

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF THE USING MIND MAPPING TECHNIQUE
ON THE STUDENTS READING COMPREHENSION ABILITY
AT THE EIGHTH GRADE OF SMP IT BINA INSANI METRO**

**WRITTEN BY :
BEKTI AMANAH
STUDENT NUMBER : 1175717**



Tarbiyah And Teacher Training Faculty
English Education Department

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H / 2017 M**

**THE INFLUENCE OF THE USING MIND MAPPING TECHNIQUE
ON THE STUDENTS READING COMPREHENSION ABILITY
AT THE EIGHTH GRADE OF SMP IT BINA INSANI METRO**

**Presented as a partial fulfillment of the requirement
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department**

**BY :
BEKTI AMANAH
STUDENT ID: 1175717**

**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

Sponsor : Dr. Zainal Abidin, M.Ag.
Co- Sponsor : Ahmad Subhan Roza, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H / 2017 M**

ABSTRACT

THE INFLUENCE OF THE USING MIND MAPPING TECHNIQUE ON THE STUDENTS READING COMPREHENSION ABILITY AT THE EIGHTH GRADE OF SMP IT BINA INSANI METRO IN THE ACADEMIC YEAR 2016/2017

By: Bkti Amanah

The primary goal of this research was to implement the mind mapping technique and analyze its influence in the students' comprehending reading texts at the eighth grade of SMP IT Bina Insani Metro. In this research, the researcher gave pretest to know the student's ability in understanding reading texts and post test to know the result of the students' ability in reading text after giving the treatment that was mind mapping technique.

This research was quantitative research which had been conducted in SMP IT Bina Insani Metro at the class VIII Khadijah Binti Khuwailid. It followed by 30 students as the sample. The technique sampling was total sampling. In collecting the data, the researcher used test the researcher used test to get the data of students' reading comprehension ability through the questions which consisted of 20 multiple choices. It consists of 4 options for each question(a, b, c, and d) about reading text. This test was used to find out whether the mind mapping technique was suitable and could be used by the students in comprehending the reading texts. The analysis which was used by the researcher was t-test.

Finally, the data indicates $t_{\text{observed}} = 8.93$ was higher than t_{table} for the 5% level = 1.699 and t_{table} for the 1% = 2.462. Therefore, it can be conclude that H_a is accepted and H_o is rejected. It means that the mind mapping technique influences the students' reading comprehension ability at the eighth grade of SMP IT Bina Insani Metro in academic year of 2016/2017.

ABSTRAK

PENGARUH PENGGUNAAN TEKNIK MIND MAPPING TERHADAP KEMAMPUAN PEMAHAMAN MEMBACA SISWA KELAS VIII DI SMP IT BINA INSANI METRO TAHUN PELAJARAN 2016/2017

By: Bkti Amanah

Tujuan utama penelitian ini adalah untuk mengimplementasikan teknik mind mapping dan menganalisis pengaruhnya pada kemampuan memahami bacaan siswa kelas delapan di SMP IT Bina Insani Metro. Dalam penelitian ini, peneliti memberikan pretest untuk mengetahui kemampuan siswa dalam memahami teks bacaan dan post test untuk mengetahui hasil dari kemampuan siswa dalam memahami teks bacaan setelah diberikan perlakuan yakni berupa teknik mind mapping.

Penelitian ini merupakan penelitian kuantitatif yang dilaksanakan di SMP IT Bina Insani Metro di kelas VIII Khadijah Binti Khuwailid. Penelitian ini diikuti oleh 30 siswa sebagai sampel penelitian. Teknik pengambilan sampel menggunakan *total sampling*. Dalam mengumpulkan data, peneliti menggunakan metode tes. Peneliti menggunakan tes untuk mendapatkan data kemampuan memahami bacaan siswa melalui beberapa pertanyaan yang terdiri dari 25 soal pilihan ganda. Ini terdiri dari 4 pilihan jawaban untuk setiap soal (a, b, c, dan d). Tes ini digunakan untuk mengetahui apakah teknik mind mapping cocok dan dapat digunakan oleh siswa dalam memahami teks bacaan. Peneliti menggunakan t-test dalam menganalisis hasil penelitian.

Akhirnya data menunjukkan bahwa $t_{\text{observed}} = 8.93$ lebih tinggi daripada t_{table} level signifikan 5% = 1.699 dan t_{table} level signifikan 1% = 2.462. Oleh karena itu, bisa diambil kesimpulan bahwa H_a diterima dan H_o ditolak. Hal ini berarti bahwa teknik mind mapping berpengaruh dalam kemampuan memahami bacaan teks siswa kelas delapan di SMP IT Bina Insani Metro tahun pelajaran 2016/2017.

NOTA DINAS

Number :
Appendix :
Matter : **In order to Hold to Munaqosyah**
of Bakti Amanah

To :
The Honorable of Tarbiyah
Departement of State Islamic Institute of
Metro (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research which is written by:

Name : Bakti Amanah

Student Number : 1175717

Title : THE INFLUENCE OF THE USING MIND MAPPING
TECHNIQUE ON THE STUDENTS READING
COMPREHENSION ABILITY AT THE EIGHTH GRADE OF
SMP IT BINA INSANI METRO IN THE ACADEMIC YEAR OF
2016/2017

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

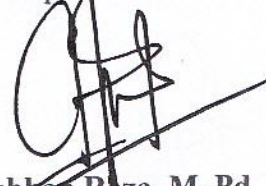
Metro, June 2017

Sponsor



Dr. Zainal Abidin, M.Ag
NIP. 19700316 199803 1 003

Co-Sponsor



Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014

NOTA DINAS

Nomor :
Lampiran : -
Perihal : Pengajuan Munasqosyah

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di-

Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Bkti Amanah
NPM : 1175717
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE INFLUENCE OF THE USING MIND MAPPING
TECHNIQUE ON THE STUDENTS READING
COMPREHENSION ABILITY AT THE EIGHTH GRADE
OF SMP IT BINA INSANI METRO IN THE ACADEMIC
YEAR OF 2016/2017

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Sponsor



Dr. Zainal Abidin, M.Ag
NIP. 19700316 199803 1 003

Metro, June 2017
Co-Sponsor,



Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

APPROVAL PAGE

Title : THE INFLUENCE OF THE USING MIND MAPPING
TECHNIQUE ON THE STUDENTS READING
COMPREHENSION ABILITY AT THE EIGHTH GRADE OF
SMP IT BINA INSANI METRO IN THE ACADEMIC YEAR OF
2016/2017

Name : BEKTI AMANAH
NPM : 1175717
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro

Sponsor

Dr. Zainal Abidin, M.Ag
NIP. 19700316 199803 1 003

Metro, Juni 2017

Co-Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Head of English Education Departement

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

No. 10.28/FTIK/D/5/0022/2017

An Undergraduate thesis entitled: THE INFLUENCE OF THE USING MIND MAPPING TECHNIQUE ON THE STUDENTS' READING COMPREHENSION ABILITY AT THE EIGHTH GRADE OF SMP IT BINA INSANI METRO, written by BEKTI AMANAH student number 1175717, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Wednesday, June 21st, 2017.

BOARD OF EXAMINERS:

Chairperson : Dr. Zainal Abidin, M.Ag

Examiner 1 : Dr. Widhiya Ninsiana, M.Hum

Examiner II : Ahmad Subhan Roza, M.Pd.

Secretary : Linda Septiyana, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty,



Dr. Akla, M.Pd.

NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Bkti Amanah

Student Number : 1175717

Department : English Education

Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the research of the writer's research, in exception of certain part which are excerpted from the bibliography mentioned.

Metro, June 2017

The Writer



Bkti Amanah
St. ND. 1175717

ORISINALITAS PENELITIAN

Yang bertandatangan di bawah ini:

Nama : Bekti Amanah
NPM : 1175717
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 22 Juni 2017

Penulis



Bekti Amanah
NPM. 1175717

MOTTO

Meaning: (It will be said to him:) “Read thine (own) record: Sufficient is thy soul this day to make out an account against thee.” (QS: Al-Isra’: 14)

Terjemah: “Bacalah kitabmu, cukuplah dirimu sendiri pada hari ini sebagai penghitung atas dirimu. (QS: Al-Isra’: 14)

DEDICATION PAGE

*“I highly dedicate this undergraduate thesis
to Allah, my beloved family and
all whom I love*

ACKNOWLEDGEMENT

In the name of Allah, the most Gracious and the most Merciful. Firstly, praise to be Allah, the Lord of the world for His Mercy and Blessing so that I could finish this undergraduate thesis.

Second, I would like to extend my gratitude to the sponsor, Mr Dr. Zainal Abidin, M.Ag., and co-sponsor Mr Ahmad Subhan Roza, M.Pd. who have constantly given their endorsement, time, and guidance so that the researcher could finish this proposal. There is nothing she could do to return their deeds.

The credits also go to the English lecturers of English Education Programmed of State Islamic Institute of Metro who have sincerely shared their knowledge to lead their students to a better future. I am indebted to all of people who have helped for finishing this undergraduate thesis.

I could not endure the obstacles which arose during the process without my family support. The greatest grateful is addressed to my parents, sisters who have continuously provided encouragement for me in carrying out the study.

I realize the imperfectness of this undergraduate thesis; nevertheless, I hope that this title piece of undergraduate thesis can contribute something to the betterment of English teaching and learning in general.

Metro, June 2017
The researcher,

BEKTI AMANAH

TABLE OF CONTENTS

COVER	i
TITLE	ii
ABSTRACT	iii
ABSTRAK	iv
NOTA DINAS.....	v
APPROVAL PAGE	vi
RATIFICATION PAGE.....	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	ix
DEDICATION PAGE.....	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENTS.....	xii
LIST OF FIGURES	xiv
LIST OF TABLES	xv
LIST OF APPENDICES	xvi
 CHAPTER I INTRODUCTION	 1
A. Background of the Study.....	1
B. Identification of the Problem	5
C. Limitation of the Problem.....	5
D. Formulation of the Problem.....	5
E. The Objectives and Benefits of the Study.....	5
F. Prior Research	6
 CHAPTER II REVIEW OF THE RELATED THEORIES	 9
A. The Concept of Reading Comprehension	9
B. The Concept of Mind Mapping.....	22
C. The Relationship of Mind Mapping to Reading Comprehension	26
D. Theoretical Framework and Paradigm	28
E. Hypothesis Formulation	30

CHAPTER III RESEARCH METHODOLOGY	31
A. Research Design.....	31
B. Population and Sampling Technique	31
C. The Operational Definition of Variables	32
D. Data Collection Method.....	33
E. Research Instrument.....	34
F. Data Analysis Technique.....	37
 CHAPTER IV THE RESULT OF RESEARCH	 42
A. The Data Description	42
B. Hypothesis Testing	56
C. Interpretation.....	61
D. Limitation.....	63
 CHAPTER V CONCLUSION AND SUGGESTIONS.....	 64
A. Conclusion	64
B. Suggestions	65
 BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

1. The Student's Reading Ability	3
2. The True Experimental Design.....	32
3. Reading comprehension Specification.....	38
4. The Condition of Teacher and Official Employers in SMP IT Bina Insani	45
5. The Quantity of Students in SMPIT Bina Insani Metro	46
6. The Result of Students' Control Class Pre-Test at the Eighth Grade of SMPIT Bina Insani Metro.....	49
7. Frequency Distribution as the Result of Control Class Pre-Test at the Eighth Grade of SMPIT Bina Insani Metro	51
8. The Result of Students' Experimental Class Post-Test at the Eighth Grade of SMPIT Bina Insani Metro	52
9. Frequency Distribution as the Result of Experimental Class Post-Test at the Seventh Grade of SMPIT Bina Insani Metro	54
10. The Authentic Table of pretest score and post test score at the Seventh Grade of SMP IT Bina Insani Metro	56
11. Descriptive Statistics	59
12. Paired Samples Test	60
13. Level of Significant.....	60

LIST OF FIGURES

1. Paradigm.....	27
2. The Influence of Using Textual Enhancement In Experimental and Control Group.....	32
3. The Organization Structure of SMP IT Bina Insani Metro.....	47
4. Location Sketch of SMPIT Bina Insani Metro.....	48
5. Frequency Distribution as the Result of Control Class Pre-Test at the Eighth Grade of SMPIT Bina Insani Metro	51
6. The Chart of Frequency Distribution as the Result of Experimental Class Post Test at the Eighth Grade of SMPIT Bina Insani Metro.....	55

CHAPTER I

INTRODUCTION

A. Background of The Study

Communication is one of basic needs for human being. This is the need to convey our idea and negotiate. Every body has to talk and interact to deliver the intention. To do that, language roles as a medium. It can be stated that language is the principal means used by human beings to communicate to one another.

