CHAPTER I

INTRODUCTION

1.1 Background

Language teachers are aware that in order to be fluent in using a language, in this case English, a learner must learn all required skills including listening, speaking, reading, writing and also vocabulary, pronunciation, grammar, and spelling.

Many educators may find that those skills, except reading and writing, are easier to be taught. Many drills and exercises can help the learners to master them but reading and writing bring the real challenge in since many learners can only perform these skills after they master, or at least better at the other skills. Furthermore, reading or writing also involves thinking strategy and this fact makes learners often see reading or writing as some kind of a 'double trouble'.

The writer herself as student found reading and writing difficult until several years ago. In 2008 she found a book about a note-taking technique called *Mind Map* written by Tony Buzan. The essential yet very interesting idea of the technique is to make a note of any kind of information that comes along with the way human brain works (Buzan, 2009: 60). According to Buzan, *Mind Map* can improve the memorization capability, creativity, idea development, and make it more possible for learners to use both hemispheres at the same time in processing the information yet faster (ibid), which if treated carefully, can help a person to be

more critical towards information. It means there is a possibility that this technique can also be applied in learning English especially reading or writing.

Since the enlighten moment, the writer keeps using *Mind Map* in her personal learning process in college and even uses it for any other occasion in which note-taking or idea development is needed and get many advantages from it. This experience encouraged the writer to design and perform a study and choose reading as the skill to be concerned, especially critical reading comprehension. Based on this thought, the writer made a plan of Classroom Action Research while she was doing her teaching practice in SMPK Sancta Familia Sikumana Kupang. The procedures taken on the planning stage included problem identification, problem analysis, hypothesizes the action, organizing equipment and materials, and searching the related literature. This series of procedures are discussed further on **Chapter III.**

The study is formulated in the following title: **"The Implementation of Mind Mapping to Improve Students' Critical Reading Comprehension of Report Text: A Classroom Action Research to the Eighth Grade Students of SMPK Sancta Familia Sikumana Kupang in the School Year 2014/2015"**

1.2 Problem Statement

The problem of the study is specified into the following question: "Can the *Mind Mapping* improve critical reading comprehension skill of the eighth grade students of SMPK Sancta Familia Sikumana Kupang in the School Year 2014/2015?"

1.3   Objective of the Study

The objective of this study is "to find out whether or not the implementation of *Mind Mapping* improves the critical reading comprehension skill of the eighth grade students of SMPK Sancta Familia Sikumana Kupang in the School Year 2014/2015." This study is also conducted to fulfill a partial requirement for *Sarjana Pendidikan Degree* in English Language Education.

1.4   Significance of the Study

This study is hoped to bring significance for all the readers in general. It offers them sufficient information about *Mind Map* and how it is applied in a classroom situation, specifically, in reading. The readers can also use it as a comparison to any other similar study in order to enrich their own knowledge on teaching aids.

Above and beyond, it is expected to benefit not only the writer herself but for some other parties as well including English teacher and students.

1. English Teacher

This study can give a concrete representation for the English teachers about a new brain-friendly note-taking technique and its implementation in reading a text critically and thus it will enrich the teachers' option of teaching techniques.

2. Students

   Students, especially those who involved in this study, would get a new knowledge about a very useful tool that will help them to be better in comprehending a text critically in a fun and a less stress way.

3. The writer

   Besides to fulfill a partial requirement for *Sarjana Pendidikan Degree* in English Language Education, the writer would also get a real proof whether the implementation of *Mind Mapping* improves the critical reading comprehension skill of junior high school students and based on the result she can decide how to use *Mind Map* with any necessary adjustment in her professional career as a teacher later on.

   Furthermore, the writer believes that there is even a possibility of applying this strategy in any other necessary school subject besides English.

1.5   Scope and Limitation

There are some kinds of reading comprehension such as literal, appreciative, interpretative, and critical reading comprehension. The latter is the focus of this writing. Some useful strategies in teaching reading comprehension are Inference Strategies, PSR Strategies, Questioning Strategies (using Bloom's Taxonomy as guideline), and Visual Aids. One of the visual aids that can be used is *Mind Map* and this study only focus on how well the *Mind Mapping* technique can be applied to help students think critically toward report text

1.6   Definition of the Terms

In order to help the readers to understand more easily and prevent confusion about the matter in this writing, the writer provides explanation regarding some particular terms used in this study.

1. *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.

2. Reading

   According to Daiek and Anter, reading is an active process (towards a text) that depends on both an author's ability to convey meaning using words and one's ability to create meaning from them (2004: 5).

   The term "reading" in this study denotes the activity that is done by students in the classroom regarding interpreting a text in order to digest the meaning of the written words.

3. 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.

4. Critical Reading

Critical reading is the activity of reading to digest an author's points (perhaps even disagree with them), to relate the newly learned information to previous knowledge on the subject, and to think about what you are reading (Daiek and Anter, 2004: 116).

In this study the same term indicates the students' ability to comprehend an author's points, associate the new information they get from a text with the information they already know, giving opinion about the topic and questioning what they are reading.

5. Report Text

Report text is a text that describes objects, living things, or a particular phenomenon. The aim of this kind of text is to provide information as a result of a systematical or analytical observation which includes natural phenomena, environment, human product, or social phenomena. Its generic structure covers two main parts of **general classification** and **description** (Media Belajar Bahasa Inggris, 2014)

The report text used in this study refers to two hundred to five hundred words text of natural phenomena about invertebrates in the animal kingdom.

6. SMPK Sancta Familia Sikumana Kupang

SMPK Sancta Familia Sikumana Kupang is a Catholic junior high school 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.