THE EFFECT OF MIND MAPPING STRATEGY ON READING COMPREHENSION OF NARRATIVE TEXTS OF THE SECOND YEAR STUDENTS OF SMPN 13 PEKANBARU

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Abstract: *This pre-experimental research was aimed at finding out whether there is a significant effect of MindMappingstrategy on reading comprehension of narrative texts of the second year students of SMPN 13 Pekanbaru. Theresearch model was one group pretest-posttest design. The population were the second year students in academic year 2016/2017. The sample size was 40 students out of the population, chosen by using cluster sampling technique. The needed data were collected by administering a reading comprehension test of narrative texts in pre-test and post-test. The collected data were analyzed by using SPSS version 16.0. The finding of the research showed that the mean score of post-test was higher than that of pre-test (71.50>63.88). The value of t-test was higher than t-table (9.03>2.02) at 5% of the significance level. Therefore, alternative hypothesis (Ha) was accepted. It means that mind mapping strategy was effective for teaching reading comprehension in narrative texts. The implication of the finding was that the use of mind mapping strategy is a meaningful one in the part of the students in increasing the level of reading comprehension.*

Key Words: *Mind Mapping, Reading Comprehension, Narrative Texts.*

PENGARUH DARI STRATEGI MIND MAPPING TERHADAP PEMAHAMAN MEMBACA TEKS NARASI PADA SISWA TAHUN KEDUA DI SMPN 13 PEKANBARU

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Abstrak: Penelitian pre-eksperimental ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari strategi mind mapping terhadap pemahaman membaca teks narasi pada siswa tahun kedua di SMPN 13 Pekanbaru. Model penelitiannya adalah desain satu grup pretest-posttest. Populasinya adalah siswa tahun kedua pada tahun ajaran 2016/2017. Ukuran sampelnya adalah 40 siswa, dipilih dengan menggunakan teknik kluster. Data yang diperlukan dikumpulkan dengan memberikan tes pemahaman membaca teks narasi pada tes awal dan tes akhir. Data yang terkumpul dianalisa dengan menggunakan SPSS versi 16.0. Hasil penelitian menunjukkan bahwa nilai rata-rata dari tes akhir lebih tinggi dari tes awal (71,50>63,88). Nilai dari t-test lebih tinggi dari t-tabel (9,03>2,02) pada tingkat signifikan 5%. Oleh karena itu hipotesis alternatif diterima. Itu artinya bahwa strategi mind mapping efektif untuk mengajar pemahaman membaca teks narasi. Implikasi dari hasil menunjukkan bahwa penggunaan strategi mind mapping bermanfaat untuk siswa dalam meningkatkan tingkat pemahaman membaca.

Kata Kunci: Mind Mapping, Pemahaman Membaca, Teks Narasi.

INTRODUCTION

English, consisting of listening, speaking, reading and writing, is a subject that must be taught and mastered by students. Speaking and writing are said to be active or productive skills, whereas listening and reading are called to be passive or receptive skills. As one of four major skills, reading is a skill that must be acquired by students in Junior High School because the materials given by English teacher are in the form of textbook. According to Aebersold and Field (1997), reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. So, it can be defined that reading is an interaction between the reader and the text. It is aprocess to understand a written text to require some information.

In order to understand the text, comprehension is needed. Hornby (1995) states that comprehension is the power of understanding. It means that comprehension is the process in understanding the text. By reading the text, the students not only can get information but also understand as whole. Moreover, Heilman (1981) states that reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities.

One of text types that must be learned by the students of SMPN 13 Pekanbaru is narrative text. According to Beach (2003), narrative text is a collection of written words that seeks to entertain, display knowledge or skill, teach, organize, and plan behaviors, most frequently involving imaginative stories with setting, character, and plot. Moreover, Mawadda (2013) explains that narrative text is an imaginative story to entertain and engage the reader in an imaginative experience. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.It means that narrative text is a kind of text which tells the story by using the sequence of events. It is a story which is aimed to entertain and engage the reader. Narrative text always tries to find the resolution to solve the problem.