One of the languages that is used by many people in this world is English. This language becomes highly important in this globalization era because of its role as a foreign and second language, especially for Indonesia. Modern's people are strived for their using of English. Being master of English is a must for every people who lives nowadays.

One of the ways that people usually take for mastering English is through education system. Thus, like another language, there are four skills that must be learned and always concerned each other. It consists of listening, speaking, writing and reading. Each of them has its own role to complete the human's ability in order to get the whole knowledge of English. Especially in reading, it can enrich the knowledge and help the language learner to understand what they learn about.

In the context of way for understanding, reading is an interactive process involving what is in the reader's head and what is on the printed

page.¹ To read successfully, reader need to constantly connect what reader already know about the information to the words that the author has written. This is the communication process between the writer and reader, using written language. The writer attempts hard to communicate the ideas through the content of the text while the reader endeavors to understand the message from the text.

English reputed as a difficult language due to the difference with Indonesian language in term of structure and grammar. Whereas, there is a guarantee that the language learner will get a better achievement who have a good ability in this part. Thereby, it is an ability to understand completely that plays an important roles as a key to get the whole information.

The process of reading in reader's mind itself is not so simple. The reader must make connections across ideas so that the prior knowledge and new knowledge can interact in ways that will further develop reader's understanding. The problem occurs when the readers do not have any interest of such text that asked to read. Again, some students do not able to predict the meaning so it influences to the ability to understand text and constructs its own comprehension.

English has many kinds of methods and techniques that could be applied by English teachers. Even so, there are still a number of English teachers that apply a fun method and technniques on their teaching process..

¹ Albert J. Harris, *How to Increase Reading Ability(Eighth Edition)*, (USA : Longman, 1984), h. 479

For instance in reading, mostly teachers just ask them to read the text, find the meaning and then answer the questions. Whereas, a fun learning process is one of important ways to encourage the students as a readers in order to get the attention in learning.

To proof the problems above, we can check out the researcher's result of pre-survey toward eighth grade students in SMP IT Bina Insani Metro. The result of the pre-survey shows that many students get equal or lower than 60. It can be illustrated in table below.

Table 1
The Student's Reading Ability

No.	Score	Explanation	Frequency	Percentage
	0-50	Poor	12	40%
	51-64	Fair	6	20%
	65-79	Good	7	23%
	80-99	Excellent	5	17%
Total			30	100%

Source: examination at Eighth grades in SMP IT Bina Insani Metro
(Pre-survey on March 20, 2017)

The English minimum passing grade in this school is 72. It means that the students who get the score under 72 do not pass the examination. In fact, there are only 5 students who get score 80 - 99 or 17%, 7 students get score 65 – 79 or 23%, 6 students get score 51 – 64 or 20% and 12 students get score 0 – 50 or 40%. So from the data above, it can be known that the students' reading ability is still categorized into low level. The researcher indicates that

the major problem was how the students make a link from what have learnt into what will learn.

Students report that there are some problems they face when they read an English text, such as: less of interest in reading English text, the students get difficulty to determine the main idea of the text, the students find the difficulty in understanding the text and also getting bored in learning reading.

So, in line with the problem above, the researcher tries to overcome the problem by mind mapping technique on reading ability among the eighth grade students in SMP IT Bina Insani Metro. It becomes a variety solution to be utilized in teaching reading.

The mind mapping as a graphic organizer that will direct its central idea and its sub categories. The mind mapping drawing's process makes the brain easier to remind visually arousing mind maps, rather than monotonous, boring linear notes. It will generate the ideas, organize thinking and develop the concepts that students get from the reading text.

B. Identification of The Problems

Based on the background of the study above, the problems that can be identified as follows:

1. Less of interest in reading English text.
2. The students get difficulty to determine the main idea of the text
3. The students find the difficulty in understanding the text
4. The teacher's method or technique is not appropriate to the students yet.

C. Limitation of The Problem

The researcher focuses on the influence of the mind mapping technique on reading comprehension ability among the eighth grade students in SMP IT Bina Insani Metro in the Academic Year 2016/2017.

D. Formulation of the Problems

The problem are formulated as follows:

“Is there any influence between mind mapping technique on the students’ reading comprehension ability at the eighth grade students in SMP IT Bina Insani Metro in the Academic Year of 2016/2017?”

E. The Objectives and Benefits of the Study

1. The Objectives of the Study

Referring to the problem formulation above, the objective of this research is able to find out whether there is positive and significant influence of the mind mapping technique to the students reading comprehension ability at the eighth grade students in SMP IT Bina Insani Metro in the Academic Year of 2016/2017.

2. The Benefits of the Study

The benefits of the study are:

a. For the students

The result of this research is expected to be able to influence the students’ reading comprehension ability.

b. For the teacher

By this research, the teacher is expected to cope the problems which they face in teaching learning process, especially in reading comprehension ability.

c. For the institution

As a positive contribution for English education about how to implement mind mapping technique to influence the students` anxiety and reading comprehension ability.

d. For other researchers

It is hopefully can enrich the knowledge and be a consideration for further research.

F. Prior Research

The first research entitled *Using Mind Mapping Strategy to Improve Reading Comprehension Ability to Intermediate Iranian Student* on the Journal of Cumhuriyet Science Journal (CSJ) written by Mohammad Piri Ardakani and Anita Lashkarian². In his journal, Ardakani, et al analyzed that the comprehension is the reason for reading. It is a highly complex cognitive process involving the intentional interaction between the reader and the text to meaning. His findings demonstrate that semantic mapping may serve as a useful graphic strategy for improving reading comprehension.

², Mohammad Piri Ardakani and Anita Lashkarian “*Using Mind Mapping Strategy to Improve Reading Comprehension Ability to Intermediate Iranian Student*” dalam CSJ (Cumhuriyet Science Journal), 2015, h 1077-1095

The second research is *The Effect of Mind Mapping Strategy on Comprehending Implicit Information in EFL Reading Texts* written by Bahareh Malekzadeh and Abbas Bayat.³ As Bahareh Malekzadeh, et al concluded that the students cannot attain their academic achievement without comprehending what they read. In this study, the researcher attempted to emphasize on the factors such as lexical, structure and background knowledge which make reading hard for the students. To defeat the vocabulary and structure many people utilize the term of reading in many ways but there is not congruent in determining reading means what. In this interactive process, the reader attempts to re-make the meaning intended by the writer.

Referring to the Sabarun and Paul's research, this present research is not to prove the validity of the previous research but to reinforce how the mind mapping technique influences the reading ability effectively. It roles as the way of making connections between reader's prior knowledge to the reader's new knowledge in individual's meaning.

³Bahareh Malekzadeh and Abbas Bayat,"*The Effect of Mind Mapping Strategy on Comprehending Implicit Information in EFL Reading Texts*"dalam *International Journal of Educational Investigations*, Vol. 2, No.3, 2015, h 81-90.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Reading Comprehension Ability

1. The Concept of Reading

a. The Definition

Based on Oxford Advanced learner's dictionary the word "reading" is derived from the word `read` that can be defined as follows:

- 1) To look at and understand the meaning of written or printed words or symbols
- 2) To go through written or printed words, silently or aloud to other
- 3) To discover or find out about somebody or something by reading.⁴

Terminologically, reading is the action of a person who read.⁵ Moreover, Aebersold and Field define reading as "what happens when people look at a text and assign meaning to the written symbols in the text".⁶

Etimologically, the definitions of reading are:⁷

- 1).Identifying of written or printed words

It means the process of the readers to identify and understand the meaning of the characters and words in written or printed material.

⁴ AS Hornby, *Oxford advanced Learner's Dictionary*, (New York: Oxford University Express, 1995), h. 967.

⁵ *Ibid.*, h. 968.

⁶Thomas S. C. Farrel, *Planning Lesson for Reading Class*, (Singapore: SEAMEO Regional Language Centre, 2002), h. 11.

⁷(Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation. All rights reserved).

2).Material that is read

Written or printed material that can be read by the readers or learners.

3).Occasion of reading something

An occasion during which somebody reads something to an audience or congregation, such as *a poetry reading*.

4).Text read to audience or congregation

A piece of literature that is read to an audience, or a passage from a sacred text that is read to a congregation

5).Interpretation of something

An interpretation or understanding of a situation or of something by the learners that has been written or said.

6).Technology information taken from equipment

Reading is a piece of information or a measurement taken from a piece of equipment or with the help of equipment.

b.The Models of Reading

Most models may be placed in one of three classes, as follows:

1). Bottom Up Models

According to bottom up models, reading is essentially a process of translating graphic symbols into speech during oral reading or into inner speech during silent reading.⁸

This model assumes that when people are reading, they pick up the graphic or symbol information from the text (letters, words, phrase, sentences). The next

⁸ Albert and Edward, *How to Increase Reading Ability*, (New York and London:Longman, 1985), h.8.

syntactic and semantic processing will be happened. As the result of those processes the written texts are understood by the reader.

2). Top-down model

Top-down model, argues that readers bring prior knowledge and experiences to the text and that they continue to read as long as the text confirms their expectations.⁹ In top-down models, the reader's prior knowledge and cognitive and linguistic competence play key roles in the contraction of meaning.¹⁰ In conclusion, in the top-down model, the reader plays an active role in the process. He/she tries to predict the point of view of the written text based on his/her own prior knowledge to ge the information from the text.

