

**THE EFFECTIVENESS OF USING MIND MAPPING TECHNIQUE TO  
THE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT  
OF TENTH GRADE STUDENTS' AT MA HM TRIBAKTI KEDIRI  
ACADEMIC YEAR 2014/2015**

**THESIS**



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**NPM: 11.1.01.08.0110**

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UNIVERSITY OF NUSANTARA PGRI KEDIRI  
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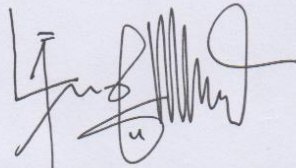
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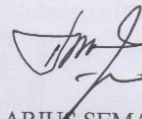
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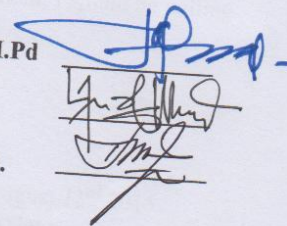
**THE INFLUENCE OF MIND MAPPING TECHNIQUE TO  
THE STUDENT'S WRITING ABILITY IN DESCRIPTIVE  
TEXT TO THE TENTH GRADE OF MA HM TRIBAKTI  
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**ABSTRACT**

*A mind map is a diagram used to visually outline information which often created around a single word or text, placed in the center, to which associated ideas, words, and concepts are added. Mind map enhanced and enriched through color, pictures, codes, and dimension to add interest, beauty, and individuality. This is used to help in increasing creativity, memory and specifically the recall of information. The purpose of this study are to identify students' reading comprehension especially for narrative text before and after being taught using mind mapping technique, and to know there are any significant effects of using mind mapping technique to students' reading comprehension in Narrative text. This research used quantitative research. The participants of the study were tenth grade students of MA HM Tribakti Kediri. It consisted of 29 students. From the data obtained, the students' reading comprehension post test mean score (58.79) of students was higher than the pre test mean score (47.93). Therefore, Mind Mapping can be considered to be an alternative technique in teaching reading comprehension.*

**Keywords:** Reading Comprehension, Mind Mapping Technique



## I. INTRODUCTION

In teaching and learning process of English, there are four skills taught: listening, speaking, reading, and writing. Reading is one of the language skills that plays an important role in foreign language acquisition. Brown (2004: 185) states that "In foreign language learning, reading is a skill that teachers expect learners to acquire". It is argued as the most essential skill for success in all education context. Reading is very important for English learners because reading can enlarge their knowledge, vocabulary, and information. From reading, they are able to get complete understanding of the text. According to Snow (2003: 15) "Reading does not occur in vacuum, it is done for a purpose to achieve some ends." During reading the reader processes the text with regard to the purpose. To be a good reader, the learner must learn how to comprehend and understand the passage.

Learning to read well is a long-term developmental process. At the end point, reader can read a variety of materials with ease and interest, can read for varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting. And the reading process is complex and multi-dimensional. There are some components that need to be considered in the teaching of reading towards recognizing this complexity. According to PDST (p. 2) "There are some components that should be taught in reading process, Attitude and Motivation, Reading Fluency, Comprehension, Vocabulary and

Phonological Awareness or Phonics." The writer chooses one of the components that should be taught in reading process, the component is Comprehension. Pardo (2004: 272) in Snowball states that comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. When learners comprehend, they interpret, integrate, critique, infer, analyze, connect and evaluate ideas in texts. When comprehension is successful, learners are left with a sense of satisfaction from having understood the meaning of a text.

Nowadays, the need of reading comprehension requires teachers to facilitate students through interesting strategies in learning process. Harmer (2007: 101) states that "Students are better to be impulsed in responding the context and gaining their feeling about it than only focusing them on the text construction". The teachers usually ask the students to read without giving the solution about how to read with pleasure and comprehend through interesting strategies. The students are used to comprehend the text only by reading normally, as what their habits in learning process. In conclusion, students are stated having no problems in learning reading comprehension because of their habits -reading normally.

There are many reasons why reading can be hard. It's important to note that struggling readers will often have problems in multiple areas. According to Smith & Collins (2007: 3) they state "There are two aspects of comprehension processes that we think are important to teach: (1)

comprehension monitoring, and (2) hypothesis formation and evaluation.”

Many students find interesting story in reading and think that they understand the story. First, students had difficulties in getting information from the text, in this case is narrative text. Then this situation lead the students to have low achievements in reading activity. In addition, the teaching and learning process of reading comprehensions run conventionally in class. It makes the students think twice to do reading activity, moreover reading is a long activity.

Considering the facts, the writer suggests mind mapping as the technique for teaching reading comprehension. One study has shown that the mind map is a technique which helps in getting information into and out of the brain; it is made up of words, colours, lines and pictures. It helps in coming up with new ideas, remembering better, save time and energy, organizing thinking and information, and enjoying the task of learning (Amine, 2012: 18). Thus, it can be concluded that mind mapping is a technique to get information, made of words, colours, line and picture, also there are some benefits using mind mapping technique in learning the tasks. Mind mapping is a creative technique which let the students to get success in remembering ideas or comprehending written information. Moreover, this technique enables students to associate story through pattern, keyword, or symbol.

There are some strengths of using mind mapping in teaching reading comprehension. Casco (2009: 7) explains in her article the advantages of mind mapping

into some points. The first is the flexibility to use by learners with different levels of proficiency in the target language. Next, mind mapping empowers the learners by allowing them to decide where to start and what to leave out. This possibility of making decisions develops a sense of self-efficacy and fosters autonomy. The last advantage is stimulating the learners’ creativity.

