AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING MIND MAPPING TECHNIQUE ON THE STUDENTS READING COMPREHENSION ABILITY AT THE NINTH GRADE OF JUNIOR HIGH SCHOOL 6 METRO IN THE ACADEMIC YEAR OF 2015/2016

BY :

FIKRI HANIFAN

STUDENT NUMBER : 117217

Tarbiyah Department

English Education Study Program



STATE ISLAMIC COLLEGE
(STAIN) OF JURAI SIWO METRO
1437 H / 2016 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study program

BY:
FIKRI HANIFAN
STUDENT NUMBER 1176217

Tarbiyah Department
English Education Study Program

Sponsor : **Dra. Umi Yawisah, M.Hum**
Co-sponsor : **Ahmad Subhan Roza, M.Pd**

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ABSTRACT

By :
FIKRI HANIFAN

The aim of this research was to implement the mind mapping technique and analyze its influence in the students' comprehending reading texts at the ninth grade of Junior High School 6 Metro. This research usedpretest to know the students' ability in understanding reading texts and posttest 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 Junior High School 6 Metro at the class IX 6 and followed by 30 students as the sample. The technique sampling was cluster random sampling. This research used a test to collect the data.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 t-test formula.

Finally, the data indicates that $t_{observed}$ =12.812 was higher than $t_{table}$for the 5% level = 1.699 and $t_{table}$for the 1% level = 2.462. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that the mind mapping technique influences the students' reading comprehension at the Ninth grade of Junior High School 6 Metro in academic year 2015/2016.

PENGARUH PENGGUNAAN TEKNIK *MIND MAPPING* TERHADAP KEMAMPUAN MEMBACA SISWA KELAS IX DI SMP NEGERI 6 METRO TAHUN PELAJARAN 2015/2016

ABSTRAK

Oleh:
FIKRI HANIFAN

Tujuan penelitian ini adalah untuk mengimplementasikan teknik *mind mapping* dan menganalisis pengaruhnya pada kemampuan memahami bacaan siswa kelas sembilan di SMP Negeri 6 Metro. Penelitian ini menggunakan pretest untuk mengetahui kemampuan siswa dalam memahami bacaan teks dan post test untuk mengetahui hasil dari kemampuan siswa dalam membaca bacaan teks setelah diberikan *treatment* (perlakuan) yaitu berupa teknik *mind mapping*.

Penelitian ini merupakan penelitian kuantitatif yang dilaksanakan di SMP Negeri 6 Metro di kelas IX 6 dan diikuti oleh 30 siswa sebagai sampel penelitian. Teknik pengambilan sampel menggunakan *cluster random sampling*. Penelitian ini menggunakan metode test untuk mengumpulkan data. Test ini digunakan untuk mengetahui apakah teknik *mind mapping* cocok dan dapat digunakan oleh siswa dalam memahami bacaan teks. Penelitian ini menggunakan t-test untuk menganasilis hasil penelitian.

Akhirnya data menunjukkan bahwa $t_{observed}$ =12.812 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 Ha diterima dan Ho ditolak. Hal ini berarti bahwa teknik *mind mapping* berpengaruh dalam kemampuan memahami bacaan teks siswa kelas sembilan di SMP Negeri 6 Metro tahun pelajaran 2015/2016.

KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
Jl. Ki HajarDewantaraKampus 15 A IringMulyo Kota Metro Lampung 34111
Telp. (0725) 4726 E-mail: stainjusi@stainmetro.ac.id, Website: www.stainmetro.ac.id

NOTA DINAS

Number :
Appendix :
Latter : **In Order to Hold Munaqosyah**
Fikri Hanifan

To:
The Honorable The Head
of Tarbiyah Department
of State Islamic Collage (STAIN)
Jurai Siwo Metro

Assalamu'alaikumWr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name : Fikri Hanifan
St.Number : 1176217
Title : THE INFLUENCE OF USING MIND MAPPING TECHNIQUE ON THE STUDENTS' READING COMPREHENSION ABILITY AT THE NINTH GRADE STUDENT OF JUNIOR HIGH SCHOOL 6 METRO IN THE ACADEMIC YEAR OF 2015/2016

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

Wassalamu'alaikumWr. Wb.

Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Co. Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jln. Ki. HajarDewantaraKampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id,website: www.stainmetro.ac.id

APPROVAL PAGE

The Title : THE INFLUENCE OF USING MIND MAPPING TECHNIQUE ON THE STUDENTS READING COMPREHENSION ABILITY AT THE NNTH GRADE STUDENT OF JUNIOR HIGH SCHOOL 6 METRO IN THE ACADEMIC YEAR OF 2015/2016

Name : FIKRI HANIFAN

Student ID : 1176217

Study Program : English

Department : Tarbiyah

APPROVED BY:

To be examined in munaqosyah in Tarbiyah Departement of State Islamic College of Jurai Siwo Metro.

Sponsor

Dra. Umi yawisah, M. Hum
NIP. 19620424 199903 2 001

Co-sponsor

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011 014

Dean

Dr. Hj. Akla, M. Pd
NIP. 19691008 200003 2 005

KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 4726 e-mail: stainjusi@stainmetro.ac.id, Website: www.stainmetro.ac.id

RATIFICATION PAGE

No. St-06/S/177/2016

The undergraduate thesis entitled: THE INFLUENCE OF USING MIND MAPPING TECHNIQUE ON THE STUDENTS READNING COMPREHENSION ABILITY AT THE NINTH GRADE OF JUNIOR HIGH SCHOL 6 METRO IN THE ACADEMIC YEAR OF 2015/2016

Written by: FIKRI HANIFAN, Student Number: 1176217, English Education Study Program which had been approved and examined in *Munaqasyah* of *Tarbiyah* Department on February 7th, 2016.

BOARD OF EXAMINERS

Chairperson	: Dra. Umi Yawisah, M.Hum	( )
Secretary	: M. Dini Handoko, M.Pd	( )
Examiner I	: Drs. Kuryani Utih, M.Pd	( )
Examiner II	: Ahmad Subhan Roza, M.Pd	( )

Principal of STAIN Jurai Siwo Metro,

Prof. Dr. Hj. Enizar, M.Ag
NIP. 19600918 198703 2 003

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : FIKRI HANIFAN

Students : 1176217

Study Program : English Education.

States that this Undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, February 2015



FIKRI HANIFAN
Student Number 1176217

PERNYATAAN ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini

Nama : FIKRI HANIFAN

Npm : 1176217

Program study: Pendidikan Bahasa Inggris (PBI).

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

Metro, Februari2016



FIKRI HANIFAN
Student Number 1176217

MOTTO

اَقْرَأْ بِاسْمِ رَبِّكَ الَّذِى خَلَقَ

"Recite in the name of your Lord who created"

Bacalah dengan (menyebut) nama Tuhanmu Yang menciptakan

DEDICATION PAGE

I highly dedicate this undergraduate thesis to Allah SWT who always gives the best in my life, my beloved family, thank yo for your love and your support and all whom I love who always support the writer.

ACKNOWLEDGEMENTS

Alhamdulillah, all praises and thanks to Allah SWT who has been giving all mercies and blessings in every single thing in my life. Especially, I would like to express the greatest gratitude upon Him who has been always with me in accomplishing this undergraduate thesis entitled "The Influence of Using Mind Mapping Technique Toward Students' Reading Comprehension Ability at The ninth Grade Student of Junior High School 6 Metro in Academic Year of 2015/2016"

This undergraduate thesis is not merely my own work but also has been improved by the great cooperation and assistance of a number of people. Therefore, I would like to express my gratitude to:

1. Mrs. Prof. Dr. Hj. Enizar, M.Ag, as the principal of STAIN Jurai Siwo Metro.
2. Mrs. Dra. Hj. Akla, M.Pd, as the dean of the Tarbiyah Department of STAIN Jurai Siwo Metro.
3. Mr. Ahmad Subhan Roza, M.Pd, the Chief of English Education Study Program of STAIN Jurai Siwo Metro.
4. Mrs. Dra. Umi Yawisah, M.Hum, as the first advisor who has guided and supported me in finishing this research with a great patience.
5. Mr. Ahmad Subhan Roza, M.Pd, as the second advisor who has given constructive criticisms and assistances during completing this research.
6. The lecturers of English Education Study Program STAIN Jurai Siwo Metro.

7. Mr. Yuwono DM, S.Pd.,the headmaster of SMPN 6 Metro who has permitted me to conduct the research there.
8. Mrs. Siti Supinah, S.Pd, the English teacher of SMPN 6 Metro who has been very cooperative during the research process.
9. All students of the ninth grade of SMPN 6 Metro in academic year 2015/2016 who have kindly participated in this research.
10. My beloved family, especially Mr. Drs. Haryanto and Mrs. Hartini and all my 4 siblings who have been giving me unconditional and whole-hearted loves and supports during my lifetime.
11. All my friends Brilliant Class 2011,especially hamid, ferry, deni, mujib, dodo, dayat, Isti, Nisa, Febria, Dwi Agustina, Erry, W. Aliska for all support and help.

I am convinced that there are mistakes made elsewhere. Therefore, I would like to apologize for any mistakes and am open for more constructive criticisms and suggestions. Furthermore, I hope that this undergraduate thesis will be useful especially for those in the field of English teaching and learning.