3). Interactive Model

Interactive models are not merely a compromise between bottom-up and top-down theories. In interactive models different processes are believe to be responsible for providing information that is shared with other processes. In interactive models, the reader assumes either an active or passive role depending on the strength and accuracy of the hypotheses generated by top-down processing. It means that this model occurs when both of buttom up and top down models processes occur when the reader reads a text.

c. The Principles of Teaching Reading

According to Harmer, there are some principles in teaching reading that has been known by language teacher:

⁹ Thomas s.c Farrell., *Planning Lesson for Reading Class*, h.2

¹⁰ Albert edward., *How to Increase Reading Ability*, h. 9

1). Reading is not a passive skill

Reading is an active occupation. To do it successfully, we have to understand the words mean, understand the argument, see the pictures the words are painting. If we lose them, it means that we get nothing in reading activity.

2). Students need to be engaged with what they are reading

Students who are not engaged with the reading text – not actively interested in what they are doing- they will get less information. In the contrary, when the students are really fired up by the topic, they will get more from what they read.

3). Student should be encouraged to respond to the content of a reading text, not just to the language.

It is important to study reading which the teacher gives a chance to their students in personal engagement to respond and express their feelings about the topic of the text.

4). Prediction is a major factor in reading.

When we start to read, we frequently have a good idea of the content before we actually read book. It means that we try to predict what the texts are about. Book covers usually give us a hint of what's in the book. The moment we get it, our brain try to predict what we are going to read. Teachers should give students `hints` so that they can predict what's coming too. It will make them better and more engaged readers.

5). Match the task to the topic

Once a desicion has been taken about what reading text the students are going to read, we need to choose good reading tasks that match for the students

6). Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, description, etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teacher integrate the reading text into interesting class.

2. The Concept of Reading Comprehension

a. The Definition

Etymologically, the word “comprehension” in Oxford Advanced Learner’s Dictionary is derived from word “comprehend” that can be defined as to understand something fully.¹¹

Meanwhile, A.S Hornby assumes comprehension as follows:

1)The power of understanding

2)An exercise aimed at improving or testing one’s understanding of a language (written or spoken).¹²

Furthermore, Jean Wallace states that reading comprehension is the research for meaning, actively using our knowledge of the world and text to understand each new thing we read.¹³

In conclusion, reading comprehension is the activities for the reader in reading activity in order to understand the total meaning of the written text.

¹¹ AS Hornby, *Oxford advanced Learner’s Dictionary*,. h.235.

¹² Thomas S.C. Farrel. *Planning Lesson for Reading Class*, h.5.

¹³ Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem*. United State of America: Harper Collins College Publishers. 1994. h. 40

b. The Reading Comprehension Skills

Skilled readers are identified with these characteristics:

- 1). Predict what will happened next in a story using clues presented in the text
- 2). Create questions about the main idea, message, or plot of the text
- 3). Monitor understanding of the sequence, context, or character
- 4). Clarify parts of the text which have confused them
- 5). Connect the events in the text to prior knowledge or experience.¹⁴

c. The Reading Comprehension Strategies

1). Activating Prior Knowledge

In these cases teachers can play a vital role in seeing that the reader's knowledge about the new topic is built up so that they can successfully comprehend a new text.¹⁵

2). Predicting

Prediction creates anticipation and gets students thinking about previous experiences they may have had about the topic before they read about it.

3). Skimming

Skimming consist of quickly running one's eyes a whole text (such as an easy, article, or chapter) for its gist.

4). Scanning

The purpose of scanning is to extract specific information without reading though the whole text.

¹⁴ <http://www.timeforlearning.com.id>, *Reading Comprehension*, diunduh pada 22 Mei 2008

¹⁵ Thomas S. C. Farrel, *Planning Lesson for Reading Class*, h. 24.

5). Guessing Meaning of Unknown Words Using Contextual Clues

Sometimes students may need to guess the meaning of a word they do not know while reading a text because they have no dictionary or they are examination type situation.

6). Identifying Topic and Main Ideas

Students practice these skills in a developmental sequence from simple to more complex cognitive tasks.

For example, the sequence of exercises includes the following:

- a). Finding the topic from a list of word
- b).Recognizing the topic of a paragraph
- c).Identifying the main idea of passage.

7). Use of Questions

Another important strategy good reader is used in questioning. Asking questions before reading and posing questions while reading are reading strategies that have been identified as being effective by fluent readers of English.

d. The Reading Comprehension Test

Two primary types on the reading comprehension test:

- 1). The first type consists of a reading passage followed by a question based on the text. Both short and long passages are provided. The reading passages can also be classified according to the kind of information processing required including explicit statements related to the main idea, explicit statements related to a secondary idea, and inference.

2).The second type of question, sentence relationship, presents two sentences followed by a question about relationship between these two sentences. The question may ask, for example, if the statement in the second sentence support that in the first, if it contradicts it, or if it repeats the same information.¹⁶

Some Approaches that May Help the Learners in Answering Reading Comprehension Questions

1).Since reading passage is drawn from many different disciplines and sources, the learners may not be familiar in every passage. Questions are to be answered on the basis of the information provides in the passage, and the learners are not expected to rely on outside knowledge of a particular topic.

2). Analyze each passage carefully before answering the accompanying questions.

3). Note transitions from one idea to the next, and examine the relationship among the different ideas or parts of the passage.

4). Read each question carefully and understand exactly what is being asked.

5). Best answer is the one that most accurately and most completely answers the question being posed.

6). Answers the questions on the basis of the information provide in the passage.¹⁷

¹⁶ <http://www.collegeboard.com.id>, *Reading Comprepension*, diunduh pada 17 Juni 2008

¹⁷ <http://www.portal site.com.id>, *Reading Comprehension*, diunduh pada 17 Juni 2015

3. The Concept of Reading Comprehension Ability

a. The Definition of Reading Comprehension Ability

Reading comprehension is the ability to deeply and actively glean meaning from written text. Research confirms that to accomplish this complex task, proficient readers actively engage in balancing multiple strategies. Skilled readers unconsciously and effortlessly move from one strategy to the next, as they move into, through, and then out of text. They engage in “envisionment building,” a partnership with the author, in which reader and text join to create a world that readers willingly enter into, navigate through, wonder about, and then move out of with thoughtful reflection.

In order to effectively teach young students to comprehend what they read, researchers have identified specific strategies that proficient readers use, and following their lead, state education departments have incorporated their findings into statewide mandated curricula and standardized assessments. Not only have researchers identified strategies, but a subset of strategies, which are commonly called comprehension skills.

b. The Measurement of Reading Comprehension Ability

Since there is no standardized reading test available for Iraqi students, a test of speed of reading and others of level of comprehension are constructed. A survey of the studies concerned with reading performance reveals a rather general agreement that reading ability is composed of at least two elements, i. e. speed and comprehension.

Hence, reading speed and comprehension are undoubtedly the two major skills associated with reading. In view of this fact an ability test of reading speed and of reading comprehension are devised. I Ability tests cover both aptitude and achievement tests.

1. Speed Test

Since writers, such as Yoakam, 3 distinguish four rates of reading, skimming, rapid, normal, and careful rate, it is apparent then that there is no meaningful single rate (in w. p. m.) for any given individual. The rate of reading depends to a great extent upon such factors as the kind of material, whether easy and general, or difficult and specialized, and the purpose for which the reading is being done. Thus, a person reads at many different rates, each specific to certain purposes. The measurement of these purposes demands different speed tests.

Test Rapid reading is the purpose of the present reading test. Basically, the speed test aimed at discovering: 1) the reading rate; and 2) the speed of comprehension of all the sample students at Baghdad University. In a reading test it is very important to check comprehension in order to prove that reading is something more than eye-movement over the page.

The first and fundamentally most important step in designing a test is the selection of the material. To provide the necessary stimulus to read and understand what is being read, suitable material should be used. "Education can use any material, but it must be chosen with the personal development of particular people in mind. "1 Special attention was paid to news broad- casts. The preference of news to other types of reading material to be used inthe speed test

was on the grounds that: 1) they make up part of the students' everyday talk; 2) they are most attractive to Iraqi students; 3) they can be used for students of different levels and different kinds of education; 4) the ideas involved in them are sufficiently straight-forward to be suitable for a speed test; 5) each contains one single theme; 6) each is short enough to encourage students to read on and hold their attention for a while; 7) each is short enough to facilitate scoring procedure; and 8) they lend themselves quite easily to translation. Thus, eight news broadcasts were selected.

2. The Comprehension Test

As the purpose of the comprehension test, in this experiment, was to measure level, and not speed of comprehension, it was thought wise to separate the comprehension from the speed test: "rate score should be independent of power of comprehension." ² Hence, not only was a test of two distinct sections devised, but also a comprehension test of different skills and level of understanding was designed. And since writers, as was seen in Chapters I and II, characterize reading comprehension by many different levels or powers of receiving meaning from printed material, comprehension could mean many different things. It could mean understanding what is written within the lines, what is written between the lines, or what is written beyond the lines. The last two mean reading for intelligent interpretation and criticism.

B. The Concept of Mind Mapping Technique

1. The Definition of Mind Mapping Technique

The term ‘mind mapping’ was first used by Buzan (1993) who describes it as an instructional strategy where the learner places supra-ordinate concepts on paper and subsequently links subordinate concepts as appropriate. Mind mapping is an utilization technique of the whole brain which use a visual image and also another graphic things to form an impression in our mind. Kaufman also argued that mind mapping is a useful technique to use while reading, since the non-linear format allows you to view the entirety of your notes at a glance, then easily place new information in the appropriate branch or make connections between ideas.

2. The Procedure of Mind Mapping Technique

The following are the steps of making mind map:

- a. Write the main topic in the center of paper and cover it with a square, circle, or another type of shape. For instance, a mind map is covered by a light bulb.
- b. Add every branch that come out from the center for every point or subtopic. The amount of the branch are depend on the subtopics we need. Use the different color for every branch.
- c. Write the key word or phrase for every branch that will develop to be the details. The key word is the word that convey the core of the idea and provoke the memory.
- d. Add the symbols and illustrations for getting the better memory.

These are some ways to make the rememberable mind map:

- a. Write or type the mind map with capital letter orderly.
- b. Write the important ideas with a bigger letter.
- c. Draw the mind map with a something which has a special relationship with the writer.
- d. Underlined that word with a boldface.
- e. Be creative and brave in design because the brain will be easier to remember uncommon thing.
- f. Use the disordered to show specific point or idea.
- g. Create the mind map horizontally to largen the space for working.

3. The Graphic Law of Mind Mapping Technique

There are some graphic law that need to look at, such as:

a. Paper:

- 1). Use the plain white paper.
- 2). Use it horizontally.
- 3). Steady position when making the mind map.

b. The Center of Mind Map:

- 1). The center is always located in the center of the paper.
- 2). The center is must be a picture.
- 3). The bigness is should be proportional.
- 4). The title should be put on the center.
- 5). Colorful.
- 6). Do not put a frame.

c. Main Branch:

- 1). It should be effused directly from the center of mind map.
- 2). It should be effused for all direction.
- 3). Use the different colorpen or marker
- 4). The length is appropriate with the length of information which written

on.

d. The Branch:

- 1). Connected each other without break.
- 2). The form is like a bend of tree, not just arched or straight.
- 3). The more far from thecenter of the mind map, it will be more slight.
- 4). The length is appropriate with the length of information which written

on.

- 5). It should be effused for all direction.
- 6). The maximum declivity is 45 degree.

e. The Words:

- 1). The information that written on the branch is just a word.
- 2).Just a key word
- 3). A word must be written on the branch.
- 4). it will be better if use the mold letter.
- 5). The declivity follows the the branch.

f. The Picture:

- 1). As many as possible.
- 2). The bigness is should be proportional.

