

IMPROVING STUDENTS' READING COMPREHENSION THROUGH MIND MAPPING TECHNIQUE OF VIII GRADE AT SMP N 5 TOLITOLI

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ABSTRACT

The objective of this research is to find out whether mind mapping strategy can improve students' reading comprehension or not. This research is pre experimental research design consist of one group pre-test and post-test. The Population of this research is the eighth grade of SMPN 5 Tolitoli in 2016/2017 academic year. The sample of this research is selected by using purposive sampling technique and the selected class is VIII b consisted of 21 students. In collecting the data, the researcher took from the result of pre-test and post-test. The researcher analyzed the data statically. The result of the test showed that the students' mean score in posttest 81.14 is higher than pretest 51.4. To know the significant difference between pretest and posttest, the researcher compared the value of t-counted and t-table by applying 0.05 level of significance for two-tailed test with 20 degree of freedom ($21-1=20$), the researcher found that the $t_{counted}$ (15,98) is higher than t_{table} (2,080) and the hypothesis of this research is accepted. The researcher concluded that application mind mapping strategy can improve students' reading comprehension of eight grade at SMP N 5 Tolitoli.

Key words: *improving reading comprehension, and mind mapping.*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan strategi pemetaan pemikiran dapat meningkatkan pemahaman membaca siswa atau tidak. Penelitian ini adalah penelitian pre-eksperimen terdiri dari satu grup pre-test and post-test. populasi dari penelitian ini adalah kelas delapan dari SMPN 5 tolitoli pada tahun akademik 2016/2017. Sampel dari penelitian ini dipilih dengan menggunakan tehnik pengambilan sampel purposive dan kelas yang dipilih adalah kelas delapan yang terdiri dari 21 siswa. Dalam pengambilan data, peneliti mengambil dari hasil pre-test dan post-test. Peneliti menganalisa data secara manual. Hasil dari tes tersebut menunjukkan bahwa nilai rata-rata siswa pada post-test 81,14 lebih tinggi di bandingkan dengan nilai rata-rata pada pre-test 51,4. Untuk mengetahui perbedaan yang signifikan antara pre-test dan post-test, peneliti membandingkan nilai pada t-hitung dan t-tabel dengan menerapkan 0,05 level signifikan pada tes dengan tingkat kebebasan 20 ($21-1$), peneliti menemukan bahwa t-hitung lebih besar dari pada t-tabel dan hipotesis dari penelitian ini di terima. Peneliti menyimpulkan bahwa penerapan pemetaan pemikiran strategi dapat meningkatkan pemahaman membaca pada siswa kelas delapan pada SMP N 5 tolitoli.

Kunci: Meningkatkan, Pemahaman membaca, dengan pemetaan pemikiran

Introduction

Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. People have their own purposes why they read. It is also more than recognizing words within a sentence; it includes whole ability of thinking process to

evaluate the information. The following are some definitions of reading proposed by some experts:

Aebersold and Field (1997: 15) state that reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. So, there is an interaction between the text and the reader that constitute actual reading. Davies (1995: 1) states that reading is a private activity. It is a mental or cognitive process, which involves a reader trying to follow and respond to a message from a writer, who is in distant space and time.

Comprehension is understanding the meaning of what is read from the print, illustrations, layout and design (Elizabeth, 2008: 190). Stop think for a moment. You are probably a very proficient reader, and proficient readers take comprehension for granted. As you read this book the written symbols create meaning. When you comprehend the words, does comprehension depend on decoding and pronouncing the word on the pages? Comprehension is that things.

Reading comprehension questions measure student's ability to read with understanding, insight and discrimination". Sheng (2003). This type of question explores the ability to analyze a written passage from several perspective, including student's ability to recognize both explicitly stated elements in the passage and assumption underlying statements or arguments in the passage as well as the implications of those statements or arguments. Because the written passage upon which the questions are based presents a sustained discussion of a particular topic.

Comprehension is the mind act or power of understanding (Hornby, 1987: 174). Therefore reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on the reader's experiences and prior knowledge.

