven still find reading difficult (cited in Wood, 1988). It might happen because the lack of consideration in applying the appropriate technique or approach in teaching learning process. The same problem is also happen in Indonesian's students. Students' ability in reading English literature is still low specifically for junior high school students in Indonesia. In fact, reading ability in English language is as important as the three other skills such as listening, speaking and writing.

Since children have some characteristics which are different from adults, teaching English to young learners will not the same with teaching English to adult. Mooney (2000) states that we need to know not only the theoretical foundation of childhood education but also how children think and learn in providing a good quality of education at the early period. We also need to know characteristics of young learners based on their age. It is important because the consideration of age will give some influences on teaching young learners.

According to Pinter (2006), young learners can be categorized into two types. First, the learners between five to eleven years of age which are categorized as younger children. Second, the learners at the age of fourteen which are categorized as older children. In supporting Pinter's statement, Harley (1995)

argues that the learners between twelve to fourteen years old are still categorized as children; they tend to be more attentive to cues of word order (cited in Cameroon, 2003: 15). In this regard junior high school students are also categorized as young learners.

Then, in teaching English to young learners especially for seventh grade students, the competence of reading comprehension of texts is very important. Based on the basic competence for seventh grade, the students in this level will deal with many kinds of the texts such as descriptive text, recount text and also procedural text. Therefore, English teachers need to provide an appropriate technique or approach that can make reading process joyful.

For recent years, educationalists and also psychologists in the entire world have been conducting many studies to find the appropriate way in teaching English language. Meanwhile, certain method or approach is not always suitable for general English learners. What can be inferred from this phenomenon is that every child has their own characteristics that will affect the way they study language. Actually, English teachers can present the material well and meet all learners need if they can teach the students by using an interactive and a fun way. Generally, children tend to be more interested to the material which is preserved in joyful and meaningful context (Pinter, 2006).

In line with the statement above, Buzan (2003) argues that the children can learn in an interesting way using certain technique which is called Mind Mapping. In the usage of mind mapping, children not only use their left side of the brain to identify words but in the same time they also use the right side of the brain in

learning language. They will have opportunity to make some colorful pictures, lines, symbols or signs to help them remember the words or the facts in their mind maps. Moreover, children will get their own way in comprehending certain topic or material by using mind mapping. It is because mind mapping itself as personal as our body. So, every student will not feel depressed in understanding the material; they will learn differently each other but at the end of the lesson they will get the same comprehension.

Buzan (2003) also states that by using mind mapping children can remember well, make a better notes of their textbook, rise the idea, save the time to understand the material and concentrate with the material. In addition, at the end of the lesson, they will have ability to comprehend material in the textbook well and also they can tell other people easily about their understanding of certain topic using their own mind mapping.

Referring to those explanations above, the research is aimed to investigate the effectiveness of mind mapping technique to improve children's ability in reading descriptive text. In details, the research entitled *Using Mind Mapping Technique to Improve Students' Ability in Reading Descriptive text: A Quasi Experimental Study of Seventh Grade Students at SMPN 12 Bandung*.

1.2 Research Questions

Implementing certain strategy to courage the children to find the best way to learn especially in English language is not an easy task to do. Based on the background mentioned above, the basis of the research question included:

1. Is the use of mind mapping technique effective in improving students' ability in reading descriptive text?
2. From the students' perception, what are the problems found in using mind mapping technique to learn descriptive text?
3. What are the advantages and disadvantages in using mind mapping technique in learning descriptive text?

1.3 Aims of the Research

Based on the problems mentioned above, the research was conducted to investigate the effectiveness of mind mapping technique in improving young learners' ability in reading descriptive text. Besides, it was attempted to reveal the problems in teaching learning process by using mind mapping from the students' perception. In addition, it was also attempted to investigate the advantages and the disadvantages in reading descriptive text by using mind mapping technique.

1.4 Research Methodology

1.4.1 Research design

Among some alternatives, quasi experimental design was used as one of the best research approaches in the research since it aims practically to compare true experimentation and the nature of human language behavior which we wish to investigate (Hatch and Farhady, 1982: 24).

Then, in conducting the research, all condition between experimental and control group was equal. The only thing which was different between the

experimental and control group was in the treatment. The experimental group was given the treatment of mind mapping technique in several meetings, while the control group was not given any treatment. Clearly, it can be stated as follows:

G1	T1	X	T2
G2	T1		T2

G1 = Experimental Group

G2 = Control Group

T1 = Pretest

T2 = Posttest

X = treatment

(Hatch and Farhady, 1982: 22)

In addition, the research used non-random control group pretest and posttest design as a part of quasi experimental design. It was as the effort to reach more valid result as the true experimental design.