4. The Advantages of Mind Mapping Technique

- a. The recall power of brain will be increase.
- b. Support the assosiation system of the brain.
- c. Develop the visual learning style.
- d. Push the synergy thought.
- e. Help to save new information
- f. Help to always focus with a topic.
- g. Help to see the whole clear information.
- h. Help to shift the short-term memory to long-term memory.
- i. Privacy is the characteristics.
- j. The creating process of mind mapping is more fun and not bored.

5. The Disdvantages of Mind Mapping Technique

- a. It may take more time when the process of making.
- b. It needs more stuff when we want to get a better mind map.

C. The Relationship of Mind Mapping Technique to Reading Comprehension Ability

The ability in reading English as a foreign language is necessary to the language learning and teaching of students. Although most of them know English well, they still encounter problem to understand the text easily and they are seldom educated to learn English Strategies to enhance their reading comprehension. To develop the students' reading ability, Mind Mapping becomes a different solution to be utilized in teaching.

Mind mapping is a thinking technique. It is vital for note making – explaining your own thoughts, planning, organizing, thinking creatively, making relationships and attaining views - and for note-taking – recording information in meetings, debate, lectures etc. or summarizing books and other written material. Teachers who are master at lecturing are not effective case leaders. Successful case teaching needs patience, a willingness to foster open student participation, and (perhaps most importantly) an ability to skillfully arouse proliferous dialogue over a long period of time.

Mind mapping is popularized by Buzan who claims that it is an enormous superior note-taking method.¹⁸ By mind mapping one can develop their ability in memorizing, brainstorming, learning, as well as creativity. As has been stated previously, to comprehend a text the students must have background knowledge which is divided into two, background knowledge of the language and background knowledge of the world. This means through mind mapping the students are guided to develop their background knowledge of the text they are to read. They recall the existing knowledge and relate it with the text. By doing this they practice to brainstorming. They generally take a hierarchical or tree branch format, with ideas branching into their subscales. Mind mapping permits for more creativity when managing opinions and information, as well as permitting the note taker to relate words with visual representations.

As we know that top down is a process where the reader draws their own intelligence and experience to understand a text. Beside, the involvement of the

¹⁸ Bahareh Malekzadeh, "The Effect of Mind Mapping Strategy on Comprehending Implicit Information in EFL Reading Text" dalam *International Journal of Educational Investigation*, (Iran: Islamic Azad University), Vol.2, No.3: Maret 2015, h 81-90.

generic structure of the text also covered by bottom-up process. Bottom-up is deals with the linguistics aspects such as words, phrase, grammatical cues and discourse marker. Generally speaking, mind mapping combines two process of reading comprehension: top-down and bottom-up processes. In other words, it adopts the way brain organizes our knowledge and experiences. In simple words, mind map is a visualization of the brain works.

Hence, mind mapping technique is expected to create an attractive and effective learning of reading comprehension. Mind mapping covers the whole process of reading comprehension. It is expected that this combination would lessen the boredom of the classroom activity and at the same time they comprehend the text they were reading.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

Two variables are available in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is the use of mind mapping technique and the dependent variable (Y) is the reading comprehension ability.

Reading is an important activity in English skills. The role of reading is as a communication, as a mental process, as the reader's active participation in the creation of meaning, as a manipulation of strategies, as a *receptive* rather than as *passive skill*". Related to the issue of improving students' reading comprehension, many techniques have been proposed to help the students improve their reading

ability. One of the techniques proposed by some experts to widen up our mind is by mind-mapping. It is not only done by restricted professions but almost in all fields, not to mention education. By mind-mapping, the students also train the left side of brain because it deals color, draw, and creativity.

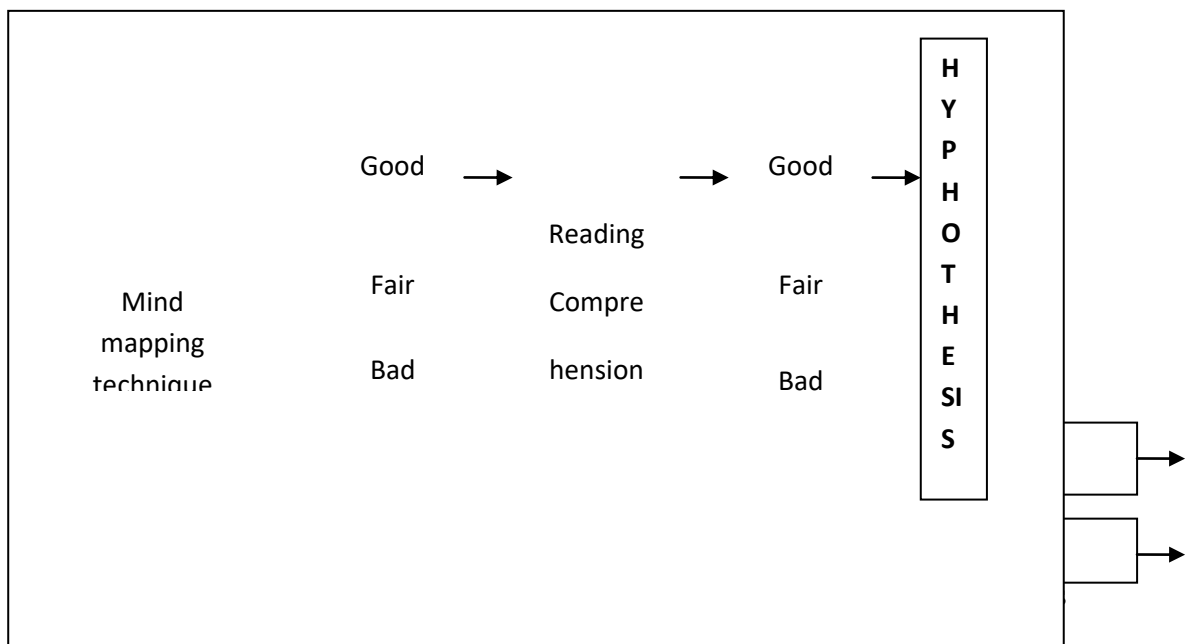
Although mind mapping is claimed of having been conducted almost in all fields, the observation of its implementation in reading comprehension was still limited. Therefore the purpose of this study was to observe the implementation of mind mapping in teaching reading comprehension. During the study, it was expected to find out whether mind mapping could be used as an alternative technique to develop students' reading comprehension ability; also to find out the students' and the teacher's opinion about mind mapping technique; and to find out the problems occur during teaching reading comprehension ability through mind mapping technique as well.

Thus, the theoretical framework in this research is if the mind mapping is conducted in the English teaching and learning process, hence the students' reading comprehension ability will be good, whereas if the mind mapping is not conducted in the teaching and learning process, the students' reading comprehension ability will be bad.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows:

Figure 1
Paradigm



research is depend on the use of the mind mapping technique. If the use of the mind mapping is good, the students' reading comprehension ability will be good. If the use of the mind mapping is fair, the students' reading comprehension ability will be fair. And if the use of the mind mapping is bad, the students' reading comprehension ability will be bad.

E. Hypothesis

1. Hypothesis Formulation

Based on the theoretical framework and paradigm above, the researcher formulates the hypothesis as following:

There is a positive and significant difference between the group which uses mind mapping in comprehending a reading text and the group which does not use it at the eighth grade of SMP IT Bina Insani Metro.

2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that “A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of hypothesis”.¹⁹This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

- a. If $t_{\text{observed}} > t_{\text{table}}$, So H_a is accepted and H_o is rejected.
- b. If $t_{\text{observed}} < t_{\text{table}}$, So H_a is rejected and H_o is accepted.

¹⁹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used the quantitative research, in the form of true experimental design. A quantitative approach was one in which the investigator primarily uses positive claims for developing knowledge (i.e. cause and effect thinking, reduction, to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiment and surveys and collects data on predetermined instruments that field statistical data.²⁰ From that explanation, the researcher can give explanation that quantitative research is a research that can be measured by statistical method.

Whereas, According to Nazir, “true experimental design is the design where the treatments are manipulated to do a comparison, between groups with high validity and controlling the variances.”²¹

According to Sugiyono, the influence of treatment had formulated as follows²²:

²⁰ John W Creswell, *Research Design*, (London: Sage Publication, 2002), p.153.

²¹ *Ibid.*, p. 282

²² Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, C.V Alfabeta, Jakarta, P. 76

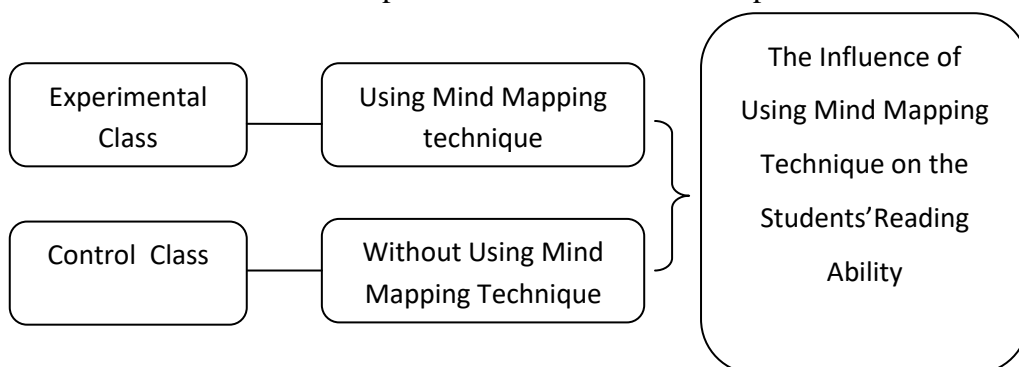
Table 2
The True Experimental Design

	Pre-test	Treatment	Post-Test
Experimental Group	X	X	X
Control Group	X		X

The researcher administered pretest and posttest to both experimental and control group. Since it is a true experimental research with applying pretest posttest control group design, the researcher administered pretest and posttest to both experimental and control group. The group that will be given a treatment is called experimental group and the group that will be not given a treatment is called control group.

In this research, the researcher conduct the experimental design that used two classes namely class A as an experimental class that receive the treatment that was teaching by using Mind Mapping technique and class B as a control class that didn't receive the treatment. The design is follows:

Figure 2
The Influence of Using Mind Mapping Technique
In Experimental and Control Group



Firstly, both of groups receive the pre-test before doing a treatment. Secondly, the experimental class, (Class A) get a treatment using Mind Mapping technique and control class (Class B) don't get a treatment. Thirdly, both groups received the post-test with the same instrument in the pre-test. Finally, it could be found the influence of using Mind Mapping technique toward the students' reading comprehension ability.

B. Population and Sampling Technique

1. Population

Population is all member of any well-defined class of people, event or object.²³ From those quotations above it can be concluded that population is group of people that will be the research object.

The population of this research is the eighth grade students in SMP IT Bina Insani Metro. The amounts of the population are 30 students.

2. Sample

As Creswell asserts that a sample is a sub group of the target population that the writer plans to study for generalizing about the target population.²⁴ In the other words, a sample is the representative of population in a research. In order to generalize the research result to the real population, the taken sample must be reflected and represented the population.