In relation to the students' comprehension, mind mapping can be used in reading activity. This strategy is popularized by Tony Buzan in 1964. Buzan (2007) defines mind mapping as a creative thinking tool reflecting the brain's way to work. It enables brain to use all its image and association in pattern of radial and brain internally. It is the easiest way to place information which go out from the brain and map our ideas literally. In line with this statement, Windura (2008) states that mind mapping is a technical graphics that allow students to explore the full potential of our brain for thinking and learning. Furthermore, Marton and Booth (1997) state that mind mapping is a tool for enhancing learning and thinking. It provides a structure to reveal various aspects of a story such as the sequence of events, the key points, the cause and effect, the relation of ideas and so on. It can be used for revising and clarifying thoughts so as to get the deep meaning of a story.

The research question of this research was as in the following: is there any significant effect of mind mapping strategy on reading comprehension of narrative texts of the second year students of SMPN 13 Pekanbaru?

METHODOLOGY

The type of the research was pre-experimental research. According to Price and Oswald (2006), it is a type of evaluation which was aimed to determine whether a treatment has the intended effect on participants. In this research, one group pre-test post-test design was used. It meant that the sample consisted of one group only. The design of this research is described as follows:

$$O1 \quad X \quad O2$$
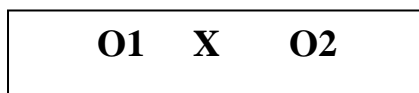
Where
O1   : Pre-test
X   : Treatment
O2   : Post-test

(Sugiyono, 2012).

The population of this research were all the second year students of SMPN 13 Pekanbaru in the academic year 2016/2017. There are ten classes and the number of population is 402 students.

Table 1 The Population of the Research

Classes	Total of Students
VIII-1	40
VIII-2	40
VIII-3	40
VIII-4	41
VIII-5	40
VIII-6	40
VIII-7	40
VIII-8	40
VIII-9	41
VIII-10	40
Total: 10 classes	**Total students : 402**

Since the number of the students is large and homogenous, it was necessary to select the sample. That is class VIII-3 with 40 students were chosen through cluster sampling technique.

In doing this research, the pre-test and post-test were administering to the students. The test consisted of five texts. The test was in the form of multiple choice with 40 items. Pre-test was administered before the treatment and post-test was excuted after the treatment.

The classification of students' scores by Harris (1974) was used to classify the students' score in pre-test and post-test. In order to analyze the data, T-test was used

by employing SPSS version 16.0 (*Statistical Package for Social Science*). T-test was used to compare the difference result of pre-test and post-test.

Table 2 The Classification of Students' Score

No	Test Score	Reading Comprehension Level
1.	81-100	Excellent
2.	61-80	Good
3.	41-60	Mediocre
4.	21-40	Poor
5.	0-20	Very Poor

(Adopted from: Harris, 1974).

RESULTS AND DISCUSSIONS

Results

Before giving the treatment, pre-test was administered to the students. The result of pre-test is presented in the following table.

Table 3. Descriptive Statistic of Pre-test

	Mean	N	Median	Mode	Std. Deviation
Pre-test	63.88	40	63.75	67.5	7.530

Table 3 shows that the mean score of 40 students is 63.88. According to the classification of students' score, the mean score is classified as good level. Meanwhile, the median score is 63.75 and the mode or most frequent score is 67.5.

Table 4. Descriptive Statistic of Post-test

	Mean	N	Median	Mode	Std. Deviation
Post-test	71.50	40	71.25	70	7.179

Table 4 shows that the mean score of post-test is 71.50. According to the classification of students' score, the mean score is classified as good level. Meanwhile, the median score is 71.25 and the mode or most frequent score is 70.

Table 5. Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Post-test	71.50	40	7.179	1.135
Pre-test	63.88	40	7.531	1.191

Based on the table 5, the mean score of pre-test is 63.88 while the post-test is 71.50. The difference of the mean score between the pre-test and post-test is 7.62. The result shows an improvement on the students' reading comprehension after giving the treatment.

Table 6. Paired Sample Correlation

	N	Correlation	Sig.
Post-test & Pre-test	40	.737	.000

Table 6 shows that the correlation coefficient is 0.737 and the probability of (Sig) is 0.000. According to table 7 (the classification of correlation coefficient) it means that there is strong correlation between variable x and y.

