

**THE EFFECTIVENESS OF MIND MAPPING TECHNIQUE IN
INCREASING STUDENTS' READING COMPREHENSION
IN NARRATIVE TEXT (AN EXPERIMENTAL STUDY TOWARDS
SECOND GRADERS OF SMPN 1 NGANTRU TULUNGAGUNG
IN ACADEMIC YEAR 2015 / 2016)**



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2016**

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MOTTO

*“Look at everything as though you were seeing it
either for the first or last time. Then your time
on earth will be filled with glory.”*

(Betty Smith)

DEDICATION SHEET

After finishing this thesis, I want to dedicate this thesis to:

- 1. Allah SWT who always blesses me and gives me guidance also fluency in finishing this thesis.*
- 2. My beloved parents, Basori and Suyati who always pray for my success and who support me to accomplish this thesis. Thanks for everything, without you I am nothing.*
- 3. My beloved advisor, Erna Iftanti who always guided and gave unforgettable knowledge to me.*
- 4. My beloved sisters, Malita and Anika who always support and help me in faced obstacles.*
- 5. My close friends in Srondeang family : Listiana, Ineke, Fanti, Iin, Nisa', Lila, Luky and Lina thanks for your support accomplish this thesis.*
- 6. My friends in Cleopatra Boarding House : Farida, Atina, Dwi, Nila, Chusna and Lutfi who accompanied and support me during doing this research.*
- 7. All members of TBI - C whom I loved. You are my best.*

DECLARATION OF AUTHORSHIP

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Tulungagung, May 20th 2016

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ABSTRACT

Mufarida, Heni. Student Registered Number. 2813123078. 2016. *The Effectiveness of Mind Mapping Technique in Increasing Students' Reading Comprehension in Narrative Text (An Experimental Study Towards Second Graders of SMPN 1 Ngantru Tulungagung in Academic Year 2015/2016)*. Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung.
Advisor : Dr. Erna Iftanti, SS., M.Pd

Keywords: mind mapping, reading comprehension, narrative text

Reading is the most difficult skill for second or foreign language learners to master. Very often, students get stuck when they have a reading task because they have to understand new vocabularies and they have limited number of it. To achieve a successful teaching reading comprehension, there are many things to be considered. One of them is the usage of appropriate Mind Mapping technique. It is an important technique that is very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and note taking. By using this technique, the students can see the way that pieces of information fit together. It encourages the students' mind to remember and quickly to review what they read. Mind mapping made enjoyment in the classroom by using various map which is colorful. This technique is good to be implemented in teaching English, especially in teaching reading.

The formulation of the research problem was : Is Mind Mapping Technique effective in increasing the second graders' Reading Comprehension Achievement in Narrative Text of SMPN 1 Ngantru in Academic Year 2015/2016? Based on the formulation of research problem, the purpose of this study was to investigate the effectiveness of Mind Mapping Technique in increasing the second graders' Reading Comprehension Achievement in Narrative Text of SMPN 1 Ngantru in Academic Year 2015/2016.

This study used quantitative research with pre experimental design. The population of this study was the second year students of SMPN 1 Ngantru consisting of 12 classes. The sample was B class of second year in SMPN 1 Ngantru. This class consist of 28 students. The research instrument was reading comprehension test. Before starting the treatment, two tests were prepared as the pre test and post test. This tests used to find out students' reading comprehension in narrative text at the beginning and at the end of the study. The data analysis was using T test by IBM SPSS Statistic 16 version.

The finding showed significant differences between the result of pre test and post test. The mean of post-test scores (90.17) was larger than the mean of pre-test scores (78.57). From statistical calculation, it was confirmed that the t_{count} is 3.286. It is higher than t_{table} at either 5% significant level is 2.052. It showed that $3.286 > 2.052$. It means H_0 is rejected and H_a is accepted, so there were significant different score between before and after taught using Mind Mapping technique. It can be concluded that, Mind Mapping can be used as an alternative technique to teach reading comprehension in narrative text to the students at Junior High School level especially to the second graders.

