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CHAPTER 1

INTRODUCTION

This chapter discusses the particular introduction points of this research such as; background of the problem, research problem, objective of the research, uses of the research, scope of the research, and definition of term.

1.1. Background of the Problem

Language has an important role in human life because people need to communicate with one another. Language presents as a medium as communication can build a good relationship and also opens many good chances in people's life. Therefore, language is one of the important subjects to be studied at school especially English.

As one international language, English has an important role in many sectors. The Department of Education realizes the importance of English, therefore English as a foreign language, is taught as a compulsory subject starting from junior high school until university level. Hopefully after finishing university level, students will be able to use English both actively and passively. The 2004 English

Curriculum states that the students are able to communicate in English either in written or spoken. In fact, learning English in Indonesia is more focused in reading. We can prove it by looking at the English National Examination questions. There are more questions about reading comprehension. Suparman (2007:6) states that the emphasis on reading ability rather than on speaking ability is not a surprise because English in Indonesia is primarily used not for verbal communication like in Malaysia or The Philippines but for acquiring science and technology.

Starting from elementary school (SD), English teachers usually teach students how to read from one letter then many letters in alphabet. Next, students learn to understand simple words and how to pronounce it. At junior high school (SMP), students get more experiences in reading. Students do not only read by knowing the words and how to pronounce it but also to comprehend the meaning of those words and sentences. Students are expected to read in deep level. It means that students can comprehend the text. Comprehending includes getting the idea from the text then explaining with their understanding. As Brown (2001) states that reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies for the majority of second language learners who are already literate in their native language. It indicates that the strategy and technique in reading are important in order to comprehend the text well.

During the teaching practice that the researcher did for three months started on 9th of July until 23rd of September 2012 at SMAN 1 Palas, she observed that the average score of students' reading comprehension in one class at the second year of SMAN 1 Palas was **58.84.** It din not achieve the target score of reading comprehension that the curriculum stated 75. The students did many mistakes in comprehension questions. They had difficulty in finding main ideas, main topics, and explicit and implicit specific information from the text they read. They merely read to answer questions by looking over the text. As a matter of fact, the researcher is attracted to find the solution for the students' problems in comprehending the text.

The same problems was detected in the SMAN 12 Bandar Lampung. In pre-observation, the researcher has looked for the reading score of XI IPA 3. This class is one of classes that have a problem in reading. The researcher continued her pre-observation with interviewing some students of class XI IPA 3. They justified the finding of the researcher. They said that they usually got difficulties in comprehending a text especially Report Text. They lack of vocabulary which made reading more difficult. Making harder that most of examination questions are reading comprehension test. It made their score getting low.

Due to achieve the reading comprehension target score, the researcher should find a suitable technique to improve the students' ability in comprehending the text. According to the researcher, one suitable technique to ease the students in

comprehending the text is Mind Mapping technique. Actually, Mind Map is a general technique for helping people to find all the things they need from their own mind. Mind Mapping is one technique that can help the students to read with their mind. Mind Mapping was popularized by Tony Buzan in 2005. He explained that mind mapping facilitated the people to construct and order their thinking by making a visual illustration of concepts and their understanding. Then, by using Mind Mapping students can achieve the visual way to process information. It looks like the mirror of our brain.

Using Mind Mapping can make the students easier to understand the content of the text. Buzan (2005) suggests utilizing Mind Mapping technique because it can make the students to imagine, to find new idea, to save time, to be creative, to keep note, to develop concept, and to perform a presentation. Mind mapping is visual representation of the context and understanding. The Mind Mapping technique enables the students not only to understand what they read but also to get involve with the text. They may not remember the details of the text, but they will be able to retell what they have got from the text. Using Mind Mapping also activates the both sides of the brain, the right and the left. It indicates that cognitive, psychometric, and affective work together in this technique.

When the students read text on their book, they usually get many difficulties. Mind Mapping enables their students become 'independent' readers. Independent readers indicate that the readers are able to monitor their understanding of the text

that they read individually. They can predict, question, clarify, summarize, connect and evaluate what they have read by themselves in their mind. They have to read it not only with their mouth, but also their mind. They should be proficient in engaging their mind with the idea of the text. They will find it with their own capacity if they find an appropriate way.

Most of students in Senior High School are uninterested when their students ask them to read the text. It would be better to make them interested both in the text and the technique. Mind Mapping can be a solution for making reading be fun. In addition, Mind Mapping is also accepting to use color and picture. It should attract the students to read the text and draw the content into conceptual picture or diagram. The students can generate and organize their ideas and understanding with their own creation. They can draw anything based on their idea about what they have read. They are free to express their understanding. It will be enrich students' imagination and perception.

Second Year Students of Senior High School should master many kinds of text. Referring to the latest syllabus, they have to master report, narrative, and analytical exposition text. In this research, the writer focuses in report text. Report text is chosen as reading material because many students recognizing that report text is one of the difficult texts to understand. Report text presents the information that is a result of systematic observation and analysis. In order to comprehend this text, students have to read the text carefully.

Based on those explanations, the researcher tries to apply mind mapping technique for helping students to increase their reading comprehension; especially to comprehend report text. Thus, the researcher entitled her script "Improving students' reading comprehension of report text using mind mapping technique at the second year of SMAN 12 Bandar Lampung".

1.2.Identification of Research Problems

From the background above, the researcher finds several problems related to the research:

1. The students' reading score have not achieved the target score that the curriculum stated in 75.
2. Reading is seen as a boring and hard thing to do since they do not understand the contents of the text.
3. Students avoid reading since they do not know an appropriate technique to comprehend the text.
4. Students have difficulties in understanding text since they lack of vocabulary.

1.3. Limitation of the Problem

Based on the identified problems, the researcher limits the problem of this research about an appropriate technique, namely Mind Mapping to increase students' reading comprehension ability.

1.4. Formulation of the Problem

The researcher formulates the problem as follows:

Is there any increase of students' reading comprehension ability of report text after being taught using Mind Mapping technique?

1.5. Objective of the Research

The objective of the research is to find out whether there is any increase of students' reading comprehension ability of report text after being taught using Mind Mapping technique.

1.6. Uses of the Research

The writer expected that the research result can be used as:

1. Theoretically

   a. It may support theories that Mind Mapping technique can be used in increasing students' reading comprehension ability.

   b. It can be a reference for other researchers who want to conduct the same object with different point of view.

2. Practically

It may give contribution for English teachers that Mind Mapping technique can be used as one of the techniques to increase students' reading comprehension.

1.7. Scope of the Research

This research focuses on using Mind Mapping technique to increase students' reading comprehension ability of report text. It is conducted in the second year of SMAN 12 Bandar Lampung. In this research, the material of reading taught is report text. The researcher choosed one class as try out class, and one class as treatment class. The results is found out through reading pre and post test. The reading comprehension tests consist of some reading aspects such as main idea, vocabulary, specific information, reference and inference.

1.8. Definition of Terms

There are some terms used in this research. Some definitons of terms are clarified as follow:

1. *Reading Comprehension* is defined as the dynamic, interactive process of constructing meaning by combining the reader's existing knowledge with the text information within the context of reading situation,etc. (Cook, 1986)

2. *Report text* is a type of text which functions to desribe general features of something or some phenomenon. (Suparmin et al, 2012)

3. *Mind Mapping* is a visual representation of concept and understanding that help people generating and orgenazing ideas. It is usually using non-linear diagram, graphic, picture, and also colors. (Buzan, 2005)