

TEACHING READING THROUGH MIND MAPPING STRATEGY IN NARRATIVE TEXT FOR READING COMPREHENSION

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Abstract: This research aimed at activity and the effectiveness of the use of mind mapping strategy in improving students' skill in teaching reading for narrative text to Tenth Grade Students of SMA Ki Hajar Dewantara in Academic Year 2014 / 2015. The research method used is a Pre Experimental Research. The study sample is 37 students. Based on the analysis of the data, the students' mean score of effectiveness was 83.5. This score showed a significance difference to the pretest result which was 39.5. Furthermore, the Effect Size computation where the value of ES was 5.2 (categorized as high). It is therefore, the Alternative Hypothesis (Ha) is accepted and Null Hypothesis is rejected and it can be concluded that Mind Mapping strategy was effective in teaching reading comprehension in narrative text.

Keywords: *Mind Mapping, Reading, Narrative Text.*

Abstrak: Penelitian ini bertujuan untuk mengetahui tingkat keefektifan menggunakan strategi Mind Mapping didalam pengajaran membaca pada teks narasi untuk siswa kelas X SMA Ki Hajar Dewantara Pontianak. Metode penelitian yang digunakan adalah pre eksperimental. Sampel penelitian adalah 37 siswa. Berdasarkan analisis data, nilai rata-rata siswa efektif adalah 83,5. Nilai ini menunjukkan signifikan yang berbeda dengan tes tertulis (pre-tes) yang mana hasilnya 39,5. Selanjutnya, perhitungan ukuran efek (effect size) dimana nilai dari ukuran efek adalah 5,2 (kategori tinggi). Oleh karena itu, alternative hipotesis adalah diterima dan nol hipotesis adalah ditolak dan bisa disimpulkan bahwa strategi Mind Mapping adalah efektif didalam pengajaran teks narasi.

Kata Kunci: *Mind Mapping, membaca, teks narasi*

Reading is a skill in English. Reading is a skill in understanding words by words, sentences by sentences, paragraphs by paragraphs in a text. Beside of it, reading becomes something that so difficult to understand and make bored to students. That is why researcher take this topic, because the tenth grade students in SMA Ki Hajar Dewantarastill lack in vocabulary. Even, they just know a little vocabulary in their minds. But, the students like guessing English words. So, that is why the researcher choose mind mapping strategy in teaching vocabulary. The solution to handle this gap, the researcher use pre-experimental.

“Mind Map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, colour and spatial awareness – in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance”(Tony Buzan: 1996). “Mind mapping strategy is a way to map a certain vocabulary and develop it to other vocabulary, but still have correlation from the first vocabulary”(Barry Buzan: 1996). It looks like a map. So that, students can be more creative and fast in thinking especially in looking for other words that still have correlation from the first vocabulary. The advantages of using mind mapping in narrative text are mind mapping helps organize and present the ideas, it also helps remember them and understand them better. Much of the Mind Map’s usefulness comes from the mindfulness needed to create the map. You have to think how to condense the key ideas into as few words as possible to maintain the meaning of the idea. You also have to be mindful about how to organize the information in your map. Another advantage of using mind mapping is that when you come back to review the information, it is much easier to find an idea on a Mind Map compared to reading through long text notes. Every time you review your mind map, you also reinforce the learning of new information in your memory. Eventually, you’ll be able to see the actual picture of your Mind Map in your mind, which is something that is hard to do with standard linear notes.

Concept maps are graphs that are comprised of concepts (defined by Novak as perceived regularities in objects and events) on the nodes and the relationships among the concepts on the arcs. Concept maps are used to form knowledge models by placing them in hierarchical organization and appending elaborating media onto the nodes within each map. A Mind map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills-word, image, number, logic, rhythm, colour and spatial awareness-in a single It was because the characteristics of monolog text, lack of vocabulary and sentence structure. Based on the researcher’s observation, the students lacked participation in their listening activity. English teachers usually taught the listening, integrating it with reading or speaking and applied dictation techniques in class. Instead, the teacher did not use various kinds of approaches. She only used natural approach like teacher centered. So, the students are difficult to listen comprehends of listening text especially pronunciation and new vocabulary. It makes the reading comprehension / ability in narrative text for most of the students are not good.

