

**OPTIMIZING MIND MAPPING TO IMPROVE STUDENTS' THINKING
SKILL FOR READING COMPREHENSION**

**(A Classroom Action Research at IKIP PGRI Madiun in the Academic Year
of 2013/2014)**

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Submitted to Fulfill One of the Requirements for the Completion of the Graduate
Degree in Language Education

**ENGLISH EDUCATION DEPARTMENT
GRADUATE PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
SEBELAS MARET UNIVERSITY
SURAKARTA**

2015

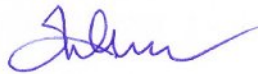
APPROVAL

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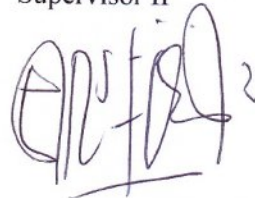
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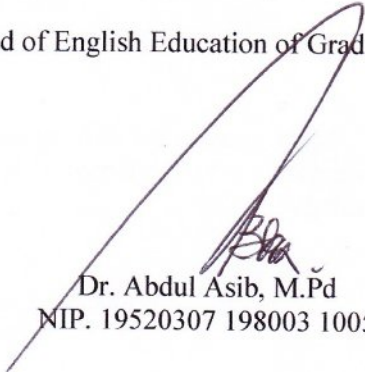
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LEGITIMATION

**OPTIMIZING MIND MAPPING TO IMPROVE STUDENTS' THINKING SKILL FOR READING COMPREHENSION
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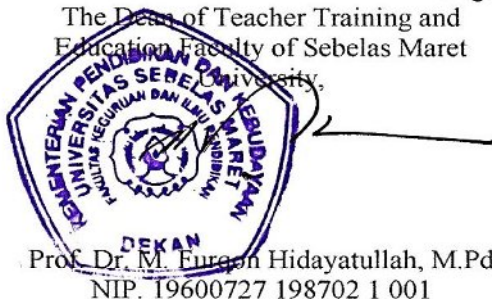
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Four handwritten signatures are shown on dotted lines, corresponding to the four examiners listed on the left. The signatures are: 1. A large, stylized signature (likely the Chairman). 2. A signature with a large loop (likely the Secretary). 3. A signature that appears to be 'Dewi'. 4. A signature that appears to be 'Hersulastuti'.

Legalized by

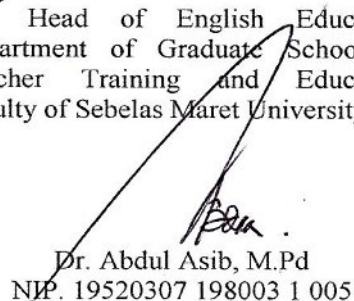
The Dean of Teacher Training and Education Faculty of Sebelas Maret University,



Official stamp of the Dean of Teacher Training and Education Faculty of Sebelas Maret University. The stamp is circular with a blue border and contains the text: 'KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN', 'UNIVERSITAS SEBELAS MARET', 'FACULTY OF TEACHER TRAINING AND EDUCATION', 'DEKAN', and 'UNIVERSITY OF SEBELAS MARET'. A signature is written over the stamp.

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PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled **“Optimizing Mind Mapping to Improve Students’ Thinking Skill for Reading Comprehension (A Classroom Action Research at IKIP PGRI Madiun in the Academic Year of 2013/2014)”**. It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on the bibliography.

If, then, this pronouncement proved incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, February 2015



Arsi Nuring Karsa
NIM. S891302009

MOTTO

I don't want my experiences and knowledge buried with my body when I die later.

(Bob Sadino)

DEDICATION

This thesis is dedicated to those who support and guide me to reach my better future:

1. Allah SWT, who has given blessing and mercy along her life.
2. My beloved Mother and Father: Laili Hidayati & Nurish Sholeh Zain and also Siti Umayya & Hariyanto.
3. My beloved husband Ludi Sanjaya
4. My beloved little sister and little brother: Nurtsani Liliana & Irfa Roqsaka, Sahania Maharsari, Vivi, Elis and Dek II.
5. All who have contributed to the accomplishment of this thesis.

ACKNOWLEDGEMENTS

Alhamdulillahirobbilalamin, praise to Allah for all blessing, mercy and chances that has offered to me so that this thesis can be completed. In addition, I would like to express my special gratitude to:

1. Dean of Teacher Training and Education Faculty of Sebelas Maret University.
2. Director of Graduate Program of Sebelas Maret University.
3. Head of the English Department of Graduate Program of Sebelas Maret University.
4. Dra. Dewi Rochsantiningsih, M.Ed, Ph.D., the first supervisor.
5. Dr. Hersulastuti, M.Hum., the second supervisor.
6. Dr. H. Parji, M.Pd., Rector of IKIP PGRI Madiun.
7. Fida ChasanatunS.Pd, M.Pd., the lecturer of 4A class and the collaborator.
8. The students of 4A class of English Department in IKIP PGRI Madiun.

I hope this research provides contribution for quality development of educational practice, especially for teaching reading in English education.

Surakarta, February 2015

Arsi Nuring Karsa

ABSTRACT

Arsi Nuring Karsa.S891302009. **Optimizing Mind Mapping to Improve Students' Thinking Skill in Reading Comprehension (An Action Research at IKIP PGRI Madiun in Academic Year 2013/2014)**. Thesis. Supervisor I: Dra. Dewi Rochsantiningasih, M.Ed, Ph.D, Supervisor II: Dr. Hersulastuti, M.Hum. English Education Department of Graduate Program. Sebelas Maret University. 2015.

