ARTICLE

THE INFLUENCE OF MIND MAPPING TECHNIQUE ON THE STUDENT'S READING SKILLS OF ELEVETH GRADE AT SMK PGRI 3 KEDIRI ACADEMIC YEAR 20182019

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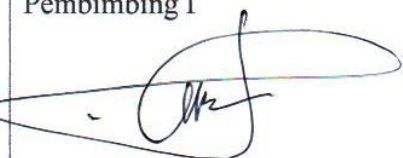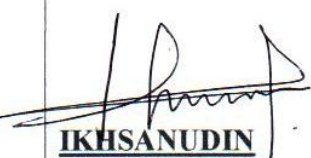**2019**

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THE INFLUENCE OF MIND MAPPING TECHNIQUE ON THE STUDEN'S READING SKILLS OF THE ELEVENTH GRADE AT SMK PGRI 3 KEDIRI ACADEMIC YEAR OF 2018/2019

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ABSTRACT

There are many problems faced by students in reading. Some of them said that reading is difficult. It is because they cannot understand and get the point from the text well. Another problem, they assume that reading is boring activity and do not make them interested because in reading usually they just read a text then answer question without doing something else. Moreover, they become passive in reading learning process. Those problems affect their reading comprehension where they are difficult to understand about what they read. Mind Mapping Technique can be used to solve problems in reading. This model makes them active in reading. It also makes them interest and enjoy reading because the problem given can motivated and easy to understood them to solve it. The conclusion of this research help the students to improve their achievement in reading Narrative text and also Mind Mapping strategy is provided give a very significant effect to the students. Furthermore, it is hoped that this research can provide benefits for the readers and this research can also provide a development of a interactive in the classroom activity.

Keyword: Reading, Teaching Reading, Mind Mapping Technique

I.   INTRODUCTION

Reading is a skill which has important roles and gives many benefits because reading can improve the students' ability in gaining knowledge of the world. This competence is acquired to develop understanding about the idea through a book or writing form. As Patel and Jain (2008: 113) state that reading means to understand the meaning of printed and written symbols. It is supported by Nunan (2003: 68) that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Teaching is the process of giving knowledge by the teacher in to the students. In Indonesia, English is a foreign language which is taught in every educational level, started from Elementary School, Junior High School, Senior High School / Vocational High School and University. Brown (2000: 7) Moreover Reading is very important and becomes one of the skills that must be learned by students who study English. It is because reading is a receptive skill in which the

students can receive information by understanding a text. Receiving information from the text can increase their knowledge. In addition, reading becomes the foundation for them to write something.

Meanwhile, by reading various materials, the students can get many information, new knowledge, many vocabularies, and improve their writing.

The teacher setting condition or atmosphere in learning by using media, appropriate method and each other to make students feel enjoy during teaching and learning process. English which is taught at Vocational High School involves four skills, they are listening, speaking, reading and writing.

Reading is a process of understanding and comprehending a text. This statement supported by Bernhardt (2011: 16) who said that reading is understanding, using and reflecting on written text. This statement means while reading students try to understand the text given. Not only can understand, but also can reflect or give the explanation about what they read. It means that in reading they learn how to get information and comprehend the text. Moreover, reading is an active process which consists of recognition and comprehension skill. This statement indicates that reading is a

process that involves identifying and comprehending Patel and Jain (2008:113). It means students have to recognize and comprehend about what they read. From the definitions above, reading is a skill that helps the students to understand and comprehend a text.

In addition reading is a complex process, complex to learn and complex to teach (Carnine, Silbert, and Kameenui: 1990:3), so there must be a technique which can help them to read effectively and interestingly. Teaching comprehension strategies explicitly was seen as a possible approach to tackle the problems faced by the students. In this case, the writer tried to find interesting and effective way for the students and the teachers so that they can do their reading activity well. One of techniques which are available is the mind map technique. By using this technique, the students were able to communicate information because it can clarify complex concepts into simple, meaningful displays so that the students can develop a holistic understanding of the content to be learned (Siriphanich and Laohawiriyano: 2010)

Next, reading ability is an ability to get meaning and information from a text then understand and comprehend the text. Reading ability helps students to reach the goal of reading that is comprehension. If

they have good reading ability they can learn English especially reading well. Other skill such as speaking and writing can increase too when they have good ability in reading.

Based on the observation and experience of the researcher when he did Teaching Practice II in SMK PGRI 3 KEDIRI, he found that the students had difficulty in reading. Some of the students said that reading was difficult for them because they could not get the point from a text. When they read a text, they had difficulty in understand about what they read. It happened because they had limited knowledge about the text they read. When the teacher gave a text to them, they did not know about the topic or context of the text. It made them difficult to identify and catch the information in the text given.

The next problem, they assumed that reading was boring activity. It was because in reading they just read a text in a long time and answer questions without doing something different. It made them bored and not interested in reading. They also said that they were lazy to read. It was caused by the long text, so they did not understand what the text about.

Another problems they have low ability in comprehending text another reading material. Such as finding main idea sub idea or text and the meaning of

explicit text of the indicated that their problem in reading is about understanding or comprehending the text in order to get the particular information from the text This strategy can make students enthusiastic to learn English in learning process and an ideal way to promote learning effectiveness by pairing students up in reading and give motivation in learning English. The researcher tries to use Mind mapping strategy because this strategy emphasizes many activities from the students also can make both students and teacher has good interaction. So in that school the researcher put the title is ''The Implementation of Mind Mapping Technique on the Students reading skills at SMK PGRI 3 Kediri Academic Year 2018/2019. Mind mapping is needed by students. There are some benefits Mind Mapping (in Buzan, 2010:5) says that it helps students to associate ideas, think creatively, and make connections that might not otherwise make. Mind Mapping can make students image their concept. Can be used to explore almost any topic in reading and also used in every kind of reading such as narrative, descriptive, recount, persuasive, argumentative etc. Buzan (2010:9) says that students can improve their ideas and lend themselves to discussing idea in groups.

