

**A STUDY ON THE USE OF MIND MAPPING TECHNIQUE TO TEACH
READING COMPREHENSION TO THE STUDENTS OF EIGHT GRADE
AT SMP PGRI 1 KEDIRI
ACADEMIC YEAR 2014/ 2015**

THESIS



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NPM: 11.1.01.08.0108

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UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 22th, 2015

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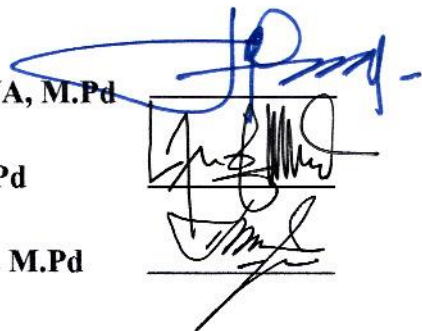
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Abstract

Reading additionally described as a synthesis or integration of word identification and comprehension, in which in the absence of either makes true reading impossible. To solve this problem, the writer chooses Mind Mapping technique to present reading material, and the writer chooses narrative text as material for reading comprehension. It was used to attract the students' attention, hopefully the students are interested in the lesson and they are able to remember and understand about text to reading comprehension easily and enjoyable circumstances in teaching learning process.

This research was conducted in SMP PGRI 1 Kediri on May 25th 2015. The subjects of this research was the students of eight grade of SMP PGRI 1 Kediri that consist of class 8B, there are 43 students. Because this is a descriptive qualitative, the data were analyzed by describing a study on the use of mind mapping to teach reading comprehension to the students of eight grade at SMP PGRI 1 Kediri with statistical techniques. The writer used instruments such as observation, checklist, and questionnaire for the students and interview for the teacher. From the result of questionnaire analysis, the researcher concludes that the result of average was 2,74. it means the use of mind mapping technique to teach reading comprehension was quite interesting to the students. Finally, the writer concluded that mind mapping technique to teach reading comprehension is a good technique to increase the students' reading skill to the students of eight grade at SMP PGRI 1 Kediri. The students are more easy to understand, active and interested to telling story in teaching learning process.

Keywords: Reading Comprehension, Narrative Text, Mind Mapping Technique

I. INTRODUCTION

Reading skills as a part of receptive skills gives the first priority in the printed information and it is very dominant nowadays. Through reading people can improve their knowledge, experience and broaden their horizon of thinking. Reading

is needed to ensure the continuing personal growth and adapt the changes in the world. In other words, reading is used to extend experience in the world. Through reading, the students can increase their experience, develop new concept, solve their problem, study how the words are used, how to

implement the grammatical rules, and get much knowledge.

The writer would like to know the students' reading comprehension about narrative text material because narrative text can improve students' reading comprehension too. Narrative text is a text to tell a story to the reader. Most research on narrative text has focused on teaching students to utilize story structure as an organizing framework for understanding critical aspects of the stories they read.

A narrative is a semiotic representation of a series of events connected in a temporal and causal way. Films, plays, comic strips, novels, newsreels, chronicles and treatises of geological history are all narratives in this widest sense. Narratives can therefore be constructed using a wide variety of semiotic media: written or spoken language, images, gestures and acting. Since here we shall concentrate on the literary genres of the novel and the short story.

To gain and understand accurate information and ideas reader should read which will result in the ability to understand and gain the point or main ideas in term of the text of reading or reading material. A reader may know what the text tells about and recognize what author wants to tell about, so that organization and style of text writing also influence someone's comprehension.

II. THEORETICAL FRAMEWORK

Reading is the most important activity in the language class. It is not only as the source of information but also as a means of extending knowledge of the language. Dechant (1991: 7) says that, reading is additionally describe as a synthesis or integration of word identification and comprehension, in which in the absence of either makes true reading impossible. It means that, Reading is a process to get the meaning of the text.

In line with the previous statements, Alyousef, 2015 defines that, "Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency)." It can be meant that reading is a series of event which needs such an interaction involving readers and written text, so that they can read well and properly.

Reading is one of receptive language skills in English. In reading, the readers will receive information or entertainment they want to get. Harmer (2004: 199) stated, "Receptive skills are the ways which people extract meaning from the discourse they see or hear. There are gen

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kind of processing which apply to both reading and listening." It means that in receptive skill, including reading, people need to find the meaning or information from what they read or listen to. So, it is said as receptive because people just receive

the information. They do not produce the information like in productive skills.

According to Brown (2001: 306), “Reading comprehension is a primarily a matter of developing appropriate, efficient comprehension strategies”. In addition, reading comprehension is usually taught in schools in one of two ways, One method is to have students read a text, and then read comments or answer questions about the text. The comments and questions can range over a variety of topics, from what particular words mean to the main point of the whole text. This method stresses important components of reading comprehension, but treat them purely as products (i.e., constructing interpretation) rather than as processes (i.e., constructing interpretational). In particular, it doesn’t teach students what to do when they have difficulty comprehending parts of the text, nor does it teach them how to construct and review hypotheses about what is likely to occur in the text based on what they have already read. Both of these aspects are important in constructing an interpretation of the text.

Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. People read for many reasons but understanding is always a part of their purpose. Based on the statement above, it can be inferred that reading comprehension

is ability to get the purpose of the text by understanding the meaning of text.

Language teaching is expected to give all of language skills to other people. The language teachers are expected to understand and mastery everything about the language. Language teachers need to understand all of the components of language, because they will affect to the ways of teaching. The understanding of the language components decides the teaching style. A language teacher also knows what the materials must be given, the language, the students’ culture, and how the learners learn.