Metro, February 2016

The Writer

FIKRI HANIFAN
St. ID: 1176217

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
PERNYATAAN ORISINALITAS PENELITIAAN ix
MOTTO x
DEDICATION PAGE xi
ACKNOWLEDGEMENT xii
TABLE OF CONTENTS xiv
LIST OF TABLES xvii
LIST OF APPENDICES xviii

CHAPTER I INTRODUCTION 1
A. Background of Study 1
B. Problem Identification 5
C. Problem Limitation 6
D. Problem Formulation 6
E. The Objectives And Benefits of Study 6
1. The Objectives of Study 6
2. The Benefits of Study 7

CHAPTER II REVIEW OF THE RELATED THEORIES 8
A. Theoretical Review 8
1. Concept of Reading Comprehension 8

a. The Concept of Reading 8
b. Models of Reading 9
c. Types of Reading 10
d. The Concept of Reading Comprehension 12
e. Strategies Reading comprehension 13
2. Mind Mapping 16
a. Concept of Mind Mapping 16
b. Characteristic of Mind Mapping 17
c. The Rules of Using Mind Mapping 18
d. Teaching Reading Comprehension of Narrative Text Through Mind Mapping 19
e. The Advantages and Disadvantages using Mind Mapping. 20
B. Theoretical Framework and Paradigm 21
1. Theoretical Framework 21
2. Paradigm 22
C. Hypothesis Formulation 23

CHAPTER III RESEARCH METHOD 24
A. Research Design 24
B. Population, Sample and Sampling Technique 25
1. Population 25
2. Sample 25
3. Sampling Technique 26
C. The Operational Definition Variable 26
D. Data Collection Method 28
1. Test 28
2. Observation 29
3. Documentation 30
E. Research Instrument 30
F. Data Analysis Technique 33

CHAPTER IV RESULT OF THE RESEARCH 34
A. The Data Description 34
1. Research Setting 34
a. Profile of Junior High School 6 Metro 34
b. Students' quantity of Junior High School 6 Metro 35
2. Research Data 35
a. Pre-test result 35
b. Post-test result 39
B. Hypothesis Testing 42
C. Interpretation 46
D. Discussion 47
E. Limitation 48

CHAPTER V CONCLUSION AND SUGGESTION 49
A. Conclusion 49
B. Suggestion 50

BIBLIOGRAPHY

APPENDICES

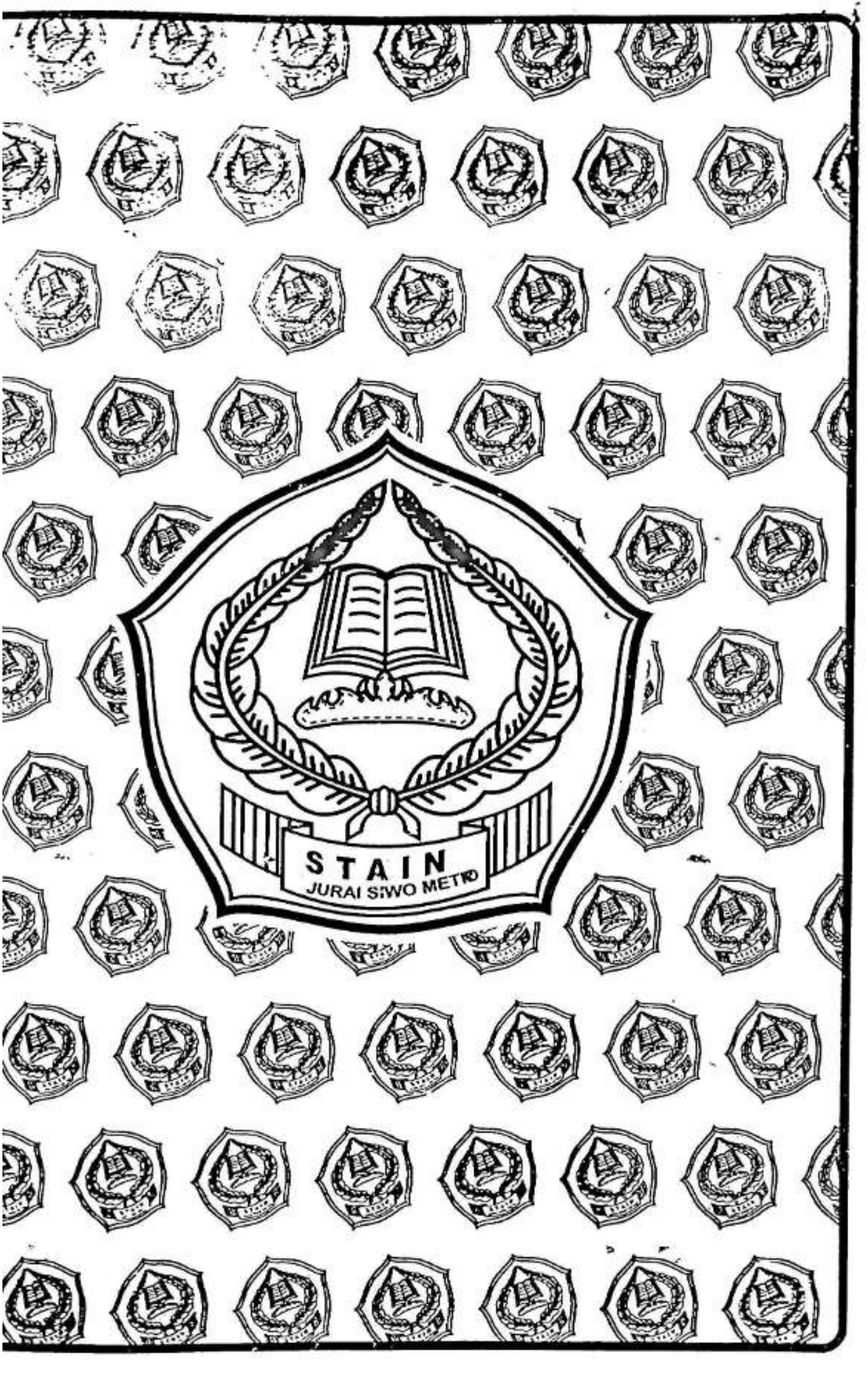
CURRICULUM VITAE

LIST OF TABLES

Table		Page
1	The Data of Prasurvey.....	3
2	Passing grade Criteria.....	4
3	The instrument grilles test for reading comprehension.....	30
4	The Quantity of the Students at Junior High School 6 Metro.....	37
5	The pretest score.....	38
6	Frequency distribution of pretest.....	39
7	The post test score.....	41
8	Frequency distribution of post test.....	43
9	The list of pretest and post test.....	44
10	Descriptive statistics.....	47
11	Paired sample test.....	47

LIST OF APPENDICES

Appendixes		Page
1	Documentation	53
2	The Condition of Teachers and Official Employees in SMP N 6 Metro.....	54
3	Location Sketch of Junior High School 6 Metro.....	55
4	Instrument of Pretest.....	56
5	Answer Sheet Pretest.....	57
6	Answer key of Pretest.....	58
7	Instrument of Post test	59
8	Answer Sheet Postest.....	60
9	Answer key of Post test.....	61
10	t Distribution critical value table.....	62
11	Sylabus.....	63
12	Lesson plan.....	64
13	The list students' name.....	65
14	Nota dinas.....	66
15	Approval page.....	67
16	Ratification page.....	68
17	SK Bimbingan.....	69
18	Surat Izin Research.....	70
19	Surat Tugas.....	71
20	Surat Keterangan Penelitiaan.....	72
21	Kartu Konsultasi Bimbingan.....	73
22	Curriculum Vitae.....	74


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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a vital component in international communication. Moreover, English is one of the second or formal languages in many countries in the world and included in the part of countries in Asia. In this way, English becomes a key of knowledge because a big part of important literatures written in English. That is why it is called International language.

In Indonesia, English is used as the first foreign language. It is taught formally at almost all schools from Elementary School to University. There are four skills of language that should be taught to the students, they are listening, speaking, reading and writing. All of them are supported by the elements of linguistics, vocabulary and structure.

Based on the curriculum at Junior High School, the objective of teaching English is divided into two categories, one of them is that students have a basic knowledge and competence in English skills, mainly in reading and able to appreciate English literary work, in the curriculum reading is more emphasized than the other skills (speaking, listening, and writing). In teaching reading, the students are expected to able to comprehend reading text. Student who are reading with purpose, tend to comprehend what they read better.

Reading is not enough to understand a set from a set of the word in a sentence only,the readers also must be able to comprehend the reading text in order to get the massage and information what they have read. Reading comprehension is directed to find out information of the text. When the student read the text, they must know topic of the text, main idea, particulars information and so on. In conclusion, reading comprehension is not only reading aloud but the reader should comprehend the text. When the students are able to read the text but do not understand what is the knowledge can catch by reading a book, magazine, newspaper and others it is called reading ability.shortly by reading comprehension, students can get the information of the text easily.

In teaching reading, many teaching method and techniques are offered to facilitate the teachers in developing their students comprehension in reading, one of those techniques which are know to improve student's reading comprehension is Mind Mapping Technique. Mind Mapping Technique is a Mind map is a diagram in which information is represented visually, usually with a central idea placed in the middle and associated ideas arranged around it.

Table 1

The Data of Prasurvey Reading Text in Reading Comprehension at the Ninth Grade Students of Junior High School 6 Metro.

No	Name	Reading Comprehension Test	
		Score	Category
1.	AMP	62	Low
2.	ASD	60	Low
3.	ASP	63	Low
4.	BI	70	Low
5.	CD	50	Low
6.	CFN	72	Low
7.	DG	71	Low
8.	DK	50	Low
9.	DLS	62	Low
10.	DS	79	Fair
11.	EF	63	Low
12.	FA	67	Low
13.	FAP	65	Low
14.	FYZ	50	Low
15.	HWS	73	Fair
16.	IDPS	75	Fair
17.	IDS	79	Fair
18.	KA	77	Fair
19.	NA	74	Fair
20.	MR	73	Fair
21.	MRD	50	Low
22.	NOV	77	Fair
23.	PNA	65	Low
24.	RA	79	Fair
25.	RHS	62	Low
26.	RM	76	Fair
27.	TAR	73	Fair
28.	VF	74	Fair
29.	YS	80	Good
30.	ZLD	68	Low
Total		**2239**	**–**
Average		**67,9**	**Low**

Source:Teacher archives, taken on October 19th, 2015

Table 2

Passing Grade Criteria

Grade	Frequency	Explanation
85 – 100		Excellent
80 – 85	1	Good
70 – 79	12	Fair
60 – 69	17	Low

Refering the table above , it can be infered that the students' reading comprehension is categorized into low level. The student's reading comprehension is still low because the average grade is 67,9. It can be seen that just one of the student that have a good score of getting score 80 , 12 students categorized into fair level because they get more than 72 score, and 17 students have a Low level .

