

## **CHAPTER I**

### **INTRODUCTION**

The first chapter discusses the research background, research questions, research purposes, research significances, research scope, conceptual framework, and previous studies.

#### **A. Research Background**

Reading has many significant virtues in one's personal and intellectual development. Reading comprehension involves a series of highly complex cognitive processes (Fernandez & Mora, 2022). Reading improves critical and analytical thinking skills, helps individuals to understand, evaluate and can improve language skills, enrich vocabulary, and improve writing skills. According to Rohadi (2018), the purposes of teaching reading is to teach strategies and comprehension skills according to the purpose and type of text and to activate background knowledge and expand students' vocabulary to become good readers. Overall, reading is an activity that can broaden horizons and knowledge, allowing one to explore the world and different cultures without leaving one's place.

In an increasingly multicultural and multidisciplinary higher education environment, students need readings that reflect cultural, social, and intellectual diversity. Incorporating equality, diversity and inclusion into the syllabus is essential to foster an inclusive learning environment conducive to setting goals (Fuentes, et.al, 2021). By considering students' various backgrounds and interests, the selection of appropriate readings can enrich their learning experiences and help them develop more complex understandings.

Considering that reading is one of the ways to gain insight, reading has an undeniable role in students' academic development. According to Lubis (2020), there are many benefits of reading, including helping to develop thinking and clarify ways of thinking, increase knowledge, improve memory and understanding. Thus, reading is at the core of the educational process that prepares them to become skilled, knowledgeable and competitive thinkers in this global era.

One of the courses in the English Education program is Teaching English to Speakers of Other Languages (TESOL), which encourages students to read various

sources intensively. The Literacy course (one of the courses in the TESOL family) is one of the important courses because it aims to prepare English Education study program students in understanding the knowledge and theories related to understanding Literacy (Masita & Yanto, 2023). TESOL requires a deep understanding of the principles of teaching English to foreign speakers. Reading textbooks, academic articles, and course materials helps students develop a comprehensive understanding and critical skills in analyzing language teaching theories as well as applying them. Reading relevant sources in TESOL is an important step in preparing students to become competent professionals.

According to a preliminary survey of fourth-semester students in the English Education Department (EED) at UIN Sunan Gunung Djati Bandung who were taking TESOL Methodology classes shared their views on the teaching methods as well as the challenges they faced. The satisfaction and challenges experienced by the students who attended the TESOL Methodology class occurred due to several factors. As Alshuraiaan (2023) points out, cultural background, language proficiency level, previous educational experiences, and classroom dynamics play a role in shaping students' experiences and expectations. Thus, the preliminary study through this survey makes the discussion more interesting to research, providing an opportunity for researchers to discuss more deeply about the experiences and obstacles that students face when taking the Tesol Methodology course.

The preliminary survey conducted on the students in the Tesol Methodology class provided the researcher with some information about the class, including the pre-reading instruction. Pre-reading instruction does lead to increased attention (Pellicer, et.al, 2021). Thus, pre-reading activities not only prepare students to read with better comprehension, but also help them to develop deeper reading skills.

In addition, mind maps are one of the visual tools used in pre-reading activities, helping readers including students to organize and plan their understanding before reading the main text. Nine out of ten students stated that creating mind maps has helped them understand the text more efficiently and thoroughly, without requiring much investment of extra time and effort in the process of acquiring the technique

and practicing it (Fernandez & Mora, 2022). Thus, the use of mind maps in pre-reading can help students to prepare effectively and improve their ability to understand texts better.

Although there have been studies investigating the use of mind maps in English language learning, there are gaps in the research. One of the research from Hazaymeh & Alomery (2022), shows that mind maps contribute as an effective visual tool in improving students' critical thinking skills to produce good performance in reading texts. Another research from Astriani, et.al. (2020) proved that mind mapping is a strategy for practicing metacognitive skills through learning. Meanwhile the current research focuses on students' experiences in transferring their reading understanding to be mind maps in pre-reading activities especially in Tesol Methodology classes.

In conclusion, based on several previous studies, mind maps make it easier for students to plan and organize their understanding before reading the main text. In addition, mind maps also play an important role in the development of critical thinking and metacognitive skills, which are highly relevant in foreign language learning. Therefore, mind maps were chosen to be investigated in this study as they are proven to be an effective visual tool in supporting the comprehension process, particularly in pre-reading activities. The main purpose of this study is to analyze how students' experiences in transferring their reading comprehension into mind maps during the pre-reading process. Through this research, it is expected to gain in-depth insight into students' experiences in using mind maps, while contributing positively to the development of more effective learning methods in the future.