1.4.2 Hypotheses

Hatch and Farhady (1982:85-86) argue that hypothesis can be considered as the tentative statement about the outcome of the research. Then, the research was conducted to examine the hypotheses which were stated as follows:

Ho: there was no difference between reading descriptive text by using mind mapping technique in experimental group and control group after being given the treatments.

H_A : there was a difference between reading descriptive text by using mind mapping technique in experimental group and control group after being given the treatments.

In statistical notation,

H_0 : μ experimental = μ control

H_A : μ experimental \neq μ control

1.4.3 Data collection

The participants who were involved in the research were the students in SMPN 12 Bandung. Moreover, the population of the research was the seventh grade students of SMPN 12 Bandung. There were eight classes of seventh graders; each class consists of 41 students. Two classes were randomly chosen to be the sample of the research. One class, 7A, was the experimental group which has received experimental treatments, and the other, 7C was the control group which has not received any treatments.

Since the research was experimental research with a quasi experimental design, the researcher administered pretest and posttest in the data collection. Clearly, data collection was conducted as follows: (1) conducting pilot test to the participants out of sample of the research to find out validity and reliability of the instrument, (2) giving the pretest to both group in a form of reading comprehension test to find out the similar ability of reading outcomes between the groups, (3) giving treatment in some meetings to the experimental group, (4) giving the posttest to both groups to measure the development ability after

treatments given (at the end of the research), and (5) analyzing the data from the pretest and the posttest by using *t*-test application.

In addition, an open interview was conducted at the end of the research to investigate the obstacles in applying mind mapping technique from students' perception and to investigate the advantages and the disadvantages of mind mapping technique. There were five questions in open interview. The results of the interview were transcribed and grouped to answer the second and the third research questions.

1.4.4 Data Analysis

There were two kinds of data in the research: the data from the pretest and the posttest and the data from the interview. The data from pretest and posttest were analyzed by using *t*-test application meanwhile the data from the interview were transcribed and grouped to answer the second research question about the obstacles in teaching learning by using mind mapping technique from students' perception and the third research question about the advantages and disadvantages of mind mapping technique.

Kranzler & Morsound (1998) state that in analyzing the independent sample, *T*-test application can be used in the experimental research. Since in the research the experimental and control groups were not paired in any way, the scores which were obtained from pretest and posttest of experimental and control group were analyzed by using independent *t*-test formula. It was aimed to prove that both

groups were the same in reading ability before the treatments was given to the experimental group.

Then, in analyzing the scores of the two dependent groups (pretest and posttest) in which the scores were paired in any way, matched *t*-test was used in the research.

It was aimed to prove whether there was any development after the treatments or not. It may show that the implementation of the method has given some influences on the experimental group.

In addition, to support the quantitative data which were taken from the scores of pretest and posttest, the data which were obtained from the open interview were interpreted by the researcher.

1.5 The Significance of The Study

The results of the research were hopefully able:

- a. To investigate the influence of mind mapping technique in teaching English to young learners specifically in reading descriptive text.
- b. To be the references for the teacher in teaching English to young learners especially in guiding young learners to read descriptive text in an effective and joyful way.
- c. To be the reference especially for the next English Educations Students in UPI and to all English Department Students generally.
- d. To be one literature regarding mind mapping technique.

1.6 Clarification of the terms

Some terms need to be clarified in the research. Those terms included:

1. “A mind map is a special kind of brain-friendly diagram that helps you to think, imagine, remember things and plan and sort information” (cited in Moi and Lian, 2007)
2. Descriptive text is a text which contains the adjective words in order to inform the characteristic of some one of something.
3. Reading can be defined as the process of putting the reader in contact and communication (Simanjuntak, 1998).
4. TEYL: Teaching English to Young Learners
5. Young Learners: children between 5-14 years of age (cited in Cameroon, 2003: 15)

1.7 Organization of the Paper

The research was presented into five chapters as follows:

Chapter I contains introduction which discuss background, limitation of the study, statements of the problem, aims of the study, significance of the study, research method, clarification of the key term, and organization of the paper.

Chapter II consists of theoretical foundation from the experts and their researches, which serve as base for investigating the research problem.

Chapter III includes methodology of the research which will discuss the step and procedures of the research, the instruments of the research and the reason of choosing its procedure.

Chapter IV provides the result of the study after conducting the research and obtaining the necessary data. In this section, it will be include analysis, findings, and discussion.

Chapter V contains the interpretation toward the result of the research in a form of conclusions and the suggestions in associating with the research.

