

IMPROVING STUDENTS'S READING COMPREHENSION TOWARD MIND MAPPING IN TERMS OF NARATIVE TEXT

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Abstrak

The object of this study is to find out the implement of using mind mapping techniques to improve students' reading comprehension in narrative texts. The data were gathered through test which were delivered into the pre-test and post-test. Based on the result of the research showed that mind mapping technique is improve students' reading comprehension in narrative text, because the value of gained score (20.77) is higher than the control class (10.77). From the result of statistic hypothesis, has significance value 0.001. Based on the significance table is 0.05, meanings that $0.05 > 0.001$. In other word the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. Therefore, teaching reading comprehension of narrative text has improves through mind mapping technique.

Keywords: Improving, Reading Comprehension, Narrative Text.

1. Introduction

English as an international language has been used for all over world. Nowadays English is a foreign language that many people learn. In other words, English has important role in people's communication. In Indonesia, English has an important role especially in education. Therefore, English is thought as the first foreign language in all level of school and language course.

There are four English basic skills in English they were listening, speaking, reading and writing. These skills are closely related one to another. Listening is an activity to get the meaning from the oral language. Speaking is talking to somebody about to get the meaning from the oral language and speaking is talking to somebody about something that used voice to say something. Reading holds the important rule because reading is one activity which cannot be released from our live to search some information or knowledge from print text. Thus, the student should have good reading skills. And writing is a process to express opinion, statement and knowledge using written text.

According to Nunan (2003) mention that, reading is the process of readers combining information from the text and their own background knowledge to construct meaning. Reading is one of the subjects to get information and knowledge about everything that readers

need from written form. And reading is very important, because it is one of the Four language skills that students must master for all levels.

Reading may be defined as an individual's total inter-relationship with symbolic information. Effective reading requires a logical sequence of thinking or though patterns, Naf'an and Rachman (2019) state these though patterns require practice to set them in to the mind. They may be broken down into the following some of essential basic process of reading:

1. Recognition: the reader's knowledge of the alphabetic symbols.
2. Assimilation: the physical process of perception and scanning.
3. Intra-integration: basic understanding derived from the reading material itself, with minimum dependence on past experience, other than knowledge of grammar and vocabulary.
4. Extra-integration: analysis, criticism, appreciation, selection and rejection. These are all activities with require the reader to bright his past experience to bear the text.
5. Retention: This is the capacity to store the information in memory.

Purpose of Reading

In teaching reading, there are some purposes of reading where the reader begins to read, they usually have their own purpose.

Commonly, the important purpose of reading is to get information. There are some purpose state by Dough and Christopher in their book *Material and Method in ELT* (2003), those are:

- a. Obtaining general information from text.
- b. Obtaining specific information from text.
- c. For pleasure or for interest.

Definition of Narrative Text

According to Anderson (1998) stated that narrative text is a text which tells a story and has purpose to entertain the reader. Narrative Text is usually close to everyday experience, it usually based on real events in life and practically do by people. Narrative text comes from writer's real experience or imagination, however a narrative text can be a fiction, non-fiction or combination of both.

Researcher take conclusion about the definition of Narrative text as a story that presented in chronological order, it consists of several components including problem and its solving which has purpose to entertain the reader, narrative text become an attractive text for people because it is tell an interesting story that make people who feel enjoy and make their own imagination through the story.

2. Research Method

a) Research Design

This research design used is quantitative research with quasi experimental design. According to McMillan and Schumacher (2006) state that, quasi-experimental research is a good design of the research because although it is not true experiments, it provides reasonable controlled over most sources of invalidity and it is usually stronger than the pre-experimental design.

Quasi-experimental design focuses on treatment and outcome, hence the data was taken from pre-test and post-test in order to know whether using mind mapping is improve in students' reading comprehension achievement.

In this research design, there are two kinds of classes used and all population or subject that is taken in this research that is control group and experimental group. There are the

experimental class which used mind mapping technique and the controlled class by another technique.

b) Population and Sample

population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which the results of the research are generalized. In this case, the population of this research is all the students of MA Al- Maarif Sangkong Bonder in academic year 2023-2024.

The sample of this research is at second grade of MA Al- Maarif Sangkong Bonder, there are 26 students at second grade in two classes. The researcher took XI A as the experimental class that has 13 students and XI B as the controlled class that has 13 students. The experimental class was taught reading comprehension through mind mapping technique, while the other was taught through expository technique.

c) Technique of Data Collection

Technique of data collection purposes to get the data by several methods. In order to get the data, researcher used some kinds of techniques to obtain the data. In this research, there activities were conducted, which were pre-test, and post-test. The technique of data collection was explained as follows:

i. Pre-test

Pre-Test delivered at first time before giving treatment in both experimental and controlled class. In this section, the researcher distributed handout consist of narrative text to the students so the researcher can measure their Reading Comprehension.

ii. Post-Test

Post-test was administered after giving treatment, in other to measure some changes of participants in other class. Both groups will be involved in this. The purpose of this test is whether students can find information or main ideas in narrative texts using mind mapping techniques and it can improve their reading comprehension skills.

d) Data Analysis Technique

To analyze data, researcher used a comparative technique. The researcher

compared scores before and after treatment is given. This technique is useful for statistically proving whether the results will different between the experimental class and the control class. To find significant differences from the experimental class and the control class, the researcher used the T-test to find data. Before using the T-test to find statistical results, the researcher used the Normality and Homogeneity Test.

i. Normality Test

According to Sujianto (2009) normality distribution test is a test to measure whether our data has a normal or not. The normality test used to determine if the data is well-modeled to be normally distribute. The researcher computed the data by using statistical formula. The formula that used is SPSS version 20 from Shapiro-Wilk.