²³ Donal Ary, *et. al.*, *Introduction to Research in Education: Second Edition*, (United States: Polt, Rinepart and Winston, Inc, 1979), h. 129.

²⁴ *Ibid*.

3. Total Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research study.²⁵ In this research, the researcher used a total sampling technique as a sampling technique which is a type of purposive sampling technique that involves examining the entire population that have a particular set of characteristics. In sampling, units are things that make up the population. This technique is chosen by researcher because of its small size of the population that has a particular set of characteristics and an uncommon characteristics that shared by the population.

Accordingly, the sample of this research is the students of eighth grade which consists of 30 students. Moreover, explains that if the subjects are less than 100 people, all subjects are used but if the subjects are more than 100 people, the subjects used are just 10-15% or 20-25%.²⁶ Therefore, all subjects in this research are involved. So, the sample of this research the writer selected class A (Experimental class) which consist 18 students and class B (Control class) which consist of 12 students. The sample totally 30 students, both male and female are involved in this research. The students are almost at the same age, and both of students have different characteristic and achievement.

²⁵ *Ibid.*

²⁶ Donal Ary, *et. al.*, *Introduction to Research in Education: Second Edition*, h. 306

C. The Operational Definitions of Variables

Variable can be defined as “an attribute of a person or an object which ‘varies’ from person to person or from object to object.”²⁷ In this research the writer divides the variables into two: they are independent variable and dependent variable.

Independent variable is the major variable which the researcher hopes to investigate. It is the variable which is selected, manipulated and measured by the researcher. Independent variable is variables that are antecedent to the dependent variable. In this case, the independent variable (X) is the use of mind mapping. It means that how effective is the using of mind mapping in order to influence student’ reading comprehension ability which refers to the result of students activity in reading text given.

Meanwhile, the dependent variable is the variable which the researcher observes and measure to determine the effect of independent variable. Dependent variable is variable that is a consequence of or dependent upon antecedent variables. In this case the dependent variable (Y) is the students’ reading comprehension ability. It means the result of students’ reading comprehension ability is depend on the using of mind mapping as the independent variable.

D. Data Collection Method

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault decided that

²⁷ Hatch and Farhady, *Research Design and Statistics for Applied Linguistics*, (Massachusetts: Newbury house Publishers, 1982), h. 12-15

“instrument includes test and questionnaire, observation schedule and any other tool used to collect data”.²⁸

Moreover, the researcher use test as data collection method to measure both of the variable. Test is some questions or exercise and other tools used to measure the skill, knowledge, intelligent, capability or talent is had by individual or group. The test which used by the writer is pretest and posttest.

The pretest is given to the students in the first meeting in order to find out students' ability in the beginning before using mind mapping in their reading comprehension. The posttest is given in the last meeting in order to find out whether the treatment gave any contribution to the students' ability in the experimental group is higher than the control group or if there is significant differentiation between the experimental group scores and the control group scores.

2. Documentation

Edi Kusnadi defines documentation as the method which is used to get information from written language or documents (for example: books, magazine, note, and others). The writer used the documentation as the data collection method to get detail information about mind mapping and reading comprehension ability.

E. Research Instrument

Suharsimi Arikunto defines instrument as “The tool of research which is used in each method.” Furthermore, the research instrument involves:

²⁸ Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005), p. 94

1. Instrument Blueprint

Research instruments which will be used in this research are:

a. Instrument for a treatment

The instrument which is used in present research was in the form of using mind mapping and exercises. The exercise was designed for the control and experimental group, while mind mapping were designed for experimental group only.

b. Pretest and Posttest instrument

The writer used the same type of pretest and post-test instrument for both control and experimental groups. The pretest and the post-test instruments which are used in present research are in the form of answering some reading comprehension's question based on the text given.

Instrument in this research is designed and adjusted with the indicators which have been specified.

No	Variable	Indicator	Items number	Test form
1.	Reading Comprehension	Students can find detailed/spesefic information from text	3, 4, 8, 11, 12, 13, 16, 19, 20	Multiple choice
		Students can find the main message from text	1, 2, 6, 17, 18	
		Students can find the main	5, 7, 9,	

		idea		
		Students can find the similarity or differences of words	10, 19, 20	
		Students can find word refers to	18	
		Students can explain the character of the text	2, 5, 14, 15	

2. Instrument Calibration

“Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used.” In this research, the writer used the logical validity in the form of content validity. “Content validity for an instrument is show a condition of an instrument which composed based on the subject matter content which evaluated.” Furthermore, Hatch and Farhady state that “content validity is the extent to which a test measures a representative sample of the subjects matter content.”²⁹

The grade of the test is determined by using the scoring system based on Heaton (1998: 146) as follows:³⁰

²⁹ Hatch and Farhady, *Research Design and Statistics for Applied Linguistics*, h. 22.

³⁰ Heaton, JB. 1998. *Writing English Language Test*. Longman: New York., p. 146

Table 3

Reading comprehension Specification

Reading comprehension Specification	Score	Category	Standard
a. Content	30 – 27	Excellent to very good	knowledge-substantive-etc
	26 – 22	Good to average	some knowledge of subject–educate range etc.
	21 – 17	Fair to poor	limited knowledge of subject- little substance
	16 – 13	Very poor	does not show knowledge of Subject-non substantive-etc
b. Organization	20– 18	Excellent to very good	fluent expression-ideas clearly stated-etc.
	17 – 14	Good to average	Some what choppy-loosely organized but main ideas stand out etc.
	13 – 10	Fair to poor	non-fluent-ideas confused or disconnected-etc.
	9 – 7	Very poor	

			Does not communicate-no organization-etc.
c. Vocabulary	20 – 18	Excellent to very good	Sophisticated range-effective word/ idiom choice and usage-etc.
	17 – 14	Good to average	Adequate range-occasional errors of word idiom form, choice, usage but meaning not obscure.
	13 – 10	Fair to poor	Limited range-frequent errors of words/ idiom, form, choice, usage, etc.
	9 – 7	Very poor	Essential translation-little knowledge of English vocabulary.
d. Language Usage	25 – 22	Excellent to very good	effective complex construction
	21 – 19	Good to average	affective but simple construction- etc
	17 – 11	Fair to poor	major problems in simple/ complex construction etc
	10 – 5	Very poor	virtually no mastery of sentence construction

			rules-etc.
e. Mechanics	5	Excellent to very good	demonstrates mastery of conventions-etc
	4	Good to average	occasional errors of spelling punctuation-etc
	3	Fair to poor	frequent errors of spelling punctuation-etc
	2	Very poor	mastery of convention dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.
Total score			

F. Data Analysis Technique

In accordance with the method in present research, that is true experimental design research, the data were analyzed by using t-test that enabled to investigate whether there is any positive and significance influence of the mind mapping technique on students' reading comprehension ability among the eighth grade of SMP IT Bina Insani Metro.

According to Donald Ary, the t-test in this research would be formulated as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{(\sum D^2) - (\sum D / N)^2}{N(N-1)}}}$$

Explanation:

t : t value for correlation sample

\bar{D} : (*difference*), difference between pretest score and post test score

D : The average from difference score (average from D)

D^2 : Square of D

N : Total Participant

CHAPTER IV

THE RESULT OF RESEARCH

A. The Data Description

1. Research Setting

a. Short History about SMP IT Bina Insani Metro

SMP IT Bina Insani Metro is the first integrated Islamic junior school in Metro which is established in Metro city since April 1th 2011. It is established by the Para Juara Lampung Foundation. Then, it has Motto “The school of champion and the hunter students become people who have capability in each field and bring the benefit for people’s life. The first head master who lead the school is Mr. Ismanto S.Pd and now the Headmaster is Mrs. Intan Caria, S.Pd.I.

b. Vision, Mission, and Purpose of SMP IT Bina Insani

1) Vision

To create human resources that “Pious, Leaders, Professional and Entrepreneurs to succeed world-hereafter”.

The aim of this vision was to make the students to be the generation of faith and piety to Allah SWT, have good intelligence and master at Technology and Information, has a noble morality in dealing and communication Technology and able to turn challenge into oppurtunities.

2) Mission

- Providing a conducive, competitive and fun in condition in learning and memorizing Alqur'an.
- Providing chance and facilitation for the school members in habituate worshipping.
- Providing training for teachers on a regular and continuous basis in the field of teaching skills and deepening in concept of any subject matter.
- Implement active learning , innovative , creative , effective and fun.
- Nurture a culture of fair competition in the development of character, potential and competence of every member of the school.
- Train educates students to dare to compete and dare to express opinions in class and in public.
- Polite habits manners and morals in everyday life.
- Encourage every member of the school produce work and appreciate each work.
- Facilitating activities that can improve mental attitude and entrepreneurial every school community.

c. Identity of SMP IT Bina Insani Metro

Number of School : 69787371

Name of School : SMP IT Bina Insani

Address : Jl. DR. Soetomo, kel. Purwoasri, Kec. Metro
Utara, Kota Metro, Provinsi Lampung.

Postal Code : 34117

Website : smpit.binainsani_komet@yahoo.co.id

Status : Accreditation C

d. The Conditions of SMP IT Bina Insani Metro

1) Buildings of SMP IT Bina Insani Metro

SMP IT Bina Insani Metro is located in Dr. Sutomo streetnumber 28 Purwoasri, Metro Utara with lands 7058 m². The buildings are permanent with 3 bulidings which consist of 6 classroom; 3 classes are the male (ikhwan) classes and the others are the female (akhwat) ones, both of them are divided for seventh to ninth grade. It is completed by two mosques that each also used by male and female. It also has a library that its function still together with offfee.

2) Conditions of Teachers and Official Employers in SMPIT Bina Insani Metro

The conditions of teacher and official employers in SMP IT Bina Insani have been good enough for learning process. The numbers of teacher and official employers in SMPIT Bina Insani can be identified as follows:

Table 4
The Condition of Teacher and Official Employers in
SMP IT Bina Insani

No	Name	Sex	Occupation
1	Agus Saputra, S.Pd	Male	Teacher
2	Azwar Annas, S.pd.	Male	Teacher
3	Bagus Prayoga	Male	Teacher
4	Diki mandela, S.Pd	Male	Teacher
5	Ismanto, S.pd	Male	Teacher
6	Zainal Ariffudin, S.Pd.I	Male	Teacher
7	Muhammad Sofwan,S.Pd.I	Male	Teacher
8	Bekti Amanah	Female	Teacher
9	Desty Ratnasari	Female	Teacher
10	Fadila ramadhani,S.Pd	Female	Teacher
11	Maida Lestari	Female	Teacher
12	Intan Caria,S.Pd.I	Female	Headmaster
13	Putri Pravitasari,S.Pd	Female	Teacher
14	Ryan dwi Pusparingga,S.Pd	Female	Teacher
15	Elly Agustina,S.Pd.I	Female	Teacher
16	Habthin Masrijah,S.Pd	Female	Teacher
17	Ika Agustina,S.Pd	Female	Teacher
18	Asih Widyawati,S.Pd	Female	Teacher
19	Tini Sukmawati, S.Pd	Female	Teacher
20	Umi susilowati, S.Pd	Female	Teacher
21	Dwi Lestari, S.Pd	Female	Official Employe
22	Aan Hidayatullah	Male	Security guard

Source: Documentation of SMP IT Bina Insani was taken on May 10th, 2017.

