

CHAPTER I

INTRODUCTION

This research contains a brief explanation of the introduction. It consists of the background, the formulation of problem, the objectives of the research, the uses of the research, the scope of the research, and the definition of terms.

1.1 Background

Language is a system of communication that enables humans to cooperate. In fact, humans use it to express themselves and manipulate objects in their environment. People use language to communicate with other people, express their personal reaction, and think something out. Peitro (1990:50) said that language is one of the most useful tools we have as human. It can be deduced that without language we could not express our feeling clearly to other people even engaging in their activities.

English has become an international language in the world where people compete to speak in English. The function is not only as a global language but also it is used in relevance with science and technology. English is being a foreign language which is taught in Indonesian schools. English has been learnt by the students in Indonesia since at the elementary level. The educational system of school based curriculum

insists on mastering the four skills of language that are; listening, speaking, reading and writing. Moreover, reading is very essential in learning English in order to get information from the written English. In reading activity, the reader should interpret the meaning of written text. According to Hornby A.S (1972:63) comprehension is the power of understanding fully. It means that comprehension determine the essence of reading process. And by reading with comprehension, the one will recognize the purpose and the important point of the text beside understanding the surface of the text. In other words, it can be said that there will be no reading without comprehension. In the process, the students will perform some tasks given, such as understanding the content. When student cannot get something from what they read, they will not get the knowledge, that is a part of learning.

Teaching reading is not an easy task to do especially teaching reading in English. Some students especially young language learners still encounter difficulties when they are trying to read an English text. It might happen because of the lack of consideration in applying the appropriate technique in teaching learning process (Wood,1988) and lack of reading comprehension that is likely caused by the assumption that reading is not daily habit or students' need, even activity is perceived as boring (Oxford, 1990). Indonesian' students have the same problem. The students' understanding in reading English is still low. Actually, reading ability in English language is as important as the three other skills such as listening, speaking and writing.

In some situations, reading in the first language is very different from foreign language. In fact, reading foreign language is more difficult from reading the first language. Cohen (1994) said that reading foreign language is often slower and less successful because the reader must understand many unknown vocabularies and complicated sentence structure which make the reader difficult. In addition, it is found that Indonesian students encounter reading difficulties as foreign language learner such as, read slowly word by word, incompetence to apply reading strategy, easy frustrated and dissatisfied particularly 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).

Based on 2006 curriculum (SBC), the student is supposed to deal with many kind of text such as descriptive text, recount text, narrative text, report text, procedure text, and functional texts such as advertisement, brochure, schedule, message, notice, personal letter, invitation (Depdiknas, 2006). In this research, the researcher was only focus in descriptive text. Descriptive text is a simple text that use simple present tense that has been learned since in elementary school. In descriptive text, students have to read after describing something or someone related to material given.

Based on the researcher's pre-observation, when conducting teaching practice (PPL), the researcher find out that the students' reading comprehension test score which are mostly stated lower than the minimal mastery criterion (KKM) of that school which requires the students getting score 70. It caused by some problems such as the technique of teaching. The students tend to be passive in reading class if the

technique is dominated by the teacher (teacher-centered). It is necessary for English teacher to make reading materials more interesting and motivating so that the students can progress in reading.

To overcome the problems above, the researcher assumes that there should be some suitable technique in teaching reading in order to motivate the students to read all the texts so they can get the information fully. There are many ways and techniques to increase students' reading ability. One of them is by using mind mapping technique. In fact teaching reading by using mind mapping is not new issue in English language. Mind mapping technique has been applied in many studies. Buzan (2003) argues that the children can learn in interesting way using certain technique which is called Mind Mapping. In the use of mind mapping, students not only use their left side of their brain but also use the right side of their brain in the same time to identify words in learning language. In mind mapping, students were having occasion to make symbols, lines or signs to help them recognize the words or fact in their mind maps. Furthermore, in their own way, student can comprehend certain topic or material by using mind mapping. So, every student was not feeling depressed in understanding the material.

Buzan (2003) also stated that mind mapping can help children in memorizing, making a better notes in their text book, rising the idea, saving their time in order to understand the material, and rising their concentration with the material. In addition , at the end of lesson, they will be able to understand the material well so they can

easily tell other people about their understanding of certain topic by using their own mind mapping.

Referring to those explanation above, the research is aimed to investigate the effectiveness of mind mapping technique in descriptive text to increase student's ability in reading comprehension. In details, the research entitle “ THE USE OF MIND MAPPING TECHNIQUE TO INCREASE STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SECOND YEAR STUDENTS OF SMP NEGERI 3 BANDAR LAMPUNG”.

1.2 Formulation of the Problems

Based on the background above, the writer formulated the problem as follow :

Is there any significant increase students' reading comprehension achievement after the implementation mind mapping technique in teaching reading descriptive text at the second year students of SMPN 3 Bandar Lampung ?

1.3 Objective of the research

Based on the background above, the objective of this research is:

To find out whether or not using mind mapping technique will increase students' reading comprehension ability in descriptive text.

1.4 Uses of the research

The uses of research are as follow :

1. Theoretically

The results of this research can be used as the reference for those who want to conduct a research in English teaching process.

2. Practically

This research can be used to English teachers to increase their students' reading achievement.

1.5 Scope of the Research

This research is quantitative research. This study was conducted in the second year students of junior high school of SMP Negeri 3 Bandar Lampung. The reseacher was tried to investigate students' reading comprehension by implementating the use of the mind mapping technique in increasing students reading comprehension. The researcher was taken one class as the subject in SMPN 3 Bandar Lampung. There were seven classes of the second year in SMPN 3 Bandar Lampung. The researcher was taken the class randomly by lottery and the class is academic year 2012/2013 that consists of 34 students. This research focuses on students' reading comprehension through mind mapping from descriptive text. And the students reading achivement was measured by a set of pre test and post test in form of multiple choices.

1.6 Definition of terms

There are some terms used by the writer and to make it clearly, the writer gives the definition as follow :

Reading

It refers to an active process which involves readers, material of reading and the readers' previous knowledge in order to get meaning of the text they read.(Nuttal, 1987)

Reading comprehension

It refers an active thinking process in which a reader simultaneously extracting and constructing meaning through intercation and involvement with written language (Tankersley, 2005)

Mind mapping

It refers to a technique of making outline which is used the represent words, ideas, tasks, or another linked to arranged radically around a central key word or idea by lines and typically it contains words, ideas, shorts phrase or picture .(Buzan, 2006)

Descriptive text

It refers to a text which describe a vivid image of a person, place, or thing. It draws on all of the senses, not merely the visual. Its purpose is to enable the reader to share the writer's sensory experience of the subject (Zahrowi, 2009).