

**THE EFFECT OF MIND MAP TO THE STUDENTS' READING
COMPREHENSION AT GRADE XI OF SMAN 1 PACE IN THE
ACADEMIC YEAR OF 2017**

THESIS



ERYTHRICA ALIFIA NUR

13.1.01.08.0059

Dibimbingoleh :

1. YUNIK SUSANTI, M.Pd

2. SULISTYANI, M.Pd

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

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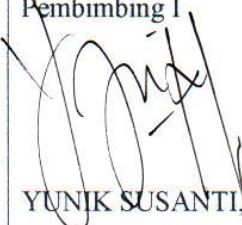
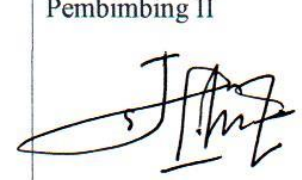
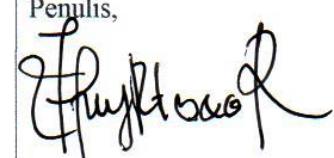
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Nama Lengkap : ERYTHRICA ALIFIA NUR
NPM : 13.1.01.08.0059
Telepon/HP : 085708123196
Alamat Surel (Email) : erythricaalifia@gmail.com
Judul Artikel : The Effect of Mind Map to the Students' reading
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Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
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Pembimbing I  YUNIK SUSANTI, M.Pd NIDN. 0718017801	Pembimbing II  SULISTYANI, M.Pd NIDN. 0701056803	Penulis,  ERYTHRICA ALIFIA NUR NPM. 13.1.01.08.0059

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Erythrica Alifia Nur

13.1.01.08.0059

FKIP-Bahasa Inggris

erythricaalifia@gmail.com

Yunik Susanti, M.Pd and Sulistyani, M.Pd

University Of Nusantara PGRI Kediri

ABSTRACT

Reading is the skill or activity of getting information from books. Reading is useful for language acquisition; the more the students read, the better they get at it. In addition, reading also has positive effect on students' vocabulary knowledge, on their spelling, and on their writing. The aim of this research are to know the effect of Mind Mapping technique before and after being taught using Mind Mapping technique, and the last to find out any effect of Mind Mapping technique on students' reading comprehension. This research approach was quantitative research and the research method was pre experimental design, namely the one-group pre-test post-test design. The subject of the research was the tenth seventh students SMAN 1 Pace in academic year 2017. The sample of the research was class XI-A Scient consisting of 30 students. The researcher concluded there are any significant effects in teaching reading using mind mapping technique at the second grade students of SMAN 1 Pace, it showed t-test is -17.287 and the t-table with degree of freedom 29 is 2.0452 at the level of significance of 5%. It means t-test was higher than t-table ($17.287 > 2.0452$) and Sig. (2-tailed) is 0.313 was higher than 0.05. Then, the means difference between pre-test and post-test score was -20.533. Finally, it can be concluded that MindMapping technique is good technique for increase the reading comprehension in SMAN 1 Pace. The students' are more easy to understand, active to answer the question and interested in telling story.

Keywords : Reading, Reading Comprehension, Mind Mapping

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. The writer chooses one of the components that should be taught in reading process, the component is Comprehension. Pardo (2004: 272) 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) "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. 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.

Mind-mapping is supposed to be an interesting alternative technique that will help the students to support the reading 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. The mind mapping is a technique to use the whole brain by using visual and other graphic to create a meaningful impression (DePotter and Hernacki: 2004). By using this technique, the readers can quickly identify the information from the text they read and also grab the structure of a subject and the way that pieces of information fit together. It can help the readers to make a note from the text clearly. Every piece of the text can be noted and described in a map which consist of any symbols or pictures that connected each other to be complete information.

There are several previous researchers which found that Mind Mapping technique is an appropriate technique to be implemented in teaching reading. The previous researches conducted by SheiraAyu (2014). SheiraAyu (2014), conducted a research entitled "The Effectiveness of Using Mind Mapping in Improving Students' Reading Comprehension of Narrative Text", SheiraAyu (2014) They conclude that the students' ability in reading text significantly increases by Mind Mapping technique in teaching reading comprehension. This strategy was helpful for the researcher in making students' understanding of reading comprehension

became clear and Mind Mapping technique is effective to be implemented especially in teaching reading comprehension.

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 text through pattern, keyword, or symbol.

