
**THE EFFECT OF USING MIND MAPPING TO IMPROVE THE
STUDENTS READING COMPREHENSION IN NARRATIVE TEXT OF
THE ELEVENTH GRADE STUDENTS AT SMK PGRI 4 KEDIRI IN
ACADEMIC YEAR 2015/2016**

SKRIPSI

Presented for Skripsi as a Fullfillment of the Requirements to Obtain
the Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:

RIFA AZIZA LIZTYANPUTRI

12.1.01.08.0198

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI

2016

APPROVAL PAGE

SKRIPSI

By:

RIFA AZIZA LIZTYANPUTRI

NPM: 12.1.01.08.0198

ENTITLED:

**THE EFFECT OF MIND MAPPING TECHNIQUE TO IMPROVE THE
STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT
THE TENTH GRADE STUDENTS OF SMK PGRI 4 KEDIRI IN
ACADEMIC YEAR 2015/2016**

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

Kediri, August 4th, 2016

The Advisors,

Advisor I



YUNI SUSANTI, M.Pd
NIDN. 0718017801

Advisor II



LINA MARIANA, S.S., M. Pd
NIDN. 0710097401

APPROVAL SHEET

SKRIPSI

By:

RIFA AZIZA LIZTYANPUTRI
NPM: 12.1.01.08.0198

ENTITLED:

THE EFFECT OF MIND MAPPING TECHNIQUE TO IMPROVE THE
STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT
THE TENTH GRADE STUDENTS OF SMK PGRI 4 KEDIRI IN
ACADEMIC YEAR 2015/2016

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 4th, 2016

Board of Examiners,

Chairman : YUNIK SUSANTI, M.Pd

First Examiner : KHOIRIYAH M.Pd.

Second Examiner : LINA MARIANA, S.S., M.Pd.

The Dean of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri



Dr. Hj. SRI PANCA SETYAWATI, M.Pd

NIDN. 0716046202

THE EFFECT OF USING MIND MAPPING TO IMPROVE THE STUDENTS READING COMPREHENSION IN NARRATIVE TEXT OF THE ELEVENTH GRADE STUDENTS AT SMK PGRI 4 KEDIRI IN ACADEMIC YEAR 2015/2016

Rifa Aziza Liztyanputri
12.1.01.08.0198
FKIP – Bahasa Inggris
rifaazizaliztyanputri@gmail.com
Yunik Susanti, M.Pd⁽¹⁾ dan Lina Mariana, M.Pd⁽²⁾
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRAK

Mind Mapping is an effective approach for promoting better in understanding to the students. It is also the effective way to helping the students to remember the important lessons. 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 know the 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 and used one kind of pre experimental designs, namely the one-group pre-test post-test. The participants of the study were tenth grade students of SMK PGRI 4 Kediri. It consisted of 25 students. From the data obtained, the students' reading comprehension post test mean score (74.60) of students was higher than the pre test mean score (45.60). Therefore, Mind Mapping can be considered to be an alternative technique in teaching reading comprehension.

Keywords : Reading Comprehension, Mind Mapping Technique

I. INTRODUCTION

Reading is the skill or activity of getting information from books. Pang (2003: 6) states that, reading is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It means reading is important, not only for children but adult also, because by reading we can improve our knowledge. By mastering reading, in daily activities people can understand an English text. According Patel and Jain (2008:113) Reading means to understand the meaning of printed, it is an active process which consists of recognition and comprehension skill. It is important activity in life with which one can update his/her knowledge. It means reading is one of important activity for students, the students can improve their knowledge by reading, it is the benefit of reading.

In addition, the students will not get the benefit of reading if they reading without comprehension. Smith and Robinson (1980:5) see Prasetyono (2014:07) points out that “reading comprehension means the understanding, evaluating, utilizing of the information and gained through an interaction between reader and author.” It can be conclude that the student need comprehend in reading a text to understanding the text and without

comprehend the student cannot achieve their success in reading. If they reading with comprehend they will not only understand about the text but they will gained such as an interaction with the author.

Nowadays, there are many students who still have difficulties in comprehending. They often do not understand about what they have read. According to Garcia, Ramayan, Sepe, Silor (2014:250) there are many difficulties in reading comprehension, such as they very often have difficulty in understanding the story. It means that the students still have difficulties although they may read aloud but do not understand or remember what they’ve read. But the students difficulty is not only from the students but the teacher also. Yazzie (2009:6) state that the students are usually bored at least everyday in class in high school beacuse the material wasn’t interesting. It means that the students difficulty is because they often feel bored with the material. Usually the teacher gives explainanation the material too much and it make the students confuse with the material.

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 mind mapping technique is appropriate to improve students’ reading comprehension

in vocational school students. It is good to train students' reading comprehension because it helps the students easier to understand the story and make them more creative and imaginative, which helps in getting information into and out of the brain; it is made up of words, colours, lines and pictures. (Bekti (2009), see Patria (2013 : 4)). It means that mind mapping is a technique that can be interesting to the vocational school, the students can achieve their success in reading comprehension.

Mind-mapping is supposed to be an interesting alternative technique that will help the students to comprehend the text. The keywords can make the students more easy to remember and the colours can make the students more interesting in teaching learning process. 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 Pre-Experimental Design especially One-Group Pretest-Posttest Design. The purpose of this method is to know the students reading comprehension after giving treatment, 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.