3) Quantity of SMP IT Bina Insani Metro

The quantities of the students in SMPIT Bina Insani Metro are 170 students that can be identified as follows:

Table 5
The Quantity of Students in SMPIT Bina Insani Metro

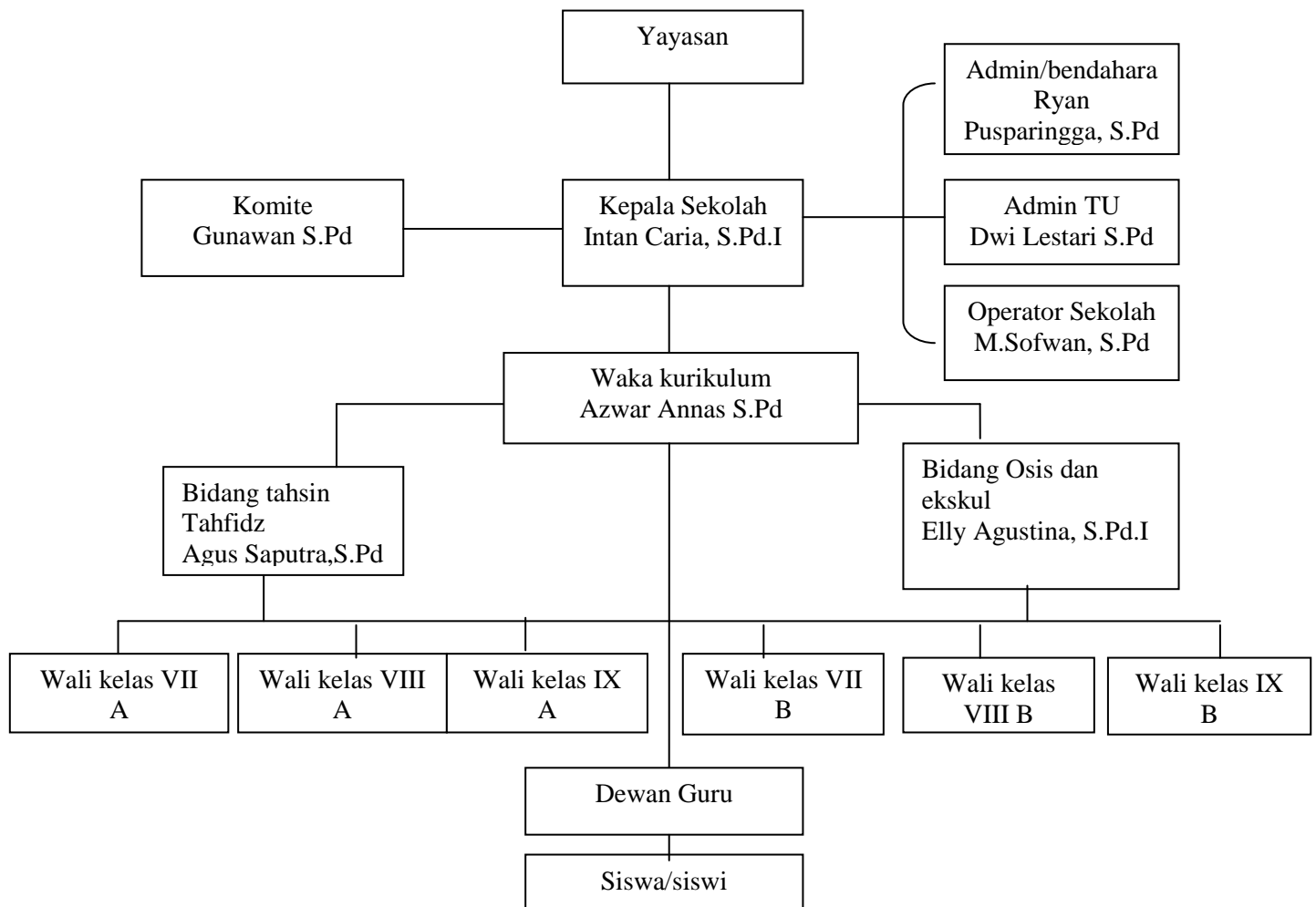
No	Class	Male	Female	Amount
1	VII	22	31	53
2	VIII	28	26	54
3	IX	29	34	63
Total				170

Source: Documentation of Presence Class SMP IT Bina Insani was taken on May 10th, 2017.

e. Organization Structure of SMP IT Bina Insani

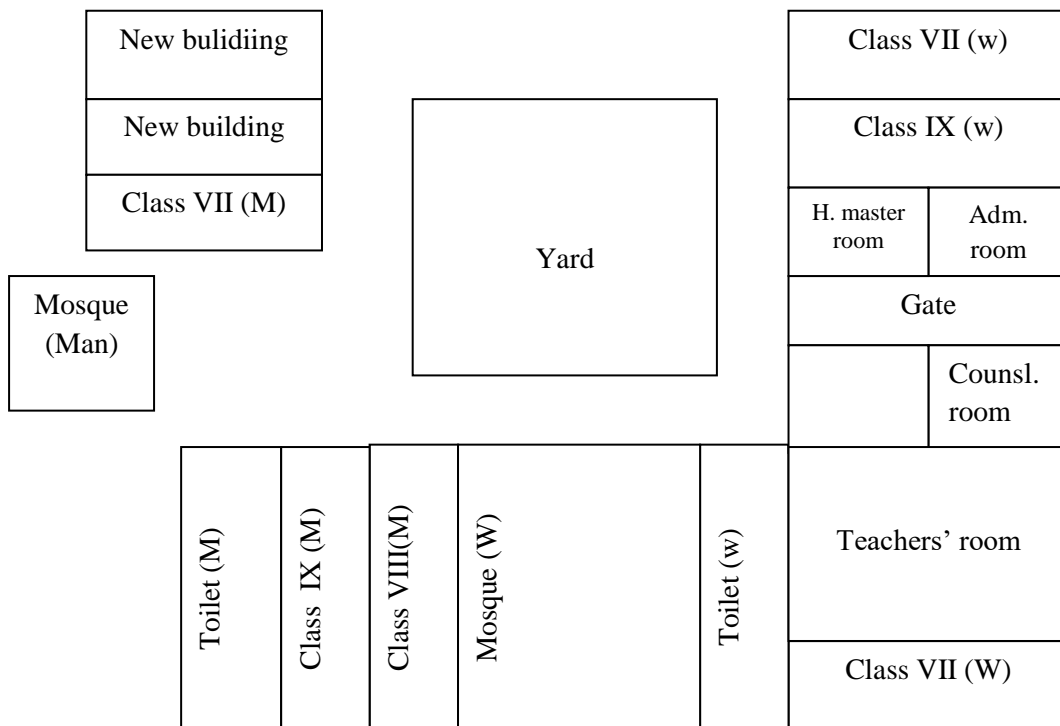
To support the development of this school. SMP IT Bina Insani Metro has structure of organization such as 22 teacher and 170 atudents are involved together. Then, to improve student's potentials, it also tries to develop some extracurricular as follow: (1) integrated Islamic scout; (2) English and arabic clubs; (3) Mathematics and science group ; (4)Football club (6) writing club, (7) Taekwondo. There also special program that distinguish these schools with goverment schools that program Tahsin dan Tahfidz Qur'an. The success of this program also become one of the graduation criteria where the astudents must memorize a least two chapters (juz) Qur'an.

Figure 3
The Organization Structure of
SMP IT Bina Insani Metro



Source: Documentation of SMPIT Bina Insai was taken on May 10th, 2017.

f. Location Sketch of SMPIT Bina Insani Metro



Source : adapted from the location sketch of SMPIT Bina Insani Metro.

2. Research Data

a. The Result of the Students' Pre-Test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The pre-test in this research is multiple choice test. In this research, the researcher use Total Sampling Technique. So, for the first, sample that used for the research called as Control Class. The Result of Students' Control Class Pre-Test can be identified as follows:

Table 6
The Result of Students' Control Class Pre-Test at the Eighth Grade of
SMPIT Bina Insani Metro

NO	NAME	SCORE
1.	ADM	60
2.	AA	65
3.	ARI	50
4.	AAH	60
5.	CIR	55
6.	DLR	50
7.	DWA	55
8.	FAZ	65
9.	FSA	55
10.	FTF	45
11.	FAN	75
12.	GIZ	65
13.	KH	60
14.	KA	50
15.	LY	70
16.	NZA	55
17.	NARI	75
18.	NF	65
19.	RDL	60

20.	RP	55
21.	SR	70
22.	SZA	50
23.	SK	45
24.	SM	55
25.	TA	45
26.	UK	55
27.	ZAP	55
28.	SKH	50
29.	WMN	45
30.	ZP	55

Source: The Result of Students' Control Class Pre-Test on May 31th, 2017.

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows:

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 75 - 45 \\
 &= 30
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 1.477 = 2.477 \\
 &= 3
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{30}{3} \\
 &= 10
 \end{aligned}$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

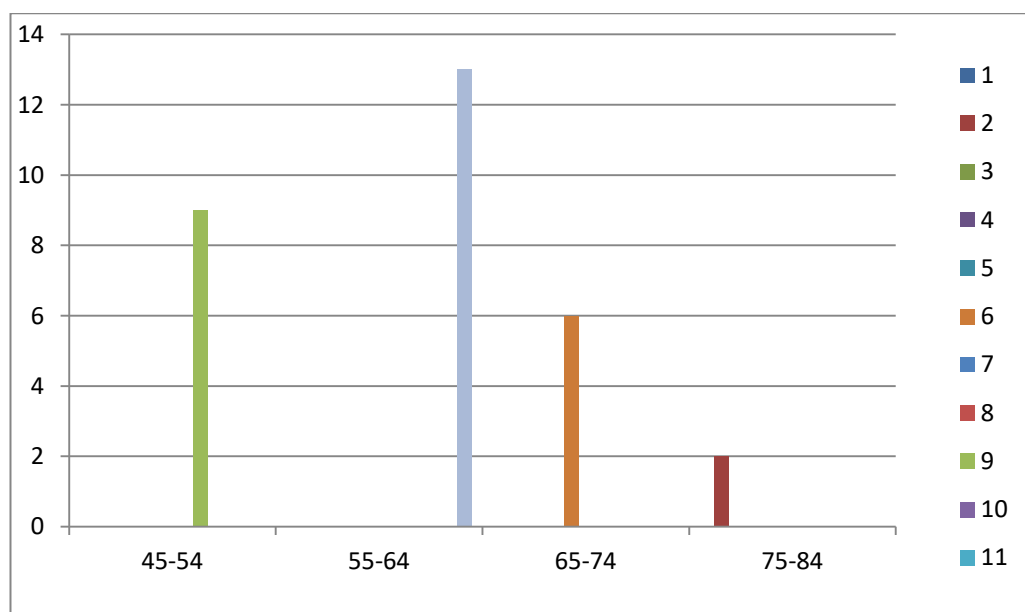
Table 7
Frequency Distribution as the Result of Control Class Pre-Test at the Eighth Grade of SMPIT Bina Insani Metro

