CHAPTER I
INTRODUCTION

A. Background of the Research

Reading plays a very important part in daily life. First, reading is as a means of communication that is very needed by everyone. It can help someone to communicate with other people, especially written communication. Second, from reading, we can get the information easily. According to Ramelan (1990: 01) through reading we can explore the world, countries that have never been visited before, and the minds and ideas of great people in the past. It means that by reading someone can know something that have been known, seen, and visited before. Reading also can enrich our experience and knowledge. Reading about any sources of information such as newspaper, magazine, letter, literary etc will give us more knowledge.

Seeing the importance of reading, the students need to have a good comprehension. Comprehension is very important in reading, especially for the students. If they have good reading comprehension, they will understand the passage or text and take the information. It also can help the students in their study. Ramelan (1990: 1) stated that if the students’ reading comprehension is poor, they are very likely to fail in their study. On the other hand, if they have a good reading ability, they will have a better chance to success in their study at school.
In daily teaching and learning process, comprehension is one of the problems faced by students in reading. They cannot comprehend the text easily. The problems which are found in comprehending the text are about understanding comprehension plot, contextual clue, vocabulary and grammatical rules. Most of students cannot get their comprehension plot. It means that it is difficult to understand what the author or text means. Students also feel difficult to find the contextual clue of the text. Therefore, in comprehending the text, students have to be able to find what the clues are in the text, because it can help students to comprehend the text easily. And the last, there are many students who do not master vocabulary and grammatical rules. Therefore, they cannot comprehend what the text or passage tells about.

There are many ways to solve the problem. One of them is mind mapping. Mind mapping is creative and effective ways to make a note. It can help students to focus on their mind while they are reading. Siriphanich (2010: 03) stated that the use of mind mapping technique had an effect on the students’ reading comprehension abilities and attitudes. Further, mind mapping can help poor readers to read more effectively because the format can show the relative importance of individual points and the way in which facts relate to one another. Casto (2009: 02) also argued that the mind map is a powerful tool to facilitate comprehension because it offers the learner a global view what he is going to listen and read. Furthermore, the embedded cues contained in the mind map prompt the learner to form inferences that in turn act as an aid to understanding.
English Department of Muhammadiyah University of Purwokerto apply mind mapping in teaching and learning process for Reading 5. Teacher always ask the students to make a mind mapping when he taught Reading 5.

Based on pre-interview with the teacher and students in, it showed that the students’ reading comprehension through mind mapping was low. There were so many students got bad mark in reading class. The students still have difficulties in comprehending the text through mind mapping. Although mind mapping can help the students to find out the contextual clue, but most of the students could not find what the main idea and contextual clue of the text. These findings were supported by Rahmawati (2011: 03) which stated that the students still found difficulties in understanding the content of the text and keywords related to the text or reading materials.

Based on the explanation above, the writer thinks that these problems should be investigated. Therefore, the chosen topic is “A Study on Students’ Reading Comprehension Through Mind Mapping at Fifth Semester Students of English Department of Muhammadiyah University of Purwokerto in Academic year 2011/2012”.

B. Reason for Choosing the Topic

The reasons of this research are:

1. Investigating the students’ reading comprehension through mind mapping can give some input for teacher and students.
2. The use of mind mapping is intended to know the students’ reading comprehension in teaching and learning process, so students can get specific information easily.

C. Problem of the Research

The problems in this research are:

1. How good is students’ reading comprehension through mind mapping?
2. What problems do students have in reading comprehension through mind mapping?

D. Aims of the Research

The Aims of the research are:

1. To know how good students’ reading comprehension through mind mapping.
2. To know the problems which students have in reading comprehension through mind mapping.

E. Clarification of the Terms

1. Reading comprehension

Reading is the process of understanding written language. It begins with a pattern on the retina and ends (when successful) with a definite idea about the author’s intended message. (Ramelhart in Leu and Kinzer, 1987:9). Comprehension is an ability of someone to understand or comprehend something to be known and understood (Sudijono, 2009: 50).
Therefore, reading comprehension is the ability to understand and comprehend what has been read.

2. Mind mapping

Mind mapping is a diagram used to represent words, idea tasks or other items linked to and arranged radially around a central key word or idea (Buzan, 2011: 01).

F. Contribution of the Research

This research will be very useful for the reader in order to improve the students’ reading comprehension, they are as follows:

1. For English teachers
   a. After knowing the result of this research, hopefully the teachers are able to know students’ problem in comprehending the text through mind mapping. So, the teacher can anticipate the students’ problem.
   b. The result of this research can help the teacher to choose the appropriate technique in teaching reading.

2. For the students
   a. Knowing students’ competence in comprehending the text through mind mapping.
   b. Knowing the problem faced in comprehending the text through mind map.