Then supported another data by interview to the English teacher in Junior High School 6 Metro; that is have difficulties in learning reading, namely reading subject is considered as a boring activity for the students because they feel difficult to comprehend the text and conclude the idea of the text by themselves; the students also face many unfamiliar words in reding text because they do not have good background knowledge about the texts given by the teacher. As the result, students got low score in reading.

In this case, the role of the teacher is very important to develop and help students's reading comprehension. The teacher should be the student's facilitator. The teacher need to select and to prepare good teaching materials to help students gain maximum result of their reading class. In the other hand, the teacher should provide materials that stimulate interest for the student. The

teacher might also try to find and apply some kinds of methods that could help the student to get their pleasure in reading and also to develop their reading comprehension, finnaly they could get a good result in reading.

Based on explanation above, the researcher interest to apply Mind Mapping Technique to help student's reading comprehension. The researcher expects that this technique can help the students to comprehend a reading text, especially in reading comprehension. By using this technique, the students of Junior High School 6 Metro will hopefully be motivated because they have set the purpose of reading which are realized by using "Mind Mipping Technique" Therefore the researcher proposes a research entitled: "THE INFLUENCE OF USING MIND MAPPING TECHNIQUE TOWARD STUDENTS' READING COMPREHENSION AT THE NINTH GRADE OF JUNIOR HIGH SCHOOL 6 METRO IN THE ACADEMIC YEAR 2015/2016".

B. Problem Identification

Based on the background above, the writer identifies the problems as follows:

a. The students' motivations are still low in learning reading subject.
b. Students got low score in reading subject.
c. The teacher has less innovation in teaching technique.
d. The students feel difficult to comprehend reading text.
e. The students need an interesting technique.

C. Problem Limitation

From the identification above, the writer would like to limit this research on ***Students' Reading Comprehension Ability At The Ninth Grade Of Junior High School 6 Metro.***

D. Problem Formulation

Refferring to the the background of the study, the writer would to formulate the problem as:

Is there any influence of using mind mapping technique toward students' reading comprehension at the ninth grade student of junior high school 6 metro?

E. Objectives and Benefit of The Study

1. Objectives of the Study

To know whether there any influence of using ***Mind Mapping Technique Toward Students' Reading Comprehension Ability At The Ninth Gradet Of Junior High School 6 Metro.***

2. Benefit of the Study

a. As the teacher

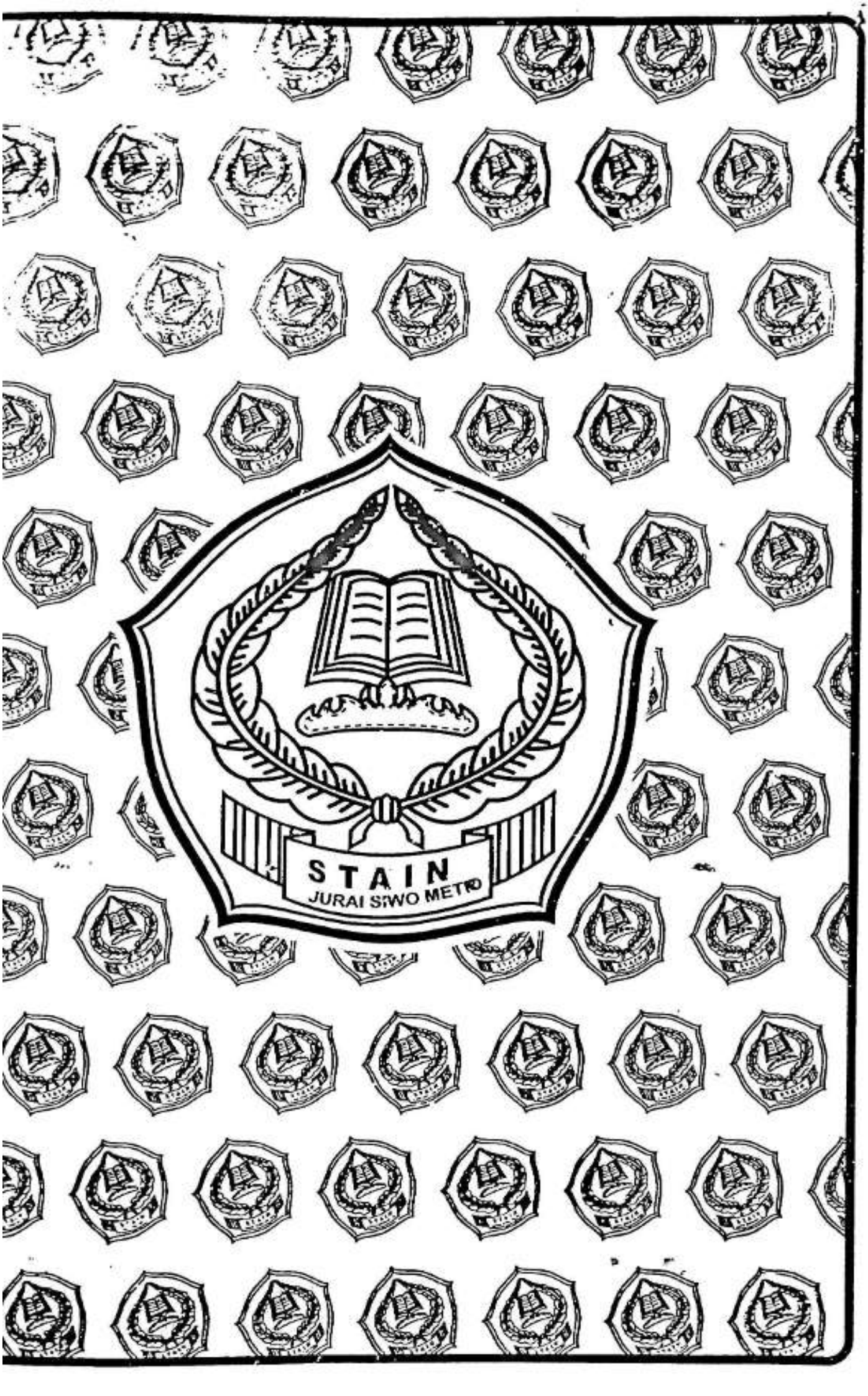
The researcher hopes that the result of the study can give an information for the English teachers about the using Mind Mipping Technique in teaching reading.

b. As the students

By applying this technique, the researcher hope that the students will be interested and motivated in learning reading. This technique can be an alternative way to increase the student's learning reading comprehension.

c. As the other researcher

This study may also be a reference for the next researchers who want to conduct a research related to teaching reading, especially Mind Mapping Technique.


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CHAPTER II

THE REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Concepts of Reading Comprehension

a. The Concept of Reading

Anthony describes reading is the process of composing meaning through dynamic interaction between the existing knowledge of the reader, the information recommended by the printed language, and the context of reading situation.[1] In other word, in the process of composing meaning, there are many interaction which are involved namely the reader prior knowledge, information of the text, and how the context when the reader are reading. Furthermore, Seravallo explains that reading is the process to think, to understand and to gain the meaning of the text.[2] It means that to get the meaning, the reader should think and comprehend about the content of the text.

Alfassi states that reading is a complex cognitive activity is required to get notice in society.[3] It can be said that reading is much needed because it can help someone to find a lot of information in the social life. Moreover, reading is the process to compose meaning through

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[1] Thomas S. C. Farrell, *Planning Lesson for a Reading Class*, (Singapore: SEAMEO Regional Language Center, 2002), p. 1.

[2] Jennifer Serravalo, *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*, (USA: Heinemann, 2010), p. 43.

[3] MahdiehNaseri, "The Relationship Between Reading Self-efficacy Beliefs, Reading Strategy Use and Reading Comprehension Level Of Iranian EFL Learner" in *World Journal of Education*, (Iran: Sistan and BalouchestanUniversity), Vol. 2 /April 2012, p. 64.

converting the signs. It means that reading is the act of concerning cognitive skill in composes meaning to find information through converting the signs of the language.

Meanwhile, according to Patel, reading is not only a source of information and an enjoyable activity but also as a way to reinforce and to enlarge the reader's knowledge.[4] In other word, besides enjoyable, by reading the readers can get information and also will increase the knowledge continuously.

Based on the quotation above, it can be defined that reading is the process converting the signs of printed text become the new meaning involve interaction between the reader's knowledge or cognitive skill, context of reading, and the reader itself.

b. Models of Reading

1) Top-down model

Top-down model is the model that is used while the readers read a text they involve prior knowledge and experience to confirm the readers' expectation. The readers read the title, the headings, and subheading to guess and predict what the content of the passage. Then the readers confirm their prediction and guess by reading the text to check the topic of the text.[5] It means that in top down model, the reader bring their prior knowledge and experience to predict the content of the text.

2) Bottom-up model

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[4]M.F.Patel and Praveen M. Jain, *EnglishLanguage Teaching: Methods, Tools, and Techniques*,(Jaipur: Sunrise Publishers & Distributors, 2008), p. 114.

[5]Thomas S. C.Farrell, *Planning Lesson.*,p. 2.

In bottom-up model the reader reads the words and sentences and look at the structure of the text to construct meaning of written text depends on vocabulary mastery and syntax.[6]It means that the reader should read the words and view the structure of the text immediately to get the meaning of the text. Therefore, mastering on vocabulary and syntax are very important to obtain meaning of written text.

3) Interactive model

Interactive model explainswhen the reader reads a text, they use both top-down and bottom-up model.[7] It can be inferred that interactive model is combination between top-down and bottom-up model. In other words, to compose the meaning of the text, the readers should predict the content of the text then check their prediction by interpreting the sentences of the text.

c. Types of Reading

1) Intensive Reading

In this reading, the student reads and analysis the passage to gain knowledge. The purpose of intensive reading is to acquire specific information of the short passage. There are few characteristics of intensivereading:

a) This reading helps learnerdevelop activevocabulary.

b) Teacher play main role in this Reading.

c) Linguistic items are developed.

