IMPROVING STUDENTS' READING COMPREHENSION ON RECOUNT TEXT THROUGH MIND MAPPING TECHNIQUE AT GRADE VIII OF SMPN 18 SOUTH SOLOK

THESIS

BY

NOVIDA WAHYUNI

NIM 19365

Submited to fulfill one of requirements to obtain a degree in Magister of Education

ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2012

ABSTRAK

Novida Wahyuni, 2012. "Meningkatkan Pemahaman Membaca Teks *Recount* dengan Menggunakan *Mind Mapping Technique* pada Kelas VIII SMP N 18 Solok Selatan. Tesis. Program Pascasarjana . Universitas Negeri Padang.

Membaca merupakan salah satu keterampilan penting dari empat keterampilan yang ada dalam kurikulum bahasa Inggris yang dipakai saat ini. Pentingnya membaca sebagai salah satu keterampilan dapat dibuktikan dari persentase butir soal pada UN yang didominasi dengan membaca. Sementara dari pengalaman peneliti dikelasnya, kebanyakan siswa mengalami kesulitan dalam memahami wacana *recount*. Ini dapat dibuktikan dari hasil ujian yang diberikan oleh guru. Untuk itu peneliti melakukan sebuah penelitian dengan menggunakan *mind mappig* guna mengatasi masalah ini. Tujuan penelititan ini adalah untuk menjelaskan teknik *mind mapping* dapat meningkatkan kemampuan pemahaman siswa kelas VIII SMP N 18 Solok Selatan dalam membaca teks *recount* dan faktor-faktor yang mempengaruhi peningkatan pemahaman membaca siswa tersebut.

Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini dilaksanakan dalam dua siklus. Dalam pelaksanaannya, peneliti dibantu oleh seseorang dalam membuat perencanaan, penerapan, pengamatan dan refleksi. Instrument penelitian ini adalah tes, lembaran observasi, catatan lapangan, dan wawancara. Data yang diperoleh dalam penelitian ini dianalisa dengan menggunaka dua teknik. Data kuantitatif digunakan untuk mencari nilai rata-rata yang dicapai siswa melalui test membaca teks Bahasa Inggris. Data kualitatif dianalisa melalui data yang diperoleh dari lembaran observasi, catatan lapangan dan wawancara. Data ini digunakan untuk mencapai faktor apa saja yang mempengaruhi peningkatan kemampuan siswa dalam membaca teks recount Bahasa Inggris.

Temuan dalam penelitian ini menunjukkan bahwa proses pembelajaran meningkat melalui teknik Mind Mapping. Peningkatan proses belajar terlihat melalui hasil tes siklus I dengan nilai rata-rata 63 pada teks recount dan siklus 2 dengan nilai rata-rata 70 pada teks recount. Ada beberapa faktor yang mempengaruhi peningkatan nilai siswa tersebut, yaitu (1) keinginan siswa untuk melakukan semua prosedur teknik mind mapping, (2) the media dan materi yang menarik, (3) suasana kelas, (4) partisipasi siswa, (5) kinerja guru. Berdasarkan temuan tersebut maka dapat disimpulkan bahwa teknik pembelajaran mind mapping berhasil meningkatkan pemahaman membaca siswa/I pada kelas VIII di SMP N 18 Solok Selatan.

ABSTRACT

Novida Wahyuni, 2012. "Improving Students' Reading Comprehension on Recount Text through Mind Mapping Technique at Grade VIII of SMP N 18 South Solok". Thesis. Graduate Program. State University of Padang.

Reading is an important skill among the four language skills stated in the English current curriculum. The important of reading can be proved from the percentage of the items on Junior High School National Final Exam (UN), dominated by reading. Meanwhile, from the researcher experience in her class, most of the students got difficulties in comprehending recount texts. It could be seen from the result of exams given by teacher. Therefore, the researcher conducted the research by using mind mapping to solve this problem. The purposes of this research were to explain to what extent Mind Mapping Technique could improve students' reading comprehension of SMPN 18 South Solok on reading recount text and the factors that influence the improvement of students' reading comprehension.