Interval	Frequency	Category	Percentages %
45-54	9	Low	30,000%
55-64	13	Low	43,333%
65-74	6	Fair	20,000%
75-84	2	Good	6,667%
	30		100%

If the data was put into graphic, it can be seen as follow:

Figure 5:

The Chart of Frequency Distribution as the Result of Control Class Pre-Test at the Eighth Grade of SMPIT Bina Insani Metro



Based on the table of frequency distribution and graphic above, it can be inferred that 30 students as the research sample can be divided:

- 1) For the class interval of 45-54, there were 9 students or 30%
- 2) For the class interval of 55-64, there were 13 students or 43%
- 3) For the class interval of 65-74, there were 6 students or 20%
- 4) For the class interval of 75-84, there were 2 students or 7%

Only four students who passed from 70 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' reading comprehension ability is very low.

b. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students' reading comprehension ability before and after a treatment was given. Due to the Total Sampling Technique, researcher take all the sample as Experimental Class. And the data of post-test score at the Experimental Class as follows:

Table 8

The Result of Students' Experimental Class Post-Test at the Eighth Grade of SMPIT Bina Insani Metro

NO	NAME	SCORE
1.	ADM	80
2.	AA	65
3.	ARI	75

4.	AAH	70
5.	CIR	75
6.	DLR	70
7.	DWA	60
8.	FAZ	70
9.	FSA	65
10.	FTF	60
11.	FAN	90
12.	GIZ	85
13.	KH	60
14.	KA	70
15.	LY	85
16.	NZA	65
17.	NARI	90
18.	NF	60
19.	RDL	65
20.	RP	75
21.	SR	90
22.	SZA	80
23.	SK	60
24.	SM	75
25.	TA	65

26.	UK	60
27.	ZAP	75
28.	SKH	60
29.	WMN	70
30.	ZP	60

Source: The Result of Students' Experimental Class Post-Test on June 2nd, 2017.

Based on the table above, the researcher then measured the class interval using Sugiono's formula as follows:

R = the highest score – the lowest score

$$= 90 - 60$$

$$= 30$$

K = $1 + 3.3 \log n$

$$= 1 + 1.477 = 2.477$$

$$= 3$$

P = $\frac{R}{K}$

$$= \frac{30}{3}$$

$$= 10$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

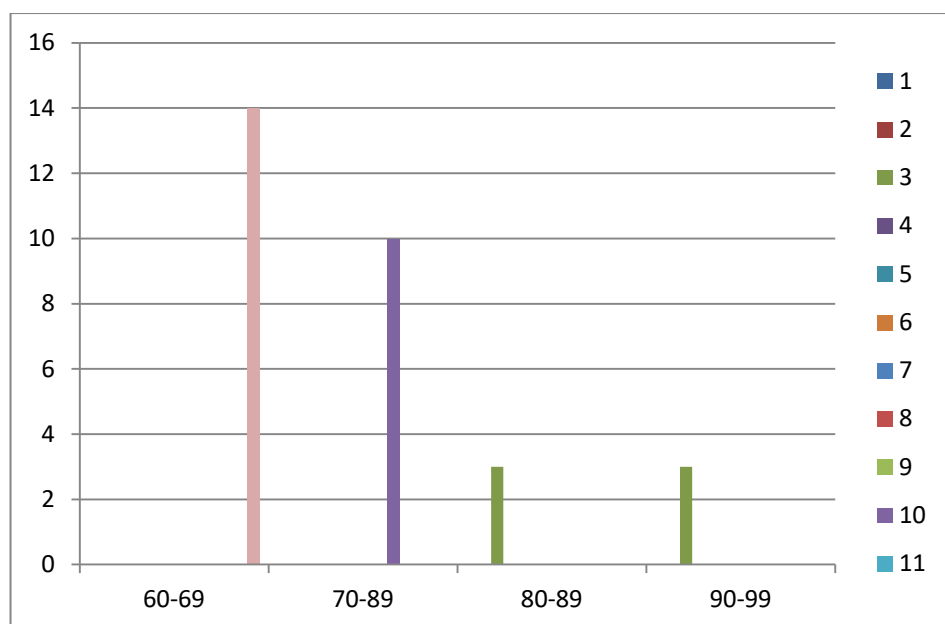
Table 13
Frequency Distribution as the Result of Experimental Class Post-Test at
the Seventh Grade of SMPIT Bina Insani Metro

Interval	Frequency	Category	Percentages %
60-69	14	Low	46,667%
70-79	10	Fair	33,333%
80-89	3	High	10,000%
90-99	3	High	10,000%
	30		100 %

If the data was put into graphic, it can be seen as follow:

Figure 6:

The Chart of Frequency Distribution as the Result of Experimental
Class Post Test at the Eighth Grade of SMPIT Bina Insani Metro



Based on the table of frequency distribution and graphic above, it can be inferred that 30 students as the research sample can be divided:

- 5) For the class interval of 60-69, there were 14 students or 47%
- 6) For the class interval of 70-79, there were 10 students or 33%

7) For the class interval of 80-89, there were 3 students or 10%

8) For the class interval of 90-99, there were 3 students or 10%

It can be inferred that there were 16 (53.333%) students passed from 70 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' reading comprehension ability in post test was increased or good.

B. Hypothesis Testing

After applying the method, the researcher analyzed the data by using two formulas, as follows:

1. Analyzing the data by using t-test

The researcher used t-test in order to prove whether there is any positive influence experimental class which received the treatment using Mind Mapping Technique at the Eighth Grade of SMPIT Bina Insani Metro, as follows:

- a. Preparing the table in order to investigate the differences between experimental class and control class.

Table 10
The Authentic Table of pretest score and post test score at the Seventh Grade
of SMP IT Bina Insani Metro

No	Subject	Pre-Test	Post-Test	Difference (D)	D ²
1.	ADM	60	80	20	400
2.	AA	65	65	0	0
3.	ARI	50	75	25	625
4.	AAH	60	70	10	100
5.	CIR	55	75	20	400
6.	DLR	50	70	20	400
7.	DWA	55	60	5	25
8.	FAZ	65	70	5	25
9.	FSA	55	65	10	100
10.	FTF	45	60	15	225
11.	FAN	75	90	15	225
12.	GIZ	65	85	20	400
13.	KH	60	60	0	0
14.	KA	50	70	20	400
15.	LY	70	85	15	225
16.	NZA	55	65	10	100
17.	NARI	75	90	15	225
18.	NF	65	60	-5	25

19.	RDL	60	65	5	25
20.	RP	55	75	20	400
21.	SR	70	90	20	400
22.	SZA	50	80	30	900
23.	SK	45	60	15	225
24.	SM	55	75	20	400
25.	TA	45	65	20	400
26.	UK	55	60	5	25
27.	ZAP	55	75	20	400
28.	SKH	50	60	10	100
29.	WMN	45	70	25	625
30.	ZP	55	60	5	25
The Result		1715	2130	$\sum D = 415$	$\sum D^2 = 7825$
AVERAGE (415:30)				13, 83	

b. Putting the data into t-test formula in order to get t_{observed} :

Therefore the researcher counted by using the formula of t-test as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{(\sum D^2) - (\sum D / N)^2}{N(N-1)}}$$

$$t = \frac{13,83}{\sqrt{7825 - (415)^2/30}}$$

$$\begin{aligned}
 & 30 (30 - 1) \\
 t = & \frac{13,83}{\frac{\sqrt{7825 - 172225/30}}{30 (29)}} \\
 t = & \frac{13,83}{\frac{\sqrt{7825 - 5740,83}}{870}} \\
 t = & \frac{13,83}{\sqrt{2084,17/870}} \\
 t = & \frac{13,83}{\sqrt{2,395}} \\
 t = & \frac{13,83}{1,548} \\
 t_{\text{observed}} = & 8,93
 \end{aligned}$$

Moreover, after putting the data above into formula t-test, the researcher got t_{observed} is 8.93

Furthermore, the researcher demonstrated the data which was analyzed by using t-test of SPSS in table below:

Table 11:

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	45.00	75.00	1715.00	57.1667	8.57858
Post test	30	60.00	90.00	2130.00	71.0000	9.94814
Valid N (listwise)	30					

The table above demonstrated that the total sample of pretest or before treatment was 30 with the minimum value was 45 and maximum 75, mean of pretest was 57.1667 with the standard deviation was 8.57858.

Meanwhile, the total sample of post test or after treatment was 30 with the minimum value was 60 and maximum 90, its mean was 71.0000 with standard deviation 9.94814.

Moreover, the table below illustrated the result of the calculation of t-test in SPSS:

Table 12:

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 1 Pretest - Post test	1.38333E1	8.47749	1.54777	16.99888	10.66779	8.938	29	.000

The table above illustrated that the mean of pretest and post test was 1.383 and its standard deviation was 8.447 with standard error 1.547, $t_{\text{observed}} = 8.93$ with degree of freedom 29 to confidence interval of the difference 95%.

After considering the t-test table by using df 29, so it can be found that:

Table 13:

Level of Significant	5%	1%
df 29	1.699	2.462

1. Critical value of t-test (t_{table}) for the 5% level is 1.699
2. Critical value of t-test (t_{table}) for the 1% level is 2.462

From all the data analysis above, it can be found that:

1. " t_{observed} " = 8.93
2. " t_{table} " level of 5% = 1.699
" t_{table} " level of 1% = 2.462

It means that " t_{observed} " higher than " t_{table} " or it can be written as $1.699 < 8.93 > 2.462$. From the value above, it can be inferred that there is positive and significant influence of using mind mapping technique on the students' reading comprehension ability at the eighth grade of SMP IT Bina Insaniin academic year of 2016/2017.

C. Interpretation

Honestly, the researcher has formulated the alternative hypothesis (H_a) and null hypothesis (H_o) are as follows:

1. Alternative Hypothesis (H_a)

There is a positive and significant influence of using Mind Mapping technique on the students' reading comprehension ability at the eighth grade of SMP IT Bina Insani Metro.

2. Null Hypothesis (H_o)

There is no a positive and significant influence of using Mind Mapping technique on the students' reading comprehension ability at the eighth grade of SMP IT Bina Insani Metro.

Furthermore, after H_a and H_o has formulated, the researcher consulted t_{observed} to t_{table} and f_o to f_h as follows:

c. If $t_{\text{observed}} > t_{\text{table}}$ So H_a is accepted and H_o is rejected.

d. If $t_{\text{observed}} < t_{\text{table}}$ So H_a is rejected and H_o is accepted.

It means that if the t_{observed} is higher than t_{table} (there is a positive influence) H_a is accepted and H_o is rejected. On the other way, if the t_{observed} is smaller than t_{table} (there is no a positive influence) H_a is rejected and H_o is accepted.

After analyzing the data in hypothesis testing, the researcher found that the critical value of t_{observed} is 8.93. If the researcher interprets it base on the concept above. It can be inferred that there is a positive influence of

using Mind Mapping technique on the students' reading comprehension ability at the Eighth Grade of SMP IT Bina Insani Metro.

The hypothesis applied in this present research is there is a positive influence of using Mind Mapping technique on the students' reading comprehension ability at the Eighth grade of SMPIT Bina Insani Metro.

