

CHAPTER I

INTRODUCTION

In this chapter, the writer presents six main subchapters, they are background of the study, problems statements, objectives of the study, significance of the study, scope and limitation of the study, and definition of terms.

1.1 Background of the Study

Changes in students' behavior as a result of the learning process are the main goals of education. The phenomenon that occurs is the process of learning in the classroom is still in the dominant role of teachers and less precisely the methods used in teachers in learning. Teachers place more students as objects rather than as learners. Still in meet in the process of education and learning in some schools today that are still running in classical. Teacher in one class faces a large number of students in the same amount of time conveying the same learning material even if the method is one, the same method for all children.

It is this kind of treatment that makes the students do not have much time to make learning an interesting experience, which can lead them to understand their attitudes and behaviors. In this kind of teaching the teacher has assumed that all students in the class have the same ability, readiness and learning speed. Yet every student has a different character from each other. There are students whose reading levels are low, have different intellectual talents, have different mental attitudes, different learning motivations and different personalities.

Learning is essentially an activity that expects behavioral changes in the learning individual. Learning is a problem for everyone. By learning knowledge, skills, habits, values, attitudes, behavior and all human actions are formed, adapted and developed. The reality that is encountered, our education gives less opportunity to students in various subjects to develop holistic, creative, objective, and logical thinking ability which with this opportunity can also influence the formation of student characters. In accordance with the theory of cognitive learning which views that learning is an active mental process to acquire, remember and use knowledge.

Language plays an important role for daily communication. Since English has become an international language in the world, the students should master it in order to survive in the global era. There are four skills of English that is listening, speaking, reading, and writing. Reading is one of the four skills which is difficult to be mastered because in some school setting, the students get some English textbooks which are written in English. These textbooks contain a lot of information related to the subjects the learners learn. In order to access this information, therefore they need sufficient knowledge of English. Especially, they should have the skills of reading because it is written in the textbooks so that they could comprehend it well.

Reading is not a passive activity for learners as what people imagine. Recent research on reading has shown that reading is a complex cognitive activity there is indispensable for adequate functioning and obtaining information in contemporary society. In classroom activity, teacher tends to use the conventional

technique to teach reading that is by giving the text to the students and they should answer the questions on it.

Reading is a complex process, complex to learn and complex to teach (Carnine, Silbert, and Kameenui: 1990:3), so there must be a technique which can help them to read effectively and interestingly. Teaching comprehension strategies explicitly was seen as a possible approach to tackle the problems faced by the students. In this case, the writer tries to find interesting and effective way for the students and the teachers so that they can do the reading activity well. One of techniques which is available is the mind map technique. By using this technique, the students will be able to communicate information because it can clarify complex concepts into simple meaningful displays so that the students can develop a holistic understanding of the content to be learned (Siriphanich and Laohawiriano: 2017:4)

Consider the problems discussed above, the reading has an important role to help the learners to comprehend the text they read. From the preliminary observation done by the researcher, it could be known that in the school, the learners had some problems in reading. Consequently, it is necessary to conduct a research on improving the students reading skills by using the mind map technique. It allows the students to imagine and explore associations between the concepts in a passage they read (Davies, 2010:27). When the students can represent or manipulate a complex set of concepts of the passage in a diagram, they are more likely to understand those relationships, remember them, and be able to analyse the component parts of the text.

Based on the explanation above, the researcher focuses her study on the teaching of reading using mind mapping under the following title **“A Study on the Use of Mind Mapping Technique to Improve Reading Comprehension Ability of the Eleventh Grade Students of SMAN 1 Kupang in School Year 2017/2018.”**

1.2 Problems Statements

Based on the background of study above, the problems of this research are:

1. Is the use of mind mapping effective to improve reading comprehension ability of the eleventh grade students of SMAN 1 Kupang in the school year 2017/2018?
2. How is mind mapping technique used to improve reading comprehension ability of the eleventh grade students of SMAN 1 Kupang in the school year 2017/2018?

1.3 Objectives of the Study

The objectives of the study go in line with the statement of the problems, they are stated in the following:

1. To find out whether or not the use of mind mapping is effective to improve the reading comprehension ability of the eleventh grade students of SMAN 1 Kupang in the school year 2017/2018.
2. To find out steps and describe the process of mind mapping technique is used to improve the reading comprehension ability of the eleventh grade students of SMAN 1 Kupang in school year 2017/2018.

1.4 Significance of the study

This research is expected to give contribution to teachers, students, and the writer.

1. Teacher

The results of this study is expected to increase knowledge and add insight, especially the field of learning English. In addition, it can provide input to teachers in schools about one of optional teaching techniques used to teach reading to the students.

2. Students

The students will be helped in comprehending text they read by drawing mapping that perhaps they can use when they want to read any texts.

3. The Writer

This research can be used to enrich her knowledge of teaching especially in teaching reading ability by using mind mapping technique, and to fulfill one of the requirements for sarjana degree at teacher training and educational sciences faculty widya mandira catholic university.

1.5 Scope and Limitation of the Study

There are many teaching techniques used by teachers of English in teaching reading especially in reading narrative text to students such as jigsaw, think pair share, mind mapping, role play, etc. The implimentation of those techniques can be for teaching listening, speaking, reading and writing. However, in this study the writer will only use mind mapping technique to help the eleventh

grade students of SMAN 1 Kupang improve their reading comprehension ability, especially on reading narrative text.

1.6 Definition of Terms

To avoid misunderstanding from the readers, the writer provides some definition of the terms used in this study, they are as follows:

1. Mind Mapping

The mind map is an expression of radial thinking and is therefore a natural function of the human mind. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. (Busan, 1995:23). In this study, mind map is one of the creative techniques that can be used by the teacher helping students to comprehend texts they read.

2. Comprehension

It is a process by which a person understands the meaning of the written or spoken language (Richard, 1985:124). In this study, comprehension is a process by which the eleventh grade students of SMAN 1 Kupang understand the reading text they have read.

3. Reading Comprehension

It is a process of using syntactic and rhetorical information found in printed text to reconstruct in the reader's mind, using the knowledge of the words she or he possesses, plus appropriate cognitive skill and reason ability (Devine, 1986: 73). In this study, reading comprehension is the construction of meaning by the eleventh grade students of SMAN 1 Kupang on reading texts.

4. SMAN 1 Kupang

SMAN 1 Kupang is one of state senior high schools in Kupang, located on Cak Doko street, Oebobo district.