

# **CHAPTER 1**

## **INTRODUCTION**

This chapter discusses the background of study, problem formulation, objective of the study, hypothesis, Significance of the Study, delimitation of the study and definition of key term.

### **1.1. Background of study**

In Indonesia, English has been one of the compulsory subjects that should be learned by the students from junior high school, senior high school, and university level. Teaching English still focuses on four basic skills, namely; listening, reading, speaking and writing. The objective of teaching English in Indonesia based on the 2013 curriculum Standard of Content published by The Ministry of National Education is that the students are able to use English texts to understand and apply factual, conceptual, and procedural knowledge through speaking, listening, reading, and writing activities. The four language skills are taught integratively (Puskur, 2006).

Among the four language skills, reading is the important one. It is because reading is a fundamental skill to academic success. Burns et al (1996) stated that reading is involved in every aspects of life. Reading is necessary for enjoyment and to get knowledge. In addition, Belk (2004) explained that reading children future learning rely on reading. <sup>The</sup> students get knowledge and understand the content of the text by reading. That's why they need ability to comprehend and

remember main ideas and supporting idea in the text. They also require to link the text to their own knowledge.

Reading is the complex process in which there is a message transfer between writers and readers who have different background knowledge. According to Braunger and Lewis (2001) reading is a complex, interactive process which uses basic skill and advanced strategies to get meaning. It can be inferred that in reading activities, the readers communicate with the writers by activating their background knowledge and get conclusion of the writers' ideas into their own so it will help the readers understand the writers' meaning (Millan:1988). Reading is the process of making meaning from text. Therefore, the goal is to get an overall understanding what is stated in the text rather than to get meaning from isolated words or sentences. (Woolley: 2011).

In addition, reading means understanding the meaning of printed or written words (Hornby, 1990). In addition, Rubin (1982) stated that reading is the process of acquiring meaning from the printed page. In line with this, Haris and Sipay explained that reading is the interpreting printed or written verbal symbol meaningfully. It can be concluded that reading is related to the process of interpreting the printed or written words. Reading is the process of looking at a series of written symbols and getting meaning from them. Moreover, Anderson et al (1985) explained that reading is the process of constructing meaning from written text. Reading is a complex skill needing the coordination of a number of interrelated sources of information.

Reading is one of the language skills that must be mastered by the students. Teaching reading is very important in equipping the students with the basic skill of reading in order to be able to obtain information and knowledge from any kinds of reading text. According to Rivers (1981) reading has the important position in any language classes, not only as a source of information, but also as a means of consolidating and extending one's knowledge of the language. In this case, reading ability is essential for the students to understand written English text.

In EFL class, the purpose of teaching reading is to prepare students to read informational materials (Dixon & Dixon,1983). Teaching reading focuses on helping the students to obtain the needed skill in trying at constructing meaning. The teacher has vital role to help students get the skill needed from taking their experience to written material. The teacher should motivate the students to engage actively in reading class. In this case, the teacher can give guidance to help the students engage in the thinking process (Brown:2001). While Chairani (2015) stated that teaching reading is intended to strengthen the students' ability to understand the text. Reading text is the source needed to carry out language components such as vocabulary, grammar and pronunciation. In this case, the teachers should prepare methods, strategies or techniques in reading activities to make the students understand the reading text.

According to Nation (2004) the challenge action in language teaching is connecting details in reading to achieve two goals, those are understanding the text, and its language features which are connected to the text itself. The language

features existing in the text show the students on how language works, how it can be used in different social situation. Therefore, the teachers need to teach the structure of different texts and language feature that fit with its social context. The knowledge of language feature and the structure of the text determine the type of the text it belongs (Knapp & Watkins, 1994). For example if the students want to learn recount text, they must be given material about simple past tense and sequence connected to the past such as when, before, after, etc.

The theory mentioned above is in line with Indonesian Syllabus of Curriculum 2013, revised in 2017 which state that teaching English in Senior High School focuses in the improvement of students' competence in using the language based on the context in the form of written and spoken. To achieve the goal, the syllabus proposes genre-based approach. The approach refers to understanding the language functions and the knowledge of using it in different social context.

