THE INFLUENCE OF USING OF MIND MAPPING ON THE STUDENTS UNDERSTANDING IN READING ABILITY AT THE EIGHT GRADE STUDENTS OF SMP N 1 KADIPATEN MAJALENGKA

A THESIS

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ABSTRACT

NIDA JUMALIANA : THE INFLUENCE OF USING OF MIND MAPPING ON THE STUDENTS UNDERSTANDING IN READING ABILITY AT THE EIGHT GRADE STUDENTS OF SMP N 1 KADIPATEN MAJALENGKA

Mind mapping are the one of many method in teaching especially in teaching of reading. By learning reading the students’ will be able to add information and its very essential to improve the four language skill, but in fact they still have many problem about that. Most of the students are of the content reading text.

The aims in this research is to know the students’ reading achievement becomes more understand about reading, besides that this aims also to know the positive and significant influence of using mind mapping on the understanding in reading ability.

In this research, the method which is used by researcher is quantitative method. The one of types of quantitative method is experimental research, so the researcher uses that. The place of the research in SMP N 1 Kadipaten and began to do research on may-july 2012. And the population of the students, researcher take all of eight class grade, there are 394 students and the sample of the students, researcher take one classes, it means the researcher divides the class VIII consist 45 students. To know the students achivement, researcher presented the test to the students. To find out the data of the result of test on understanding in reading ability, the ressearcher use the formula product moment and the hypothesis of this research is Ha it means the hypothesis is accepted.

The result of comparison between the students’ understanding in reading ability before and after using of mind mapping is using pre-tet and post-test, the score are 69.3 and 75.2, its means the value of $r_{xy}$ that reaches 0.65 level. And the value of normality test obtain either at the Saphiro Wilks X and Y variable (sign. 0.156 and 0.142) and (sign. 0.141 and 0.091) all >0.05, it means are normal distributed homogeneous is $0.667>0.05$ it means the data homogeneous. And the value DF= N-1= 45-1= 44 it means the value of $t_{test}$ is 8.67 and $t_{table}$ at the critical value of 5% is 2.04. So there is significant influence of using of mind mapping on the students understanding in reading ability at the eighth grade students of SMP N 1 Kadipaten Majalenga.
Preface

Bismillahirrahmanirrahim,
Alhamdulillahirrabbi ‘alamin......

In the name of Allah, the most gracious and the most merciful. All praises and thank fullness are given to Allah SWT lord of all creatures and universe, because of HIS permission the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Mohammad SAW (Peace be upon Him), his companions, his families, and his companions, and his followers up to the end of the world.

The Thesis entitled in “THE INFLUENCE OF USING OF MIND MAPPING ON THE STUDENTS UNDERSTANDING IN READING ABILITY AT THE EIGHT GRADE STUDENTS OF SMP N 1 KADIPATEN MAJALENGKA”. This thesis is presented to the English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon in Partial Fulfillment to the Requirement for the Islamic Scholar Degree in English Education.

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The writer realizes that this thesis is still far from being perfect, so the writer is widely open to receive any critic and suggestion to make her thesis better for reference.

Finally, the writer hopes that this thesis would be useful for the readers and particularly for the writer and for English Education Department of the State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon.