## **B. Research Questions**

The research questions in this study includes:

1. How are EED students experiences in transferring their reading understanding to be mind maps in pre-reading activity in Tesol Methodology class?
2. What are the challenges that EED students faced when transferring to be mind maps in pre-reading activity in Tesol Methodology class?

### **C. Research Purposes**

According to the research questions above, the research purposes of this research includes:

1. To figure out how EED students experiences in transferring their reading understanding to be mind maps in pre-reading activity in Tesol Methodology class.
2. To find out what the challenges that EED students faced when transferring to be mind maps in pre-reading activity in Tesol Methodology class.

### **D. Research Significances**

In this part, the researcher will discuss about the theoretical significances and practical significances as follows:

#### **1. Theoretical Significances**

From a theoretical point of view, this research explores a better understanding of how the use of mind maps in pre-reading activities can influence students' learning experience as well as transferring their understanding from reading materials to visual representations. The researcher hopes that this study can be a source of information or literature for other researchers who examine the same topic.

#### **2. Practical Significances**

Practically, this research can help teachers as well as students:

##### **a) To teachers**

The researcher hopes that this research can be useful and provide reference learning methods for teachers in designing more effective and meaningful learning strategies for students by developing a better understanding of reading materials, increasing their involvement in learning, and developing visual thinking skills so that it can increase students' motivation in reading.

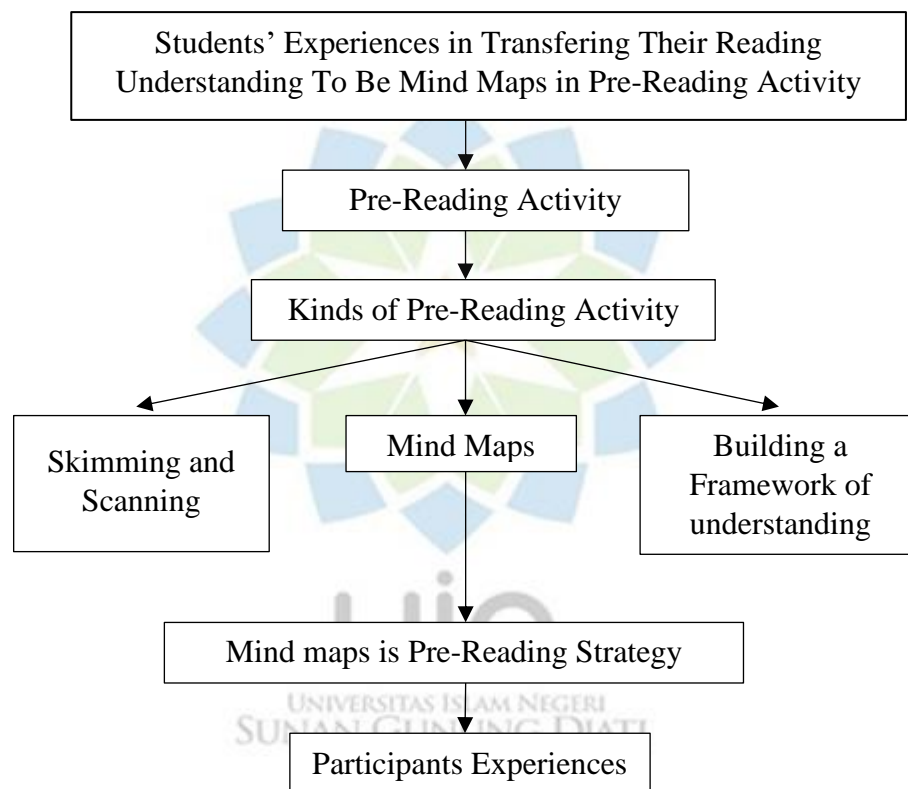
##### **b) To students**

This research is expected to help students in improving their reading comprehension through the use of mind maps in pre-reading activities. This method is done by connecting information from the text with a visual structure in the form of a mind map.

### E. Research Scope

This study analyzes students' experiences in transferring their reading comprehension into a visual product in the form of mind maps. This research was conducted at the State Islamic University Sunan Gunung Djati Bandung, involving fourth-semester English education students who were taking the TESOL Methodology class.