In order to achieve the goals, there are some factors should be considered in teaching learning English. One of them is the students' learning motivation. Motivation is the direct factor which leads to action. According to D'Andrade and Strauss (1992), motivation is the result of interaction between external social aspect and internal psychological aspect. Further they explained that motivation could be understood by social and cultural external environment and psychological need. In line with this, Domyei (1998) stated that learning foreign language motivation includes complicated and distinctive features owing to "all kinds of nature and roles of language itself.

Motivation is the component which leads the students' attitude towards learning process. Gardner (1985) stated that motivation is the combination between effort and desire to achieve the goal of learning the language as well as favorable attitude toward learning the language. In other words, motivation to learn a second language is seen as the extent to which the individual works to learn the language because of the desire to do so and the satisfaction experienced in their learning. Meanwhile Ellis (1994) stated that motivation affects the extent to which language learners persevere in learning and their actual achievement. Furthermore, Dorney & Otto stated that motivation is the dynamical changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operationalized and (successful or unsuccessfully) acted out.

Motivation is regarded as the effort to achieve the goal and the process to maintain the effort. Motivation gives an important foundation of learning to complete cognitive behavior such as planning, organizing, decision-making, learning process and assessments (Pintrich&Schunk, 1996). Moreover, Lightbrown and Spada (1999) mentioned that motivation in second language can be identified in two factors. They are learners' communicative need and their attitude towards the second language community. In this case, learning and motivation have the same important roles to achieve something. Learning makes the students to obtain knowledge and skills, while motivation encourages them to go through learning process (Parson,Hinson and Brown, 2001).

Motivation plays a significant role in the process of learning a language. The essence of motivation is eagerness which relates to a person's intrinsic goals and desire. According to Wen Quifang (1996) motivation is simply the reason and goals of learning English. William and Burner (1997) stated that motivation is the state of cognitive and emotional arousal which leads to a conscious decision to act, which gives rise to a period of sustained intellectual and physical effort in order to attain a previously set goal. Motivation includes in the important aspect of language learning. The most successful learners are those who have both the talent and high motivation for learning (Ellis:1985).

Concerning the importance of students' motivation in learning second language, the teachers have the essential role to increase their students' motivation. It is because the increase of students' motivation affects learning output such as reading comprehension. In this case, the teacher should apply a teaching reading technique which can motivate and attract the students to read the text. This directly leads the students' improvement on the students' achievement. Rizqiya (2013) stated that the low interest in reading can result the lack of reading comprehension.

There are some techniques which can motivate and attract the students' interest in reading the text and assist them to improve their reading comprehension achievement. One of the techniques is Mind Mapping. Mind mapping was originated from the theory of radiant thinking, or the full brain actively thinking of associations driven from a central concept (Buzan & Buzan: 1996). Siriphanich and Laohawiriyanon (2010) suggest the use of mind mapping,

which is defined as an instrument representing students' understanding by using words, pictures with color and symbols in a hierarchical or tree branch format. Mind Mapping is intended to give opportunity for the students to think as many ideas as possible. Moreover, mind map has the features of a complex visual tool and is suitable for students in all level education. It is because mind map supports recording, exchanging and comparing information (Naykki and Jarvela:2008). Eppler (2006) stated that mind map has a flexible structure which can visualize the relations between the concepts easily. Mind mapping is used to activate the students schemata related to the topic. As stated by Buzan in Indrayani (2014) mind mapping is useful to activate background knowledge.

Traditional Mind Mapping is made by hand; however, the emergence of specialized software results in electronic mind mapping. E-Mind Mapping is faster and more attractive. As stated by Dara (2010) that computerized mind mapping has benefits over manually drawn by hand. Electronic mind maps have more qualities than the traditional ones since they include images, color and drawing which can attract the learners. Electronic mind mapping supports quick elaborations and allow for continuous changes in the conceptual structure (Epper: 2006). In addition, Tergan (2005) e- mind mapping can be used as the data repository in which the data can be stored and exchanged. Now days, mind mapping software is available in Android cell-phone. It is more practical and efficient to use it in terms of time and place. With this application, it is expected that the students can learn that reading is an exciting experience. As the result, the learning process could be more interesting and entertaining.