Mind-mapping is supposed to be an interesting alternative technique that will help the students to organize their idea about the text they have read by their own schema, thus that they can comprehend the text, not on their creativity. The mind map helps to organize the information in the story into a form that is easily assimilated and remembered.

## II. RESEARCH METHOD

The research method used in this study was Quantitative Research. The design of this experimental research is Quasy-Experimental Design especially One-Group Pretest-Posttest Design. McMillan and Schumacher (2006: 24) state that A quasi-experimental design approximates the true experimental type. The purpose of the method is the same—to determine cause and effect—and there is direct manipulation of conditions. Quasi-experimental design focuses on treatment and outcome, hence the data was taken from pre-test and post-test in order to know whether or not mind mapping was effective in improving students’ reading comprehension achievement.

The variable of this research were mind mapping technique as an independent variable and reading comprehension as dependent variable. This research was held in MA HM Tribakti Kediri which is located on Jl. KH. Abdul Karim, Kel. Lirboyo, Kec. Mojoroto Kediri. The writer decided tenth grade students of MA HM Tribakti Kediri as populations. Thus, the sample of this research was the tenth grade students X-1 class of MA HM Tribakti Kediri. It consisted of 29 students. The instruments used were pre test and post test. T-test formula was applied to analyze the data

### III. FINDING AND DISCUSSION

Pre-test was held at the first meeting of the research. It was done on 2<sup>nd</sup> April, 2015. The total pre-test scores is 1390. The following table shows the result of pre-test :

Table 3.1: The Result of Pre-Test Score in  
general

No	Classification	Score
1	The Highest Score	75
2	The lowest Score	20
3	The average Score	47.93

Then, post-test was held after two times of treatments given to the students. It was used to measure the reading comprehension after being taught mind mapping technique. The total of post-test score is 1705. The following table shows the score of post-test :

Table 3.2: The Result of Post-Test  
Score in general

No	Classification	Score
1	The Highest Score	90
2	The lowest Score	25
3	The average Score	58.79

It can be seen from the table above, that total score of pre-test is different with post-test. In pre-test, is obtained 1390 and the score improve in post-test, it is 1705. Automatically, mean of pre-test and post-test is different too. Mean 47,93 is obtained in pre-test and mean 58,79 is obtained in post-test. Thus, mean of post-test is also better than mean of pre-test.

To analyze the data result, it is necessary to calculate the following aspects, deviation standard and t-score.

Table 3.3: Deviation Score of Pre-test and  
Post-test

N	Pr	Po	$\Sigma$	$d^2$	$(\Sigma d^2)$	M	SD
$\Sigma$	13	17	3	69	99	1	350

Based on the table of analysis of pre-test and post-test scores above, total score of pre-test is 1390 and total score of post-test is 1705. It means that students' score increase. The total score of d is 315. The final result of  $d^2$  is 6925. The total score of  $\Sigma d^2$  is 99225. The score of mean different of pre-test and post-test is 10.8, and the number of standard deviation score is 3503.45. From

the data it can be said that using mind mapping in teaching reading comprehension is effective for students' reading comprehension.

Mind mapping technique is very significant to the students' reading ability that can be seen from the table differences level of significant from t-table and t-score below.

Table 3.4: The Statistical Computation of Using T-Test

d b	t- sco re	1%	5%	Alternat ive Hypothe sis (Ha)	Null Hypothesis (Ho)
28	5.217	2,763	2,048	Accepted	Rejected

Based on the calculation above, If the  $t\text{-score} \geq t\text{-table}$ , and the level of significance is 1 %. It means that it is very significant, so the  $H_0$  is rejected. It can be seen that t-score is 5,217 and the degree of freedom or db is  $(N-1) = (29-1) = 28$ . Finally, the t-table is 2,763 at the level of significance of 1%, and 2,048 at the level of significance of 5%.

It means that t-score is higher than t-table, thus it can be concluded that the result of the research is very significant or there is very significant effect of using Mind mapping technique to the students' reading comprehension of narrative text of the tenth grade of MA HM Tribakti Kediri.

#### IV. CONCLUSION AND SUGGESTION

Based on the results, there was significant difference on the pre-test and post-test scores. The students' reading comprehension before taught by using mind mapping technique got the average score only 47.93 and the highest score that they had gained was 75. The lowest score was 20, it means that the students' reading comprehension was poor. Second, the students' reading comprehension after being taught by using mind mapping technique got the average score 58.79. There was the improvement of the average score after the treatment. The highest score increased become 90 and the lowest score improved become 25. It means that there was a significant improvement of the students' reading comprehension after being taught by using mind mapping technique. Third, the Mind mapping technique is really appropriate in teaching reading because this technique is proved able to increase the students' comprehension in reading.

Based on the findings, discussions, and the conclusions, several suggestions in order to make improvement for the next study are proposed. First, the English teacher should use technique other than the conventional way to teach the material in order that their students will be more active and can accept the material well. One of the technique that teacher can use is Mind Mapping technique since it can give students chance to be more active in teaching and learning process. And also, the activities in Mind Mapping technique are interesting because the student can share their idea by using mind mapping to answer the task with their friend when they get some difficulties. Furthermore, the



students also increase their confidence to present their answer in front of the class. Thus, the students can be more interested in following the lesson. Second, for other researcher. The other researchers are expected to be able to conduct a better research about Mind Mapping technique. The writer suggests that the other researcher would like to give more treatment to prove the effectiveness of Mind Mapping technique since the writer only conducted two treatments in this research. Third, For the school, the researcher expects that the school will provide new and complete facilities and multimedia room especially to support teaching and learning process to learn English, especially in teaching and learning reading using mind mapping for better students' achievement in the future.

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