Chapter One

Introduction

This chapter presents the introduction of this research. There are some important points mentioned in this chapter. Those are background of this study, statement of the problem, limitation of the problem, questions of the research, objectives of the research, significance of the research, and the outlines of the research.

Background of the Research

English has four basic skills, and one of them is reading. Reading becomes one of the important skills for students in learning English, because reading can help students increase their knowledge. Grabe noted that reading ability in a second language (L2) is one of the most critical abilities in learning environments as we acquire new knowledge, and by reading this material we have the potential to gain alternate viewpoints and meanings (as cited in Demiroz, 2010). In addition, Dan (2018) also stated that reading is a constructive and efficient way for EFL learners to acquire information and knowledge, expand the horizons of learners, enhance learning interests, through which phases, students practice and develop their capacity to interpret, evaluate and assess. Now than ever, we have to read as many as possible and learn that information and communication technology has provided us with accumulations of expertise that are quickly evolving. Derminoz (2010) said that reading is an ability required by humans daily as well as in academic lives. One category of good students is to be an independent student, both from understanding

and learning. It can be seen from their reading skill. Grabe and Stoller explained that reading is often one of the most unavoidable channels for independent learning and "if the aim is to better perform academic activities, learn more about topics or develop language skills" (as cited in Derminoz, 2010, p. 2).

In fact, many students have difficulties in mastering reading skill. The problem of literacy for teachers and young people is one of the most pressing issues of our day (Sadykova et al., 2014). Zahara (2017) mentioned that one of the factors in the problems is making meaning from the text. Typically, students find it difficult to identify content-related words, recognize the central concept and conclusion from the content (Imran et al., 2020). Phantharakphong (2014) noted that learners have difficulty in understanding the written text, as they also have difficulty in understanding their comprehension. Students cannot understand the English-language form of text and how to answer questions according to the text. While Indriyati (2014) found that students face difficulties in reading texts such as the concept of the central point, the description of word phrases, and the drawing of logical inferences. The difficulties faced by students will influence their confidence in reading and make them bored.

One of the solutions to solve problem in reading is making highlight on important point. Making highlight will help the student understand the materials easily. One thing that can be done to deal with the difficulties in reading is by using mind mapping. Mind mapping can be applied in reading comprehension because it will ease students to understand the meaning of the text. Callahan argued that mind mapping allows students to structure and coordinate their thoughts by providing the

visual image and interpretation of concepts (as cited in Dan, 2018). Therefore, teachers should allow students to use this approach to understand reading in order to promote students' comprehension of reading. It can also help students to remember some words or even sentences contained in the reading. In addition, mind mapping helps students to highlight the main ideas in their reading. Yang mentioned that mind mapping allows the students to understand and remember the text in a better way (as cited in Dan, 2018). Then, Liu, Y et al., (2018) found that mind mapping with a digital representation of teaching content and the features of teaching content information structure will stimulate the brain's appetite for understanding. It can help to inspire students' brain activity and enable active involvement of the entire brain in learning, while improving memory power as well.

Based on the researcher's experience, reading was boring because it sometimes involved a long text and difficult vocabulary. Thus, the researcher could not understand the meaning of the text. Students who cannot understand the reading easily might have some difficulties. Reading comprehension in English is difficult because most of the students might be lack of vocabulary, so they face difficulty in getting the correct understanding in reading. However, based on the researcher's experience, mind mapping helped the researcher understand the reading more easily.

During the researcher's study time, in the fourth semester, there was a lecturer at English Language Education Department (ELED) of a private university in Yogyakarta who applied mind mapping in the lecture. Every week, the students must read an article and after that the students had to submit the point of the main

idea in their reading. They also created mind mapping based on their reading. After they made mind mapping, the lecturer asked the students to make a small group and discussed what they got in their reading. By applying that technique, the students could understand the material better. Ramadhan et al. (2015) said that this technique is very successful in the study because the procedure of this technique may enhance an achievement outcome.

Based on the explanation above, the researcher wanted to know the effectiveness of mind mapping towards student's reading comprehension at one of Public Junior High Schools in Lampung. Existing research only discusses the perception of EFL students in a private university in Yogyakarta about the use of mind mapping in learning. Therefore, the researcher conducted in-depth experiments on the effectiveness of using mind mapping of EFL students' reading comprehension. Finally, the title of this research is "The Effectiveness of Using Mind Mapping towards EFL Students' Reading Comprehension at a Public Junior High School in Lampung". The researcher chose this location because the English teachers at that school in Lampung never used mind mapping technique in the teaching and learning process. Moreover, the English teachers in this school said that the students faced difficulty in understanding the English reading text.

Identification of the Problem

It is not easy to master reading skill, because students need to understand the content of the text during the reading process. It means that the students should not only know every word in the text but they should also understand the text. When reading in the target language such as English, most students feel irritated and

puzzled, since they cannot understand the main concept from the text. In reading text, the problems that occur are not only lack of vocabulary, but learning methods that are not precise and suitable for students. Therefore, the students need technique that can help them understand the content of the reading more easily. One of the strategies to solve the difficulties in reading is by using mind mapping. However, applying mind mapping can also create other problems such as confusing in deciding the main idea of the text.

Delimitation of the Problem

In conducting this study, the researcher limited the topic because of the researcher's limitation of time and accessibility. Thus, the researcher only focused on the effectiveness of using mind mapping in EFL students' reading comprehension at a public junior high school in Lampung. Moreover, the researcher also investigated the differences between before and after the treatment of using mind mapping.

Questions of the Research

This research has three research questions. The research questions are formulated as follows:

1. How is the pre-test and post-test score of the experimental group?

2. How is the pre-test and post-test score of the control group?

3. Is mind mapping strategy effective to increase students' reading comprehension?

Objectives of the Research

There are three objectives in this research. The purposes of this study are presented below:

1. To find out the pre-test and post-test score of the experimental group.

2. To find out the pre-test and post-test score of the control group.

3. To find out the effectiveness of using mind mapping strategy in increasing students' reading comprehension.

Significance of the Research

The researcher expects this research can give contribution to some parties such as the students, the teacher, and future researcher. The explanation is presented below:

Students

The result of this study will be beneficial for the students because the students can get information on whether or not mind mapping technique will be effective in their learning. The students can use the result of this study as consideration whether or not they will use mind mapping for learning to improve their reading comprehension skills.

Teachers

The teacher can also get advantage from this study. The teacher will know the effectiveness of using mind mapping in reading. Thus, it can be used as a consideration for teacher or lecturer to apply mind mapping technique in teaching and learning process.

Future Researcher

The findings of this research can give additional information about the effectiveness of using mind mapping in reading comprehension. Then, it can be additional reference for the future researcher who wants to conduct research on the same topic.

The Organization of the Research

This research has five chapters. Chapter one is introduction. Throughout this chapter, the researcher addresses context of this study, problem description, study issue, problem goals, problem relevance, and overview. Background of this research explains more about why the researcher chooses the topic.

Chapter two is literature review. In this chapter, the researcher addresses several hypotheses on the implementation of using mind mapping. To support the research, the researcher presents the existing hypothesis. In addition, some theories based on experts are also provided in this chapter to support this study.

Chapter three is about methodology. In this chapter, the researcher explains the method for collecting the data. Moreover, the researcher also presents research setting, research population and sample, data gathering technique, research instrument, and also data analysis.

Chapter four is about findings and discussion. This chapter provides the findings of this study in detail. In addition, the researcher also interprets the data of this study and support them by providing related theories. Chapter five consists of conclusion and recommendations. In this chapter, the researcher gives explanation about the conclusion and suggestions based on the results of this research.