

# **Chapter I**

## **Introduction**

This chapter presents background with the elaborated thought of why the study is conducted, research question, the significance of the study, and objectives of the study.

### **1.1 Background of the Study**

As we know, in teaching and education world. Language is one important thing as a bridge between teacher and student, especially in teaching and English learning, if the student did not understand what the teacher said to them, how can a learning process running well.

We should know the English language is one of foreign language that has a big influence in this world to increasing development country. Therefore, the student should have a good ability and communication in speaking, listening, writing and reading. In a foreign language class, reading is one of the main sources of the input for the learners, and the important skills which has to be learned by the students in order to master English well and understand the material what the teacher taught. The reading skill is very important in our life, especially in learning the foreign language.

Harmer (2001), said that reading is also included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear. To achieve the purpose of reading, by getting

information from the text, the students have to comprehend the text in order to understand the information effectively.

Based on the explanation above, the reader must understand the text, recognize, and know the meaning of new vocabulary, to comprehend the text. Many students in the classroom feel confuse when they read a text and they feel reading exercise is difficult. There are so many reasons that make reading difficult.

To solve this problem, the teacher should have a good strategy to teach them, therefore teachers need to use the technique that can motivate the students to understand the lesson.

Buzan (2011), added that a mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills word, image, number, logic, rhythm, colour and spatial awareness in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The Mind Mapping can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.

Moreover, it can help the students to understand the reading materials, encourage their development of reading, writing, listening, and speaking. it is mean that mind mapping technique recommended in comprehending the text.

As the explanation above, this study investigates increasing students' reading comprehension through mind mapping technique and the students' responses toward the use of the mind mapping technique.

## **1.2 Identification of the Problem**

Based on the background above, the research identifies the problem as follow: The lack of student in reading comprehension and the students' responses toward mind mapping technique.

The material in English learning is one of the reasons for the lack of student in reading comprehension. Many students did not understand the material in reading comprehension. The lack of new vocabularies. Therefore, the material in English learning is very important.

Beside thus, the environment is also one of the reasons students to have lack reading comprehension. The environment influences the student at school or at home. If the students uncomfortable with their atmosphere at home or school. It will make them lazy to study.

The student's motivation is one of the reasons for the lack of student in reading comprehension. Many students get easily desperate when they found the unfamiliar words in a text and feel confuse when they do not understand the meaning of the words or sentences They feel reading exercise is not fun and difficult.

The other reasons are learning and teaching strategies. The teacher should have a good strategy to teach English reading. Therefore, teachers need to vary their technique of teaching to help students understanding the lesson.

In this research, the writer tries a technique that can be increasing reading skill. In detail this research entitled “Increasing Students’ Reading Comprehension through Mind Mapping Technique”

### **1.3 Research Questions**

Based on the identification of problem above, the writer submits some research question as follow:

1. How is the form of lesson planning to increasing students’ reading comprehension?
2. How is the learning instrument about mind mapping technique?
  - a) How is the learning material?
  - b) How is the worksheet?
  - c) How is the teaching media?
  - d) How is the evaluation?
3. How is the learning result of using mind mapping technique to increasing students’ reading comprehension?
4. What are the students’ responses toward the use of the mind mapping technique?

### **1.4 Limitation of the Problem**

In this research, the writer limits the study on increasing students’ reading comprehension through mind mapping technique in the classroom on the descriptive text at the first grade of SMAN 1 Ngamprah, Bandung Barat of class X4 which consists of 30 students.

### **1.5 Objectives of the Study**

This study has aims, as follows:

1. To know the form of lesson planning to increasing students' reading comprehension.
2. To know the learning instrument about mind mapping technique including (the learning material, the teaching media, the worksheet, and the evaluation)
3. To know the result learning about mind mapping technique to increasing students' reading comprehension.
4. To know the students' responses towards the use of the mind mapping technique in reading comprehension.

### **1.6. The Significance of the Study**

Theoretically:

The result of this study is expected the teacher more creative to choose the technique for teaching reading comprehension, and the student more interested in learning English especially in reading comprehension.

Practically:

This study is expected to motivate the student to increase their reading skill use mind mapping technique, and to help the student to read in joyful yet and interest.

### **1.7. The location of the Study**

The location of the study is SMAN 1 Ngamprah, Bandung Barat.

## **Chapter II**

# **Reading Comprehension through Mind Mapping Technique**

This chapter discusses theories of the study, approach, method, and technique in teaching English it includes the theory of reading. The purpose of reading comprehension, reading strategies, mind mapping technique including the definition, a figure steps to make and purposes, and the previous research on mind mapping technique.