To know the critical value of t_{table} , the researcher firstly counted degrees of freedom (d.f), as follows:

$$d.f = N - 1$$

$$d.f = 30 - 1$$

$$= 29$$

The degrees of freedom (d.f) was 29, the researcher was able to find it in t-table. So, it is not done interpolation.

From all data analysis above, it can be known that:

$$t_{observed} = 8.93$$

$$t_{table} = 1.699 (5\%) \text{ and } 2.462 (1\%)$$

Furthermore, the data confirm that $t_{observed}$ is higher than t_{table} , or it can be written as $1.699 < 8.93 > 2.462$. On the other word, there is a positive and significant influence of using Mind Mapping technique on the students' reading comprehension ability at the eighth grade of SMPIT Bina Insani Metro.

Thus are agreeable by the statement from Han that Mind Mapping technique appears fully effective in a number of studies. Mind Mapping is

learning technique that can be used easily in reading lesson, at a variety of places in the lesson plan. The present study can be included among those which favor exploiting mind mapping in the language classroom. These result show green light for the inclusion of mind mapping in the junior high school learners, which aim to teach reading points.

D. Limitation

This research was conducted at SMP IT Bina Insani Metro. The subject of the research were the eighth grade in academic year of 2016/2017. The result of this research did not discuss all of the problem that faced by the students but focus on students' reading comprehension ability problem in learning English as a foreign language.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis and result of the research, the researcher can conclude that:

Based on the pretest or before giving the treatment of mind mapping technique, the result was: the students who get the score 45-54 were 9 students or 30%, 55-64 were 13 students or 43%, 65-74 were 6 students or 20% and 75-84 were 2 students or 7%. Referring to the Minimum Mastery Criteria (MMC) of English in SMP IT Bina Insani Metro, the students who pass the test were the students who got the score up to 71,00. It indicated that there were only 4 students or 14% who passed and 26 students or 86% did not pass the test.

Based on the post test or after giving the treatment of mind mapping technique, the result was: the students who got the score 60-69 were 14 students or 47%, 70-79 were 10 students or 33%, 80-89 were 3 students or 10% and 90-99 were 3 students or 10%. The score indicated that there were 16 students who passed and 14 students who did not pass the test.

Furthermore, after analyzing the data by using t-test formula, the researcher found that the critical value of t_{observed} is 8.93. Then, considering the t_{table} by using df.29, the researcher found it in the table. So it's not done

interpolation, and as the result, from df 29, it can be known that the critical value of t_{table} for the 5%

Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is a positive and significant influence of application Mind Mapping technique on the students' reading comprehension ability at the Eighth Grade of SMP IT Bina Insani Metro.

B. Suggestion

Based on the explanation above, the writer suggests some points as follows:

1. For the Teachers

The teacher should choose a great technique in teaching English especially in reading class in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great technique in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

2. For The Students

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about how to comprehend the reading text.

3. For The School

- a. The researcher greatly expects that this study can give contribution for the school, such as a good inspiration for further studies in learning english reading text.
- b. The school is recommended to make the further study in applying Mind Mapping technique which is done by the teacher in learning reading.

BIBLIOGRAPHY

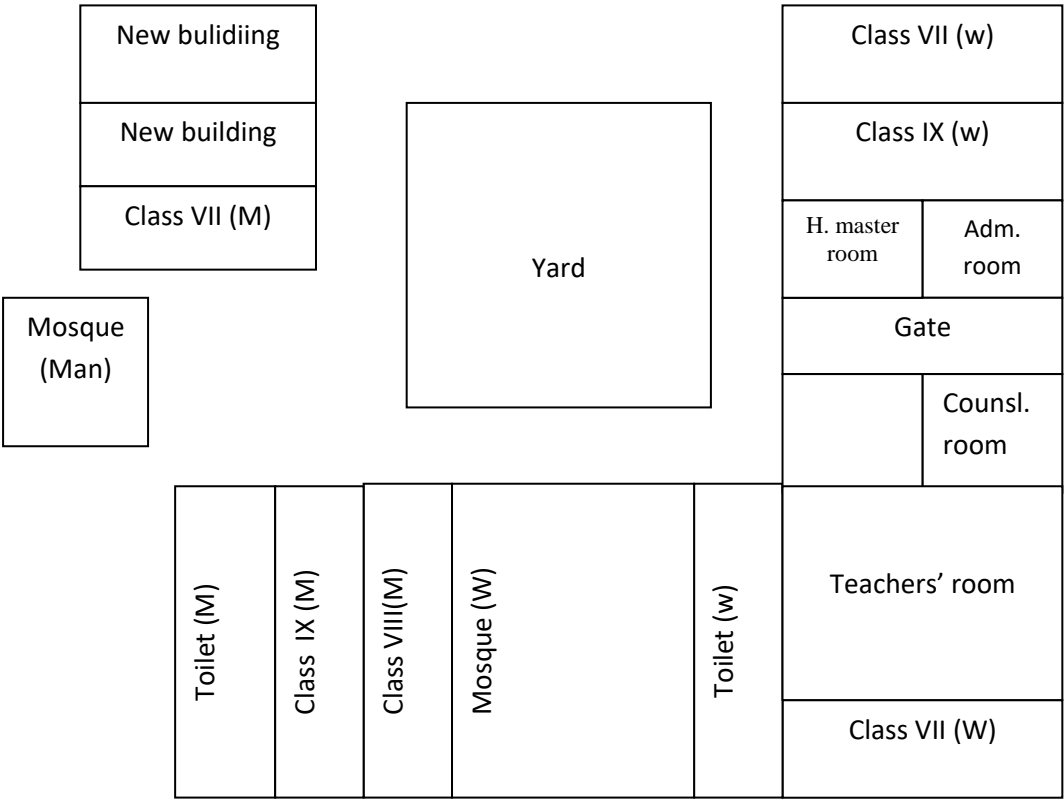
- Albert and Edward. *How to Increase Reading Ability*. New York and London: Longman, 1985.
- A S Hornby. *Oxford Advanced Learner's Dictionary*. New York : Oxford University Press, 2010.
- Bahareh Malekzadeh. "The Effect of Mind Mapping Strategy on Comprehending Implicit Information in EFL Reading Text" dalam *International Journal of Educational Investigation*. Iran: Islamic Azad University. Vol.2, No.3: Maret 2015.
- Donal Ary, et. al. *Introduction to Research in Education: Second Edition*. United States: Polt, Rincpart and Winston, Inc, 1979.
- Hatch and Farhady. *Research Design and Statistics for Applied Linguistics*. Massachusetts: Newbury house Publishers, 1982.
- H. Douglas Brown. *Principles of Language Learning and Teaching Fourth Edition*. San Fransisco: San Francisco University, 2000.
- Heaton, JB. *Writing English Language Test*. Longman: New York, 1998.
- Jack C Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics (Third Edition)*. London: Pearson, 2002.
- Jean Wallace Gillet and Charles Temple. *Understanding Reading Problem*. United State of America: Harper Collins College Publishers. 1994.
- Jeremy Harmer. *How to Teach English*. England: Longman, 2001.
- Jeremy Harmer. *The Practice of English Language Teaching (Fourth Edition)*. United Kingdom: Pearson Longman, 2003.
- John Loughran. *What Expert Teachers Do*. Australia: Allen Unwin, 2010.
- Paul Farrand, Fearzana Hussain and Enid Hennessy. "The Efficacy of the 'Mind Map' Study Technique" dalam *Medical Education*. Vol. 36 (5), 2002.
- Richards, J. & Rodgers, T. *Approaches and Methods Second Edition*. London: Cambridge University Press, 2001.

Sabarun. "*Improving the Students' Reading Comprehension Ability*" dalam JEFL. Journal on English as a Foreign Language 2012.

Thomas S. C. Farre. *Planning Lesson for Reading Class*. Singapore: SEAMEO Regional Language Centre, 2002.

Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International Publishers, 2006.

LOCATION SKETCH OF SMPIT BINA INSANI METRO



Source : adapted from the location sketch of SMP IT Bina Insani Metro.

STUDENTS' NAMES

NO	NAME
1.	Alit Dwi Masfufah
2.	Aulia Arnelita
3.	Aulia Rizky Isnanda
4.	Azizah Ahsaninnisa
5.	Chaleda Irkhamni Rizal
6.	Dinda Lathofiana Rahman
7.	Diqna Wika Arindia
8.	Fakhriyah Anisa Zuliawati
9.	Fatiya Syifa Azizah
10.	Ferina Tri Fadila
11.	Fina Amalia Nurrufaidah
12.	Ghaniya Irel Zamzamni
13.	Khairunnisa Husaini
14.	Kholifatun Aziza
15.	Lynshy
16.	Nabila Zahwa Ashari
17.	Nazzah Aini Rahmah Ilhamiy
18.	Nur Fauziah
19.	Rahma Diana Lutfi
20.	Rahmadina Putri

21.	Salsabila Rahmawati
22.	Salsabila Zahra` Alhestha
23.	Siti Khoirunnisa
24.	Siti Meriza
25.	Tadzkia Alifvani
26.	Ummi Khoirotunnisa
27.	Zahra Asean Priyatna
28.	Siti Khadijah
29.	Wafiqoh Maisun Nuha
30.	Zahra Putri

ANSWER KEY OF PRE TEST

- | | |
|--------------|--------------|
| 1. B | 11. B |
| 2. A | 12. C |
| 3. A | 13. B |
| 4. D | 14. C |
| 5. A | 15. D |
| 6. A | 16. A |
| 7. B | 17. A |
| 8. D | 18. B |
| 9. D | 19. D |
| 10. C | 20. C |

ANSWER KEY OF POST TEST

- | | |
|--------------|--------------|
| 1. A | 11. B |
| 2. B | 12. C |
| 3. D | 13. C |
| 4. D | 14. A |
| 5. C | 15. D |
| 6. A | 16. C |
| 7. C | 17. A |
| 8. B | 18. B |
| 9. D | 19. B |
| 10. B | 20. D |

ANSWER KEY OF EXERCISE

- | | |
|--------------|--------------|
| 1. C | 11. A |
| 2. B | 12. C |
| 3. D | 13. B |
| 4. C | 14. D |
| 5. B | 15. A |
| 6. C | 16. A |
| 7. A | 17. B |
| 8. D | 18. D |
| 9. C | 19. B |
| 10. A | 20. B |

CURRICULUM VITAE



The researcher was born at Purwodadi on Tuesday, September 11th 1990. She is the first daughter of married couple Suratman and Parsiyem.

She graduated from Elementary School at SD N 2 Mojopahit and graduated in 2002., her Junior High School was at SMP N 2 Punggur and graduated in 2005, and she continued to Senior High

School at SMA N 3 Metro. She was graduated from senior high school in 2008. After graduating Senior High School, she has to go to Malaysia in order to help her parents in economic problem until April 2011. Overthere, she found that English is an important tool to get into the global and modern world.

Henceforth, she came back to Indonesia in April 2011 and chose English Education at IAIN Metro to get her dream coming true. She desired to be an English Teacher.

She was active in internal organization or UKM. She was a member of Lembaga Dakwah Kampus (LDK) Al-Ishlah and Jurai Siwo English Club (JSEC). Besides, she was also an active member of Kesatuan Aksi Mahasiswa Muslim Indonesia (KAMMI).