Several researchers noted the impact of the mind map (electronic or traditional) on reading comprehension. Peng (2011) in his research found that E-Mind Mapping increased the level of reading comprehension because E-Mind Mapping combined the two parts of the brain. It connects language words, logical operations and analysis from one side with creativity, images, construction and imagination from the other. Benavides, Rivera and Rubio (2010) stated that E-Mind Mapping increased the reading comprehension level, and achievement, facilitated editing of errors and changed design style among learners to bring it out in an appropriate way. Gomez and King's (2014) revealed that images, symbols and links in the mind mapping helped the learners form connection between vocabulary in the texts with these images and symbols. The factors were effective to assist the learners in understanding the texts and recall the information better.

Electronic mind mapping has the can be used to develop critical reading skill, improve learners' writing English, organize content, increase motivation towards learning English and develop the skill of reasoning and critical thinking (Siriphanic&Laohawiriyanon,2010). In addition, Faqeeh in his study revealed that the use of electronic mind mapping results in the considerable effect on reading comprehension. However, the research studies have not been known the effect of mind mapping on the students' reading comprehension, especially on high and low achiever students.

Mind Mapping also can give effects on the students' motivation. Rofi'i (2017) revealed that the use of mind mapping in teaching writing could improve



the writing ability and motivation as well. This is in line with Ahsan Ziyadi and Edi Surya (International Journal of science: 2017). They stated that mind mapping models can be used to increase the students' motivation, and gives flexibility in the delivery of the message. Further they explained that by using mind mapping the students can learn independently anywhere and anytime based on their interests and abilities. This is in line with Hakkarainen (2003) who stated that mind map can increase the students' interest since mind map can elicit the curiosity of the students about the conceptual structure of their knowledge.

Based on the result of the preliminary study, the English teachers have not explored E-Mind Mapping in teaching English although the school has tried to use the computer even the cell phone in their educational activity at school especially the national, midterm and semester test. The teachers use traditional method for teaching English especially reading. As stated by Faqeeh (2018) digital media application should be used in everyday lives for the students' learning and the smart application should be integrated into their classroom experience. This is in line with Dara (2010) who stated that computerized mind mapping has advantages over the manual one. This is due to the fact that computerized mind mapping is more attractive, faster to produce and more professional. E-Mind Mapping improves reading comprehension by connecting the functions of both brain hemisphere because it includes word processing and logical processing of language and mathematical analysis (Peng:2011). Using Smartphone E-Mind Mapping eventually leads to improving creativity, mental visualization, comprehension, analysis, synthesis and mental image.

Through this research, the researcher wants to know whether Smartphone E-Mind Mapping is effective to improve the students reading comprehension ability and motivation. The assumption underlying this research is that, nowadays teenagers use smartphone every day and every time. They are digitally native. By employing the application of mind mapping available in smartphone, it can be the interesting activity in the classroom which can increase the students' reading and motivation. Based on the background above, the researcher is interested to conduct the study entitled **“The Effect of Smartphone E-Mind Mapping on Reading Comprehension Ability and Motivation across Different Proficiency of The eleventh Grade Students at MAN 1 Tulungagung in the Academic Year 2018-2019”**.

## **1.2. Problem Formulation**

Based on the background above, the research problems of the study are stated as follows:

1. Is there any significant difference on the mean score of reading comprehension of the students' who are taught by using E-Mind Mapping and the ones who are not taught by using non-e mind mapping?
2. Is there any significant difference on the mean score of reading comprehension of the low achieving students' who are taught by using E-Mind Mapping and the ones who are not taught by using non-e mind mapping?

3. Is there any significant difference on the mean score of reading comprehension of the high achieving students' who are taught by using E-Mind Mapping and the ones who are not taught by using non-e mind mapping?
4. Is there any significant difference on the students' motivation who are taught by using Smartphone E-Mind Mapping and the ones who are not taught by using non-e mind mapping?
5. Is there any significant difference of motivation of the low achieving students' who are taught by using Smartphone E-Mind Mapping and the ones who are not taught by using non-e mind mapping?
6. Is there any significant difference of motivation of the high achieving students' who are taught by using Smartphone E-Mind Mapping and the ones who are not taught by using non-e mind mapping?