### **2.1 Approach, Method, and Technique in Teaching English**

In English teaching, there are some terms approach, method, and technique. An approach is a theory about language learning. An approach, according to Anthony cited in Brown (2001) said that technique was set of assumptions dealing with the nature of language, learning, and teaching.

As Brown said (2001) that approach is Theoretically well-informed positions, assumptions, thoughts, notions, and beliefs concerning the nature of language, the nature of language learning, and the applicability of both in pedagogical setting, it does mean in classroom practice

Another expert Richards and Rogers cited in Brown (2001), said that an approach defines assumptions, beliefs, and theories about the nature of language and language learning. It can be concluded that method is how to teach the students.

From that statement Brown said (2001), Method was described as an overall plan for systematic presentation of language based upon a selected approach. Method: A generalized set of specification in the classroom for achieving linguistic objectives. Methods main concern is to teachers and learners' roles and behavior. Besides, the concern of method is too linguistic and subject matter objectives, sequencing, and materials.

Beside method, in English teaching we need a technique. Techniques: Any exercise, activities, and tasks in the classroom to meet the objectives or goal of learning or technique is classroom activity.

Like Anthony cited in Brown (2001), said that techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. Technique was the activities manifested in the classroom and it has to be specific and consistently in rhyme with the former terms.

As the explanation above, we can conclude that approach, method, and technique is very important in English teaching, without them the process of teaching in the classroom, cannot be a good process in the classroom. The teacher needs to manage and organize the student in the classroom.

## **2.2 Reading**

Reading is one of the processes to get the new information about anything, and as a bridge for the writer to the reader to deliver the message.

As Tarigan said (2015): *membaca adalah suatu proses yang di lakukan serta di pergunakan oleh pembaca untuk memperoleh pesan, yang hendak di sampaikan oleh penulis melalui media kata-kata /bahasa tulis*= Reading is a process done and use by the reader to receive message, that conveyed by the writer through words and written language.

According to Grabe and Stoller cited in Harahap (2013), said that reading can be thought of as a way to draw information from a text and to form an interpretation of that information.

As we know, reading is one of the important skill which have to be learned by the students in order to master English well.

### **2.2.1 Reading Comprehension**

This research focuses on reading comprehension to comprehend the text. As discussed above, reading is the process catching idea and understanding. It means the reader should comprehend the message that reach on the return language. As we know reading is the act to understand what we read. In reading comprehension, we must recognize and know the meaning of the new vocabulary.

According to Wainwright cited in Sanur (2014), said that reading comprehension is the process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer. Reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration.



From that statement, reading comprehension is the process to get the message from the text. This thing will make students be more successful in applying and improving everything that had been learned and understood. Reading comprehension is the process of to make the reader more understand and comprehend the text.

Based on the explanation above, Reading has purposes. According to Tarigan (2015): *tujuan utama dalam membaca adalah untuk mencari serta memperoleh informasi, mencakup isi, memahami makna bacaan. Makna, arti (meaning) erat sekali berhubungan dengan maksud tujuan, atau intensif kita dalam membaca.*= The main purpose of reading to find and obtain the information, including the content, comprehend the significance of reading, Meaning, sense (meaning) is closely related to the purpose or our intensive reading.

According to Sanur (2014) said that the purpose of reading will affect readers' motivation to read and also affect the way a text is read. Based on some opinion above, we can conclude that reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes, word recognition, and comprehension. Word recognition refers to the process of perceiving how written symbol correspondent to one spoken language. Comprehension is the process of making sense of words, sentences and connected text.

In reading, the reader should have the purposes of reading, that have been mentioned above. In order to make reading more efficient, readers can get the information they need properly we can increase reading skill, by using mind mapping technique, the students are expected to understanding the purpose of reading.