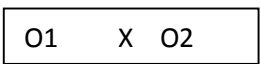
To overcome the problem, the writer had to find the appropriate strategy that allowed students to be active in the classroom especially in reading class. Regarding the students’ problem in writing for tenth grade students of SMA Ki Hajar Dewantara Pontianak are also found that they difficult / fail in vocabulary. Therefore, it is necessary to solve these problems with appropriate strategy, to support the students in vocabulary. One of the suggested strategies in teaching vocabulary is *mind mapping*. Mind mapping is a diagram used to visually outline information. A mind map is often created around a single word or text, placed in

the center, to which associated ideas, words and concepts are added. Major categories radiate from a central node, and lesser categories are sub-branches of larger branches. Categories can represent words, ideas, tasks, or other items related to a central keyword or idea. Every research should have the problem to direct the writer in conducting the research. The problem of this research is “Is mind mapping strategy effective in teaching reading comprehension in narrative text?”

The writer applying Mind Mapping strategy and do Pre-Experimental in the classroom. Monotone activities or strategies of teacher in teaching would make students bored. To avoid being bored and tired of studying and to make teaching listening more effective and interesting, the writer believes that through Mind Mapping strategy students would be more interested and enthusiastic in learning reading comprehension in narrative text and of course the result of the study would be more satisfying.

METHOD

To find the answer of the research problem, the suitable method should be applied. It is absolutely important in doing a research, because method is a way to solve the research problem. The method that is used by the writer in this research is experimental research. Pre-experimental research is the simplest form of research design. In a pre-experiment either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause change. Types of pre-experimental design are one-shot case study design, one-group pretest-posttest design, and statistic-group comparison. “The specific questions that the experiment is intended to answer must be clearly identified before carrying out the experiment. We should also attempt to identify known or expected sources of variability in the experimental units since one of the main aims of a designed experiment is to reduce the effect of these sources of variability on the answers to questions of interest. That is, we design the experiment in order to improve the precision of our answer.” (Taken from Valerie J. Easton and John H. McColl’s *Statistics Glossary v1.1*) In conducting this research, the writer used a pre-experimental research.



Pre-experiments are the simplest form of research design. In a pre-experiment either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause change.

Note : *O1 that is pre-test in the form of written descriptive text before giving treatment. X that is the treatment; which is teaching vocabulary through mind mapping strategy in narrative text for reading comprehension. O2 that is post-test in the form of written test to measure students’ reading comprehension on narrative text after giving treatment.*

The writer measured the result of both tests to investigate whether mind mapping strategy is effective or not in teaching reading comprehension especially on narrative text.

Peers (2006: 10) stated that, “Experimental research is distinguished from non-experimental research by the critical features of manipulation and control of variables to determine cause and affect relationships”. But, in this research the writer used parts of experimental research design especially pre-experimental design or single group, pre-test and post-test design. It is a research procedure that has no control group. The influence of the experimental treatment can be seen by analyzing or comparing the result of the pre test and post test.

There are three most commonly used pre-experimental designs are the one-shot case study, one-group pre test and post test design and the static-group comparison design. One group pre-test is intended to get information about the student’s ability before the treatment. It does not use control group. In this research, writer uses the one-group pre-test and post-test. Gay (2009: 253) explained that, “The one-group pre-test and post-test involves a single group that is pretested (O1), exposed to a treatment (X), and then test again (O2). The success of the treatment is determined by comparing pretest and posttest”. The pre-test is given before the treatment begins. So there are two tests: O1= the pre-test and O2= the post-test. The form of the Pre-Experimental design which the writer applied can be as follow.

Table 1
Pre-Experimental Design Form

Pre-test	Treatment	Posttest
O1	X	O2

The steps of pre experimental design as follow, a) Apply **O1**, which is pre-test, to measure students’ mean score of listening test before treatment. b) Apply the treatment (**X**), which is teaching listening procedure text. c) Applying **O2**, which is post-test, to measure students’ mean score of listening test after giving the treatment (**X**). d) Compare the **O1** and **O2** to determine how far the student’s interval scores of listening test. e) Apply T-test to determine whether the interval score significant or not. FThe next f) stage is analyzing the effect of the treatment; it is called “Effect Size” (ES).

Marczyk, De Matteo, & Festinger (2005: 18) says, “ Population is all individuals of interest to the researcher. According to Best and Khan (2006:13), “A population is any group of individuals that have one or more characteristics in common that are interested to the researcher.” As a result, the population of this research is the second semester of tenth grade students of SMA Ki Hajar Dewantara Pontianak in the academic year 2014/2015. The total population is 37 students.