A mind map is a diagram used to visually organize information. A mind map is often created around a single concept, drawn as image in the center of a blank landscape page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those. The mind map is an expression of radiant thinking and is therefore a natural function of the human mind. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.

Mind mapping has been defined as visual, non-linear representations of ideas and their relationships. Mind maps comprise a network of connected and related concepts. However, in mind mapping, any idea can be connected to any other. Formal mind mapping techniques arguably began with Buzan (Buzan 1974; Buzan and Buzan, 2000). These techniques involved using line thicknesses, colours, pictures and diagrams to aid knowledge recollection.

III. RESEARCH METHOD

The writer choose to used the qualitative research because of there is some reasons. Firstly, this method is suitable to use in this research in order to get data from the subject of the research. Secondly, this method naturally is descriptive that the data collected in the form of word rather than number, and it is easier than make some extrapolation. Thirdly, in this research concerned with some of process in getting the data from the research location.

There were four steps that wre taken by the writer in doing the research: In this part, the procedure of research is divided into three steps as follows:

1. Preparation

In this phase, the activities that were done by the researcher are:

- a. Formulating the title of the research
- b. Arranging the research design
- c. Collecting the data

2. Processing

In this step, the researcher did some activities, those were including:

- a. Analyzing the data
- b. Taking a conclusion
- c. Finishing

In this step, the activities is writing the report.

To collect the data, the researcher used questionnaire to get the data. Questionnaire is a method to get information from the subject of the study. In this study, the researcher took information from the eight grade students of SMP PGRI 1 Kediri. The research used descriptive qualitative which describes the effective and efficient of matching the use of mind mapping technique in teaching reading comprehension. In analyzing the data the researcher identified each item. The result of the study would be descriptive qualitative, it means that the researcher described directly based on the data got from questionnaire.

IV. FINDINGS

Based on the observation, the researcher knew that the student never been taught reading comprehension in narrative text using mind mapping technique. But usually, teacher has been taught the student about narrative text by making a drama of the story.

Furthermore, the researcher applied mind mapping as a technique in teaching reading comprehension to the students of

eighth grade. This technique was used to motivate the students to be active in learning text.

a. The Result of Observation

The researcher did a observing when the teacher taught in class 8 B, the Researcher found that the students were more understand and interested to reading comprehension in narrative text using mind mapping. There are two meeting for teaching narrative text use mind mapping.

b. The Result of Questionnaire

From the result of questionnaires' analysis, the researcher concluded that, the result of average is 2,74. for there are 20 students who stated get a good material by using mind mapping technique, 30 students who stated that often read a story to increase reading comprehension, 27 students who stated that more understand and remember easily after used mind mapping technique, 22 students who stated like narrative, and 20 students really interest to know many story using mind mapping technique. It means that the use of teaching reading comprehension in narrative text using mind mapping technique is **enough quite interesting** to the students.

c. Documentation

In documentation the researcher presented two data, they are some

photographs during teaching and learning process at SMP PGRI 1 Kediri.

The researcher showed some photographs as the documentation, they were taken during teaching and learning process at SMP PG 1 Kediri. By looking at the photograph, it could be seen that the students did reading using mind mapping technique in the teaching and learning process.

V. DISCUSSION

From the result of the observation and interview, the researcher would like to present a short discussion about the research. Based on observation teaching narrative text using mind mapping technique is easy to increase reading comprehension.

The researcher believes that teaching reading by using mind mapping is very useful and helpfully to the second year students of SMP PGRI 1 Kediri. There are three activities in two observation : those were pre activity, while activity, and post activity. In while activity the researcher had a way to use the mind mapping to teach reading comprehension.

Some other results have been got from the interview, the research states that using

mind mapping technique is suitable technique for teaching reading comprehension. The students enjoy their lesson in the classroom without being under pressured. They would be interested and enthusiastic. Beside strengths, there were some weaknesses. The weakness are students need partner to make a mind mapping by themselves, so we have to do make a group and that's make the class so noisy.

VI. CONCLUSION AND SUGGESTION

Based on the research, it can be concluded that mind mapping is a good technique in teaching reading comprehension because the students enjoyed and engaged in the teaching and learning process. Besides that, this technique was very interesting for the students because it made a good atmosphere during reading activities in the class.

In teaching learning process, a study on the use of mind mapping technique to teach reading comprehension consists of three activities. They are pre-activity, whilst-activity, and post-activity. In pre-activity, the teacher began it with greeting and checking the students attendance list. In whilst-activity, the teacher gave the leading question about the materials and explained about text. The teacher asked the students to read a story in the book, then the teacher asked the student to make mind mapping like the teacher explained before. Next, the

students have to tell story by using mind mapping technique. In post-activity, the teacher gave evaluation about the materials, students' performances and giving motivation.

Based on the result of observation, the researcher concluded that using mind mapping technique had many knowledges and give long-term memory about the material given by mind mapping technique in reading comprehension to the students of eight grade at SMP PGRI 1 Kediri academic 2014/2015. This technique made the students more confident and active to reading comprehension in English. Furthermore, this technique can be the alternative way to teach the language, especially reading skill.

The technique of mind mapping should be selected to apply in the teaching reading comprehension, and the other skill too. The teacher make a good mind map to give the material about narrative text. It is make the teacher more easy for teaching text material.

The students should reading a real story in the book and watching the teacher make mind mapping on the white board. It can be make the students easy for remember the story. The students should write and make mind mapping in their note like on the white board. And they can got a lot of knowledge about how to read the story like the story about Snow White. For the Other



Researcher, they should be creative in developing their research in order to

increase the material for the students.

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