ABSTRAK

Mufarida, Heni. Nomor Induk Mahasiswa. 2813123078. 2016. *The Effectiveness of Mind Mapping Technique in Increasing Students' Reading Comprehension in Narrative Text (An Experimental Study Towards Second Graders of SMPN 1 Ngantru Tulungagung in Academic Year 2015/2016)*. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung.
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Kata Kunci : peta pikiran, pemahaman membaca, teks naratif

Membaca adalah keahlian yang paling sulit bagi pembelajar bahasa kedua ataupun bahasa asing. Kebanyakan, siswa mengalami kesulitan ketika mengerjakan soal bacaan karena mereka harus paham kosa kata baru dan kenyataannya memiliki kosa kata yang terbatas. Untuk meraih kesuksesan dalam mengajar pemahaman memahami bacaan, terdapat banyak hal yang perlu dipertimbangkan. Salah satunya yaitu dalam penggunaan teknik yang tepat yaitu Peta Pikiran. Ini merupakan teknik yang sangat kuat dalam mengungkapkan pendapat, berfikir kreatif, pemecah masalah, menyatukan ide dan mencatat bagian yang penting. Dengan menggunakan teknik ini, siswa dapat mengetahui bagaimana setiap bagian informasi dapat disatukan menjadi satu kesatuan. Teknik ini mendorong pemikiran siswa agar mudah dalam mengingat dan mengulas materi yang telah mereka baca dengan cepat. Peta pikiran menimbulkan suasana di kelas menyenangkan karena menggunakan berbagai macam model peta dengan berbagai macam warna. Teknik ini bagus diterapkan dalam pengajaran Bahasa Inggris, khususnya dalam pengajaran membaca.

Rumusan masalah dalam penelitian ini adalah : Apakah teknik Peta Pikiran efektif dalam meningkatkan pemahaman membaca teks naratif siswa kelas 8 SMPN 1 Ngantru Tulungagung tahun ajaran 2015/2016? Berdasarkan rumusan masalah diatas, tujuan dari penelitian ini untuk meneliti pengaruh teknik Peta Pikiran dalam meningkatkan pemahaman membaca teks naratif siswa kelas 8 SMPN 1 Ngantru Tulungagung tahun ajaran 2015/2016.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain Pre Experimental. Populasi dalam penelitian ini yaitu seluruh siswa kelas 8 SMPN 1 Ngantru Tulungagung tahun ajaran 2015/2016 yang terdiri dari 12 kelas. Sedangkan sampelnya yaitu kelas 8B SMPN 1 Ngantru Tulungagung tahun ajaran 2015/2016. Kelas ini berjumlah 28 siswa. Instrumen dalam penelitian ini adalah tes pemahaman membaca. Sebelum dilakukan perlakuan, 2 test telah disiapkan sebagai pre tes dan post tes. Tes ini digunakan untuk mencari perbedaan nilai antara pre tes dan pos tes dengan menggunakan teknik peta pikiran. Analisa data dalam penelitian ini menggunakan T tes dengan IBM SPSS Statistik versi 16.

Hasil dari penelitian ini menunjukkan perbedaan yang signifikan antara hasil pre tes dan post tes. Rata-rata dari nilai post-tes (90.17) yaitu lebih besar dari rata-rata nilai pre-tes (78.57). Dari perhitungan statistik, dapat ditetapkan bahwa hasil dari t_{hitung} adalah 3.286. Ini lebih besar dari t_{table} pada level 5% yang menunjukkan level signifikannya yaitu 2.052. Ini menunjukkan bahwa $3.286 > 2.052$. Ini berarti H_0 dapat ditolak dan H_a dapat diterima, sehingga terdapat perbedaan nilai yang signifikan antara sebelum dan sesudah diajar menggunakan teknik peta pikiran. Dapat disimpulkan bahwa teknik peta pikiran

dapat digunakan sebagai teknik alternatif untuk mengajar pemahaman membaca teks naratif pada siswa jenjang SMP khususnya kelas 8.

ACKNOWLEDGEMENT

Bismillahirrahanirrahim. Alhamdulillahillobbil'alamin. All praises be to Allah SWT, The Most Beneficent and The Most Merciful, who has given the writer the unremarkable blessings so that the writer can accomplish this thesis. In addition, may Peace and Salutation be given to our Prophet Muhammad (pbuh) who has taken all human being from the Darkness to the Lightness.

The writer would like to express her genuine gratitude and big appreciation for everyone who gives her support to accomplish this thesis, especially to:

1. Dr. H. Abdul Aziz, M.Pd.I., the Dean of Faculty of Tarbiyah and Teacher Training of IAIN Tulungagung for his permission to write this thesis.
2. Dr. Arina Shofiya, M.Pd., the Head of English Education Department.
3. Dr. Erna Iftanti, SS., M.Pd., for her invaluable guidance, suggestion and feedback during the completion of this thesis.
4. Drs. H. Noerdaryanto, M.Pd., the headmaster of SMPN 1 Ngantru Tulungagung who has given permission to conduct a research at this school.
5. The eight grade students, especially B class in the academic year 2015/2016 for the corporation as the sample of this research.

Finally, the writer realizes that this thesis is still far from being perfect.. Therefore, criticisms and suggestions from readers are highly appreciated for the improvements of this suggestion,

Tulungagung, May 20th 2016

The Writer

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