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[6]*Ibid.*
[7]*Ibid.*

c) Linguistic items are developed.

d) This reading aims at active use of language.

e) In intensive reading speech habit areemphasized and accent, stress, intonation and rhythm can be corrected.[8]

2) Extensive Reading

In extensive reading, the students are exercised to read directly and fluently in the target language without the help of the teacher.[9] Moreover, Brown states that extensive reading is done to get general information of long passage for pleasure.[10] It means that extensive reading is reading the text directly in the target language with enjoyment to get general information of the long text.

Some characteristics of extensive reading are :

a) It helps learner to develop to active vocabulary.

b) In the extensive reading the learners play mainroles.

c) In extensive reading the idea can be developed.

d) The aim of extensive reading is to enrich learners' knowledge.

e) Through extensive reading the good reading habit can be developed.[11]

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[8]M.F. Patel and Praveen M. Jain,*EnglishLanguage* ,p. 118.

[9]*Ibid* ,p. 119.

[10]H. Douglas Brown,*Teaching by Principles: An Interactive Approach to Language Pedagogy*,(New York: Longman, 2001),p. 313.

[11]M.F. Patel and Praveen M. Jain,*EnglishLanguage*., p. 120.

3) Reading Aloud

Reading aloud is a technique to practice pronunciation basic word, it should be given at primary level.[12]In other word, in reading aloud, the words are read loudly to train the young learners to pronounce words well.

4) Silent Reading

Silent reading is done to obtain more information of the text. In this reading the readers are demanded to read the text without a voice.[13] It means that silent reading is reading without any voices to acquire a lot of both specific and general information of the text.

d. The Concept of Reading Comprehension

Gillet defines that reading comprehension is the search for meaning actively using the reader's knowledge to understand new thing.[14]In other word, reading comprehension is the understanding new information of the text by applying the reader's knowledge. Furthermore, Bambang states that reading comprehension is a process that had a goal to know the messages of a specific text.[15] Moreover, reading comprehension is the act of understanding what the reader are reading. It

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[12]*Ibid.*

[13]*Ibid*, p. 123.

[14]Jean Wallace Gillet and Charles Temple, *Understanding Reading Problems: Assesment and Instruction,* (United States of America: Harper Collins College Publisher, 1994), p. 40.

[15]Bambang Yudi Cahyono, "The Teaching of EFL Reading in the Indonesian Context: the State of the Art"in *TEFLIN*, (Malang: UniversitasNegeri Malang), Vol. 17 / February 2006.p. 37.

Soro maintains that use of strategies is needed in reading comprehension.[16]It means that when the readers want to know the content of the text, they should use the strategy in their reading activity.

Based on the statement above, it can be inferred that reading comprehension is the understanding the content of written text to get information by activating the reader's prior knowledge.

e. Strategies for Reading Comprehension

There are some strategies in reading comprehension that can be used to help the readers comprehend the text. Those strategies can be explained as follows:

1) Identifying the purpose in reading.

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they're looking for and can weed out potentialdistractinginformation.[17] It means to find out what information would be taken of the text, the reader should determine their purpose in reading.

2) Skimming the text for main ideas.

Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose of the

[16]Kristin Lems,et. al, *Teaching Reading to English Language Learners*,(New York: The Guilford Press, 2010),p. 172.

[17]H. Douglas Brown,*Teaching by.*,p. 306.

passage.[18] In other word, skimming is reading the whole text quickly to get the main point of the text. Furthermore, by skimming the reader can predict the content of the text.

3) Scanning the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the wholetext.[19] It means, scanning is reading the text quickly to find specific information without reading every word in the text.

4) Guessing when the readers aren't certain.

Teachers can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.[20] Therefore, when the students are doubt with their guessing, the teachers are able to help the students by providing clues that are suitable based on the passage.

5) Analyzing vocabulary.

One way for learners to make guessing pay offwhen they don't immediately recognize word is to analyze it in terms of what they know about it.

a) Look for prefixes that may gives clues.

b) Look for suffixes that may indicate what part of speech it is.

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[18] *Ibid.*, p. 308.
[19] *Ibid.*
[20] *Ibid.*

c) Look for roots that are familiar.

d) Look for grammatical contexts that may signal information.

e) Look at the topic for clues.[21] In other word, to understanding unknown words, the reader or the learner can use alternative way such as: analyze prefixes, suffixes, root words, grammatical context, and the topic of the text.

6) Predicting

Farrell describes that prediction is making an assumption what is going happen next of the text and asking the reader before reading to think the previous experiences they have had about the topic.[22] It can be said that before reading, the reader should connect their previous experiences with the topic then making prediction about what is going happen next of the text.

7) Identifying Topics and main ideas

Mikukecky in Farrell recommend to train identifying topics and main ideas, there are some developmental order that should be done by the reader, as follows:

a) Finding the topic from a list of words

b) Recognizing the topic of a paragraph

c) Identifying the main idea of a passage.[23]

Finding the topic and main ideas are not easy. Many readers are difficult to find the topic and main ideas of the text. It is because the

[21] *Ibid.*, p. 310.
[22] Thomas S.C. Farrell, *Planning Lesson*,p. 27.
[23] *Ibid.*, p. 35.

readers do not know the way to find it. The reader should know the developmental order in finding the topic and main ideas. Therefore, the reader will easy to understanding the content of what are reading. And flexible, it can be applied in second until eleventh grader for various subject namely: math, language art, social studies, and science.

2. Mind Mapping

a. Concept of Mind Mapping

Mind map is a diagram in which information is represented visually, usually with a central idea placed in the middle and associated ideas arranged around it.

Mind mapping is an important technique that improves the way you takes notes, andenhances your creative problem solving. By using Mind Maps, you can quickly identifyand understand the structure of a subject and the way that pieces of information fittogether, as well as recording the raw facts contained in normal notes. Also, in a world of information overload and businesses struggling tokeep up with the place of change, knowledge workers need effective tools toorganize, analyze, brainstorm and collaborate on ideas.[24]

Mind maps with a pen and paper or with special Mind mapping software. Mind mapping is a visual technique for structuringand organising thoughts and ideas. Mind mapping in a general and wide-ranging fashion, whether you generate.

Mind mapping is considered a brainstorming technique out of which we obtain desired results or even extraordinary ones. Mind

[24]Avgoustos A. Tsinakos, "A Comparative Survey On Mind Mapping Tools." *TOJDE* Vol: 10 Issue 2009, p. 55

maps are also a great cognitive tool that can be used to arrange and organize informationwhen studying or presenting students with a new topic. It is a great tool for summarizinginformation and group events that are related to each other.[25]

> Mind Maps are a graphic, networked method of-storing,organizing and prioritizing information (usually on paper)using key or trigger words and images, each of which will'snap on' specific memories and encourage new thoughts andideas. Each of the memory triggers in a Mind Map is a key tounlocking facts, ideas and information and, also, to releasingthe true potential of your amazing mind.[26]

Based on the definitions above, the writer assumes that the definitions of mind mapping can give stimulate students' brains so that when students are given stimulus by the keyword of students can review what's in their brains.

b. Characteristic of Mind Mapping

"Amind map is a form of an outline with ideas and pictures radiating out from a central concept."[27]Furthemore, the mind maps can be applied to every aspects of life where improved learning and clearer thinking will enhance human performance. The mind maps has four essential characteristics:

1. The subject of attention is crystallized in a central image.

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[25]Silvina, P. Hillar. *Mind Mapping with freeMind*. Birmingham: Packt, 2012. p. 6

[26]Tonny Buzan, Study Skill handbook ...), p. 135

[27]Jonh W. Budd, Mind Maps as Classroom Exercises, *Journal of Economic Educations*,2004, p. 1

2. The main theme of the subject radiates from the central image as branches.
3. Branches comprise a key image or key word printed on an associated line. Topics of lesser importance are also represented as branches attached to higher level branches.
4. The branches form a connected nodal structure[28]

In case of teaching and learning process, mind mapping is a technique that can be used by teaching wrting in order the students to be able generate their ideas into the picture or diagram.

c. The Rules of Using Mind Mapping

Mind maps are hierarchically structured. They are produced following the rules givenbelow:[29]

1. Use a large sheet of paper without lines in landscape format.
2. Place the topic of the mind map in the centre of the paper. (The topic ofthe mind map should be displayed in an eye-catching way, preferably by a colored image.
3. From the topic draw a main branch for each of the main ideas linked to thetopic. Write keywords denoting the main ideas directly on the lines.
4. Starting from the main branches you may draw further lines (subbranches)for secondary ideas (sub-topics) and so on.
5. Use colors when drawing a mind map.Add images, sketches, symbols, such as little arrows, geometric figures,exclamation marks or question marks, as well as self-defined symbols toyour map.

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[28]T.Buzan and B. Buzan. *The Mind Map Book: How to use radiant thingking to maximize your brain's untapped potential.* (New York: Plume, 1993),p. 59

[29]T. Buzan & B. Buzan 1993, Hemmerich et al. 1994, Hugl 1995, Svantesson1992

d. Teaching Reading Comprhension of Narrative Text Thourgh Mind Mapping

The explanation below is the procedures of teaching descriptive text through mind mapping:

Theories	Teaching procedur
1.Mind mapping	Teaching vocabularies in pre- reading stage - Represent understanding in readingcomprehension in post- reading stage - Brain storming to activate vocabularies schema in pre-reading stage - Working in groups to answer comprehension questions during whilereading stage - Constructing mind maps and present itto class.
3. Schema theory	- Activate vocabularies' schema in prereading Stage

Based on the table shows that in pre- reading stage the teacher asked the students to constructmind maps to present their background knowledge about vocabularies related to the readingtopic. For example, if the students are going to read about descriptive text, they have to work ingroup for brain storming the vocabularies related to

have to work ingroup for brain storming the vocabularies related to the favorite idols such as the favorite idols which. Then thestudents have to construct mind maps showing the relation of each vocabulary under the topic of favorite idols. Then, they have to present their mind mapping in front of the class. at the end of the presentation, the students discuss whether or not each group of students have similar idea about the text. Finally, the students have to answer the questions about the text. It is used to know their comprehension. In this case, the teacher has role as facilitator.

e. The Advantages and Disadvantages of Using Mind Mapping

a. Advantages

The advantages of mind mapping are:[30]

1. The centre of mind map (main idea) is defined clearly and active brain.
2. The level of each idea is shown clearly. The important idea near of the centre and on other hand.
3. The relation between keywords can be known quickly because of its relation. It makes the remembering of students more effective.
4. Mind map is seen different with other maps
5. The structure of mind map has probably to add the new information.