II. METHOD

The approach in this research was quantitative research. Ary, Jacobs, and Sorensen (2009: 22) said that quantitative research uses objective measurement to gather numeric data that are used to answer questions test predetermined hypotheses. This statement indicates that quantitative research is focus on gathering data through numbers and is analyzed to prove the hypothesis.

This research was carried out at MK PGRI 3 Kediri wich located on JI. KH Ahmad Dahlan gang 1 Mojoroto Kediri. Based on the characteristics of quantitative approach above, the result of the research is numbers which are presented in the statistical form. The data in this research were numeric data or score from pre-test and post-test. The data was analyzed to answer the hypothesis of the research about the effect of Mind Mapping technique to the students' reading ability, this research used pre-experimental research design where the research was conducted without control variables. Ary, Jacobs, and Sorensen (2009: 303) state that pre-experimental design is research where the experiment use little or without control variables. Thus, in this research the researcher used one group of sample or one class to apply Mind Mapping Technique and collected the data.
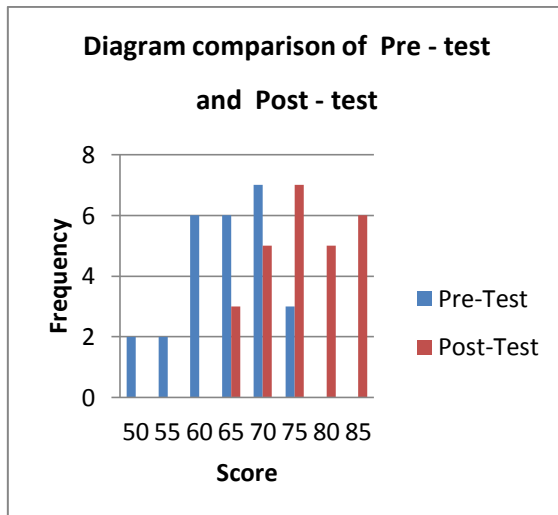
The instruments in this research were pre-test and post-test in the form of reading test. Those tests were reading test which consisted of 20 multiple choice questions. Both test were used several texts about historical narrative text.

Pre-test was conducted to know the reading ability of the students before being taught using Mind Mapping Technique. Meanwhile, post-test was conducted to know the reading ability of the students after being taught using Mind Mapping Technique, the time for this research was done in 8 months from June 2018 to January 2019.

Finally, the result of the test was analyzed statistic version 23. As Gupta (1999: 4) aid that the paired sample T-test is the method used for comparing means dispersion. So basically, it is used to compare the pre – test and post – test score of students' test.

III. FINDINGS AND DISCUSSION

After all the data were collected, I was found that the students' score were improved. It can be seen in the diagram below.

Diagram comparison of Pre - test and Post - test

According to the chart above, it can be seen that there is differences between pre – test and post – test. The frequency of pre – test was increased. Therefore, based on the chart above the researcher concluded that the students' reading skill was increased and the Mind Mapping Technique was effective.

An increase in the value of reading skill of the students can also be seen from the mean score between Pre – test and Post - test below:

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	26	50	55	64	7.117
Posttest	26	65	80	75	6.770
Valid (list wise)					

From the table above, researcher knows the students' reading ability. The result of pre –test was mean score that is 64 with the standard deviation .7.117, and then the maximum score was 55. For post – test, the result was the mean score of post – test 75 and the minimum 65

So from the explained above Mind Mapping Technique it can be seen from the tale of differences level of significance from t-table and t-score below:

	Paired Differences							
			Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation		Lower	Upper	T	df	
Pair 1 pretest - posttest	-10.961 54	6.53615	1.30146	-13.64194	-8.28114	-8.423	25	,000

From paired samples test table above, it showed the mean of pre – test and post – test scores is 10.96154. The standard deviation is 6.53615 and the standard error mean is 1.30146. And then the t – value is 8.26114 with 95% confidence interval of the difference and the significant value of two – tailed is 0000.

It can be concluded that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. Moreover, the result of this research is there was significant effect of using mind mapping technique to the students' reading ability in the eleventh grade students of SMK PGRI 3 Kediri.

IV. CONCLUSION

Based on the research, the researcher conclude that the teacher had a creative method to teach reading, because the teacher prepared all thing and material before come to the classroom and here the

teacher made the student interested to study about reading. It is can looks from the media that she used such a paper number, until used the things around the classroom environment. Before teaching activities, the teacher also ready with her lesson plan that related with her syllabus and student handbook.

There are several points that can be concluded by the researcher from research findings. First is about teaching method and media during the process of learning. Based on the findings, there are three steps or phase technique used in the process and became the several thing used by the teacher. The three steps or technique to make the students more interested and enjoy the material. It can be used in the grouping and practicing in class, so that is an effective steps or method of teaching reading activities using Mind Mapping in the SMK PGRI 3 Kediri. And it means that three steps or technique useful and became a creative and efficient way to teach reading especially in reading activities. Here the teacher compared all steps with the media that to give more explanation and give the examples. This way, can made the atmosphere of the class become e more enjoyable for the students.

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