While Balton Smith defines levels of comprehension in some points, they are; literal comprehension, interpretation comprehension, critical comprehension and application what we read. Based on two statements above we can make some points of levels of comprehension. They were; literal that has characteristic to get directly the meaning of text, interpersonal and interpretation has same characteristic that is to make conclusion about text using readers' knowledge. The third is critical comprehension. It has characteristic to evaluate about the accuracy of text. The last is appreciative and application which has the goals to get feeling after readers read.

The mind map which was concluded by Astuti in her thesis (2012: 24) an important technique that improves the way we take notes, and supports and enhances our creative problem solving. The reader can simplify what they have read so that they can understand what is explained by the writer in the text. The diagram

from a text shows detail information, main and minor information. Making the diagram or map makes reader can remember and learn clearly and easily.

It is also quoted by Sugiarto (2004) states that it is a technique to summarize reading resources and then visualize the problems in the form of map to make it easier to comprehend. By using this technique, the readers can quickly identify the information from the text they read and also grab the structure of a subject and the way that pieces of information fit together. It can help the readers to make a note from the text clearly. Every piece of the text can be noted and described in a map which consist of any symbols or pictures that connected each other to be complete information

DePotter and Hernacki (2004: 110) categorize way of learning into two. The first is how to grasp information called modality. The second is how to manage and process the information grasped called brain domination. Every learner has their own modality to learn something. The modality is classified into three types. They are visual, audio, and *kinestetik*. For learner who belongs to visual type, they prefer to read and pay attention to illustration on the board. They also take notes well. So, the use of the mind map is appropriate for them. This technique is also appropriate for the adolescent learners because they will not be bored when they are reading a passage.

The ways will lead someone to make the mind map. The experts who propose the ways are Nicholl (2002). They explain the ways to make mind map. There are eight steps as follow.

- a. Start with the topic in the middle of paper.
- b. Use keywords.
- c. Make the branch from the main topic.
- d. Use symbols, colours, words, or pictures mainly in the mind mapping.
- e. Make it as interesting as possible.
- f. Make it full of colours.
- g. Repeat again two or three times to make it perfect.
- h. Do it by your self.

However, base on the experience when did teacher training (PPL) the researcher found that there was many learners who still had low reading skills. It is proven when the researcher observation learning process in a school named SMP N 5 Tolitoli. They faced some reading problems which caused learners have difficulties in comprehending the information presented in the textbooks.

When students can represent or manipulate a complex set of concepts of the passage in a diagram, they are more likely to understand those relationships, remember them and be able to analyse the component parts of the text. The researcher focus on reading skills in class VIII B of SMP N 5 Tolitoli because the students' reading skills was still low.

2. Method of the Research

In conducting this research, the writer used an experimental research. This experimental design was pre experimental research design (one-group pre-test and post-test). The sample of this research was class VIIIb SMP N 5 Tolitoli in academic year 2016/2017. The total sample was 21 students. The data were collected by using pre-test and post-test. Pre-test was given to the students in the beginning of the research. Then, the post-test was given to the students at the end of the research.

3. Findings and Discussion

3.1 The Result of Pre-test

Pre-test was given to obtain students' score in reading comprehension before applying the treatment. The result of pre-test can be seen in the following table:

Table 1. Students' score in pretest

NO	NAME	X	X ²	QUALIFICATION
1	ARF	53	2809	Failed
2	ASA	40	1600	Failed
3	AMD	46	2116	Failed
4	IRN	63	3969	Failed
5	IST	46	2116	Failed
6	NSN	53	2809	Failed
7	MAS	53	2809	Failed
8	MNH	63	3969	Failed
9	RNI	50	2500	Failed
10	HSH	63	3969	Failed
11	ANO	56	3136	Failed
12	AST	56	3136	Failed
13	CRI	63	3969	Failed
14	EYC	60	3600	Failed
15	FRI	40	1600	Failed
16	NWI	56	3136	Failed
17	RTI	50	2500	Failed
18	RKA	40	1600	Failed
19	FRA	40	1600	Failed
20	TRI	50	2500	Failed
21	SHI	40	1600	Failed
SUM (Σ)		1081	57043	

Table 2. Rate Percentage of the Students' Score Classification in pretest

Ranges of scores	Category	Frequency	Percentage
90-100	Excellent	-	-
75-89	Very Good	-	-
65-74	Fair	-	-
50-64	Poor	14	67%
0-49	Very Poor	7	33%
SUM (Σ)		21	100%

The table above shows that there were 14 out of 21 students (67%) got poor score and 7 out of 21 students (33%) got very poor score.