The writer considers that mind mapping can be an alternative technique for students when doing reading comprehension in achieving their academic success later. The writer takes a quasi-experimental research design to get the evidence about whether mind mapping

technique can improve students' reading comprehension. Mind-mapping is supposed to be an interesting alternative technique that will help the students to organize their ideas about the text they have read by their own schema, so that they can comprehend the text easily. This study focuses on students' mind-mapping in interpreting the text, not on their creativity. Finally, based on the explanation above, the writer entitles this study "THE EFFECT OF MIND MAP TO THE STUDENTS' READING COMPREHENSION AT GRADE XI OF SMANEGRI 1 PACE IN THE ACADEMIC YEAR OF 2017"

II. METHOD

In this research the writer uses the quantitative research. Because this research needs statistical formulas to calculate the result, because the researcher wants to know the the effect of mind map to the students' reading comprehension that use numerical analysis. Collect the data which show numerical comparison between students' reading comprehension taught before being taught by using mind maping technique and after being taught by using mind maping technique.

The research took place at SMA N 1 Pace. Its setting is the English class of second grade at SMA N 1 Pace. To

analyzing all of the data which collected from the pre-test and post-test score the researcher will be analyzed by using SPSS v 21. The data which get from the pre-test score will be compared with the post-test score using the formula of Paired Sample t-Test with the taraf significance 5% (0,05).

III. FINDING AND DISCUSSION

Pre-test was held at the first meeting of the research. It was done on 03ndMay, 2017. The total pre-test scores is 2.045. The following table shows the result of pre-test :

Pre-Test				
	Freque ncy	Percent	Valid Percent	Cumulati ve Percent
Valid 55.00	1	3.3	3.3	3.3
60.00	6	20.0	20.0	23.3
65.00	7	23.3	23.3	46.7
70.00	6	20.0	20.0	66.7
75.00	9	30.0	30.0	96.7
80.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Then, post test was held after two time of treatments given to the students. It was measured the reading comprehension after being taught mind mapping technique. The total score of post test is 2.661.

Post-Test				
	Freque ncy	Percent	Valid Percent	Cumulat ive Percent
Valid 80.00	5	16.7	16.7	16.7
85.00	7	23.3	23.3	40.0
86.00	1	3.3	3.3	43.3
90.00	8	26.7	26.7	70.0

95.00	8	26.7	26.7	96.7
100.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

It can be seen from the table above, that total score of pre-test is different with post-test. In pre-test, is obtained 2.045 and the score improve in post-test, it is 2.661. Automatically, mean of pre-test and post-test is different too mean437.

Paired Samples Correlations

	N	Correla tion	Sig.
Pair 1 Pre-Test & Post-Test	30	.437	.016

Mind mapping technique is very significant to the students' reading comprehension that can be seen from the table differences level of significant from t-table and t-score below.To analyze the data result, it is necessary to calculate the following aspects, deviation standard and t-score.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	68.1667	30	6.49713	1.18621
Post-Test	88.7000	30	5.69422	1.03962

The Paired Samples Statistics table above shows the mean score of pre-test was 68.1667 with standard deviation 6.49713 and the mean score of post-test was 88.7000 with standard deviation was 5.69422. The number of participants in each test (N) is 30.

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 second grade SMA Negri 1 Pace.

IV. CONCLUSSION AND SUGGESTION

Mind Mapping technique exposes students to various points of view and to the ways of supporting those view points; therefore, it helps students to learn the reading content, as well as teaches them how to know new content. Mind mapping technique also can help the students, to represent understanding by using words, picture with colour and symbols in a hierarchical or tree branch format. By using this technique, the readers can quickly identify the information from the text they read and also grab the structure of a subject and the way that pieces of information fit together. It can help the readers to make a note from the text clearly. Every piece of the text can be noted and described in a map which consist of any symbols or pictures that connected each other to be complete information.

Then, the result of students' reading comprehension after being taught using mind mapping technique shown the students can understanding the reading text

include some indicators such as: identifying main idea, identifying general information, identifying specific information, identifying determine the communicative function of the text, identifying reference meaning, identifying the implied information, identifying meaning of the word/phase/sentence, identifying detail information. The lowest indicator of the students pre-test was reference meaning and the highest indicator of students post-test was reference meaning. It also supported by the mean score of post-test was higher than the mean of pre-test. It means that the students' reading comprehension after being taught using mind mapping technique was increasing. From the data that have been analysed by using SPSS, it shown that there was a significant effect of mind mapping technique on students' reading comprehension to the second grade students of SMAN 1 Pace in academic year 2016/2017. The result of the t-test scores was From Paired Samples Test table above, it showed t-test is -17.287 and the t-table with degree of freedom 29 is 2.022 at the level of significance of 5%. It means t-test was higher than t-table ($0,297 > 0.05$) and Sig. (2-tailed) is 0,313 was higher than 0.05. Then, the means difference between pre-test and post-test score was -20.533. Based on the result, the writer

concluded that there was a significant effect of mind mapping technique on students' reading comprehension.

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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