

CHAPTER I

INTRODUCTION

This chapter explains about the background of the study, the problem of the study, the limitation of the problem, the formulation of the problem, the purpose of the study, and the significance of the study.

1.1 Background of the Study

English as an international language has been used for all over the world in recent years. Harmer (1992 : 1) states that today English is the world's most widely studied foreign language. In other words, English has important role in communication. In Indonesia, English is taught in schools as a foreign language. This subject is tested in the national exam which shows the importance of this subject.

In teaching and learning process of English, there are four skills taught they are: listening, speaking, reading, and writing. In foreign language learning, reading is a skill that teachers expect learners to acquire. It argues as the most essential skill for success in all education contexts. No wonder, the students can learn many things through reading. In other words, the more they read, the more knowledge they get; hence, a strong correlation between reading and academic success is shown. The act of reading cannot be separated from comprehension. The students cannot achieve their academic success without comprehending what they read. In comprehending the text, the students should be monitored by their

teachers, hence the way to teach comprehension should be well understood by the teachers. Teaching comprehension is an activity through some steps: selecting a text, explaining the strategy, modeling the strategy, guided support, practicing independently, and reflecting. Therefore, it can be concluded that reading comprehension is a long process.

In addition, having a good comprehension in reading can be facilitated by many strategies. McNamara (2006) whose thinking is adopted by the College Board underlines growing recognition that the use of reading strategies is essential; high ability students who use reading strategies are getting successful not only in comprehending reading, but also in overcoming reading problems and becoming a better reader and comprehender. In summary, the students should have better strategies for their good comprehension.

Nowadays, the need of reading comprehension requires teachers to facilitate students through interesting strategies in learning process. Harmer (2007 : 101) states that students are better to be impulsed in responding the context and gaining their feeling about it than only focussing them on the text construction. The teachers usually ask the students to read without giving the solution about how to read with pleasure and comprehend through interesting strategies. The students are used to comprehend the text only by reading normally, as what their habits in learning process. In conclusion, students are stated having no problems in learning reading comprehension because of their habits -reading normally. At the junior high school level, the students are expected to master some types of text like narrative, discussion, and hortatory exposition. Narrative as one of those

types become a common text used in students teaching and learning process, moreover used in national exam. Narrative is a text that tells a story to entertain the audience, let the audience think about an issue, teach them a lesson, or excite their emoticons. Based on the theories, it can be assumed that narrative text can be studied easily, because it lets the students interested to read the text; as its purpose is to entertain people.

Based on the writer's observation, there are many students of the eighth grade at *SMPK Sancta Familia Kupang* who have difficulties in comprehending a narrative text; they could not find the major elements of the narrative text including setting, character, conflict or problem, the goal and resolution in the text. Moreover, they could not get the main idea and supporting details of the text. Consequently, most of the students think that reading comprehension is a hard activity to do. Panatda (2010) states that students who faced English as a foreign language have low ability in reading comprehension; they cannot reorganize and connect the new information from the text with their own knowledge.

Moreover, most of the students think twice to read comprehensively the text given. It can be seen when they prefer to answer the question given suddenly, without reading the text deeper. In addition, commonly the students are taught through conventional method like delivering the material without any interesting action in teaching and learning process of reading comprehension. Therefore, students are getting low in their achievements.

In summary, the students face some problems in reading comprehension activities. First, students have difficulties in getting information from the text, in

this case is narrative text. Then, this situation brings the students have low achievements in reading activity. In addition, the teaching and learning process of reading comprehension runs conventionally in class. It makes the students think twice to do reading activity, moreover reading is a long activity.

Considering that facts, the writer suggests mind mapping as the technique for teaching reading comprehension. Drawing mind mapping is an activity which makes the brain easier to accept and remember visually stimulating, multi coloured mind maps, rather than monotonous, boring linear notes. Theoretically, it can be concluded that mind mapping is a creative technique which let the students to get success in remembering ideas or comprehending written information. Moreover, this technique enables students to associate story through pattern, keyword, or symbol.

The writer considers that mind mapping can be an alternative technique for students when doing reading comprehension in achieving their academic success later. The writer takes a classroom action research design to get the evidence about whether mind mapping technique can improve students' reading comprehension of narrative text. Mind-mapping is supposed to be an interesting alternative technique that will help the students to organize their ideas about the text they have read by their own schema, so that they can comprehend the text easily. This study focuses on students' mind-mapping in interpreting the text, not on their creativity.

Finally, based on the explanation above, the writer entitles this study **“The Effectiveness of Using Mind Mapping Strategy in Teaching Reading To**

The Eighth Grade Students Of SMPK Sancta Familia Kupang in The School Year 2015/2016.”

1.2 Statement of Problem

Based on the background above, the statement of the problem is formulated in the following question:

- a. Is using mind mapping strategy in teaching reading to the eighth grade students of SMPK Sancta Familia Kupang in the school year 2015/2016 effective or not?
- b. What is the students' reading ability level after being taught using mind mapping?

1.3 Objective of the Study

The purposes of the present study are:

- a. To examine whether the use of mind mapping technique can improve the reading comprehension of the eighth grade students of SMPK Sancta Familia Kupang in the school year 2015/2016.
- b. To find out the students' reading ability level after being taught using mind mapping.

1.4 Significance of the Study

The result of the study is expected to be useful for the writer himself; hence, it will enrich his knowledge in teaching reading. Besides, it can be the

English teachers reference in stimulating their students to read and comprehend the various reading materials by using mind mapping in the teaching and learning of reading comprehension. Finally, the students can be motivated to read more and they can improve their reading comprehension.

1.5 Scope and Limitation of the Study

This study deals with teaching and learning strategy to teach reading. There are many strategies that can be used to teach reading, such as jigsaw, mind mapping and so on. Yet, the writer focuses on mind mapping strategy.

This study deals also with teaching English skills. English skills cover listening, speaking, reading and writing. However, reading skill is taken as the focus of this study. This study only focused on how well the *Mind Mapping* technique can be applied to help students think critically toward narrative text.

1.6 Definition of the Terms

a. Effectiveness

Effectiveness is an output of specific review/analyses (*e.g., the WASC Educational Effectiveness Review or its reports on Institutional Effectiveness*) that measure (the quality of) the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements. (Vlăsceanu *et al.*, 2004, p. 37)

b. Mind map

Mind Map is a note-taking technique which is created based on the actual physical interaction among the human neurons (Buzan, 2009). This visual aid usually starts from the center and spread out, uses shapes, lines, and symbols to show importance of ideas or information because the brain reacts better towards visual information in picture, symbols, colors, etc.

The term “*Mind Map*” in this study refers to the same definition of note-taking technique used by students to digest a report text in order to get a better understanding of its details and also its comprehensiveness.

c. Reading comprehension

Reading comprehension is the ability to understand a written text (Soanes and Stevenson, 2004). The term of “reading comprehension” in this study refers to the students’ ability to understand a written text, in this case, report text.

d. SMPK Sancta Familia Kupang

SMPK Sancta Familia Kupang is a Catholic junior high school in Kupang that is run by the Mgr. Gabriel Manek, SVD Foundation located in Kupang, the capital city of East Nusa Tenggara Province, Indonesia. The formal address is on Jln. Oebolifo III Sikumana, Kupang, East Nusa Tenggara.