3.2 The Result of Post-test

the result of posttest, the researcher found out many students got good in reading comprehension. To know the result of the students score in mastering reading comprehension, it can be seen on the table below:

Table 3
The Students' Scores in Post-test

NO	NAME	X	X ²	QUALIFICATION
1	ARF	85	7225	Successful
2	ASA	85	7225	Successful
3	AMD	76	5776	Successful
4	IRN	76	5776	Successful
5	IST	80	6400	Successful
6	NSN	78	6084	Successful
7	MAS	80	6400	Successful
8	MNH	85	7225	Successful
9	RNI	76	5776	Successful
10	HSH	80	6400	Successful
11	ANO	80	6400	Successful
12	AST	83	6889	Successful
13	CRI	83	6889	Successful
14	EYC	83	6889	Successful
15	FRI	83	6889	Successful
16	NWI	86	7396	Successful
17	RTI	83	6889	Successful
18	RKA	83	6889	Successful
19	FRA	83	6889	Successful
20	TRI	76	5776	Successful
21	SHI	80	6400	Successful
SUM (Σ)		1704	138482	

Table 4. Rate Percentage of the Students' Score Classification in posttest

Ranges of scores	Category	Frequenc y	Percentage
90-100	Excellent	-	-
75-89	Very Good	21	100%
65-74	Fair	-	-
50-64	Poor	-	-
0-60	Very Poor	-	-
SUM (Σ)		21	100%

The table above shows that all students got very good score, 21 out of 21 students (100%).

3.3 Discussion

In this part, the researcher discussed the result of the data analysis of the pre-test and post-test in accordance to the scope of this research. The discussion is intended to know whether mind mapping can improve students' reading comprehension of VIII grade at SMP Negeri 5 Tolitoli or not.

The first step of this research was conducting the pretest. In the pretest, the researcher distributed test to measure the students reading comprehension. Based on the score, the researcher found that all of the students got fail score. The highest percentage of the data in the pretest were 67% with 14 students and classified into very poor grade, and the lowest percentage were 33% with 7 students and classified into poor grade. It is also supported by the mean score of the students on pre-test is 51.4 classified.

In the second step of the researcher conducted the treatment. It was done in five meetings. Researcher taught the students by using mind mapping technique. This technique was applied in order to train the students in order to comprehend the text well.

From the five meeting times of treatment, the researcher taught the students by following procedures were as follow:

a. First meeting

The researcher explained the definition narrative text, Then, the researcher introduced about mind mapping and how to make mind mapping.

b. Second meeting

In this part, the researcher gave the narrative text to the students. The students read the text and asked to answer the question and make mind mapping based on the answer from the narrative text

c. Third meeting

In this part, the researcher asked to students to brainstorm dealing material and the next material. After that, gave the narrative text to the students. The students read the narrative text and mind mapping with. after meeting.

c. Fourth until fifth meetings

In this part to the last treatment The researcher gave same activity with third treatment but the topic of was different.and answer the question after that,make mind mapping bast on the answer answer from the story.

After all of the treatment conducted in this research, the researcher conducted the posttest, the researcher got the data based on students' score. The researcher found that the all of the student got success score. The highest percentage of the data in the posttest were 100% with 21 students and classified into very good grade. After the researcher conducted post-test, the researcher calculated and processed their scores. Based on the result was presented previously the mean score of post-test was 81.14. The students' score in post-test was better than pre-test. It proved that the treatment through mind mapping technique was effective to improve the students' reading comprehension.

4. Conclusion

In line with the findings of the research, the writer concludes that the research question have been answered. The application of mind mapping technique can improve the students' reading comprehension of VIII grade at SMP Negeri 5 Tolitoli. There is a significant improvement to the students' achievement in learning reading comprehension by using mind mapping. It can be seen from the result of each test. The mean score of post-test (81.14) was higher than the mean score of pre-test (51.4). Then, the hypothesis testing showed that the value of T_{count} was greater than T_{table} ($15.98 > 2.080$). Thus, the hypothesis is accepted.

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