Cirebon, August 2012

The Writer
## TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL SHEET</td>
<td>ii</td>
</tr>
<tr>
<td>RATIFICATION</td>
<td>iii</td>
</tr>
<tr>
<td>OFFICIAL NOTE</td>
<td>iv</td>
</tr>
<tr>
<td>LETTER OF THE AUTHENTICITY</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>AUTOBIOGRAPHY</td>
<td>vii</td>
</tr>
<tr>
<td>PREFACE</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td><strong>CHAPTER I</strong> INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>A. The Background of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>B. The Identification of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>C. The Limitation of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>D. The Questions of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>E. The Aims of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>F. The Use of the Problem</td>
<td>6</td>
</tr>
<tr>
<td><strong>CHAPTER II</strong> THE THEORETICAL FOUNDATION</td>
<td></td>
</tr>
<tr>
<td>A. Learning Theoris.</td>
<td>7</td>
</tr>
<tr>
<td>B. Types of Learning</td>
<td>8</td>
</tr>
<tr>
<td>C. Reading</td>
<td>10</td>
</tr>
<tr>
<td>1. The Definition of Reading</td>
<td>10</td>
</tr>
<tr>
<td>2. The Function of Reading</td>
<td>11</td>
</tr>
<tr>
<td>3. The Types of Reading</td>
<td>13</td>
</tr>
<tr>
<td>4. Reading Comprehension</td>
<td>16</td>
</tr>
<tr>
<td>5. Reading Difficulties in Foreign Language</td>
<td>22</td>
</tr>
<tr>
<td>D. Mind Mapping</td>
<td>23</td>
</tr>
<tr>
<td>1. The Definition of Mind Mapping</td>
<td>23</td>
</tr>
<tr>
<td>2. The Function of Mind Map</td>
<td>24</td>
</tr>
<tr>
<td>3. How To Make Mind Map</td>
<td>25</td>
</tr>
<tr>
<td>4. Mind Mapping Technique Features and Functions</td>
<td>26</td>
</tr>
<tr>
<td>E. Using Mind Mapping in Teaching Reading Comprehension</td>
<td>30</td>
</tr>
<tr>
<td>F. The Frame of Thinking</td>
<td>31</td>
</tr>
<tr>
<td>G. The Hypothesis of The Research</td>
<td>35</td>
</tr>
</tbody>
</table>
CHAPTER III METHODOLOGY OF THE RESEARCH

A. The Objectives of the Research .............................................................. 36
B. The Place and Time the Research .......................................................... 36
C. The Method of the Research .................................................................. 36
D. The Variables of the Research ............................................................... 37
E. The Population and Sample ................................................................... 37
F. The Techniques of Collecting Data .......................................................... 38
G. The Techniques of Analysis Data ............................................................. 41

CHAPTER IV THE RESEARCH FINDINGS

A. The History of SMPN 1 Kadipaten Majalengka ...................................... 44
B. The Condition of School Generally ........................................................ 44
   1. The Identity of the School ...................................................................... 44
   2. The Principal Identity of the School ...................................................... 45
   3. The Geographical Location of The School .......................................... 46
   4. The Objective Condition of the Teacher .............................................. 47
   5. The Objective Condition of the Students ......... ............................... 50
   6. The Objective Condition of the School Facilities ............................ 51
   7. The English Curriculum of the School Year ..................................... 52
   8. The Analysis Data ......... ................................................................. 53
C. The Research Findings ........................................................................... 53
   1. The student understanding in reading ability before using mind mapping ........................................ 54
   2. The student understanding in reading ability after using mind mapping ........................................ 56
   3. The Influence of Using of Mind Mapping on the Students Understanding in Reading Ability .............. 61

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion .............................................................................................. 66
B. Suggestion .............................................................................................. 67

BIBLIOGRAPHY

APPENDIXES

CHAPTER I
INTRODUCTION

A. Background Of The Problem

Language helps students gain success in every subject at school. By learning language, language plays an important role in improving students' intelligence, social and, students are expected to be acquainted with themselves, other, their culture and other culture (Nurani: 2010).

English does not serve only as universal language but also as a tool to communicate in oral and written form to understand and figure out the information, mind, feeling, science technology, and culture. English as a subject in school is directed to improve the four skills, writing, reading, listening, and speaking. Learning English at school is expected to solve daily problems in communication and to continue their study to the next steps, to enter college or to find a job. (http://www.designtaxi.com/article_id=100657).

Teaching reading skill especially to young language learners is not an easy task to do. Indonesia students often encounter difficulties when trying to read an English text. Reading an English text requires them to have an adequate knowledge of the language and certain set of skill. The difficulty of reading happen because the lack of consideration in applying the appropriate technique in teaching learning process (Wood, 1988).

