

CHAPTER I

INTRODUCTION

This chapter elaborates background of the study, statements of problems, purposes of the study, limitation of the study, significance of the study, research method, clarification of terms, and organization of paper.

1.1 Background

Teaching reading skill especially to young language learners is not an easy task to do. Indonesian students often encounter difficulties when trying to read an English text. Reading an English text requires them to have an adequate knowledge of the language and a certain set of skill. The difficulty of reading happen because the lack of consideration in applying the appropriate technique in teaching learning process (Wood, 1988) and the lack of reading comprehension is likely to be caused by the assumption that reading is not a daily habit or needs of students, even the activity is perceived as boring (Oxford, 1990).

In some cases, reading in the first language is different from reading in foreign language. Indeed, reading in foreign language is more difficult than reading in first language. Cohen (1994) states that foreign language reading is often slower and less successful because the reader has to deal with many unknown vocabularies and complicated sentence structure which make a reader difficult. In addition, it is found that Indonesian students face reading difficulties as foreign language learners as follows: inability to apply reading strategy, read slowly word by word, easy frustated and dissatisfied especially when they meet

some difficult words, read the text aloud in which it may inhibit comprehension, and they confuse to read authentic text in foreign language (Nuttal, 1996).

Reading is an important factor in young children's reading development (Nuttal, 1996) but, teaching English in Junior and Senior High Schools in Indonesia particularly in reading are less effective (Shahab, 2001). One of the main reasons is the purpose of teaching reading in Junior and Senior High School is not directed to the improvement of students' reading skill and abilities. As described by Shahab (2001), most of the teachers are not aware the importance of teaching reading. They just say "please open your book in page 25 and read the text carefully then answer the questions". Whereas, reading is crucial to a student's success in school, and further, to be coming a lifelong learner (Dolehanty, 2008). Children and young adults who struggle with reading comprehension will struggle with every subject in school and can develop their creativity, spelling, vocabulary, critical thinking and even writing skill.

There are many ways and techniques to increase students' reading skill. One of them is by using mind mapping. Mind mapping is the ideal tool for learning (Buzan, 1993) because it is easy to use and engage students in the process of learning (Careyus, 2000). This involves combinations of images, colors and visual spatial arrangements for expressing related ideas and complex problems in a simple way (Marguiles, 1991) which can be used by students different age groups (Careyus, 2000).

Teaching skill by using mind mapping actually is not a new issue in English language. Mind mapping technique has been applied in many studies. Bekti (2009) suggested that mind mapping technique is appropriate to improve students' reading comprehension on a group of vocational school students. Furthermore, Asmiaty (2001) also stated that mind mapping is good to train students' reading comprehension because it helps the students easier to understand the story and make them more creative and imaginative in drawing pictures and symbols. Additionally, Moi & Lian (2007) proved that mind mapping helps the pupils showed better understanding of text passage as they were able to see the relationship of the content visually and search for keywords in an answer to question.

Referring to those explanation above, the research is aimed to investigate the effectiveness of mind mapping technique to improve students' ability in reading descriptive text. As the reason, nowadays, students of junior and senior high school in Indonesia often face genre in their language class, especially English. One kind of text which has to be learned is descriptive. In details, the research entitled "Using Mind Mapping Technique to Improve Students' Ability in Reading Descriptive Text: A Quasi Experimental Study at Seventh Grade in One Junior High School in Bandung."

1.2 Statements of Problems

Based on the background of the study, the problem to be investigated covered:

- 1) Is using mind mapping technique effective in teaching reading descriptive text?
- 2) What are the advantages and disadvantages in using mind mapping technique in reading descriptive text?

1.3 Purpose of the Study

Based on the problems above, the purposes of the study are:

- 1) To find out whether or not using mind mapping technique effective in teaching reading descriptive text.
- 2) To find out the advantages and the disadvantages in using mind mapping technique in reading descriptive text.

1.4 Limitation of the Study

As limitation, the research only focus on using mind mapping technique to improve students' ability in reading descriptive text in the seventh grade in one junior high school in Bandung and to find out in what are advantages and disadvantages of using mind mapping technique in teaching descriptive text to improve students' reading ability. This research also just takes 35 students as the

sample in each class of experimental and control group based on some consideration.

1.5 Significance of the study

This study gives significant benefit for those who are involved in this study. First, English teachers, the teachers are able to be acquainted with many variations of reading teaching techniques, and one of them is Mind Mapping technique. They are asked to be more creative to build students' motivation in reading.