### **1.3. Objective of the study**

The objectives of the study as follows;

1. To know whether there is significant difference of mean score of reading comprehension of the students' who are taught by using E-Mind Mapping and the ones who are not taught by using non-e mind mapping?
2. To know whether there is any significant difference on the mean score of reading comprehension of the low achieving students' who are taught using Smartphone E-Mind Mapping and the ones who are not taught by using non-e mind mapping

3. To know whether there is any significant difference on the mean score of reading comprehension of the high achieving students' who are taught using Smartphone E-Mind Mapping and the ones who are not taught by using non-e mind mapping
4. To know whether there is any significant difference on the students' motivation who are taught using E-Mind Mapping and the ones who are not taught by using non-e mind mapping
5. To know whether there is any significant difference of motivation of the low achieving students' who are taught using E-Mind Mapping and the ones who are not taught by using non-e mind mapping
6. To know whether there is any significant difference of motivation of the high achieving students' who are taught using E-Mind Mapping and the ones who are not taught by using non-e mind mapping

#### **1.4.Hypothesis**

The hypothesis of the study is formulated as follows:

1. There is significant difference on the mean score of the students' reading comprehension between the students who are taught using E-Mind Mapping and the ones who are taught using non E-Mind Mapping.
2. There is significant difference on the mean score of the low achieving students' reading comprehension between the students who are taught using Smartphone E-Mind Mapping and the ones who are taught using non E-Mind Mapping.

3. There is significant difference on the mean score of the high students' reading comprehension between the students who are taught using Smartphone Smartphone E-Mind Mapping and the ones who are taught using non E-Mind Mapping.
4. There is significant difference on the students' motivation between the students who are taught using Smartphone Smartphone E-Mind Mapping and the ones who are taught using non E-Mind Mapping.
5. There is significant difference of motivation of the low achieving students' who are taught using Smartphone Smartphone E-Mind Mapping and the ones who are taught using non E-Mind Mapping.
6. There is significant difference of motivation of the high achieving students' who are taught using Smartphone Smartphone E-Mind Mapping and the ones who are taught using non E-Mind Mapping.

### **1.5. Significance of the Study**

Hopefully, the result of the study can contribute both theoretical and practical advantages. The result of the study can give knowledge and theoretical framework to the teachers that Smartphone E-Mind Mapping has an important role in helping students to comprehend reading text and increasing students' motivation. It is due to the fact that Smartphone E-Mind Mapping can activate background knowledge which is beneficial for comprehending the text. Besides, Smartphone E-Mind Mapping enables the readers to know the organization of the text.

Furthermore, for practical contribution for the English teachers, the result of this study can be used as an alternative and effective strategy to improve their students' reading ability. They can also use it as the strategy which can increase their students' motivation since this strategy uses smartphone. Now days, smartphone is the teenagers' part of life. Secondly, for other researcher, this study can fundamentally be used as reference to do other research in relation to other language skills such as speaking or writing proficiency based on Smartphone E-Mind Mapping strategy by quoting the related ideas or this result of the study.

#### **1.6. Delimitation of the study**

This study aims at investigating the effectiveness of Smartphone E-Mind Mapping on the students' reading comprehension and motivation. There are three variables which are known in this research. They are dependent variables (students' achievement of reading comprehension test before and after the treatment and students' motivation after classroom activity) and the independent variable (the use of Smartphone E-Mind Mapping in teaching reading). This researcher restricts the effectiveness of mind mapping on students' reading comprehension ability and motivation at MAN 1 Tulungagung academic year 2018-2019.

### **1.7. Definition of Key terms**

The purpose of defining some key terms is to establish concepts which are particularly appropriate for this study. The definitions of important terms used in this study are:

1. Reading comprehension is a process of construction of meaning from the written text based on a complex coordination of a number of interrelated sources of information. Reading ability is students' skills in understanding a reading text and interpreting it appropriately as indicated by the score on their result of reading test
2. Smartphone E-Mind Mapping refers to a mind map application existing in smartphone used in teaching reading. E-mind map is utilized to identify important ideas with its relationship in order to comprehend the texts well. In this study, the researcher uses Mindoro application.
3. Reading motivation is the intention which distributes and mobilizes the individual's attitude and behavior to read English text which is measured using questionnaire. In this case, the researcher uses reading motivation questionnaire.
4. Low achieving students means the students who got score less than 40 for their reading test.
5. High achieving students means the students who got score between 81-100.