[30]Tonny Buzan, Study Skill handbook ...), p. 141-142

6. Helps students brainstorm and explore any idea, concept, or problem.

b. Disadvantages

In contrast with the advantages, mind mapping has disadvantages is in this technique need a lot of time in organization, difficulties to alocate the time, need many times to find an effective keyword, too load the students.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is mind mapping technique and the dependent variable (Y) is reading comprehension.

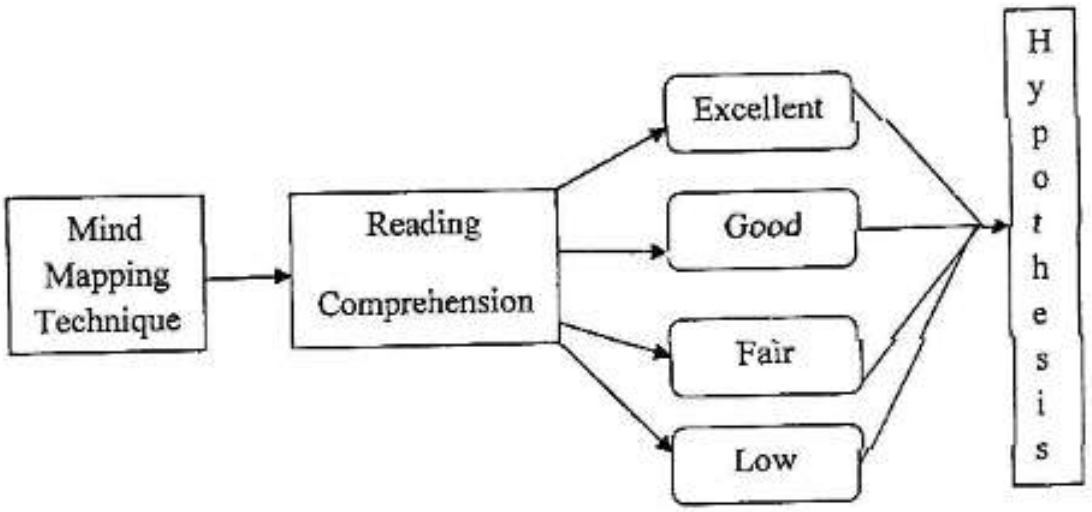
The teacher should know that there are many kinds of teaching approach, method or technique in the class. They have to able to choose the appropriate technique that can be use in delivering the material. They also be able to use various technique to make their students are not getting bored in studying English, one of the technique that can be used in teaching learning process, especially in teaching reading comprehension is by using mind mapping technique.

Hence, the theoretical framework in this research if the use of mind mapping is good, the reading comprehension is also good. However, if the

use of mind mapping technique is bad, the reading comprehension is also bad.

2. Paradigm

Based on the theoretical framework above the writer describes the paradigm as following:



From the paradigm above it can be described that the use of mind mapping will influence the students'reading comprehension. The influence of mind mapping toward students' reading comprehension will be good, average or bad depends on the way of this technique applied. So, the result of using this technique will come to the hypothesis. If there is a positive and significant influence of mind mapping technique on students' reading comprehension at the ninth grade of Junior High School 6 Metro in the academic year of 2015/2016, this technique is good and accepted. But, if

there is not any positive and significant (not any influence or negative) influence of mind mapping techniqueon students' reading comprehension at the ninth grade of Junior High School 6 Metro in the academic year of 2015/2016, this technique is bad and rejected.

C. Hypothesis Formulation

Donald Ary, et.al state that a hypothesis should be presented in the form of a concise declarative statement. A complete and concisely stated hypothesis makes clear what the researcher needs to do to test it. It also provides the framework for presenting the findings of the study.[31]

The writer used in experiment in order to compared the group. Based on the statement above, it can be understood that hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomena's.

The formulation of the hypothesis as follows:

1. Alternative Hypothesis (Ha)

   Ha: There is an influence of mind mappingtechnique onthe students' reading comprehension at the ninth grade of Junior High School 6 Metro

2. Null Hypothesis (Ho)

   Ho: There is no influence of mind mapping techniqueonthe students' reading comprehension at the ninth grade of Junior High School 6 Metro

[31]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, AsgharRazavieh, *Introduction to Research in Education 8th Edition*, (USA: Wadsworth, 2010), p. 90.


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CHAPTER III

RESEARCH METHOD

A. Research Design

This research will be conducted based on quantitative research. Quantitative research is a research can be measured by statistic method. The researcher used the quantitative research, because data which is collected by researcher in the form of numeral data. According to Creswell, researcher used the quantitative research. Quantitative research design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. The researcher generalizes or makes claims about the population.[1] The researcher will take a class. The researcher will analyze the data from the students' reading text. The reason for choosing this method is the writer wants to know the influence of using Mind Mapping Technique toward students'reading comprehension.

This research will be conducted in the ninth grade of Junior High School 6 Metro. The researcher will investigate the ninth grade because they have low score in reading subject, especially reading comprehension.

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[1] Creswell W . John, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (New Delhi: University of Nebraska, 2002), p. 153

B. Population, Sample and Sampling Technique

1. Population

According to Suharsimi Arikunto population is "a number of individual that will be researched which has the same characteristic"[2]

The population in this research is the students of ninth grade of Junior High School 6 Metro in the academic year of 2015/2016. The total population in this research is 240 students which are divided into eight classes.

2. Sample

The sample of the research as respondent is students who sit in the ninth grade of Junior High School Number 6 Metro, that number 240 students. The number of the class at the ninth grade is 8 classes. Class IX 1 which consist of 30 students were chosen to be the sample of this research.

3. Sampling Technique

Sample is very important for the researcher to help the researcher to get some data when doing a research. Sample of this research is conducted at the ninth grade of Junior High School 6 Metro Academic year2015/2016.

[2]Edi Kusnadi, *Metodologi PenelitianCet I*,(Metro: Ramayana Pers&STAIN Metro, 2008). h. 10.

3. Sampling Technique

Sample is very important for the researcher to help the researcher to get some data when doing a research. Sample of this research is conducted at the ninth grade of Junior High School 6 Metro Academic year2015/2016.

In this research, the researcher uses cluster random sampling as the sample.The researcher took it by using cluster random sampling because the members of sample are homogenous.

C. The Operational Definition of Variable

Variables in this research are consisted of Mind Mapping Technique and student's reading comprehension ability. The operational definition as follows :

1. Independent Variable

In this case, the independent variable (X) is Mind Mapping Technique. Mind Mapping Technique is one of effective technique to motivate students in reading comprehension ability. By using Mind Mapping Techniquethe student will be more motivated and interest in learning process, because there is interaction between student and teacher, so student will be more active in communication.

The researcher measuring of the variable X by using observation. This observation sheet consist of student's reading comprehension ability when Mind Mapping Technique is applying in the class.There

are 4 steps that will be assessed include preparation, pre learning, whilst learning and post learning.

Categories of student's reading comprehension ability in applying Mind Mapping Technique based on acquisition score :

No	Rate	Category
1	$N > 80$	Excellent
2	$60 < N \leq 80$	High
3	$40 < N \leq 60$	Fair
4	$20 < N \leq 40$	Low
5	$N \leq 20$	Very low

(Modification of Poerwanti)[3]

The influence of using Mind Mapping Technique is quite good if the score of observation obtained showed up more than 40 and less than equal to 60.

2. Dependent variable

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 students' reading comprehension ability.Thc indicators of this variable are the student's :

a. Be able to understand the text.
b. Be able to understand structure of the text and answering thc questions well.

[3]Endang Purwanti, *Assesmen Pembelajaran SD*, (Jakarta: Dirjen Dikti Depdiknas, 2008), p.7.8.

c. Be able to know detail and spesific information of the text.

In this research the student can identify and analyze the reading material. This variable can be measured by using written test especially the type of multiple choice test. The test consists of 25 questions that have four options; A, B, C, D, and E. The students will get one score if they answer the question correctly and they get zero for wrong answer. Hence the biggest score is 100 and the lowest score is 0. The test will be given two times, that are before the treatment or called as pre-test and after treatment or called as post-test.

D. Data Collection Method

1. Test

The researcher will administer pre–test and post-test in order to measure the difference result of students' reading ability through Mind Mapping Technique. The students' will be assigned to read and answer 25 multiple choices (A, B, C, D, or E) with allocation for about 40 minutes. These tests will be administeredbefore and after treatment to class. These tests are to measure how far the different of the students' reading ability achievement using Mind Mapping Technique. Judging from the average scores of first score and test, the students' achievement in reading comprehension ability will appropriately is measured. The procedure are as follows:

a. Pre Test

This test is given to know the first students' reading comprehension ability. Kind of pre-test is answering multiple choices about reading text. The students' will be assigned to read and the answer 25 multiple choices (A,B,C and D) with allocation for about 40 minutes.

b. Post Test

The post-test is given after given treatment. The students' will be assigned to read and the answer 25 multiple choices (A, B, C, D, or E) with allocation for about 40 minutes. The purpose of this test is to know level of students about lesson, especially reading comprehension ability in this research. The test is same with pre-test but the number of questions is different and random. This design subjects randomly placed into groups and exposed as an independent variable given a post test. Post-test values are then compared to determine the effectiveness treatment.