Second, for students, students are motivated to comprehend the descriptive text through Mind Mapping technique. This research provides a technique that can be used to help students in improving their reading skill in descriptive text and hopefully they can be motivated in reading and become a good reader.

Third, the researcher gets some benefits from this study. Through this study, the researcher is forced to improve the reading skill, especially in reading descriptive text. Moreover, the researcher is supposed to develop knowledge related to the technique "Mind Mapping" which is going to be conducted in this study.

1.6 Research Method

1.6.1 Research Design

The method of analysis used in this study is quasi experimental design. There are two groups taken as the investigated groups in this study. One group is for the experimental group that will receive mind mapping technique in teaching descriptive text in its treatment, while another group is for the control group that receives no treatment.

1.6.2 Hypothesis

The research is conducted to examine the hypothesis which is stated as follows:

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

1.6.3 Sample

The participants who are involved in the research are the students in one Junior High School in Bandung. The samples of this study are two classes. There are two classes of the seventh grade; each class consist of 40 students. The first class is 7.8; the experimental group which will receive experimental treatments, and the other, 7.9 is the control group which will not receive any treatments. It is due to students' comprehension in participating to the pre-test, treatments, and post-test given.

1.6.4 Data Collection

In collecting the data for this research, there are three techniques used:

1) Test

This technique is used to find out students reading ability, especially in reading descriptive text. This test used different descriptive text and reading test questions in pretest and posttest. The test is in form of 30 items with multiple choices options which are adapted from GENRE (Dilengkapi 700 Soal Uji Pemahaman) and internet.

2) Interview

An interview is conducted at the end of the research to find out students' opinion about the advantages and disadvantages in using mind mapping technique in reading descriptive text which can not be gained from the reading descriptive text test. Kind of interview that is used in this research is semi-structured interview and there are five questions in the interview session that should be answered by 35 participants orally.

3) Class Observation

This research employed class observation as the instrument to add the data acquired from the interview which cannot be gathered by interview. The observation is conducted as long as the treatments in experimental group. The researcher used field notes to portray what was going on in the class.

The learning situation and students' participation in class are the aspects captured on the field notes.

1.6.5 Data Analysis

After collecting the data, the researcher then analyze the data. The procedures are as follows:

- 1) The data obtained from the pilot test are analyzed by using SPSS 17.0 for windows to find out validity, reliability and difficulty of the items.
- 2) The students' reading result from pretest and posttest are scored by scoring technique.
- 3) The data are analyzed by using SPSS 17.0 for windows to find out the normality distribution, the variance homogeneity, and independent t-test to know the students' reading ability of the experimental group after receiving several treatments. Furthermore, effect size calculation will be conducted from the result of independent t-test in posttest to know how big the effect of the treatments conducted in experimental class.
- 4) Transcribing, categorizing, and interpreting the result of the interview will be conducted to answer the second question in statement of problems. Furthermore, class observation data will be typed, categorized, and interpreted to add the data acquired from the interview which cannot be gathered by interview.

1.7 Clarification of Terms

To avoid misunderstanding between the three variables, the definition of terms will be provided below:

1. Mind Mapping

According to Buzan (2000), a mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central keyword or idea.

2. Descriptive text

Based on Gerot and Wignell (1994: 208), descriptive text is a text that is used to describe a particular person, place or thing.

3. Reading

As described by Nuttal (1996), reading is the process of constructing meaning from written texts.

1.8 Organization of Paper

The paper of the research will be organized as follows:

Chapter I Introduction; This chapter elaborates the background of the study, statements of problems, purposes of the study, scope of the study, research methodology, clarification of terms, and organization of paper.

Chapter II Theoretical Foundation; This chapter consists of theoretical foundation in the research, which serve as base for investigating the research problem.

Chapter III Research Methodology; This chapter elaborates the methodology of research conducted to answer the two research questions previously stated in chapter one.

Chapter IV Findings and Discussion; this chapter elaborates the research findings and discussion. The findings are divided into four parts, the pilot test, the pretest score analysis, the posttest score analysis, and interview data analysis. Those findings are then analyzed and interpreted in the discussion.

Chapter V Conclusions and Suggestions; this chapter presents the conclusions of the research based on the research questions, aims of the research, and hypothesis which have been described in the previous chapter. In addition, suggestions are also recommended for the future studies.