



**IMPROVING STUDENTS' READING COMPREHENSION THROUGH MIND
MAPPING TECHNIQUE AT THE SECOND GRADE OF SENIOR HIGH
SCHOOL IN ACADEMIC YEAR 2019/2020**

*Submitted to the Faculty of Tarbiyah and Teacher's Training State Islamic
University of North Sumatera Medan as Partial Fulfillment of the Requirements
for S-1 Program*

By :

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBİYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY NORTH SUMATRA MEDAN
2019**



A SKRIPSI

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2019

ABSTRACT

Aprilia, Fitri. Registration Number: 34154169. Improving Students' Reading Comprehension Through Mind Mapping Technique at the Second Grade of Senior High School. A Thesis, English Education Program, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatra, 2019

The objective of this research is to improve students' reading comprehension through mind mapping technique at the second grade students of Senior High School. In conducting the study, the researcher involved the English teacher, the school principal, and the students at the second grade of Senior High School especially in XI IIS-B class. This research conduct at MAS Al-Washliyah 22 Tembung in academic year 2019/2020 as the subject of researcher. The subject of this research were consisted of 30 students, male 20 and female 10. The research conduct with classroom action research. In conducting this action research, the researcher divided the action into two cycles. The researcher collaborated with English teacher in implementing the actions. The data of this study were mostly qualitative although there were some quantitative data. The qualitative data were from observation checklist, interview transcripts, diary notes, and documentation,. While the quantitative data were from pre-test, post-test I and post-test II, The result of students' score shows that the students' average score keep improving in every test. The students' average score in pre-test was 60,8, There were 8 students (26,6%) who passed the Minimum Mastery criterion (75). In the post test in cycle I, there was 16 students (53,3%) who passed the score 75 or up to 75 considered their mean score of test was 74,6, In the post test in cycle II there was 24 students (80%) who passed the Minimum Mastery criterion (75) considered their mean was 81,5. Based on the quantitative data above, it can be seen that the students' score showed the improvement from the first to the last test. Furthermore, the qualitative data showed that all the learning activities gave contributions not only improved the students' reading comprehension but also the students' interest, self-confidence enthusiasm, and motivation.

Keywords : *Reading comprehension, mind mapping technique, action research*

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Assalamualaikum Wr.Wb.

Dengan Hormat,

Setelah membaca , meneliti, dan memberi saran-saran perbaikan seperlunya ,
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Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqosyahkan
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Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, September 2019

Yang Membuat Pernyataan

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	v
LIST OF APPENDICES	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER I INTRODUCTION	
A. The Background of Study.....	1
B. The Identification of Study.....	6
C. The Research Question.....	6
D. The Objective of Study.....	6
E. The Limitation of Study	6
F. The Significance of Study	7
CHAPTER II LITERATURE REVIEW	
A. Theoretical Framework	8
A.1 Definition of Reading Comprehension	8
A.2 Factors Affecting Reading Comprehension	14
A.3 Teaching Reading in Senior High School.....	15
A.4 Techniques in Teaching Reading	20
A.5 Definition of Mind Mapping	22
A.6 The Application of Mind Mapping in Teaching Reading.....	23
A.7 How To Make Mind Map	24
A.8 The Example of Mind Map	25
A.9 The Advantages and Disadvantages of Mind Mapping.....	26

B. Related Study	26
C. Conceptual Framework	28

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	31
B. Subject of Research.....	34
C. Place and Time of Research.....	34
D. Research Procedure	35
E. Technique of Collecting Data	39
F. Technique of Analyzing Data	43
G. The Criteria of Success.....	46

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings	47
A.1 Preliminary Data	49
A.2 Report of Cycle I.....	50
A.3 Report of Cycle II	58
B. Discussion.....	70

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	73
B. Implication	74
C. Suggestion.....	75

REFERENCES	77
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APPENDICES.....	80
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LIST OF APPENDICES

Appendix I Lesson Plan (Cycle I)	81
Appendix II Lesson Plan (Cycle II)	91
Appendix III Pre-test	101
Appendix IV Answer Key Pre-test	103
Appendix V Post-test (Cycle I)	104
Appendix VI Answer Key Post-Test (Cycle I)	106
Appendix VII Post-test (Cycle II)	107
Appendix VIII Answer Key Post-test (Cycle II)	108
Appendix IX The Students' Score during Pre-test, Post-test I & II	109
Appendix X The Students' Test Result in Pre-test	111
Appendix XI The Students' Test Result in Post-test I	113
Appendix XII The Students' Test Result Post-test II	115
Appendix XIII Diary Notes	117
Appendix XIV Interview Transcript with the Students Before Implementing ..	127
Appendix XV Interview Transcript with the Students After Implementing	128
Appendix XVI Interview Transcript with the Teacher Before Implementing ..	131
Appendix XVII Interview Transcript with the Students After Implementing ..	133
Appendix XVIII Observation Sheet	134