The hypothesis formulas are:

Ho : The data have normal distribution

Ha : The data do not have normal distribution

While the criteria acceptance or rejection of hypothesis were:

Ho is accepted if Sig (pvalue) $> \alpha = 0.05$

Ha is accepted if Sig (Pvalue) $< \alpha = 0.05$

ii. Homogeneity Test

According to Sujianto (2009) homogeneity testing is intended to make sure that the collected data in analysis is truly taken from a population which is too different each other

Before administering the data to t-test, it is necessary to be certain that the data is homogeneous or not. The researcher used SPSS version 20.

The hypothesis for the homogeneity test are:

Ho : The variance of the data is homogeneous

Ha : The variance of the data is not homogeneous

The test criteria:

Ho is accepted if Sig $> \alpha = 0.05$

Ha is not accepted if Sig $< \alpha = 0.05$

The formula is suitable for help the researcher to measure the data in order to get the valid result about the use of Mind Mapping to improve student' reading comprehension. In

order to find the result, the formula above functioned to find which Ha will be accepted. To find the result, the above formula serves to find which

3. Discussion

In this part presented the finding of research from experimental and control class. The data was gathered from students' pre-test and post-test in both two classes.

Before the students receive treatment, the students are given a pre-test containing a narrative story with multiple-choice questions and essays.

The data shows that, the experimental students' total pre-test score is 745 and the average pre-test score is 57.30. The lowest score in the pre-test is 40, and the highest is 70. It means there are still lots of students with a limited ability to understand and comprehend the narrative story. In the meantime, the total post-test score is 1015 and the average score is 78.07. The lowest score in the post-test is 70 and 90 is the highest in post-test. One might conclude that there is a difference in the pre-test and the post-test score of the experimental class.

The data were gathered from the pretest score and post-test scores of the students. The control class consists of (the other 13 students). The researcher taught reading comprehension of narrative text to students in six meetings with getting the treatment using expository technique

The data shows the score of 13 students in the eighth-grade second group, the total pre-test score is 755 and the mean pre-test score is 58.07. The pre-test lowest score is 45 and the highest score is 70. Meanwhile, the total post-test score is 895 and the mean post-test score is 68.84, the lowest post-test score is 55, and the highest post-test score is 80.

The researcher used a statistics form to analyze the data from pre-test and post-test. T-test was used to answer the research question and conducted in both the experimental class and the controlled class by using SPSS 20.

Discussion

From the result of description above, the output data show the mean of pre-test (experimental class) was 57.30 in changed in post-test after gave treatment was 78.07. While, the result in control class show from mean score of pre-test is 58.07 it changed with the post-test was 68.84. Therefore, from the post-test mean score in experimental class which has higher than then the mean score of control class ($78.07 > 68.84$). It was because the experimental class was given treatments of mind mapping technique while the control class was not given

The result of independent sample test, the gained score of hypothesis of test showed that was 0.001 it can be seen in table 4.7. Because $0.001 < 0.05$ its mean that H_a was accepted and H_o was rejected meaning that using mind mapping has improvement in students' reading comprehension of narrative text.

Based on student response, teaching reading comprehension through mind mapping technique made students easier to understand and remember the content of the narrative text, they become more active in teaching learning process, because in mind mapping they could draw their imagination based on the story that they were read. As state by Buzan (1990) state that, the forms of tree branches of mind mapping make it recognize the connection of every idea. It is because for every branch they will be one word as a keyword to represent the idea. It mean that mind mapping made students easier to get important information that they have to find and remember, especially in finding supporting detail in narrative text. And it also has state by Colelford (1990) as the advantage of mind mapping.

Reading comprehension in narrative text is hard for student to comprehend the text such as the have to know detail of character, setting, problem, resolutions and coda ore moral value. Mind mapping treatment in the experimental class give change to students to in easier way to understand the content of text and design of mind mapping made student easy to remember the mean idea. In addition, this technique also help students free to draw a framework of mind

mapping according to their own understanding of the text read.

Previously, there was research which proved that mind mapping technique could give significance improvement on student reading comprehension such as the research which was conduct by Ana Amalia (2009) with the title "Teaching Reading Comprehension through Mind Mapping at Eleventh Grade of SMAN Demak". The study found mind mapping technique is effective to improve the students' reading comprehension achievement. So it can be said that teaching reading by mind mapping technique can give student good improve on their reading comprehension.

Based on the result of data and the response of students, the finding of this research indicated that gives positive influence in improve students' reading comprehension of narrative text.

4. Conclusion

In this study, the researcher conclude the result of the research that have been made previously, to answer research question how to use mind mapping in improve students' reading comprehension of narrative text. The researcher tried to collecting data and analyzing the data, the researcher finally had finished the study with positive result. It can be seen from their average score of post-test experimental group was 78.07 that score is higher than control group which only god 68.84 for post-test average score.

Besides that, there is significance difference between using mind mapping technique and without using mind mapping technique. The hypothesis result showed that in sig. 2 tailed was 0.001 its mean that the result $0.001 < 0.05$. It can be concluded that the Null Hypothesis (H_o) was rejected and the Alternative Hypothesis (H_a) was accepted. Thus, it could be said that using mind mapping technique had given significance improvement on student reading comprehension.

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