Best and Khan (2006:13) suggest that, “A sample is small proportion of the population that is selected for observation and analysis.” The sample of this research is the tenth grade students of SMA Ki Hajar Dewantara Pontianak in the academic year 2014/2015. The writer takes total sample which consists of 37students. Because, in the tenth grade students at SMA Ki Hajar Dewantara Pontianak only one class.

Data collecting technique that would be used in this research is measurement technique which is measure the students' reading. Before giving measurement technique, the researcher posed a try-out test items to check the reliability of the test, the level of difficulty and discriminating power of the test. The measurement would be administrated twice. The first test which called pre-test is intended to collect the data before the experiment treatment. The second test which called post test in intended to collect the data after an experiment treatment is given. The data is collected by in the form of written test, especially *fill in the blank* test. In making test items, first the writer takes the texts from some websites. And then the writer makes questions from the texts that have already been taken. Each text has different topic but in generally narrative text. The test that have constructed will be administered to students as sample of the research. Thus, it can help the researcher in teaching learning process while the treatment applied.

In this research the tools of data collecting is reading test. The pre-test and the post-test would be given the similar test and using same narrative text especially entitled King Midas and I Tundung. The writer took the data to get information of students' effectiveness in listening; the writer gave listening test by giving instruction to them to perform and then the writer measure their listening ability with the rating scale provided. The instrument is the rubric item that is prepared based on the operational definition. There are some aspects to be second in listening test namely such as comprehensibly.

The mean score is the sum of the students' score divided by the total individual. The mean score also calls average score can be formulated as follows:

$$M1 = \frac{\sum x1}{N}$$

$$M2 = \frac{\sum x2}{N}$$

Kubiszyn & Borich (2007: 258)

M1 = the students' mean score of pre test

M2 = the students' mean score post test

$\sum x1$ = the sum of individual score of pre test

$\sum x2$ = the sum of individual score of post test

N = the total number of students

Students' Score Classification

Score 80-100 is good to exceklent, score 60-79 is average to good, score 40-59 is poor to average, and score 0-39 is poor.

(Modified from J. B. Heaton: 1988)

After calculating the students' mean score, the researcher calculates the interval score of pre-test and post-test by using the subtraction formula.

$$\mathbf{MD = M2 - M1}$$

Arikunto (2002: 270)

MD = The interval students' mean score of pre-test and post-test

M2 = The students' mean score post test

M1 = The students' mean score of pre test

After calculating the interval score of pre-test and post-test the researcher calculate analysis on students' significant score of pre-test and post test

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}} \quad Md = \frac{\sum d}{N} \quad \sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Arikunto (2002: 275-277)

t = the obtained for correlated sample

Md = the mean of differences

$\sum d^2$ = the total sum of the squared difference scores

$\sum d$ = the total sum students' interval score of the pre-test and post-test

N = the number of students

To know the significant effect of the treatment, the writer compared the pre-test and the post test to determine whether the treatment has differential effect. Then t-test is used to analyze the treatment influence. The next stage is analyzing the effect of the treatment; it is called "Effect Size" (ES). The formula as follows:

$$\mathbf{Es = t\sqrt{\frac{1}{N}}}$$

Es = Effect size

t = The result of the-test

N = Number of the students

The result is categorized as follows:

$Es \leq 0.2$: is categorized as low
$0.2 < Es \leq 0.8$: is categorized as moderate
$Es > 0.8$: is categorized as high

RESULT AND DISCUSSION

Result

This research aims at knowing the level of effectiveness the use of Mind Mapping strategy in teaching reading narrative text to the tenth grade students of SMA Ki Hajar Dewantara Pontianak. The research method used is a Pre Experimental Research. The study sample is 37 students. Based on the analysis of the data, the students' mean score of effectiveness was 83.5. This score showed a significance difference to the pretest result which was 39.2. Furthermore, the Effect Size computation where the value of ES was 5.2 (categorized as high). It is therefore, the Alternative Hypothesis (H_a) is accepted and Null Hypothesis is rejected and it can be concluded that Mind Mapping strategy was effective in teaching reading narrative text.

Discussion

In this research the writer applied mind mapping strategy in teaching reading comprehension to the Tenth year students of SMA Ki Hajar Dewantara Pontianak in academic year 2014 / 2015. Mind mapping strategy is a way to enlarge a word become other words, from other words students can make sentences, and by the sentences students can make some paragraphs of narrative text.

Based on the data analysis, the writer found out that the students achievement in reading was influenced by *mind mapping strategy* and this technique has positive effect to promote student's reading comprehension. From the data analysis of two measurements, pre-test and post-test, it was found that the mean score of pre-test was **39.5**. based on the KKM (*Kriteria Ketuntasan Minimal*) SMA Ki Hajar Dewantara Pontanak in academic year 2014 / 2015, the mean score of pre-test and post-test was lower than the criteria of mastery learning for the school.