This research was a classroom action research (CAR). It was done in two cycles. In conducting this research was helped by a collaborator in designing plan, action, observation sheet, and reflection. The instrumentations of this research were test, observation sheet, field notes and interview. The result of this research was analyzed through two techniques. The quantitative data was used to analyze the students' reading comprehension on recount text through reading test. Then, qualitative data was analyzed through the result of observation sheet, field note and interview. It was used to explain the factors that influence the improvement of students' reading comprehension on recount text through Mind Mapping Technique.

The finding of this research showed the process of teaching and learning through Mind Mapping Technique had better improvement. The improvement could be seen at the result of the test; the students' average score at the end of cycle 1 was 63, and improved at the end of cycle 2 was 68. The factors that influence the improvement of students' reading comprehension of recount text were: (1) the students' willingness to do all of the procedure of Mind Mapping Technique, (2) interesting material and media, (3) classroom atmosphere, (4) students' participation, and (5) teacher performance. In conclusion, the application of Mind Mapping Technique can better improve the students' reading comprehension on recount text at grade VIII of SMP N 18 South Solok.

ACKNOWLEDGMENTS

The researcher would like to express her gratitude for those who helped and supported her in conducting this research.

1. A special thank is addressed to Prof. Dr. M. Zaim, M.Hum and Dr. Hamzah, M.A., M.M., as her advisors who gave valuable advices, guidance and ideas to finish her thesis.
2. The appreciation is acknowledged to Prof. Dr. Mukhaiyar, Prof. Dr. Jufrizal, M.Hum and Prof. Dr. Gusril as her examiners who gave valuable suggestions and contribution to make her thesis better.
3. The appreciation goes to the Director of Graduated Program of the State University of Padang (UNP), all of the lecturers, especially those of English Education Program who have thought and trained the researcher during her study and all of the staffs who provided the supported facilities well.
4. Thank you very much to Riyon Fahmi, S.Pd as the collaborator.

Hopefully, this thesis will be meaningful contribution for the further research and may Allah S.W.T always makes us the best of all.

Padang,   Juli 2012

The Researcher

TABLE OF CONTENTS

CHAPTER I. INTRODUCTION

CHAPTER II. REVIEW OF RELATED LITERATURE

CHAPTER III. RESEARCH METHOD

CHAPTER IV. FINDINGS AND DISCUSSIONS

CHAPTER V. CONCLUSION, SUGGESTION AND IMPLICATION

LIST OF TABLES

LIST OF FIGURES

LIST OF DIAGRAMS

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. **Background of the Problem**

Reading is a key for improving knowledge and skill for understanding the written text. By reading, the knowledge or the information in the text will be transferred to the memory. The students should have good reading comprehension for having a better comprehension. They should be able understand the main ideas and the supporting ideas of the text.

Based on the School-Based Curriculum (KTSP, 2008), reading is one of the language skills that should be mastered by the English students beside listening, speaking and writing because the percentage of the items on Junior High School National Final Exam (UN), dominated by reading. The students should be able comprehend every kinds of text to get better result in reading. Therefore, the student's reading skill should be improved. It would be useful for their reading comprehension.

There were some problems faced by the teacher while teaching reading in the class room. There were about media, less motivation, materials and teacher's technique. The teacher should help the student's by looking for solutions to solve the problems above. The teacher should pay attention to their techniques, strategies or methods in teaching. The teacher should use the appropriate way that should apply to the students related to the lessons. The teacher should use interesting media and materials in the teaching reading especially in recount text. The teachers should consider what the students needs during the teaching reading of recount text. Therefore, all of the aspects

above need to be handled in order to get the maximal result in teaching reading of recount text.

Based on the solutions of the problems above, it hoped the students' skill in reading comprehension can be improved. The students could understand and catch all of the information of the text. As the result, the students could answer the questions of the text correctly. It also improved the student knowledge in reading comprehension in recount text because each of the recount text has the different story or topic of past event. The students would get so many experiences and new information which they did not know before by reading recount text.

In fact, a great number of students get difficulties in reading a text. Based on the researcher's experience and observation at SMPN 18 South Solok, especially at grade VIII, there were some problems found in teaching reading. The first problem was the students' were difficult to comprehend the recount text. They did not know about the detail information were in the text. It could be seen when the teacher asked them to answer the questions based on the text, they could not answer the questions well. When the teacher discussed the text, the students often did not pay attention to the teacher. In other words, they were not interested in reading activities.