### **2.3 Mind Mapping Technique in Teaching English**

There are some techniques in English teaching one of them is mind mapping technique. According to Kusmana (2014) *mind mapping (peta pikiran) dapat di artikan sebagai suatu cara untuk mengorganisasikan dan menyajikan konsep, ide, tugas, atau informasi lainnya dalam bentuk diagram radial-hierarkis non-linier.*= The mind mapping is an easy way to organize and deliver the concept. Idea, task, or other information in non linear radial-hierarchi form. Mind mapping is one of technique to make simple way for learning English. According to Buzan (2007) said that

*mind mapping adalah cara mudah menggali informasi dari dalam dan dari luar otakmu. Mind mapping adalah cara baru untuk belajar dan berlatih yang cepat dan ampuh. Mind mapping adalah cara membuat catatan yang tidak membosankan. Mind mapping adalah cara terbaik untuk mendapatkan ide baru dan merencanakan proyek.* = Mind mapping is an easy way to dig up information from within and from outside the brain. mind mapping is a new way to learn and practice fast and powerful. The mind mapping is a way to make a note that is not boring. The mind mapping is the best way to get new idea and plan project.

According to Sujana cited in Komalasari (2014), said that mind mapping is recommended as a good technique to absorb information presented in the text they

need to take the keywords and connect one keyword to other key words in order to connect one idea to other idea and get the main idea or the big idea of the text, get the specific information and to be able to retain the information. That make the student will comprehend the text.

As the explanation above the writer will explain: The benefit of mind mapping technique, and mind mapping for memorizing new vocabulary. The benefit of mind mapping technique are the students can increase their understanding in reading through remembering the information from the text. That Information have been completed with the group. Mind mapping can increasing student imagination, memory, concentrate, and making notes. To help the students making an interest a note in a short time. Increasing students creative and individually or group activity.

The mind mapping for memorizing new vocabulary, for easy to memorize new vocabulary, mind mapping technique is very useful. The first step when you learn foreign languages you must pay attention to many kinds of vocabularies, majas, and etc. However if you make a mind mapping you can memorize based on your category, in example: clothing (Tshirt, skirt, long dress, etc), food (rice,meatball, etc).

To make this method be a good process, the teacher should have some strategies and more creative to organize the students. As the explanation above, According to Buzan in Proctor (2014) said that the mind mapping has four essential characteristics: The subject of attention is crystallized in a central image.

The main themes of the subject radiate from the central image as branches. Branches comprise a key image or key word printed on an associated line. Topics of lesser importance are also represented as branches attached to higher level branches. The branches form a connected model structure. The example of mind mapping as follow:

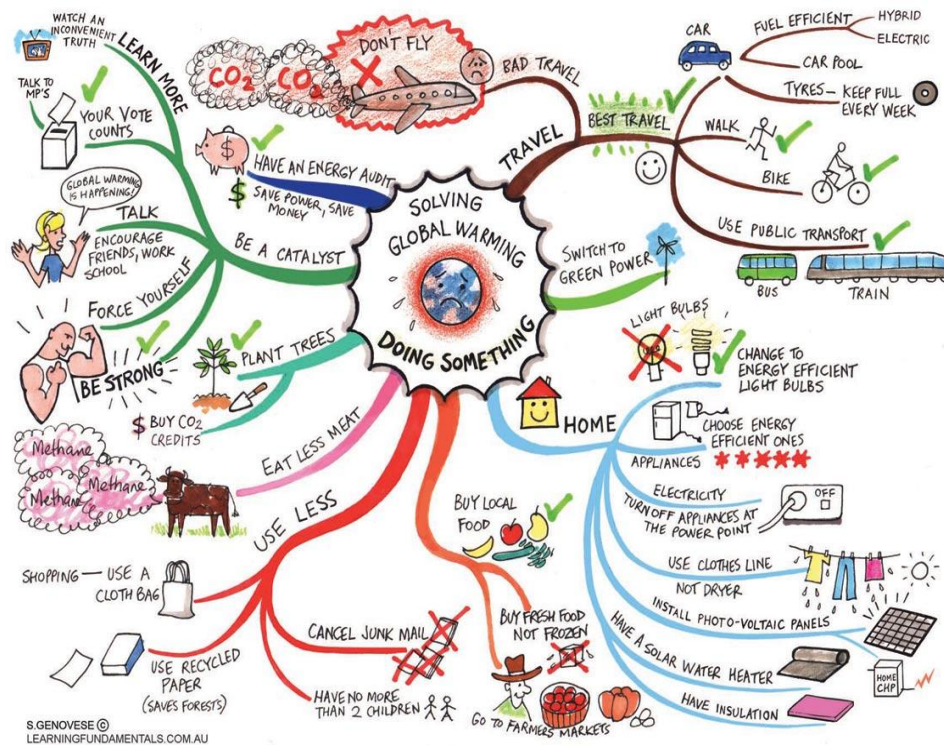


Figure 2.1  
(Example of Mind Mapping) source google image

### 2.3.1 The Procedure of Mind Mapping

The way that teachers can organize and manage the students in the classroom is the teacher have a good procedure to teach them. The procedure of teaching is very important. According to Jennifer cited in Holandyah (2012) said that procedure is a text that show a process in order. It is social function is to

describe how something is completely done through a sequence of series. The steps how to make mind mapping are as follows:

The teacher give the material about reading text on descriptive text, and the students read the text about 25 minutes and comprehend it. After that, the students must make a mind mapping from that text. The step as follows: you can start in the centre with an image of the topic, using at least three colours to make the beautiful and interest image.