2. Observation

An important component in any scientific investigation is observation. In the context of science, observation means a systematic method of data collection that relies on researcher's ability to gather data through his or her senses. Observation also refers to the process

of making careful and accurate measurement, which is distinguishing feature of well-conducted scientific investigation.

The researcher took field notes on the behavior and activities of individuals as the research site. In this case the researcher directly organized observation in the field research; the researcher took the data of the students' reading comprehension ability test result in Junior High School 6 Metro.

3. Documentation

The researcher uses the documentation method to get detail information about condition of the teacher, employers, and organization structure of Junior High School 6 Metro academic year of 2015/2016.

E. Research Instrument

The research instrument for collecting the data involves:[4]

1. Instrument Blueprint

There are two kinds of the instrument. The first is instrument for the treatment and the second is pre test and post test instrument. Instrument is used in the test form that consist of multiple choice. It consists of 25 items. This test is choosing as the instrument because it is required the students to express their own idea and to decide the scale of instrument. It would be measure certain reading comprehension ability more be effective. Moreover the students reading text in their own idea and

[4] Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2010), p.348

creativity, it can motivate the students to improve their reading comprehension ability.

The instrument grilles test for reading comprehension ability:

Table 3.

No	Variable	Indicator	Form of test	Items
1.	Reading comprehension ability	1. Be able to understand the text 2. Be able to understand structure of the text and answering the questions well. 3. Be able to know detail and spesific information of the text	Reading (multiple choice)	1-25

The researcher will use the system of multiple choice score the following:[5]

[5] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan,* Bumi Aksara, Jakarta, 2003, p.236

$$N=\frac{R}{sm}x100$$

N = Score

R = the right answer

Sm = the maximum score

So the right one answer the students will get 1 score

2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. Moreover, the researcher will use the standard for test instrument as following.

a. Validity

To get an accurate data, the instrument which the test have a good quality. Therefore, the researcher uses content validity and construct validity. Beside that, construct validity refers to the measurement of the research which has some indicators to measure one aspect or contsruct. In the other word, the instrument would be relevant to the focus of the research. Therefore, the researcher use content validity based on the syllabus and materials at the ninth grader students of Junior High School 6 Metro.

b. Reliability

Reliability means depend performance or trustworthiness. The term means essentiality the same thing with respect to measurement.

Basically reliability is the degree to which a test consistently measures whatever it measure.

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of the Mind Mapping Techniquetechnique on reading comprehension ability at the Ninth grade of Junior High School 6 Metro in Academic Year 2015/2016, the writer analyzes the data by using t-test. Here, researcher used the t-test to prove the hypothesis. According Donald Ary the formulation of t-test as follows[6] :

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{\left(\sum D\right)^2}{N}}{N(N-1)}}}$$

Explanations:

t = t value for correlation sample

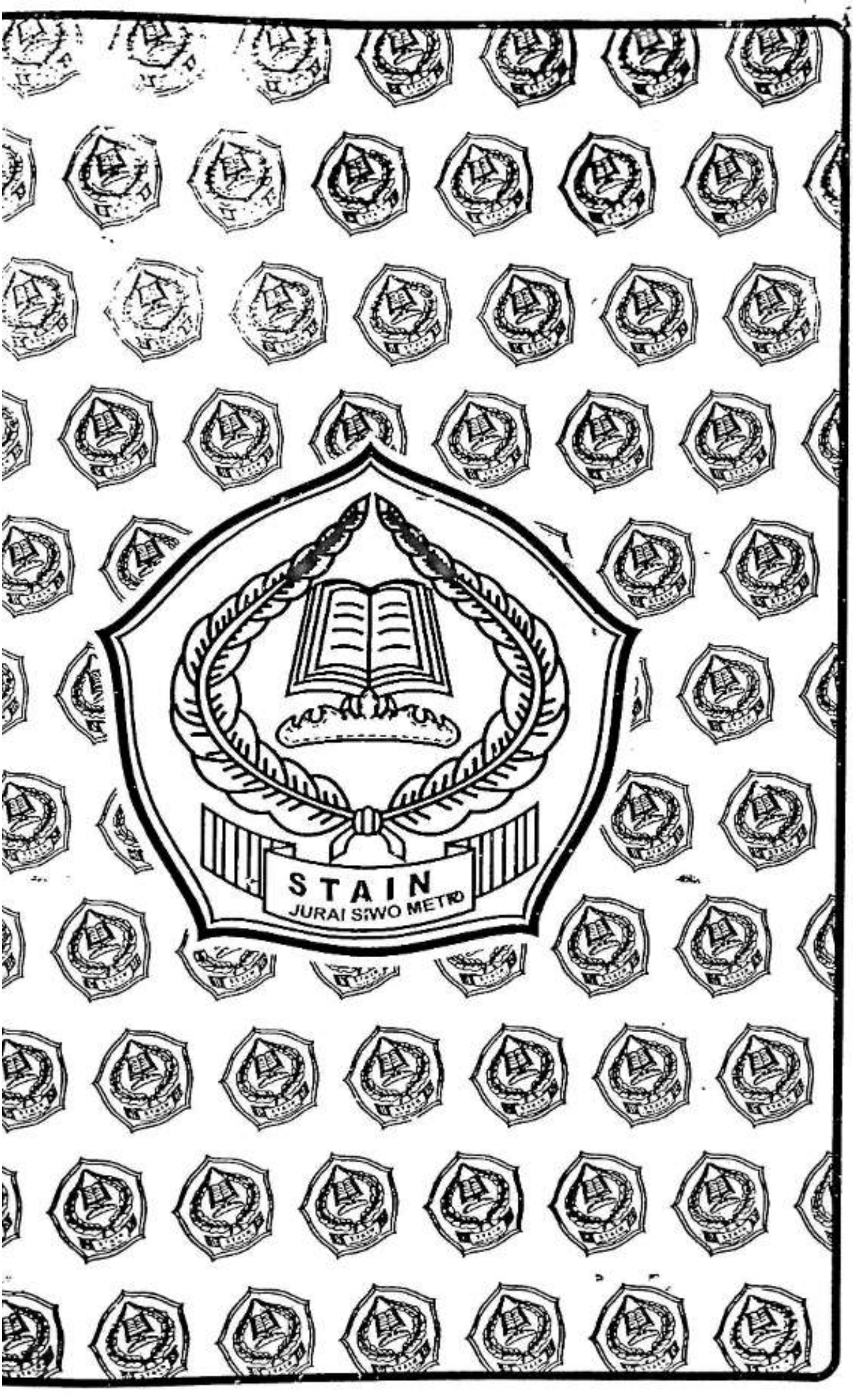
$\overline{D}$ = (*difference*), difference between pre-test score with post-test score

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

D^2 = Square of D

N = Total of participant

[6]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research* ., p.150.


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CHAPTER IV

RESULT OF THE RESEARCH

A. The Data Description

1. Research Setting

a. Profile of Junior High School 6 Metro

Junior High School 6 Metro is one of State Junior High Schools in Metro. It is located on street o fPatimura 29 Banjarsari, sub district of North Metro, Metro. It was built on the land area of ±12.850m^2 with the following borders: East side bordering bypeople'a house, north side bordering by an irrigation, south side bordering by agricultural, west side bordering by agricultural. From the period of 1988-2015 Junior High School 6 Metro has experienced 10 times turnover of leadership as follows :

1. Drs. Zamzami Nurdi, (1986 – 1992)
2. Bambang Soenardho, (1992 -- 1997)
3. Drs. Hasan Basri, (1997 – 1998)
4. Drs. Tukiman.S, (1998 - 1999)
5. Drs. Sumarsono, (1999 – 1999)
6. Drs. Koes Sudiarto, (1999 - 2002)
7. Dra. Miliek Sunarni DR (2002 – 2006)
8. Dra. Indrawati, (2006 – 2009)
9. Drs. Edy Supriyono, (2009 – 2010)
10. Yuwono DM, S.Pd. (2010 – until now)

Source: school archive taken on February 15th, 2016

b. The Students Quantity of Junior High School 6 Metro

The students' quantities of Junior High School 6 Metro in academic year of 2015/2016 are712 people which can be identified as follows;

Table 4
The Quantity of the Students at Junior High School 6 Metro

No	Class	Total
1	VII	247
2	VIII	227
3	IX	238
Total		712

Source: school archive's taken on February 15th, 2016.

2. Research Data

a. Pre-test Result

To measure the students reading comprehension ability the writer used the pre-test before giving the treatment. The student has given the questions that must be answered. The writer was gave the students 25 items of multiple choice questions that consist of reading comprehension ability text, they were gave 45 minutes to finish the test. The result of pretest can be shown as follows:

Table 5

The Pretest Score Of Student Reading comprehension ability Ability At Ninth Grade Of Junior High School 6 Metro

No	Initial students	Pretest Score
1.	AMP	72
2.	ASD	44
3.	ASP	48
4.	BI	80
5.	CD	60
6.	CFN	76
7.	DG	68
8.	DK	40
9.	DLS	76
10.	DS	40
11.	EF	68
12.	FA	40
13.	FAP	52
14.	FYZ	76
15.	HWS	88
16.	IDPS	80
17.	IDS	60
18.	KA	56
19.	MA	48
20.	MR	60
21.	MRD	48
22.	NOV	76
23.	PNA	44
24.	RA	72
25.	RHS	72
26.	RM	72
27	TAR	56
28.	VF	44
29	YS	72
30.	ZLD	72

Taken on February16th,2016

Based on the data above, it can be found that the highest score was 62 and the lowest score was 16. Based on the data, the writer then measured the class interval by using the formula as follows:

$K = 1 + 3{,}3 \log n$

$K = 1 + 3{,}3 \log 30$

$K = 1 + 3{,}3 \times 1{,}47$

$K = 1 + 4{,}87$

$K = 5{,}87 \approx 6$

R= highest score – lowest score + 1 [1]