In addition, the students felt that reading is difficult since they should consider many factors such as grammar, vocabulary, content and organization, so they could not catch the ideas of the text. This fact could be seen from the previous daily reading test. A great number of students made mistake in answering the questions of the recount text. They did not know what the exactly answers for the questions. Sometimes they gave the

same answers for the different questions because they did not know what the detail information of the text.

Moreover, the students also had problems related to their vocabularies. They got some difficulties in comprehending the text because their vocabularies were limited. It was hard for them to catch the ideas, opinion, and feeling in recount text. When they started to read, they often asked to the teacher about the meaning of the difficult words one by one. As the result, when they read the text especially the recount text, they did not comprehend the text as whole as the effect of limited of vocabulary.

The problems above were caused by some factors which affected the students' low in reading skill of recount text. The first, the media used by the teacher in teaching reading. The teacher used the media, but she could not use it effectively. A great number of students were not involved in using the media. Besides that, the teacher rarely designed the media that could make the students motivated in learning, so they were not helped in catching the ideas, opinion and thoughts.

The second factor was less motivation from the teacher to develop the students' mind competence. So, the students could not create their own thinking and afraid to take up their idea to their teacher and also to their friends. The students had to remember and collect various information without asked to find those information based on their own. It would make the students rich in theory but very poor in application.

The third factor was the materials that were not related to the students' real life or experience. It was mean, they did not have background knowledge about the material, so they difficult to catch the ideas of the text. Then, the teacher did not give more practice for reading the text. For examples in answering the questions, finding the main idea and

supporting ideas of the text. The teacher was rarely discussed the text with the students. She was often translated the text from English into Indonesian. As the result, the student's reading comprehension was low.

The last, the technique implemented by the teacher also became the cause of the problems faced by the students in reading. The reading activities seemed to force the students to jump into finished answer the questions. The teacher did not prepare the text, task or the assignment well. She often asked the students to looking for the difficult words of the text and then asked the students to answering the questions. It was not increase the students' comprehend and their background knowledge about the text. In addition, the teacher often asked the students to do the reading task which are available in the students' worksheet or in the handbook. It seems too bored for the students to do those old activities and exercises. So, the teacher should be able to change the good one technique in order to have a good result of learning.

Based on the problems and the factors above, the researcher would conduct her research on reading comprehension of recount text because based on the result on daily task and the examination given by the teacher, the student's marks were still under the minimum standard of KKM. The scores found in the report mark recently were not fulfilled the criteria of KKM. The scores were disappointed the students and the teacher. Beside, the KTSP curriculum demanded the students of Junior High School to be able to answer comprehension questions were about all of indicators of recount text. KTSP is based on genres. The students of Junior High School should have good understanding in comprehending the text to fulfill the criteria of KTSP. The KKM must be obtained also. Based on the teacher's experiences in teaching reading, the students were difficult to

understand the recount text and take a long time for them to understand all of information in recount text and they could not answer the questions of the text in appropriate time. They also seldom finished their tasks in the school and they often continued the task at home.

Another fact about the importance of reading comprehension of the English National Curriculum for Junior High School was dominated very much with reading text base on genre. In this case the students were expected to have good reading comprehension in order to solve the problem in reading passage. Students were obliged to have skill in identifying all of reading comprehension questions which were based on indicators given in the English National Curriculum for Junior High School. In addition, there was a KKM (Kriteria Ketuntasan Minimal) of score for English which must be obtained by the students. The minimal KKM for English at grade VIII of SMPN 18 South Solok is 60.

The researcher needed to use the technique of the study to give motivation, new situation and condition to the students to improve their reading comprehension's skill on recount text. Technique was the way in which (a usually skilled) process is, or should be carried out. In other words, the teacher should use the appropriate technique in teaching reading in the classroom. As the result, the teacher and the students could reach the purposes of teaching and learning reading.

There were several good techniques or strategies to improving students' reading comprehension. There were guide question, brainstorming, and showing picture. The teacher used those strategies above, but there was less development of student's reading comprehension. Furthermore, in this Classroom Action Research the teacher would solve

those problems above by using mind mapping technique to improve the students' reading comprehension because this technique was an interesting one and the easy way to placed the information of the text into the brain and took the information out of the brain. Mind mapping was also the simple one. The students' reading comprehension would be better if they have prior knowledge, large vocabulary, and familiar with the kind of text. Then, reading comprehension also could be improved through mind mapping activity, where the students could guess the words or sentences that stated in the text. The students would easy to identify the meaning of the text because they had group the key words in their mind and then could understand the text naturally.