Do not forget to use an images or symbols. The students more creative with the pictures and the picture can help the student using their imagination. The students can use the colours their own code to make this mind mapping more easier and interested for the reader use the colours.

The lines must be connected with the other, starting from the central image. The central lines are thicker, organic and flowing, becoming thinner as they radiate out from the centre. Make curve line do not straight lines. The straight line will bored the brain. The branches are curved and organic, like the branches of a tree, and then more attractive to the eye.

Table 2.1  
The Procedure of Mind Mapping

NO	ACTIVITY	INTERACTION	PROCEDURE	TIME
1	Working in group	Teacher –student	The teacher tells the students to work in pairs consist of three people,	7 Minute

			and the students have to find their friend to work in a group	
2	Giving a material		The teacher gives the material about reading text on descriptive text, and the students read the text and comprehend it. The teacher tells the students to make a mind mapping from the text	30 Minute
3		Student-student	Make a mind mapping from the text. Discuss with your friend.	15 Minute
4		Teacher-student	Teacher check the task of the student.	7 Minute
5	Evaluation	Teacher-student	Teacher give a task for the student	5 Minute

### **2.3.2 Learning Material of Mind Mapping**

Learning material is one of the instruments in English teaching. This is very important. The teacher should have a good learning material. Before we start the lesson in English teaching. The teacher need to prepare learning material.

In English teaching, learning material of mind mapping a descriptive text or reading the text. According to Scrivener cited in Harmer (2001) prepare thoroughly but in class, teach the learners-not the plan.

The example as follow

**Read the text carefully and answer the question based on the text!**

#### **Borobudur Temple**



Figure of 2.2  
(Borobudur Temple)

Borobudur is the biggest Buddhist temple in the ninth century measuring 123 x 123 meters. It is located at Magelang, 90-km southeast of Semarang, or 42-km northwest of Yogyakarta. Borobudur temple is the one of the best-preserved ancient monument in Indonesia that are most frequently visited by over a million domestic as well as foreign visitors. It also had been acclaimed by the world as a cultural heritage main kind. The architectural style has no equal through out the world. It was completed centuries before Angkor Wat in Kamboja.

Borobudur is one of the world's most famous temples; it stands majestically on a hilltop overlooking lush green fields and distant hills. Borobudur is built of gray andesite stone. It rises to seven terraces, each smaller than the one below it. The top is the Great Stupa, standing 40 meters above the ground. The walls of the Borobudur are sculptured in bas-reliefs extending over a total length of six kilometers. It has been hailed as the largest and most complete ensemble of Buddhist relieves in the world, unsurpassed in artistic merit and each scene an individual masterpiece.

Borobudur temple built in the eighth century by the Cailendra dynasty, is believed to have been derived from the Sanskrit words "Vihara Buddha Uhr" the Buddhist Monastery on the hill. Borobudur is a terraced temple surmounted by stupas, or stone towers; the terraces resemble Indonesian burial foundations, indicating that Borobudur was regarded as the symbol of the final resting place of its founder, a Syailendra, who was united after his death with the Buddha. The Prambanan temple complex is also associated with a dead king.



The inscription of 856 mentions a royal funeral ceremony and shows that the dead king had joined Shiva, just as the founder of the Borobudur monument had joined the Buddha. Divine attributes, however, had been ascribed to kings during their lifetimes. A Mahayana inscription of this period shows that a ruler was said to have the purifying powers of a bodhisattva, the status assumed by the ruler of Shrivijaya in the 7th century; a 9th-century Shaivite inscription from the Kedu Plain describes a ruler as being “a portion of Shiva.”

The visitors have the option of going by taxi or public bus to reach this temple. Public transportation is available from the bus terminal. From that point visitors can hire becaks or horse carts, or walk the rest of the way to the monument. A large parking area is available not far from the monument, so private cars and buses can park in this area.