$R = 88 - 40 + 1$

$R = 49$

$I = \frac{49}{6}$

$I = \frac{49}{6}$

$I = 8{,}16 \approx 8$

K= The Number of Group
R= Range
I= Interval

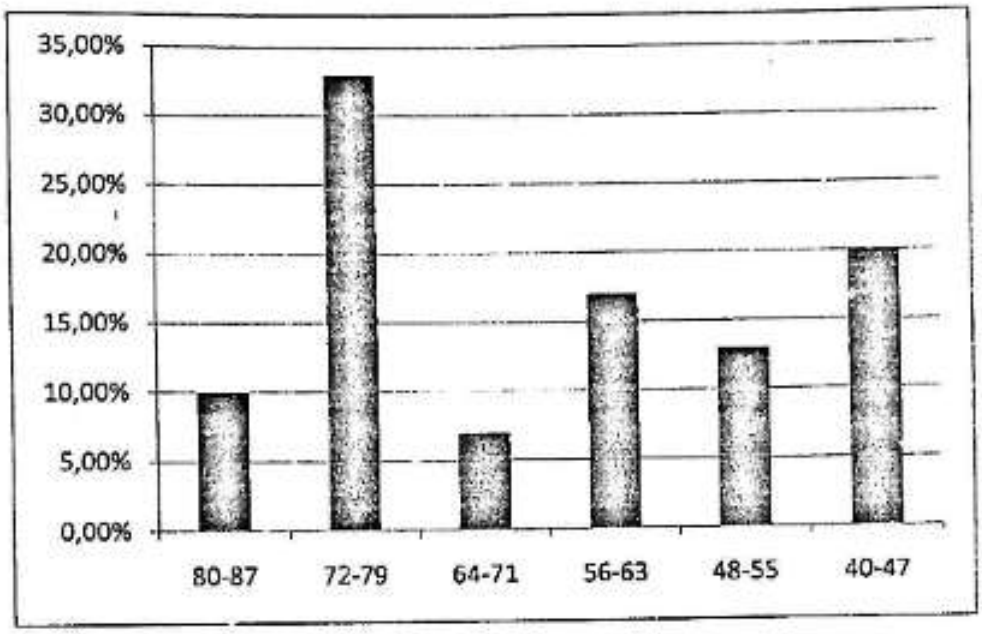
The total of class interval of this result pretest research was 8. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 6
The Table of Frequency Distribution of Pretest Score

Class	Interval	Frequency	Percentage
1.	80-87	3	10%
2.	72-79	10	33%
3.	64-71	2	7%
4.	56-63	5	17%
5.	48-55	4	13%
6.	40-47	6	20%
Total		**30**	**100%**

[1]Sugiyono, *Statistika untuk Penelitian*. (Bandung: Alfabeta, 2012), p. 36

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



Based on the table 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 80-87, there was only 3 student or 10%.
2) For the class interval of 72-79, there were 10 students or 33%.
3) For the class interval of 64-71, there were 2 students or 7% .
4) For the class interval of 6-63, there were 5 students or 17% .
5) For the class interval of 48-55, there were 4 students or 13% .
6) For the class interval of 40-47, there was only 6 student or 20% .

The standard value of English in Junior High School 6 Metro was 72,5 or nearby 73, so the students who passed the test was the students who got score more than 73, it was only 6 students or 20%.

b. Post-test Result

After analyzing the weakness and understanding of students in reading text, the writer conducted the treatment to help the students in understanding of reading comprehension ability. The writer asked to the students about the difficulties in answering the exercise and gave more explanation about the reading comprehension ability by using Mind Mapping technique until the students understood. After the students in this class have been given the treatment and they have understood, further the writer gave the post test to measure their knowing of reading comprehension ability. The result of post test can be shown as follows:

Table 7.
The Post-test Score of Students Reading comprehension ability at the Ninth
Grade of Junior High School 6 Metro

No	Initial students	Posttest score
1.	AMP	80
2.	ASD	60
3.	ASP	68
4.	BI	88
5.	CDN	76
6.	CFN	84
7.	DG	84
8.	DK	64
9.	DLS	84
10.	DS	68
11.	EF	84
12.	FA	56
13.	FAP	76
14.	FYZ	84
15.	HWS	92

16.	IDPS	96
17.	IDS	76
18.	KA	72
19.	MA	64
20.	MR	88
21.	MRD	64
22.	NOV	80
23.	PNA	60
24.	RA	80
25.	RHS	84
26.	RM	84
27	TAR	72
28.	VF	68
29	YS	84
30.	ZLD	88

Taken on February 18th,2016

Based on the data above, it can be found that the highest score was 96 and the lowest score was 56. Based on the data, the writer then measured the class interval by using the formula as follows:

$K = 1 + 3{,}3 \log n$

$K = 1 + 3{,}3 \log 30$

$K = 1 + 3{,}3 \times 1{,}47$

$K = 1 + 4{,}87$

$K = 5{,}87 \approx 6$

R= highest score – lowest score + 1 [2]

$R = 96 - 56 + 1$

$R = 41$

$I = \frac{41R}{K6}$

$I = \frac{41}{6}$

$I = 6{,}8 \approx 7$

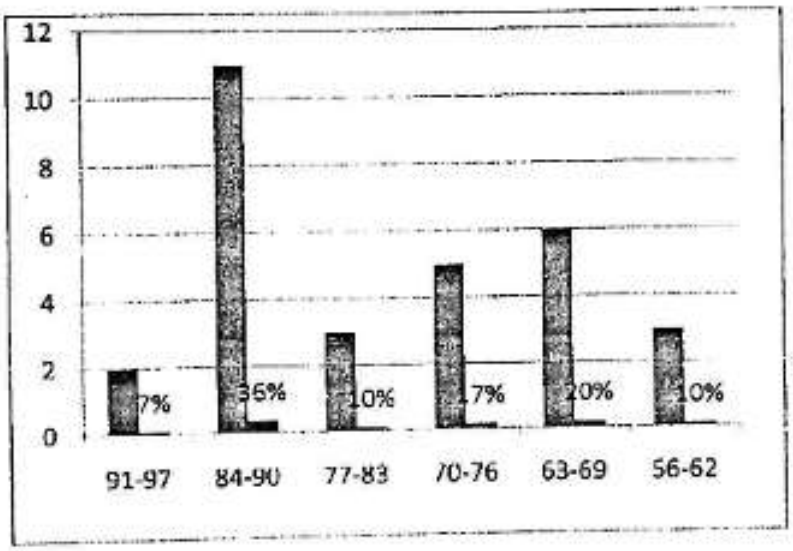
[2]Sugiyono, *Statistika untuk Penelitian*, .

The total of class interval of this result pretest research was 7. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 8.
The Table of Frequency Distribution of Post-test Score

Class	Class Interval	Frequency	Percentage
1.	91-97	2	7%
2.	84-90	11	36%
3.	77-83	3	10%
4.	70-76	5	17%
5.	63-69	6	20%
6.	56-62	3	10%
Total		**30**	**100%**

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



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

1) For the class interval of 91-97, there were 2 students or 7%.

2) For the class interval of 84-90, there were 11 students or 36%.

3) For the class interval of 77-83, there were 3 students or 10% .

4) For the class interval of 70-76, there were 5 students or 117% .

5) For the class interval of 84-90, there were 11 students or 36% .

6) For the class interval of 91-97, there were 2 students or 7% .

Based on the table above, it can be seen that the students who passed the test was the students who got score more than 73, there were 19 students or 63%

B. Hypothesis Testing

After applying the test and getting the documentation, the writer analyzed the data by using analysis of t-test in order to prove whether there is the influence of Mind Mapping technique on the students' reading comprehension ability at the ninth grade of Junior High School 6 Metro, as follows:

1. Preparing the table in order to prove whether there is the influence of Mind Mapping technique toward the students' reading comprehension ability at the ninth graders of Junior High School 6 Metro.

Table 9.

The List of Pretest Score and Post test Score Students' Reading comprehension ability at the Ninth Grade of Junior High School 6 Metro

No	Initial students	Pretest Score	Posttest score	D	D^2
1	AMP	72	80	8	64
2	ASD	44	60	16	256
3	ASP	48	68	20	400
4	BI	80	88	8	64
5	CDN	60	76	16	256
6	CFN	76	84	8	64
7	DG	68	84	16	256
8	DK	40	64	24	576
9	DLS	76	84	8	64
10	DS	40	68	28	784
11	EF	68	84	16	256

12	FA	40	56	16	256
13	FAP	52	76	24	576
14	FYZ	76	84	8	64
15	HWS	88	92	4	16
16	IDPS	80	96	16	256
17	IDS	60	76	16	256
18	KA	56	72	16	256
19	MA	48	64	16	256
20	MR	60	88	28	784
21	MRD	48	64	16	256
22	NOV	76	80	4	16
23	PNA	44	60	16	256
24	RA	72	80	8	64
25	RHS	72	84	12	144
26	RM	72	84	12	144
27	TAR	56	72	16	256
28	VF	44	68	24	576
29	YS	72	84	12	144
30	ZLD	72	88	16	256
				$\sum D$ 448	$\sum D^2$ 7872
				14.93	

The average of D = (448:30) = 14,93

2. Putting the data above into the formula of t-test in order to get "$t_{observed}$"

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

$$t = \frac{14,93}{\sqrt{\frac{7872 - \frac{(448)^2}{30}}{30(30-1)}}}$$

$$t = \frac{14,93}{\sqrt{\frac{7872 - (200704 : 30)}{30 \times 29}}}$$

$$t = \frac{14,93}{\sqrt{\frac{7872 - 6690,13}{870}}}$$

$$t = \frac{14,93}{\sqrt{\frac{1181,9}{870}}}$$

$$t = \frac{14,93}{1,1655}$$

$$t = \frac{14,93}{1,1655} = 12.81$$

To know the critical value of t-test (t_{table}), the writer firstly counted df, *df* is degree of freedom. The formulation of *df* = N-1. N is the number of research population:

df = N-1

= 30-1

= 29

Furthermore, the writer demonstrated the data which was analyzed by using t-test in SPSS in the table below.