Appendix XIX Documentation	139
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LIST OF TABLES

Table 3.1 Assesment Rubrics of Reading Comprehension	40
Table 4.1 The Percentage of Students' Reading Comprehension	67
Table 4.1 The Improvement of the Cycles	68

LIST OF FIGURES

Figure I. The Example of Mind Mapping	25
Figure II. The Simple of Conceptual Framework.....	30
Figure III. The Cycle of Classroom Action Research By Arikunto	32

CHAPTER I

INTRODUCTION

A. The Background of Study

Language is very important to communication. By using language, it will help other people to expand the knowledge in some aspects such as; education, social, political and cultural. A language means the expressing of someone in thoughts or feeling to the other. The function of language is communication thoughts from one person to another.¹ Despite the fact that English is the only mandatory foreign language subject for Indonesian students from secondary up to university level, the teaching of writing has not yet a priority in English classrooms in this country.² In addition, they also need to transfer their ideas from their first language, Indonesian to English.³

In Indonesia, since 2006 a decentralized school level curriculum (School Based Curriculum, it is arranged by the units of education based on the Content Standard (*Standar Isi*) and Graduate Competence Standard (*Standar Kompetensi Lulusan*). According to the Content Standard, the ultimate goal of learning English is to make the students to be able to participate in discourse or to communicate idea, feelings, etc. In

¹ Solihatul Hamidah Daulay. 2011. *Introduction to General Linguistics*. Medan : La-Tansa Press. p.16

² R. Fithriani, 2017. “*Indonesian students' perceptions of written feedback in second language writing*,” Doctoral Dissertation, Retrieved from https://digitalrepository.unm.edu/educ_llss_etds/87/

³ Rahmah Fithriani, Tien Rafida, Amiruddin Siahaan, 2019. *Integrating Online Blogging into EFL Writing Instruction: Exploring Students' Perceptions*. Atlantis Press, Advances in Social Science, Education and Humanities Research (ASSEHR), volume 188, p.87

spoken and written English accurately, with other people in the world. Second, writing ability is required in almost in part of jobs.⁴ In addition, according to the Permendiknas No.23, 2006 on the Graduate Competence standard for primary and secondary schools said that:

According to the basic competence in the junior high school curriculum, “The students are expected to be able to write some kind of text such as descriptive, narrative, recount or greeting cards”.⁵ Narrative text is the most common text that we found in Junior High School’s English book, so they are expected that they can make a good narrative text with a good content and coherence, but based on the preliminary data during Practical Teaching Practice conducted by the researcher, Students did not have any ideas to write and didn’t know the right tenses to write narrative text also the generic structure. In other words, they had blank minds when they were asked to write a narrative text.

The problems faced by the students and the teacher are caused by some factors that may come from the students, the teacher, media, or technique used in teaching learning process. The students are not so interested in learning English especially writing because English is just considered as a foreign language and not used in daily conversations. Method and approach are important thing to attract the students’ attention and motivation that can help them develop their creativity and imagination in expressing their idea. It means that teachers must have a good preparation before teaching. The four

⁴Shubhada, Deshpande, Teaching Writing Skills in English, *Internasional Journal of English Language Teaching*, Vol.3, No.1, March 2014, p.68.

⁵Depdiknas. . *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris*. (Jakarta: Depdiknas. 2006). p.287

main skills of the English language are reading, listening, speaking, and writing.⁶ Listening and reading are considered to be receptive skills, whereas speaking and writing are considered to be productive skills.⁷ The aim of the teaching of the receptive skills is to understand meaning conveyed in different text types (recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, discussion and review texts), while the teaching of productive skills aims at teaching students to express meaning in these text types.

Reading is one of the four language skills in language learning, its role is realized as very substantial not only for the language competency mastery but also for the knowledge mastery. By giving reading activity in the language learning, teacher actually has opened students' schemata or horizon. In further condition, the knowledge they get from reading will give big impact for other language skills such as writing and speaking. Knowledge comes from reading. When a student understands what they read, they have already acquired some knowledge. Grabe and Stoller stated that "reading is an ability to draw meaning from the printed page and interpreted the information appropriately".⁸ From the definition above, it can be concluded reading means that to find out the messenger or information that the writer put into the text as efficient as possible.

Then, according to Tompkins "Comprehension is a creative, multifaceted process

⁶Tien Rafida, *The Influence Of Using Vaklearning Model On The Students' Achievement In Writing Short Story Text*. (VVISION: Journal of Language, Literature & Education ISSN: 2086-4213, ol.13, No. 13 Januari-Juni 2018). p.2

⁷ Depdiknas, *Permendiknas No. 23 Tahun 2006 Tentang Standar Isi*, (Jakarta:Depdiknas,2006).