### F. Conceptual Framework



**Table 1.1** *Conceptual Framework*

The process of reading is more than just deciphering words from the page, it is an intellectual activity that takes the reader into different worlds. In addition to understanding the words literally, the reader also captures nuances, implied meanings, and broader contexts. This process involves deep thinking, where the reader actively uses prior knowledge, understands the structure of language, and is able to connect information found in the text. Irkinovich & Izatullaevna (2022) stated that reading is a complex cognitive process of character decoding that aims to understand the text. In addition, reading is also an emotional journey that enriches

the soul and broadens horizons. Therefore, reading skills, especially in English, are essential in the learning process.

In addition, pre-reading activities also have a crucial role in preparing students before starting the process of reading a text. Tanjung, et.al. (2022) stated that in pre-reading, students are prepared for reading by activating their prior knowledge of the topic features in the text. The pre-reading process is an important phase because it allows students to build an initial understanding of the topic to be covered, activate relevant prior knowledge, and develop reading expectations. In addition, pre-reading activities help students to focus their attention, set clear reading goals, and prepare appropriate strategies to better understand the text. Thus, pre-reading activities provide a solid foundation for students to maximize the benefits of the reading process and improve their understanding of the material to be learned.

Pre-reading strategies are complex learning activities. According to Mutaliani, et.al. (2023), this study recommends that English language teachers, the Kenya Curriculum Development Institute, language educators, and the Ministry of Education advocate the use of pre-reading activities as pedagogical strategies to facilitate reading comprehension. As for pre-reading strategies, there are several kinds of activities such as making mind maps, skimming and scanning, and building a framework of understanding by using the title, subtitle, and summary of the text. These three activities have their own processes. Using mind maps requires the skill of visually organizing information, while skimming and scanning require the ability to understand the structure of the text and extract important information quickly. On the other hand, readers should also be able to apply strategies that suit the purpose of reading, such as seeking answers to questions posed before reading, predicting the content of the text, or activating prior knowledge relevant to the topic to be discussed. By using various pre-reading strategies in an integrated manner, students can prepare themselves effectively, improve their understanding of the text to be read, and accelerate the learning process.

As discussed earlier, one of the three strategies that can be used in pre-reading activities is creating mind maps. Mind maps are intended to give students the opportunity to think of as many ideas as possible and activate their schemas related



to the topic (Febrijanto, et.al, 2022). Mind maps, with their rich visual structure of interconnected branches of ideas, help students summarize key information and visualize the relationships between concepts before starting the reading process. By presenting information graphically, mind maps also facilitate more efficient processing of information in visual memory, allowing learners to recall information better and identify important patterns in the text to be read. Thus, the strategy of constructing mind maps not only helps in mentally preparing learners before reading, but also improves the quality of students' comprehension of the material studied.

The researcher in this study will adopt a comprehensive approach using qualitative method and case study design. The research will focus on students' experiences in transferring reading comprehension into mind maps in pre-reading activities, particularly in the Tesol Methodology course. This research is not only based on how successful the pre-reading activity is in influencing the learning process but also focuses on the in-depth experience of the students on what challenges they face when doing pre-reading activities by making mind maps.

### **G. Previous Studies**

Previous research in the context of research refers to research that has been conducted by other researchers in the past. Previous research can be in the form of research conducted by other researchers with the same purpose or topic, or previous research that provides a theoretical basis or insight relevant to the research being conducted. This previous research can develop further research so that the content of the latest scientific work is more varied and can meet current needs. Some previous studies related to this research are as follows.

The first research was conducted by Puspitasari (2020), with the title “Mind mapping in CLIL: How it facilitates students' reading comprehension”. This research was conducted in one of the private universities in Indonesia. This research used a descriptive qualitative method. To obtain the data, thirty-seven students aged around 19 to 20 and who were taking a theory-based course in the fourth semester were assigned to write a reflective essay on the mind map task and six students (consisting of four females and two males) in the fourth semester were interviewed

to obtain the primary data. Portfolios of students' mind map assignments with teacher feedback were also used to triangulate the interview data. The findings showed that thirty-seven students agreed that mind maps helped them understand English texts, but the process was a bit complicated for them. Overall, mind maps undeniably have a positive influence on students' reading ability through the map-making process. The gap of this study is the methodology.