Table 10.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	40	88	62.00	14.355
posttest	30	56	96	76.55	10.459
Valid N (listwise)	30				

The table above demonstrated that the total sample of pretest or before treatment was 30 with the minimum value was 40 and maximum 88, mean of pretest was 62.00 with the standard deviation was 14.355. Meanwhile the total sample of post test or after treatment was 30 with the minimum value was 56 and maximum 96, its mean of post test was 76.55 with the standard deviation 10.459

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

Table 11.

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 - posttest	14.933	6.384	1.166	17.317	12.550	12.812	29	.000

The table above illustrated that the mean of pretest X1 and post test X2 result was 14.933 and it's the standard deviation was 6.384 with standard error mean was 1.166, t observed was 12.812 with degree of freedom was 29 to confidence interval of the difference 95%.

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

Level of significant	5 %	1 %
df 29	1.699	2.462

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

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

1. "$t_{observed}$" = 12.812
2. " t_{table} " level of 5% = 1.699

   " t_{table} " level of 1% = 2.462

Its mean that "$t_{observed}$" higher than " t_{table} " or it can be written as 1.699<12.812>2.462. From the value above, it can be inferred that there is positive and signficant influence of using Mind Mapping technique on the students' reading comprehension ability at the ninth grade of Junior High School 6 Metro in academic year 2015/2016.

C. Interpretations

In this research, all of the tests had done individually by the students. Its benefit was to know the influence of using Mind Mapping technique toward the students' reading comprehension ability from the

result of those test, there was different score of students. It can be seen from the result of the students' pretest and posttest.

- If $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected.

The writer has formulated the Alternative Hypothesis (Ha) such as:

"There is a positive and significant influence of Mind Mapping technique on the students' reading comprehension ability at the ninth grade of Junior High School 6 Metro in academic year 2015/2016".

Finally, the data confirmed that "$t_{observed}$" = 12.812 was higher than "t_{table}" level of significant 5% = 1.699 and "t_{table}" level of significant 1% = 2.462. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there was a positive and significant influence of Mind Mapping technique on the students' reading comprehension ability at the ninth grade of Junior High School 6 Metro in academic year 2015/2016.

D. Discussion

Reading comprehension ability is the process to get information from the written language in order to get meaningful message, knowledge, suggestion which is sent by the writer. But, there still many students find some difficulties in comprehending the reading text.

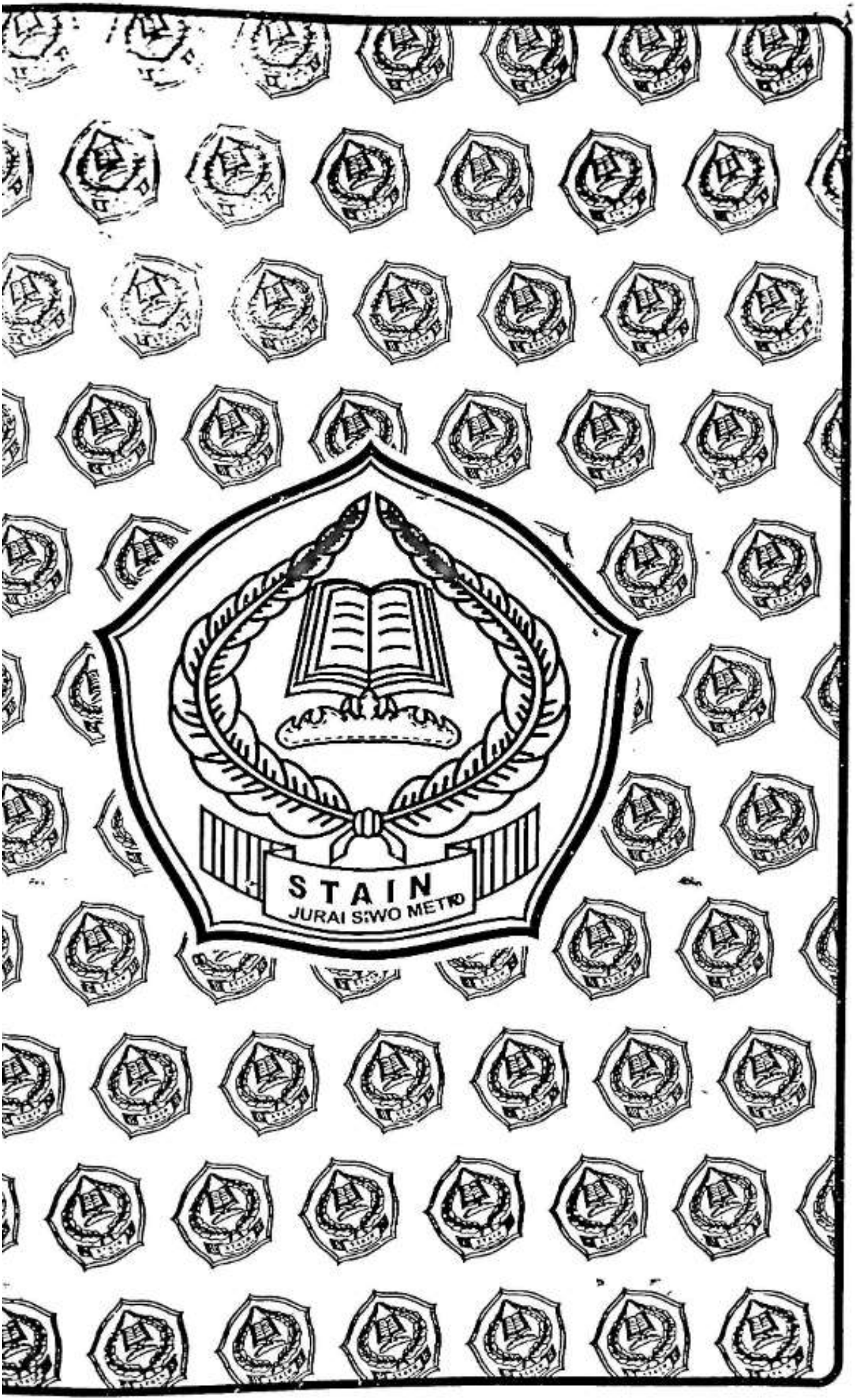
Teaching reading needed a right technique to be used in order to make it successful. Therefore, the teacher must be able to choose the proper technique and should be creative to encourage the students to comprehend the reading text by using the right technique. In this research, the writer has

implemented a technique by using Mind Mapping technique in order to reach the teaching learning objectives.

The result indicated that the students' ability in comprehending the reading text improved after they were taught by using Mind Mapping technique. It was proved by the mean score of pre test that improve from 62.00 before treatment up to 76.55 after the treatment. Further, from the computation of t-test, it was gained that at the significant level of 1% and 5%, $t_{observe}$ was higher than t_{table} that was 1.699<12.812>2.462. This mean that the hypothesis proposed by the witer was accepted.

E. Limitations

This research was conducted at Junior High School 6 Metro. The subject of the research were the ninth graders at the second semester in academic year 2015/2016. The result of this research did not discuss all of the problem that faced by the students but focus on students' reading comprehension problem in learning English as a foreign language.


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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

Based on the pre test or before giving the treatment of Mind Mapping technique, the result was: the students who got the score 40-47 were 6 students or 20%, 48-55 were 4 students or 13%, 56-63 were 5 students or 17%, 64-71 were 2 students or 7%, 72-79 were 10 students or 33% and 80-37 were 3 student or 10%. Referring to the standard value of English in Junior High School 6 Metro, the students who passed the test were the students who got the score up to 73.00. It indicated there were only 6 students or 20% who passed and 24 students or 80% 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 56-62 were 3 students or 10%, 63-69 were 6 students or 20%, 70-76 were 5 students or 17%, 77-83 were 3 students or 10%, 84-90 were 11 students or 36% and 91-97 were 2 student or 7%. The score indicated there were 19 students or 63% who passed and 11 students or 37% who did not pass the test.

The result of data analysis about the influence of using Mind Mapping technique on the students' reading comprehension at the eighth grade of Junior High School 6 Metro in academic year 2015/2016 was as follows: "$t_{observed}$" = 12.812 and "t_{table}" for the 5% level was 1.699, "t_{table}" for the 1%

level was 2.462. It means that "$t_{observed}$" was higher than "t_{table}". Then, the significant value (2-tailed) is 0.000 < 0.01 with the significant correlation at the 0.01 or 1% level. Therefore, it can be inferred that Ha is accepted and Ho is rejected. It can be proved that there is a positive and significant influence of using Mind Mapping technique on the students' reading comprehension at the ninth grade of Junior High School 6 Metro in academic year 2015/2016. So, the hypothesis is accepted

B. Suggestion

Due to the result of the research, the researcher gave some suggestion to the side that related as the considered as follows:

1. For the Headmaster
   a. The headmaster should support the English learning process by preparing the facilitation and instrument completely.
   b. The headmaster suggested to adapt and to improve the English syllabus based on the real problems faced by the students.

2. For the English teachers:
   a. The English teachers should motivate the students to be more active in learning English by helping them of expand their knowledge by comprehending the reading text.
   b. The English teachers are suggested to help the students increase their ability in reading skill.

c. The English teachers are recommended that they should apply Mind Mapping technique as a variation in comprehending the reading text which can help them to reading well.

3. For the Students:

a. The students should expand the knowledge by comprehending the reading text well.

b. The students are suggested to increase their ability in comprehending the reading text.

c. The students recommended that they should improve their ability in reading text by using Mind Mapping technique in the class.

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CURRICULUM VITAE



The name of the writer is Fikri Hanifan. He was born in Jabung, on January 8th, 1994. He is the first child of happy couple, Mr. Drs. Haryanto and Mrs. Hartini.

He was graduated from SDN 2 Seputih Raman in 2005. He continued his study at MTs Nurul Huda Adirejo, and graduated in 2008. He studied in SMA Ma'arif 2 Nurul Huda and graduated in 2011.

In 2011, he was registered as an S-1 student of English education study program at State Islamic College (STAIN) of Jurai Siwo Metro.