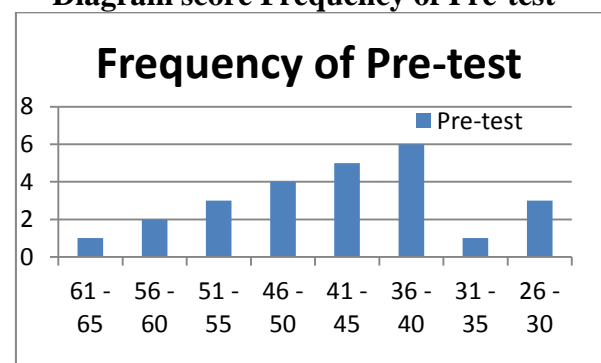
The variable of this research were mind mapping technique as an independent variable and reading comprehension as dependent variable. This research was held in SMK PGRI 4 Kediri which is located on Jl. KH. Ahmad Dahlan, Mojoroto Kediri. The writer decided tenth grade students of SMK PGRI 4 Kediri as populations. Thus, the sample of this research was the tenth grade students X-TKJ class of SMK PGRI 4 Kediri. It consisted of 25 students. The instruments used were pre test and post test. And after collecting the students pre-test and post-test scores, the writer used SPSS vs.21 to analyze the data.

III. FINDING AND DISCUSSION

Pre-test was held at the first meeting of the research. It was done on 3rd May, 2016. The total pre-test scores is 1140. The following diagram shows the result of pre-test :

Diagram 4.1

Diagram score Frequency of Pre-test

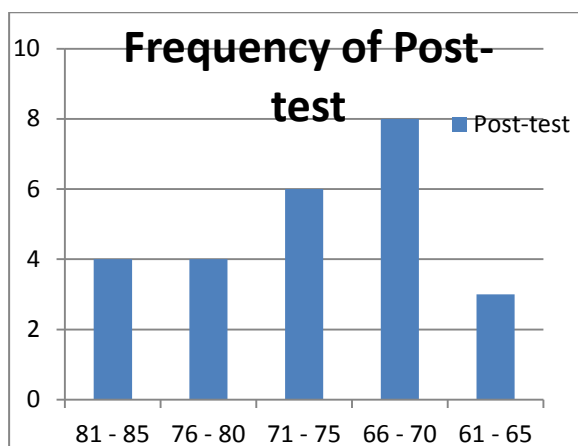


It can be seen from the table above that the students score was unsatisfying, they were in “poor” and “very poor” category.

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 1865. The following table shows the score of post-test :

Diagram 4.2

Diagram score Frequency of Post-test



It can be seen from the table above that the students score was increased, they were in “Good” category.

To analyze the result of the data the writer showed the results from the students’ pre-test and post-test score by using SPSS version 21. There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

a) Mean

Table 4.3

The score *mean* of Pre-test and Post-test

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pa Before	45,60	25	9,500	1,900
ir After	74,60	25	6,442	1,288

From the Paired Samples Statistics table above, it showed the mean score of pre-test is 45,60 with standard deviation 9,004 and the mean score of post-test is 74,60 with standard deviation is 8,720. The number of participants in each test (N) is 25.

b) Correlation

Table 4.4

The score *correlation* of Pre-test and Post-test

Paired Samples Correlations			
	N	Correlation	Sig.
Pair Before & After	25	,174	,405

From Paired Samples Correlations table above, the output showed the data before and after being taught using mind mapping is 0,174 with significance value (sig.) 0,000. It means there is any correlation between students’ reading comprehension before and after being taught using mind mapping technique.

c) T-test

Table 4.6

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair	Before - After	-29,000	10,508	2,102	-33,337	-24,663	-13,799	24	.000

From Paired Samples Test table above, it showed t-test is -13,799 and the t-table with degree of freedom 24 is 2,063 at the level of significance of 5%. It means t-test is higher than t-table ($13,799 > 2,063$) and Sig. (2-tailed) is 0,000 is lower than 0.05. Then, the means differences between pre-test and post-test score is -29,000, because the mean is negative it means that the means score of students before giving treatment is lower than the means score of students after giving treatment.

IV. CONCLUSION AND SUGGESTION

Based on the results, there was significant difference on the pre-test and post-test scores. From the table 4.5 it has shown that the students' post-test scores in reading comprehension of narrative text are higher than the students' pre-test scores. The means of post-test score is 74,60, while the means of pre-test score is 45,60. It means the students' reading comprehension is increasing after being taught using mind mapping technique.

It is also supported by the data analysis in the table 4.6 that the value of t-score

(13,799) which is higher than the value t-table (2,063) at the degree of significance 5% and the significant level of 0,000 is lower than 0.05 ($p < 0.05$). It means H_0 is rejected and H_a is accepted. From this result, the writer concludes that there is very significant effect of Mind Mapping technique. 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.

V. BIBLIOGRAPHY

Pang, E.S. Muaka, A. Bernhardt, A.B. & Kamil, M.L. *Teaching Reading*. International Bureau of Education.

Patel, M.F & Jain. M. Praven. 2008. *English Language Teaching*. Jalpur. Sunrise Publisher & Distributors

Prasetyono, Budi. *Improving Reading Comprehension Through Extensive Reading Activity*. Skripsi, Teacher Training and Education Faculty, Universitas Ahmad Dahlan, Yogyakarta. 2014.

Garcia P. Yolanda, Ramayan Avril Joy R, Sepe P. Arthur & Silor C. Adelfa. *Difficulties in Reading Comprehension and Metacognitive Strategies for Technology Livelihood Education Student*. 2014

Yazzie, E. (2010). *Charting the path from engagement to achievement: A report on the 2009 High School Survey of Student Engagement*. Bloomington, IN: Center for Evaluation & Education Policy.

Patria, Rachma. Sukirlan, Muhammad. Simanjuntak Editha G. *Increasing Students Reading Comprehension through Mind Mapping technique from Narrative Text*. Lampung University. Accessed on 1th January