After conducting the Pre-Test, the writer conducted the treatments to 37 students of research sample as a part of experiment method. Before conducting the treatment, the writer prepared the lesson plan as the frame work. By using the lesson plan, the writer worked systematically. He took twice for conducting the treatment that focusing the narrative text in teaching reading comprehension. Here are student's improvement (the subject of this research) in each treatments: 1. In the first treatment, the writer found felt comfortable in teaching learning process. It happened because mind mapping technique helps teacher in explaining the narrative text by interesting diagram. The teaching learning process was passive. All students only paid attention to the teacher's explanation about the narrative text and still lazy to read and make the text, moreover to understand the essential of the text. 2. In the second treatment, the writer found the students started to enjoy reading activity. They enjoy followed pre-test (a test that given to analyze the

students capability in the beginning). It means that the strategy is success in making students interesting in learning process. After that they enjoy and interesting studied reading comprehension especially narrative text by using mind mapping strategy. They could make a key word become to narrative text. Then, they followed post-test and they could answered the questions and they had good result.

From the findings of this research, the *mind mapping strategy* significantly changed the students' achievement in reading comprehension narrative text and definitely, they had good enough enthusiasm (based on the research) in learning reading comprehension of narrative text through this technique. Furthermore, *mind mapping strategy* was quite helpful for the writer to generate the students' achievement in reading comprehension of narrative text. As a result, it was proved that the students' achievement score could increase into **44 (forty four) point**. This interval score is a result of computing process from the increase of pre-test to post-test after being given the treatment.

In addition, under the result of this research, the writer thinks that there are some weaknesses concerning the research procedures that have been conducted. Firstly, in limited twice of meetings (treatment process) he realizes that the treatment process is not sufficient to build the students' understanding perfectly on the concept of achievement in reading comprehension of narrative text. Supposedly, it should be carried out not less than four or five meetings to ensure that they have good understanding. Unless, the process of treatment is not fully copied by the students to understand the real procedures of *mind mapping strategy*. Secondly, with limited instruments used by the writer, he believes that not all the processes of treatment can be applied based on the real procedures recommended in mind mapping strategy. The last, the subject of research (the students) is understood in reading narrative text through mind mapping strategy.

Furthermore, teaching reading can be an inductive experience for students. This means students are given context and then are presented with the text rules afterwards.

CONCLUSION AND SUGGESTION

Conclusion

After having the entire processes of the research, the writer would like to point out some conclusions. The conclusions are the role of mind mapping strategy proves that the student's achievement on reading comprehensin of narrative text is good and it is found that they have good enthusiasm and understanding in reading comprehension through this technique. Furthermore, this technique can lead the students to think more and guide them in reading comprehension text. Under the concept of mind mapping strategy, the writer finds that this technique is very effective in the study because procedure of this technique can improve an achievement result. Finally, the teaching learning process of students' achievement in reading comprehension of narrative text through mind mapping strategy to the tenth grade Students of SMA Ki Hajar Dewantara Pontianak in academic year 2014-2015 gets significant changes to students mastery of reading comprehension in narrative text. It means that the role of this technique is highly effective in reading

comprehension of narrative text. The level of effectiveness of the treatment; based on the Effect Size computation where the value of ES was 5.2 categorized as high. Based on the data analysis, it can be concluded that teaching reading through mind mapping strategy in narrative text for reading comprehension to the tenth grade students in SMA Ki Hajar Dewantara Pontianak in academic year 2014/2015 is effective. It means that Alternative Hypothesis (Ha) is accepted and Null Hypothesis is rejected.

Suggestion

To get better result of students' understanding through mind mapping strategy in narrative text, the teacher should ensure that every student in the classroom understands the procedures in reading comprehension of narrative text. The students understand about mind map concept (how about enlarge a key word becomes to other words that still have correlation). By enlarging word by word, they can make a sentence, and from the sentence, they can enlarge become a paragraph. The writer would like to invite the English teacher to try this activity in the class. In this activity, teacher prepares an example of narrative text. Teacher asks students look for a key word. After that, teacher explains mind mapping strategy and draw it like sun bursting. Teacher ask students to fill in a blank space by a key word. Teacher asks students to enlarge from a key word become to another word. After that, teacher asks students make sentences from its. From sentences students make a new narrative paragraph.

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