Further research was conducted by Hamid (2021), with the title “Using e-mind mapping strategy in developing EFL preparatory stage students' metacognitive reading skills”. This study aims to investigate the effect of E-mind mapping on the metacognitive reading skills of preparatory school students. To achieve the research objectives, the researcher applied a quasi-experimental approach to the participants (50) students at Abdel Wahab Elgohary Preparatory School. As for the flow, the participants were divided into two equal groups. Both groups were tested beforehand to ensure that the participants were equal. The experiment lasted for seven weeks where the researcher applied the research instrument to investigate the effect of E-mind mapping. It was then statistically analyzed with SPSS compared to the post-test results. The results of this study showed that the experimental group, which was taught through the E-mind mapping strategy performed better than the control in the post-administration of metacognitive reading skills, as there was a statistically significant difference at (0.05) between the mean scores of the experimental group and the control group, in favor of the former. Based on the findings, the researcher recommends that English teachers need to enable the E-mind mapping approach during reading to develop students' metacognitive reading skills. The difference from this study is the type of mapping.

Then the third study was prepared by Purwanto & Marsinah (2021), with the title “The Use of Mind Mapping Technique to Improve the EFL Students' Reading Comprehension Ability of Darussalam Polytechnic”. The purpose of this study was to determine whether the use of mind map technique can improve reading skills, comprehension ability and find out students' opinions regarding the use of mind map technique. This study used quantitative and qualitative data analysis before and after tests, questionnaires and interviews. The participants in this study were first



year students who were taking compulsory reading courses, namely communication and reading skills at Darussalam Polytechnic Palembang, totaling 35 people. Then fifteen students (5 highly successful, 5 showing no improvement, and 5 unsuccessful) were selected for retrospective interviews. The results showed that, after being taught the mind mapping technique, most of the students improved their reading skills and their post-test mean score was 12.15 compared to the pre-test mean score of 11.17. The post-test mean score was higher than the pre-test mean score at the 0.05 significance level. Most students were satisfied with their reading comprehension skills (72.4%) and enjoyed working in groups (45.7%). However, most students had problems with vocabulary and were unable to create sentences to complete their own mind maps (42.9%). But the fact that only 60% of the students who participated in this study were able to improve their reading comprehension skills and 22.8% did not experience any improvement, it is interesting to reveal why this happened. Students' deficiencies in many areas such as vocabulary, grammar knowledge, and finding the essence of all ideas can pose a problem.

Then, further research was conducted by Yan & Kim (2023), with the title “The effects of schema strategy training using digital mind mapping on reading comprehension: A case study of Chinese university students in EFL context”. This study aims to determine whether there is a significant improvement in Chinese students' reading comprehension after teaching schema strategy (SSI) using digital mind mapping (DMM). In addition, this study also aims to show students' perceptions regarding the positive and negative factors affecting SSI using DMM. A mixed case study approach was applied due to its complexity and small number of participants. Data were collected by semi-structured group interviews and reading comprehension tests. The interview data were analyzed quantitatively using simple percentage analysis and explained qualitatively as well. The reading comprehension test data was analyzed quantitatively using descriptive statistics and non-parametric statistics. It was found that SSI using DMM effectively increased participants' awareness of schema strategies in reading, but no significant increase in reading comprehension scores was found. In addition, DMM visualization,

cooperation among participants, and personalized schema were considered as positive influencing factors, whereas unbalanced time management, difficulty in cooperative work, and problems in using DMM were considered as negative influencing factors in SSI using DMM. In conclusion, this study highlights the potential of a concentrated strategy intervention with DMM to improve EFL learners' reading literacy skills. The different places where the data were collected can be used as a gap in future research.

The last research was conducted by Nguyen & Nguyen (2023), with the title “The Effects of Mind Mapping at While-Reading Stage on EFL Students' Reading Comprehension at a Local High School in Kien Giang Province, Vietnam”. This study investigated the effect of mind mapping on the reading comprehension of grade 11 students and their attitudes towards this strategy. Participants in this study included 60 students at a local school in Kien Giang Province. The method used in this study is a mixed-methods approach that combined quantitative and qualitative data, then the data discussed in this paper includes tests and interviews. The findings of this study have contributed to the understanding of how mind mapping can impact the reading comprehension of high school students in a local school in the Mekong Delta, Vietnam. Then, Mapping during reading sessions can be used to improve students' reading comprehension skills. This means that mind maps encourage students to actively participate in the learning process. In addition, to improve students' reading comprehension, this strategy needs to be used in a broader context and at different stages of reading in learning.

From previous studies, researchers use new variables to fill the gaps in previous studies. The variables are in the form of direct and in-depth experiences and what are the challenges faced by fourth semester students in EED from the State Islamic University Sunan Gunung Djati Bandung. In addition, the researcher also used a qualitative method with a case study design to distinguish this research from previous studies.