In some cases, reading in the first language is different from reading in foreign language. Indeed, reading in foreign language is more difficult than
reading in first language. (Cohen, 1994) states that foreign language reading is often slower and less successful because the reader has to deal with many unknown vocabularies and complicated sentence structure which make a reader difficult. In addition, it is found that Indonesia students face reading difficulties as foreign language learners as follows: inability to apply reading strategy, read slowly word by word, easy frustrated and dissatisfied especially when they meet some difficult words, read the text aloud in which it may inhibit comprehension, and they confuse to read authentic text in foreign (Nuttal, 1996).

Reading is an important factor in young children’s development (Nuttal, 1996) but, teaching English in Junior and Senior High Schools in Indonesia particularly in reading are less effective (Shahab, 2001). One of the main reasons is the purpose of teaching reading in Junior and Senior High School is not directed to the improvement of students reading skill and abilities. As described by Shahab (2010), most of the teachers are not aware the importance of teaching reading. They just say “please open your book in page 25 and read the text carefully then answer the questions”. Whereas, reading is crucial to a student’s success in school, and further, to becoming a lifelong learner (Dolehanty, 2008). Children and young adults who struggle with reading comprehension will struggle with every subject in school and can develop their creativity, spelling, vocabulary, critical thinking and even writing skill.
There are many ways and techniques to increase students reading skill. One of them is by using mind mapping. Mind mapping is the ideal tool for learning (Buzan, 2000). This involves combinations of images, colors and visual spatial arrangement for expressing related ideas and complex problems in simple way (Marguiles, 1991) which can be used by students different age groups (Careyus, 2000).

Teaching skill by using mind mapping actually is not a new issue in English language. Mind mapping technique has been applied in many studies. Bekti (2009) suggested that mind mapping technique is appropriate to improve students reading comprehension on a group of vocational school students. Furthermore, Asmiaty (2001) also stated that mind mapping is good to train students reading comprehension because it helps the students easier to understanding he story and make them more creative and imaginative in drawing pictures and symbols. Additionally, Moi & Lian (2007) proved that mind mapping helps the pupils showed better understanding of text passage as they were able to see the relationship of the content visually and search for keywords in an answer to question.

Reffering to those explanation above, the research is aimed to investigate the effectiveness of mind mapping technique to improve students ability in reading text. As the reason, nowadays, students of junior and senior high school in Indonesia often face genre in their language class, especially English.
B. The Identification of The Problem

The problem in this research is classified into the following sections:

1. The Field of The Research

   The field of the research this thesis is reading.

2. The kinds of The Problem

   There are many problems in teaching reading. The writer would like to mention the kind of the problems in teaching reading:
   
   a. The students are haven’t understand content of the text.
   
   b. The students are haven’t interest in reading.
   
   c. The students are less in reading ability.

   Those are some kinds of reading problems. As an English teacher, the writer has to find out the way to solve those problems.

   Firstly, the writer has to know what the students want. The writer give interesting method to students and the students will interest to reading, the students can understand content of the text.

3. The Main of The Problem

   The main problem of this thesis is to describe using of mind mapping on the students understanding in reading ability.
C. The Limitation of The Problem

To limit the problem, the writer has divided it into three kinds of problem, they are students understanding in reading ability, students understanding in reading ability that using of mind mapping and analyzing the data.

D. The Questions of The Research

1. How is the students’ understanding in reading ability before using of mind mapping?

2. How is the students’ understanding in reading ability after using of mind mapping?

3. Is there any positive and significant influence of the using of mind mapping on the students understanding in reading ability?

E. The Aims of The Research

The aims of the research that will be obtained are as follows:

1. To know the data about the students’ understanding in reading before using of mind mapping.

2. To know the data about the students’ understanding in reading after using of mind mapping.

3. To know the positive and significant influence of using of mind mapping on the students understanding in reading ability.
F. The Use of The Research

The research product hoped to be able to help students to understand in reading ability that using mind mapping.
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[http://www.designtaxi.com/article_id=100657](http://www.designtaxi.com/article_id=100657)

[http://www.respository.upi.edu](http://www.respository.upi.edu)