⁸ William Grabe and Fredricka L.Stoller, *Teaching and Researching Reading*. (Great Britain : Pearson education, 2002). p.9

dependent upon four language skills: phonology, syntax, semantics, and pragmatics”.⁹In the classroom practice, the reason of reading is reading for information. In order to get the information, students need to comprehend what they have read. Comprehension means an understanding of the information that words and sentences are communicating in a reading text. So, reading comprehension is one of essential materials of teaching English that is given for students.

The problems faced by the students and the teacher are caused by some factors that may come from the students, the teacher, media, or technique used in teaching learning process. Commonly, the teacher teach reading comprehension by translating the reading text, so the students knew the meaning just from the teacher. Because of this situation, the students got bore and uninterested in reading comprehension. Nowadays in teaching reading, the teacher focused on the students’ English book. However, the fact shows reading text is not an easy thing. Based on the preliminary data during Practical Teaching Practice conducted by the researcher, the students have some problems in reading comprehension, such as most of students are difficulties in reading comprehension even though they have done it for many years. They did not know how to comprehend a text and get some information from the text, though the students sometimes knew the meaning of the words, but they got difficulties to convey the meaning to the whole paragraph. In teaching learning process, many strategies or techniques of teaching can use to help students comprehend the lesson and make the teaching learning-process easier.

⁹G.E, Tompkins, *Literacy in the early grades: A Successful start for prek-4 readers (3rd edition)*, (Boston, Pearson : MIT Press, 2011) p.37

In order to improve the students' ability in learning reading, the researcher tried to find interesting and effective way for the students and teachers so that they can do their reading activity well. One of techniques which are available is the mind mapping technique. By using this technique, the students were able to communicate information because it can be clarify complex concepts into simple, meaningful display so that the students develop holistic understanding of the content to be learned.

In order to measure the effectiveness of mind mapping technique, many researchers have conducted research. One of the first was Riska Dwi Cahyani (2015), she admitted that mind mapping technique is significant to improve students' reading comprehension, it seemed the class better than before after implementing the technique. Rachma Patria (2016) also proved that mind mapping technique is to improve students' reading comprehension, the mean score of the students improved from 58.06 to 70.46. It can be seen that the students' mean score of post-test was increased about 12.4 point after being thought through mind mapping technique .

So, based on the background above, the researcher is interested to carrying out a research study on reading comprehension under the title: *“Improving Students' Reading Comprehension through Mind Mapping Technique at the Second Grade of Senior High School”*.

B. The Identification of Study

Based on the background of study above, there are some problems faced by students in reading comprehension:

1. The students are difficult to catch the main idea in a text
2. The students are difficult to get information from a text
3. The students are difficult to infer and grasp the meaning of the text
4. The teacher seldom used various techniques in learning process.

C. The Research Question

1. Can the mind mapping technique improve the students' ability in reading comprehension?
2. How is the students' ability in reading comprehension after the implementation of mind mapping technique?

D. The Objective of Research

1. To know mind mapping technique can improve the students' ability in reading comprehension.
2. To know the students' ability in reading comprehension after the implementation of mind mapping technique.

E. The Limitation of Study

The researcher focus on the way to improve students' reading comprehension through mind mapping technique at the second grade of MAS Al-Washliyah 22 Tembung in the academic year of 2018/2019.

F. The Significance of Study

The present research hopefully gives several significances for theoretical and practical benefits:

1. For the English teachers: as source of information for english teacher to improve the quality of english teaching learning process and to solve the problem of teaching reading for Senior High School students through mind mapping technique as a method.
2. For the students: to improve students skill in learning reading comprehension and have good reading after they learn mind mapping technique.
3. For the researcher: it is useful as source of information for further related studies and this study can be used by researcher to have new experience in the teaching learning process
4. For the school: it can give positive effect to the future in teaching learning process, especially in reading comprehension through mind mapping technique.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

Theoretical framework is presented in order to give some clearer concept being applied in this study that is the students' reading comprehension through mind mapping technique. To support the ideas of this research, some theories and some information will be included to help the writer design this research. In this chapter the researcher describes concept of theories, and this chapter also describes a related research on the teaching reading comprehension through mind mapping. The descriptions of theories written here are not as hypotheses, but as principles to understand concepts used in this research.

A.1 Definition of Reading Comprehension

is a process when readers learn something from what they read and involve it in an academic context as a part of education.¹⁰ In the classroom, some teachers often use texts or books as media to deliver material of a subject. Commonly, the teacher asks the students to read the texts to grab information in order that they could understand the material. Reading also engages human brain, emotions, and beliefs as Weaver stated that:

“Reading is a process which is very much determined by what the reader’s

¹⁰William Grabe, *Reading in a Second Language (Moving from Theory to Practice)*, (New York: Cambridge University Press, 2009), p.5

brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys all of it”.¹¹

From the definition above, it could be concluded that reading means that to find out the information that the writer put into the text as efficient as possible. And the readers could understand well what the writer meant in her or his writing. The readers dominantly use brain when they read an argumentative or scientific writing. They use emotions when they read a letter, a story and other texts which dominate feeling. When the readers read a newspaper or a religious book, they should use their beliefs in order that they can understand the meaning.