According to Buzan (2009) mind map is the easiest way to put the information *into* the brain and to take the information *out* of the brain. Mind map is the way to take note creatively, effectively to 'map' the minds of the students. The used of mind map could give a chance for the students to develop the competence of thinking and apply it by noted. This way had a purpose was to help the students to remember the information for saved in their memory.

By using this technique, the teacher hoped that the students could improve their reading comprehension in recount text by studying, arranging, saving a lot of information that they want and group it in natural way, and also gave the easy way for the teacher to teach reading of recount text.

B. Identification of the Problem

Based on the background of the problem above, it could be identified that there were several factors that made the students had difficulties to comprehend the reading

text well. The problems came from both sides either the students or the teacher. From the teacher sides were the teacher could not use the media effectively, inappropriate chosen material, old teaching technique and less motivation. From the students sides were the students are lazy, they think reading was difficult, lack of their vocabulary, and students' low motivation.

Researcher thought that there were some methods or strategies which could be apply to improve the students' comprehension of recount text, such as critical reading, skimming, and group activity. Critical reading is a technique for discovering and evaluating information or ideas within the text by first, reading for literal meaning, analyzing or describing the patterns of elements and their relationship and interpreting an overall meaning. Skimming give the readers the advantage of being able to predict the purpose of the passage, the main topic or message. And group activity is the activity to understand the topic or ideas and then present them for the audience. In this research, the researcher used mind mapping technique to solve the problems above.

C. Limitation of the Research

Based on the background of the problem and the identification of the problem above, the researcher focused her research on the students' low reading comprehension skill on recount text and teacher's technique on teaching reading of recount text that could influence reading comprehension on recount text. The teacher's technique was mind mapping.

D. Research Question

Based on the limitation of the problem above so the research question can be stated as follow:

1. To what extent can mind mapping improve the student's reading comprehension on recount text at grade VIII SMP N 18 South Solok?

2. What factors influence the development of the student's reading comprehension on recount text through mind mapping at grade VIII SMPN 18 South Solok?

E. The Purpose of the Research

The general purposes of this research are:

1. To find to what extent can mind mapping improve the students' reading comprehension on recount text at grade VIII of SMPN 18 South Solok.

2. To find out what factors influence the development of the students' reading comprehension on recount text by using mind mapping at grade VIII of SMPN 18 South Solok

F. Significance of the Research

This research was expected to give valuable contribution to both theoretical and practical values. Theoretically, the result of this research was expected as model of

teaching and learning to find problem solution dealing with reading skill in recount text and by applying mind mapping in teaching learning process. This research would further acknowledge the effectiveness of a current technique introduce by mind mapping method. Teacher could take this as new technique or method in teaching reading in classroom.

Practically, the result of this research would be beneficial for the teacher to improve teaching learning process in general and learning English as a foreign language in particular and to improve the technique or method used by English teacher in selecting on effective technique and appropriate condition especially in teaching writing. It could be useful for making the students interested in learning English. For the researcher, this research hopefully could increase the researcher's knowledge and the way of thinking scientifically through this research. For the students, this research hopefully could improve the ability of students in comprehending the text and it also could be the easy way in getting the ideas of recount text.

G. Definition of the Key Term

Some terms were used in this research needed to be defined in order can avoid misunderstanding:

1. Reading comprehension is a skill of the students to get the idea and detail information on recount text.

2. Recount text is a kind of text that retells a past event or something happened in the past that tell about the writer experiences or knowledge with the purposes to inform and entertain the students.

3. Mind mapping is a technique to comprehend the recount text by mapping the key words in the mind and connect them into branches of words which support the key words.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of the students reading comprehension on recount text through mind mapping technique during the two cycles of the classroom action research, it can be concluded that:

1. The teaching reading comprehension through Mind Mapping improves the students' reading comprehension on recount text. The students' average score has better improved after the teaching and learning process through Mind Mapping Technique at cycle 1 and cycle 2.