That is the learning material and the student must answer the questions based on the text and make a mind mapping from the text.

### **2.3.3 The Media of Mind Mapping**

Media is one of the instruments in teaching. A good teacher should have a good media for the student. In English learning, media have a big role to make English teaching more creative, amazing, and interesting. The media of mind mapping are lessons preparation or lesson plan such as notes, crayon, picture, and delivering the lesson.

### **2.3.4 The Worksheet of Mind Mapping**

The worksheet is one of the instruments in teaching. In the middle of English teaching, the student must do the exercise or a task that is the worksheet. To know student ability and their understanding the materials. The teacher need to give them a worksheet. Many students in classroom pretend they understand the materials because they fell shy and confuse with the other students.

According to Edge cited in Brown (2001) said that we can divide mistakes into three broad categories: Slip (that mistake which students can correct themselves once the mistake has been pointed out to them.) Errors (mistake which they cannot correct themselves-and which therefore need explanation), and attempts (that is when a student tries to say something, but does not yet know the correct way of saying it).

### **2.3.5 The Evaluation of Mind Mapping**

Evaluation is one of the instruments of teaching. To increase their understanding of material. The teacher should give the student evaluation about the material in the end of lesson.

According to Harmer (2001) said that a good teacher should be able to correct people without offending them. The Evaluation of mind mapping technique. This learning have some goals. One of the goals is the student can comprehend from reading text, and the student can recount the text in mind mapping form. The evaluation of this learning is the teacher give a task a reading text and the student must make a mind mapping from the text. The evaluation to

know about students ability to comprehend the text. Reading assessment is proposed by Hughes in Hana (2011)

The aspects skill to know ability students in reading comprehension. The first are the students can respond to graphic symbols had taken in writing, such as punctuation, capitalization, italics. The students will get the score 4 if they can respond to graphic symbols in writing with a very precise and accurate. The students will get the score 3 if they can respond to graphic symbols in writing with precise and accurate. The students will get the score 2 if they can respond to graphic symbols in writing with precise and accurate enough. The students will get the score 1 if they cannot respond to graphic symbols in a text.

The second is understand the elements of language elements in discourse, such as structure morfem/words, sentences, the catch word in the sentence, the catch phrase and paragraph. The students will get the score 4 if they are able to identify the elements of the elements of language in discourse with write very fast and accurate. The students will get the score 3 if they are able to identify the elements of the language in written discourse with write precisely and accurately. The students will get the score 2 if they are able to identify the elements of language in written discourse with write precise and accurate enough. The students will get the score 1 if they are cannot able to identify the elements of language in the written discourse.

The third is understanding the meaning of words and sentences. The students will get the score 4 if they are able to identify the meaning of words and

sentences according to the context with a very precise and accurate. The students will get the score 3 if they are able to identify the meaning of words and sentences according to the context appropriately and accurately. The students will get the score 2 if they are able to identify the meaning of words and sentences according to its context with precise and accurate enough. The students will get the score 1 if they cannot identify the meaning of words and sentences according to the context.

The fourth is understand the main thoughts, supporters, and detailed information in discourse wrote. The students will get the score 4 if they can primary thoughts, identification, supporters and detailed information with a very precise and accurate. The students will get the score 3 if they can to identify the main thoughts, supporters and detailed information with a very precise and accurate. The students will get the score 2 if they can to identify the main thoughts, supporters and detailed information with precise and accurate enough. The students will get the score 1 if they cannot identify the main thoughts, supporters, and detailed information.

The fifth is understand the main thoughts, supporters, and detailed information in discourse wrote. The students will get the score 4 if they can draw conclusions and inference of discourse with write very precise and accurate understand the main thoughts, supporters, and detailed information in discourse wrote. The students will get the score 3 if they can draw conclusions and inference of discourse with precise and accurate. The students will get the score 2 if they can draw conclusions and inference from discourse to compose with

precise and accurate enough. The students will get the score 1 if they can not draw conclusions with precise and accurate.

The sixth is knowing style and the author's intent in conveying the notion of discourse in writing. The students will get the score 4 if they can to identify the style and the author's intent in conveying ideas in a discourse with write very precise and accurate. The students will get the score 3 if they can to identify the style and the author's intent in conveying ideas in writing discourse appropriately and accurately. The students will get the score 2 if they can to identify the style and the author's intent in conveying ideas in a discourse with write quite precisely and accurately. The students will get the score 1 if they cannot identify the styles and the intention of the author in conveying the idea of writing in discourse.