Table 7. Classification of Correlation Coefficient

No.	The Value of "r" Product Moment (r_{xy})	Interpretation
1	0.00 – 0.20	There is such correlation between variable x and y. However, the correlation is *very weak* and therefore that correlation can be ignored
2	0.20 – 0.40	The correlation between variable x and y is *weak*
3	0.40 – 0.70	The correlation between variable x and y is *mediocre*
4	0.70 – 0.90	The correlation between variable x and y is *strong*
5	0.90 – 1.00	The correlation between variable x and y is *very strong*

The last stage in analyzing the data was hypothesis. In this research, t-test formula was used to compare the result of pre-test and post-test in determining whether the hypothesis could be accepted and whether the treatment could give an effect on the students' reading comprehension or not.

Table 8. Paired Sample Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Posttest – Pretest	7.6250	5.3394	.8442	5.9174	9.3326	9.032	39	.000

$$\begin{aligned} \text{t-table} &= \text{n-1 ; } (\alpha 5\%) \\ &= \text{40-1 ; } (\alpha 5\%) \\ &= \text{39 ; } (\alpha 5\%) \\ &= 2.023 \end{aligned}$$

Finally, to prove the hypothesis, the data was calculated by using t-test formula with assumption as follows:

1. If t-test > t-table, the Null Hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted,
2. If t-test < t-table, the Null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

Based on the table 8, the result of t-test is 9.032whilet-table is 2.023 means that t-test is higher than t-table. It can be concluded that Ha (There is a significant effect of mind mapping strategy on reading comprehension of the second year students of SMPN 13 Pekanbaru) is accepted and Ho is rejected.

Discussions

In conducting the treatment, the students made some improvements in their achievement. At the first meeting, the teaching and learning proccess was passive. The students did not understand yet about mind mapping strategy. They just paid attention to the teachers' explanation and needed to be guided to make a mind map. When the teacher asked the students to present their mind map in front of the classroom, they could not present it. While at some next meetings, the students understand more how to make a mind map. However, the students were interested to make a mind map. They sometimes asked the teacher to choose the colour to fit with their mind map and asked some opinion about the ideas. They also could present a mind map to the other groups. It means that the strategy was successful in making students' interest in the learning proccess.

Besides, there were some problems which were faced in the teaching and learning proccess. First, some students learn enthusiastically while others made a noise. It disturbed the teaching and learning proccess. Second, the students got bored when the treatment was given in four times. Finally, some students had low vocabulary knowledge. In this case, they often consult the dictionary and asked the teacher about

the meaning of the words. Sometimes, they had to translate the text sentence by sentence in Bahasa Indonesia.

After conducting the treatment, post-test was administered to the students. It is the last step in order to measure the students' reading comprehension after the treatment. Based on the description of the results, it showed that the mean score of post-test was higher than pre-test. (71.50 > 63.88). It means that mind mapping strategy was helpful to the students' achievement in reading comprehension of narrative text. As the result, it was proved that the students' gap score between pre-test and post-test as big as 6.72. This interval score is a result of computing process from the increase of pre-test to post-test after being given the treatment. It means that mind mapping strategy significantly changed the students' reading comprehension. Therefore, it can be conluded that mind mapping strategy gives positive contribution to the students' reading comprehension especially in narrative text.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the data description above, the writer draws some conclusions. Firstly, the data shows that the use of mind mapping strategy gives positive effect on the students' reading comprehension especially in narrative text. It was proved that the result of post-test was higher than pre-test (71.50>63.88). Secondly, Alternative Hypothesis (Ha) was accepted since the value of t-test was higher than t-table (9.032>2.032). It meant that there was a significant effect of mind mapping strategy on reading comprehension of narrative text of the second year students of SMPN 13 Pekanbaru.

Recommendations

In connection with conclusions, the following recommendations should be done. Firstly, for the English teacher, they should use a meaningful strategy to make the teaching and learning process is effective and efficient. So the students will be interested in learning. Besides, the teacher can apply mind mapping as a teaching strategy in reading comprehension especially narrative text since it is proved that this strategy gives a positive effect on the students' reading comprehension. In addition, the teacher should motivate the students to like the lesson.Secondly, for the students, they have to force themselves to read more in order to get more knowledge and increase their vocabulary. Thirdly, both of the teacher and students should collaborate in teaching and learning process.

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