2. The researcher and collaborator also observed that there were five factors that influenced the improvement of students' reading comprehension ability. The first factor is the students' willingness to do all of the procedures of Mind Mapping Technique because Mind Mapping could not improve the students' reading comprehension of recount text without the students' spirit in doing Mind Mapping. The second factor is the teaching media that the teacher used in teaching reading comprehension of recount text. The media of Mind Mapping are interesting for the students because it uses some pictures related to the recount text and also use the color pencil to draw the map. The third factor is the classroom atmosphere that lets the students free to share their ideas with their friends and also the teacher. The class is finally active and alive. The fourth is the students' participation that they are being confidence and appreciate in every meeting of

reading comprehension class. The last is the teacher's performance that also contributes much for the improvement the students' reading comprehension.

B. Implication

This research implies that Mind Mapping Technique is one of the techniques that can be used by the teacher to help the students to improve their reading comprehension ability. It can also give different learning experience for the students, raise students' self confidence, provide a less formal, more comfortable, relax environment, provide opportunities for all students to share their mind, motivate the students to be more active and meeting individual needs of students. The result of this research can be considered by English teacher since it has been proved that by using mind mapping, the students' reading comprehension on recount text at grade VIII SMPN 18 South Solok can significantly improve.

C. Suggestion

In accordance with the conclusion and implication, the suggestion can be given as follows:

1. The researcher as an English teacher of SMPN 18 South Solok should continue applying Mind Mapping Technique in reading class and other reading texts, since it has been proved that mind mapping can improve the students' reading comprehension on recount text.

2. The researcher as the English teacher should be more creative in implementing materials or techniques that can improve the teaching and learning process; perhaps using mind mapping in reading comprehension with another kinds of genre in order to make the students improve their English skill in general.

2. For further research, the researcher suggests to other English teachers to investigate whether Mind Mapping can improve students' achievement in other skill.

BIBLIOGRAPHY

Alam, T, M. 2001 "Factors Affecting Teacher Motivation". Head, Department of Research and Development Foundation University College of Liberal Arts & Sciences. *International Journal of Business and Social Science*, 2 (1):1

Agustien, Helena., M, Anugerahwati., S, Wachidah. 2004. *Materi Pelatihan Terintegrasi Bahasa Inggris*, Jakarta: Depdiknas

Burn, Anne. 2009. *Doing Action Research in English Language Teaching*. New York: Routledge

Buzan, Tony. 2008. *Buku Pintar Mind Map untuk anak.* Jakarta: Gramedia

Buzan, Tony. (2011). *Mind Mapping is a Creative Way to Improve Comprehension*. Retrieved on July 23rd 2012 from http://info.marygrove.edu/MATblog/bid/73027/Mind-Mapping-is-a-Creative-Way-to-Improve-Comprehension

Chia, Hui-Lung. (2001). "Reading Activities for Effective Top Down Processing". *English Teaching Forum*, 1: 39

Cogan, Phil. 2006. *Text Types*. Retrieved on February 10th 2012 from http://english.unitecnology.ac.nz/copyright.html

Dalton, J. (1986) *Extending Children's Special Abilities – Strategies for primary classrooms* pp 36-7. Retrieved on March 15th 2012 from file:///G:/RECOUNT TEXT/taxonomy bloom question.htm

Depdiknas, 2005. *Materi Pelatihan Terintegrasi Bahasa Inggris*. Jakarta: Depdiknas

Dole, J.A., Valencia, S.W., Greer, E.A.& Wardrop, J.L. (1991). Effects of two types of pre reading instruction on the comprehension of narrative and expository text. *Reading Research Quarterly*, 26(2), 142-159

Estes, Thomas H. 1999. *Strategies for Reading to Learn*. Virginia: University of Virginia. Retrieved on March 15th 2008

Filko, Ayani. 2008. "Peningkatan Hasil Belajar dengan Mengguakan Metode Demonstrasi pada Pembelajaran IPA Kelas III SDN 15 Ulu Gadut". *Skripsi* tidak diterbitkan. Padang: UNP

Gay, L.R & Airasian. 2000. *Educational Research*. New Jersey: Prentice Hall

Grellet, Francois. (1999). *Developing Reading Skill*. Cambridge: University Press

Gunning, T. G. (2004). *Creating Literacy Instruction for All Children*. Boston: Allyn & Bacon

Harmer, Jeremy. 2004. *How to Teach English*. London: Longman