

**THE EFFECTS OF MIND MIRROR PROJECT TOWARD THE READING
COMPREHENSION OF A NARRATIVE TEXT FOR THE FIRST GRADE OF SENIOR
HIGH SCHOOL STUDENTS: An Experimental study at SMA N 7 Padang**

THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One (S1) Degree



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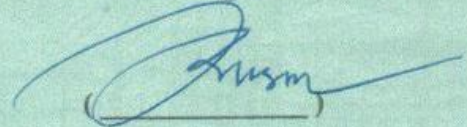
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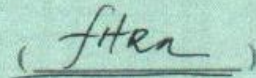
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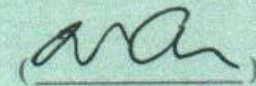
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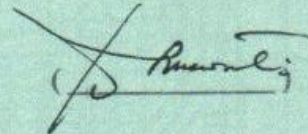
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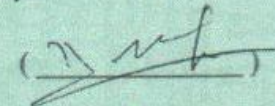
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ABSTRAK

Addinna, Ainul. 2012. The Effects Of Mind Mirror Project Toward The Reading Comprehension Of A Narrative Text For The First Grade Of Senior High School Students: An Experimental Study At SMA N 7 Padang. Skripsi. Jurusan Bahasa Inggris. FBS. UNP Padang.

Penelitian ini bertujuan untuk melihat dampak *Mind Mirror Project* terhadap pemahaman membaca siswa pada teks naratif. Penelitian ini adalah penelitian eksperimen *pretest-posttest design* yang dilakukan pada semester kedua tahun ajaran 2011/2012. Populasi dari penelitian ini adalah siswa kelas X SMAN 7 Padang, kelas X¹ sebagai grup eksperimen dan X² sebagai grup kontrol dengan menggunakan teknik *cluster random sampling*. Data yang dianalisa didapat dari tes kemampuan siswa dalam membaca teks naratif dan diolah menggunakan rumus *t-test* dengan menggunakan dua kali tes: *pretest* dan *posttest*. Berdasarkan hasil uji hipotesis penelitian ditemukan bahwa $t_{\text{calculated}}$ lebih kecil dari t_{table} ($0.295 < 1,67$). Dengan ini bisa disimpulkan bahwa *Mind Mirror Project* tidak memberikan efek terhadap pemahaman membaca siswa pada teks naratif.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a kind of activity to comprehend the writer's ideas in which the writer communicates with the readers by way of the printed words. It is also a tool for gathering many kinds of information that is applicable to know the change of situation and condition at the environment. As the result, reading improves the reader's knowledge. In other words, the more a person reads the more information he/she will get.

There are several reasons why reading is really important for senior high school students. First, reading is one of the skills that always appears in many kinds of tests. This skill is tested in every semester and it gets a lot of portion of the questions rather than other skills. Not only in every semester, but reading is also tested in UN (*Ujian Nasional-National Examination*) and a college admission test like SNMPTN (*Seleksi Nasional Masuk Perguruan Tinggi Negeri-National Selection Test for State University*).

Second, reading helps the students learn to analyse the correct information. To understand the materials, the students must have the ability to look at and get the meaning of written text which they think important for them. In short, the students' reading skills help them improve their ability in a certain subject.

Another reason is reading assists the senior high school students to continue their education to higher level, university. At this level, the students encounter the real knowledge by themselves. The students should gain their knowledge by themselves without having to ask someone, and reading is the good way for it.

Regardless those importances of reading for senior high school students, many of them still do selective reading in reading the text instead of reading a whole kind of genre text. They will only read books or texts that only interest them, and they do not like to read a lot. Many students still ignore the reading process so that the comprehensions of the reading process do not run well.

Based on the KTSP 2006 curriculum for Senior High School Students, the reading skill is taught through the Genre Based Approach. This approach emphasizes the students' mastery of the genres both in written and oral form. In curriculum, the genres are grouped into three categories of text. They are short functional text, transactional-interpersonal text and monologue text. For monologue text, there are twelve texts that should be studied by senior high school students as one of the texts is a narrative text.

As one of the text that should be learned since junior high school the students must have already mastered reading a narrative text, but the fact is that the narrative text is still distracting the students. In the process of learning the narrative text, the students face many obstacles in comprehending the text. It is proved by students' score on reading narrative

test in daily test given to six classes of the first grade students at SMA N 7 Padang. Seventy per cents of their score were under seventy. It means that many of them got score under the KKM which stated seventy five for English subject.

The problems above are caused by several factors. Based on the researcher's teaching experience, the students just read the text without comprehending and understanding the text as a whole. Another reason is the students still think that by answering the reading comprehension question correctly, the teacher will think they already understand the whole text. Therefore, the students just focus on the question. Once they locate the information in the text, they are likely to find the "correct" answer. Therefore, this activity does not require students to read deeply to understand the text.

An observation done in SMA N 7 Padang showed that there are very small numbers of students who have an interest in reading activity. Many of them think reading is a boring activity that leads them to huge sleepiness during the lesson. Besides, some of them say that they did not know the exactly the purpose of reading. The students will read the textbook or the material when the teacher asks them or only to fulfill the assignment given by the teacher. Furthermore, the students also did not find the interesting way in learning reading skill in school. They think reading is a kind of activity which they should do rather than as an activity that give them a sense of pleasure.