This thesis aims to describe 1) whether and to what extent the optimizing of Mind Mapping can improve students' thinking skill in reading comprehension; 2) the difficulties of the implementation of Mind Mapping to improve students' thinking skill in reading comprehension.

This action research is conducted collaboratively with one of reading lecturer of IKIP PGRI Madiun, in 4A class. This action research was carried out in two cycles which consist of planning, implementing, observing and reflecting. The qualitative data are collected using field notes, diary, questionnaire, interview and documentation. Then, the qualitative data are analyzed through data reduction, data display, and conclusion and verification. The quantitative data are collected using test. The test consists of pre-test and post test. The quantitative data are analyzed through descriptive statistics to compare the result of pre-test and post test.

The research findings show that Mind Mapping can improve students' thinking skill in reading comprehension such as: 1) the mean score of the students' thinking skill was increased from 80,7 to 96,6 and all of students' scores were higher than the passing grade; 2) the total of students' right answer of each thinking skill indicator was increased such as: part-whole relation from 192 to 228, conclusion from 141 to 192, similarities from 172 to 200 and differences from 181 to 203; 3) in the implementation of mind mapping, the students got some difficulties such as: the students were confused when they cannot find supporting statements in all of their articles, they were confused to choose the key words or shorten the sentences for the mind mapping step 3, and they were confused to put the key words in mind mapping step 3, It was quite difficult to find articles with the same topic but comes from different resources that consist of the same subtopics inside it as seen in the interview result in attachment, It was needed 2 meetings to do all the mind mapping process that means the mind mapping technique is time consuming.

From all of the findings, it can be concluded that Mind Mapping can improve the students' thinking skill in reading comprehension. It can be seen from the students' score improvement. In using Mind Mapping to improve the students' thinking skill, the lecturer should let the student to find their own articles and provide the students a time to consult all their problems in doing the mind mapping.

Key words: Mind Mapping, thinking skill, reading comprehension, action research.

ABSTRAK

Arsi Nuring Karsa. S891302009. **Mengoptimalkan Mind Mapping untuk Meningkatkan Kemampuan Berpikir Mahasiswa dalam Pemahaman Membaca (Sebuah Penelitian Tindakan yang dilakukan di IKIP PGRI Madiun pada Tahun Ajaran 2013/2014)**. Thesis. Pembimbing I: Dra. Dewi Rochsantiningsih, M.Ed, Ph.D, Pembimbing II: Dr. Hersulastuti, M.Hum. Pendidikan Bahasa Inggris Program Pascasarjana. Universitas Sebelas Maret. 2015.

Tesis ini bertujuan untuk menjelaskan 1) apakah ada sejauh mana Mind Mapping dapat meningkatkan kemampuan berpikir mahasiswa dalam pemahaman membaca; 2) kesulitan-kesulitan yang terjadi dalam penerapan mind mapping untuk meningkatkan kemampuan berpikir mahasiswa dalam pemahaman reading.

Penelitian ini dilakukan secara kolaboratif dengan salah satu dosen reading di IKIP PGRI Madiun di kelas 4A. penelitian ini dilakukan dalam 2 siklus yang terdiri dari: perencanaan, pelaksanaan, pengamatan dan refleksi. Data kualitatif dikumpulkan dengan menggunakan catatan lapangan, catatan harian, kuisisioner, interview, dan dokumentasi. Kemudian data tersebut dianalisa dengan cara menampilkan data, mengeliminasi data yang tidak diperlukan, menyimpulkan dan membuktikan kebenaran data. Tes tersebut meliputi pre- tes dan post tes. Data kuantitatif dianalisa menggunakan teknik deskriptif statistic untuk membandingkan hasil pre-tes dan post tes.

Hasil penelitian menunjukkan bahwa Mind Mapping dapat meningkatkan kemampuan berpikir mahasiswa dalam pemahaman membaca seperti: 1) nilai rata-rata mahasiswa dalam tes thinking skill bertambah dari 80,7 menjadi 96, 6 dan seluruh nilai mahasiswa sudah melampaui KKM; 2) total jawaban benar mahasiswa pada tiap indikatornya bertambah seperti: part-whole relation dari 192 menjadi 228, conclusion dari 141 menjadi 192, similarities dari 172 menjadi 200 dan differences dari 181 menjadi 203 ; 3) dalam penerapan mind mapping, mahasiswa mengalami beberapa kesulitan, yaitu: mahasiswa bingung ketika mereka tidak dapat menemukan pernyataan pendukung untuk subtopic mereka di setiap artikel, mahasiswa bingung ketika harus menentukan kata kunci yang akan mereka letakkan dalam mind mapping 3, dan mahasiswa juga kesulitan ketika mereka harus meletakkan kata kunci ke dalam mind mapping 3, mahasiswa mengalami kesulitan untuk menemukan 3 artikel dari sumber yang berbeda namun berisi subtopic yang sama, dibutuhkan 2 pertemuan untuk melakukan seluruh proses mind mapping yang berarti bahwa mind mapping memerlukan waktu yang banyak dalam pelaksanaannya.

Dari semua hasil penelitian, dapat disimpulkan bahwa Mind Mapping dapat meningkatkan kemampuan membaca mahasiswa dalam pemahaman membaca. Hal ini dapat dilihat dari peningkatan nilai tes thinking skill mereka. Dalam penerapan mind mapping untuk memperbaiki kemampuan berpikir mahasiswa, dosen harus mengizinkan mahasiswa untuk menemukan artikel mereka sendiri dan menyediakan waktu bagi mahasiswa untuk berkonsultasi tentang segala kesulitan yang mereka alami selama mengerjakan mind mapping.

Key words: Mind Mapping, kemampuan berpikir, pemahaman membaca, penelitian tindakan.

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