

CHAPTER I

INTRODUCTION

A. Background of the Research

Communication in English demands a good mastery of the English skills. On the mode of communication, they are divided into oral and written; listening and speaking belong to the spoken cycle, while reading and writing belong to the written cycle. However, nowadays, English learning has focused more on the written communication, which includes reading and writing Brown (2000). In addition, Suwigyo (1999) stated that reading is process of communication from the writer to the readers. It involves letters, words, phrases and clauses. Through reading, students learn a lot of things; get a lot of new information and knowledge.

Kustaryo (1988) mentioned that "reading is one of the most important skills in learning a language beside listening, speaking and writing. For students, reading becomes a need to obtain the wealth information that is available in the printed sources. When the students have good reading skills, they will be able to comprehend, understand, and obtain a lot of information from the texts. Therefore, developing reading skills is an essential part of language learning.

Based on my experience, learning process of reading is not easy because students might get bored while they find long texts. Students who cannot comprehend texts easily might have some difficulties in understanding

difficulties in recognizing the ways in which texts are organized and information is presented.

Based on the case above, learners need a technique to make learning process of reading more effectively. There are many kinds of techniques, which can be applied in the learning process of reading. One of them is using a mind mapping technique. Mind mapping is a tool and a learning technique that arranges one's visual ideas and tries to interconnect them, (Halen, 2009). The technique is used to graphically arrange and link concepts with other concepts and issues. It is a vast study that allows creating, capturing, organizing and communicating understood, interactive visual representations of information and complex idea, (Buzan, 2003)

There are some schools and universities, which have applied the mind mapping technique in reading classes. English Education Department of Universitas Muhammadiyah Yogyakarta is one of those which has applied the mind mapping technique in the academic year of 2010. Since the English Education Department of Universitas Muhammadiyah Yogyakarta aims to prepare good English teachers, it certainly trains its students to have good reading skills as well. In semester one, the students were introduced to the basic reading class. The lecturer introduced one of the techniques that is mind mapping; it is the concept of our brain like a tree or map by starting in the center and topic branches to sub topic. By joining this course, students are expected to be able to understand some basic reading strategies, and apply reading strategies when reading various types of texts.

Based on the explanation above, the researcher tries to investigate the students' perception on the use of the mind mapping technique in reading.

B. Statement of the Problem

Based on the explanation above, the most frequent problem for students who are learning reading is not being able to comprehend text easily because of the lack of vocabulary and structure of the language. In addition, they have some difficulties in recognizing the ways in which texts are organized and information is presented. In consequence, it is hard for them to achieve comprehension as the goal of reading, (Wallace, 2003). Regarding to the situation, techniques are important for the students to facilitate them to read efficiently. There are many kinds of techniques which can be applied to solve their problem. One of the strategies is the mind mapping technique. The mind mapping technique is a technique to gain main ideas of reading as effective as possible. Therefore, the readers can achieve the certain goals of reading.

C. Limitation of the Problem

The researcher limits the investigation on the area of students' perception on the use of mind mapping technique in reading. It focuses on the perception of students of academic year 2010/2011 of the English Education Department, Universitas Muhammadiyah Yogyakarta. Next, it also focuses on the strengths and weaknesses on the use of mind mapping technique in

D. Objective of the Research

There are two objectives in conducting this research, namely:

1. To reveal the students' perception on the use of the mind mapping technique in reading,
2. To find out the strengths and weaknesses of the use of the mind mapping technique in reading.

E. Question of the Research

The problems of this research can be questioned as follow:

1. How do the students perceive on the use of the mind mapping technique in reading?
2. What are the strengths and weaknesses of using mind mapping technique in reading?

F. Significance of the Research

The aims of this study are expected to give contribution to these elements below:

1. The researcher

The researcher will get more knowledge and experience in doing this research, especially about mind mapping and its use in learning process of reading.

2. The students

The use of the mind mapping technique might be important to enhance students' reading comprehension; students are expected to be

information, knowledge and idea in good notes so that they are able to memorize all the information easily. Besides, students are able to organize their ideas through this technique.

3. The lecturers

This research provides the information on how students value the use of mind mapping in reading. Since the students' perception might be various, the lecturer reflects and evaluates the use of mind mapping in reading class. When the students have positive perception, the lecture might consider using these materials as valuable learning sources in class. On the other hand, the lecturer should improve the use of mind mapping technique in class when the students have negative perception on this case.

4. The English Education Department (EED) of UMY

The result of this research might be used as evaluation for the institution, English Education Department of UMY, to improve their students' reading skills.

5. Future researchers

The researcher hopes that this study can inspire other researchers who are interested in exploring the use of mind mapping technique in reading class. Through this research, they can obtain any information dealing with the topic. Then they will know what they should do in

G. Outline of the Research

Chapter 1 discusses background of the research, statement of the problem, objectives of the research, question of the research, and significance of the research. Some review of literatures related to perception, mind mapping technique, and reading will be discussed in Chapter II. Furthermore, this chapter provides the reader with related studies on students' perception on the use of mind mapping technique in reading. Next, Chapter III discusses research method including research type, nature and sources of the data, research setting and participant, technique of collecting the data, and technique of analysis data. In the following chapter, Chapter IV presents finding and discussions of the research, in which the chapter focuses on answering two question of the research which are posed by the researcher in this research including students' perception on the use of mind mapping technique in reading and the strengths and weaknesses on the use of mind mapping technique in reading. Finally, Chapter V presents the conclusion and suggestions of the research.