Other factor which influences the students' low comprehension is uninteresting materials. Teacher or a textbook mostly offers local folktale and fable from Indonesia or famous western fairytales. It is does make the students uninterested because they have already known the story since they were kids, such as *Tangkuban Perahu*, *the story of Kancil*, *Princess story*, *Robin hood*, *the fox and crow*, etc. These materials do not develop the reading ability and reading comprehension of the students because they already know the story so that they can not relate information from text with their own background knowledge to build meaning.

The ways of teacher in teaching the reading text also contributes some problems to the students' low comprehension. A teacher as an important person dealing with the students' achievement in learning process should work hard to present their best contribution in increasing students' reading ability by using teaching reading strategies, technique or activity properly. However, the teachers have already tried hard, in the process of teaching; the effort has not been used optimally.

At the beginning of teaching process the teacher is really trying to provide her work hard by applying interesting media. She usually provides the picture or video in order to recall the background knowledge of the students, but in the middle of the process, the teachers only presented a subject in textbook then ask the students to read aloud, discussed the text, like the generic structure of the text, vocabulary and the essentials of the writer's purpose in the text. At the last step, the teacher asked their students

to just focus on the questions. The teacher missed some activities which are supposed to encourage the students' comprehension in order to express their point of view, perceptions, and interpretations about the information that they get from the materials. Therefore, this type of learning brings a sense of boredom in the classroom and commonly students get less of motivation and make the effort that provided by the teacher has not been used optimally.

To overcome students' reading problems in learning the narrative text, one of the activities that is appropriate in helping students' reading comprehension is mind mirror project. Mind mirror project is an adaptation of visualization strategies. It is a strategies that ask the students making a representative of their thinking in comprehending the text which given to them by drawing the sequence of event from the text in the mind mirror poster.

Mind mirror project is suitable in teaching narrative text for senior high school. By doing this technique, students could demonstrate their thinking ability in analysing the key element of the narrative text in order to comprehend the story. Therefore, this research is about to see the effect of mind mirror project towards senior high school students' reading comprehension of a narrative text.

B. Identification of the Problem

Based on the background of the problem above, there are two factors of why the students' comprehensions are not well improved. The first factor comes from the teacher. The teacher offers an uninteresting way in presented the material for the students as a result of teaching reading strategies or techniques not work optimally. The teacher offers lack of activities which the students can involve in teaching and learning process of reading. The teacher working alone in building the good environment for students. Therefore, Some English teachers often find many difficulties to make their students want to tell their perception, point of view, and their interpretation about the reading materials that the teacher gives.

The other problem comes from the students. They have less motivation in learning reading text. They easily feel bored because they do not know the purpose or reading and also because of the monotonous of the teacher's strategies in teaching which do not develop the enjoyable and relaxing atmosphere in the class. Other reason is they also have less interest in reading. Therefore, the students could not find an interesting way in learning the reading skill in school.

C. Limitation of the Problem

This research is limited to identify the effect of mind mirror project in improving senior high school students' comprehension in reading a narrative text.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem can be formulated in the following question “Does Mind Mirror Project give any better effect for reading comprehension of a narrative text to the first grade of senior high school students rather than of those who are not taught by the mind mirror project?”

E. Purpose of the Research

The purpose of this research is to identify whether mind mirror project in reading a narrative text gives a better effect in improving the first grade of senior high school students’ comprehension of a narrative text.

F. Significance of the Research

This research is about conducting mind mirror project technique as a new technique for teaching reading comprehension of a narrative text. Practically, the result of this research is expected to give better effect and give contribution to the teaching reading comprehension. Then, it is hoped that this study can provide information to other researcher as an additional source to conduct other study related to students’ reading comprehension of narrative text.

G. Definition of Key Terms

1. A narrative text: A genre or text type which learnt by the first grade of senior high school students, telling a story and gives a set of real or imaginary events which has components; generic structure, social function, and has purpose to amuse the reader and emphasize the reader to read between the lines. It also has features; character, plot, setting, theme, and point of view.
2. Mind mirror project: An activity for teaching reading narrative text that helps students comprehend the text by synthesizing key story elements of text in order to create a visual representation of the sequence event of the text in order to understand the texts.
3. Reading Comprehension: The reading ability of students in comprehending the text which is tested by using the reading test.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The data collected has been tested statistically by the calculation of t-test. Based on the research findings in chapter IV, the result of the calculation indicates that t_{observed} is lower than t_{table} . Referring to this result, the research null hypothesis is accepted. It means that mind mirror project does not give significant effect on students' reading comprehension in a narrative text.

Even though, the data analysis found that mind mirror project does not give significant effect on the students' reading comprehension in a narrative text, there were some advantages of mind mirror project that have been got by the students. It made the students felt interested in the reading activity and it make the learning process more interesting and fun. Another advantage is mind mirror project also help the speaking ability of the students.

Moreover, mind mirror project made the students active in learning process. They got involved in all activities during the teaching and learning process. Even though, the result of data analysis showed that that the students who are taught by mind mirror project do not have better achievement in reading text.

B. Suggestions

Related to the findings of the research, it is hoped that in the future there will be another research that analyse the effect of this mind mirror project to a narrative text, even with different samples and places. Since this activity does not give significant effect to students' reading comprehension, this activity can be tried in the other English skills ability such as in increasing the students' listening comprehension or in different text such as descriptive text and recount text. In addition, it is suggested to the future experimental research to give the test more than once to make sure the reliability of the data.

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