Other expert defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge.¹² So, the activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading. By doing this, sometimes, the readers will get a new conclusion as a new knowledge for them.

People know that reading always deals with a text which is written in books, newspapers, magazines, and websites. Furthermore, the written text has many varieties. Brown (2001: 302) stated that “there are two main categories of the varieties of the written texts. The first is non-fiction such as reports, editorials, letters, greeting cards,

¹¹Constance Weaver, *Reading Process: Brief Edition of Reading Process and Practice*, (Ohio: Miami University, Oxford, 2009), p.9

¹²Pulverness M.A Spratt and M William, *The TKT (Teaching Knowledge Test) Course*, (Cambridge: Cambridge University Press, 2005), p.21

diaries, journals, memos, messages, announcements, newspaper, academic writings, forms, applications, questionnaires, directions, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisements, invitations, directories, articles, and dictionaries. The second is fiction such as novels, short stories, and comic stripes or cartoons”.¹³

From those genres of the written text read by the readers, they have to interweave their background knowledge to construct meanings after understanding the text in order to make a better concept of the readers’ thought. To construct meaning and conceive writer’s message from the text, the readers bring information, knowledge, emotion, experience, and culture to the printed words in order.

Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to ones spoken language. Lems, Miller and Soro stated that “Word recognition is a process of accessing and recognizing individual words.”¹⁴ Comprehension is a process to understand about meaning or information.

According to Cambridge dictionary, Comprehension is the ability to understand completely and be familiar with a situation, facts, etc.¹⁵ Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text. Reading

¹³H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy Second Edition*, (New York: Pearson Education Company, 2001), p.302

¹⁴ Kristin Lems, Miller LD and Soro TM, *Teaching Reading to English Language Learners: Insights from Linguistics*, (New York: The Guilford Press, 2010) p.65

¹⁵ Dictionary. Cambridge. Org/ dictionary/English/ comprehension. Accessed on Sunday, January 20, 2019, 02.21 pm

becomes an involving between a text and the readers background knowledge.¹⁶

To engage in the improvement of reading comprehension skill in the mean of students who learn English as a foreign language, teacher could apply critical-thinking and problem-solving as methods in teaching English to EFL students. Over decades, there would be a number of studies have been done to analyze the relationship between these two unities.¹⁷

Here are the lists of skills of reading comprehension according to Brown:

- a. Discriminate among the distinctive graphemes and orthographic patterns of English
- b. Retain chunks of language of different lengths in short-term memory
- c. Process writing at an efficient rate of speed to suit the purpose
- d. Recognize a core of words, and interpret word order patterns and their significance
- e. Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralisation), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms
- g. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.¹⁸

In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this

¹⁶Op.cit, p. 170

¹⁷ Idris Sadri, Rahmah Fithriani, Saidurrahman, Maryati Salmiah, and Sholihatul Hamidah, 2019, "Suggesting Critical-Thinking and Problem-Solving Method into Teaching English Reading to EFL Students in Indonesia" in *The Second Annual International Conference on Language and Literature*, KnE Social Sciences, pages 294–304. DOI 10.18502/kss.v3i19.4865

¹⁸H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Inc, 2004), p. 187-188

successful process, the students should have a skill to bring them into a good comprehension in reading a text.

To strengthen the statement above, Reading is the first thing that Allah has commanded to us to do. Allah SWT reveals in Surah Al-Alaq verse 1-5 in Al-Qur'an:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: *Read in the name of lord who has created (all exist), He has created man from a clot (a piece of thick coagulated blood), Read! and your lord is the most generous, Who has thought (the writing) by pen, He has thought man that which he know not.*¹⁹

The first word of this verse is IQRA! it's means read. The verse above means that if we want to know something we must read. If we went to get some information or knowledge, we have to read. By reading much, it can enlarge our knowledge. And this verse show that Islam gives high attention to reading. It explains about how reading can be the first steps of teaching learning process.

In the hadits also said the Prophet about our obligation as humans to think and understand the meaning of these readings, as the hadits below:

¹⁹ Abdullah Yusuf Ali, The Holy Qur'an: The Original Arabic Text with English Translation and Selected Commentaries, (Malaysia: Saba Islamic Media, 2008).

عَنْ ابْنِ عَبَّاسٍ قَالَ : قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ تَفَكَّرُوا فِي
الْخَلْقِ وَلَا تَتَفَكَّرُوا فِي الْخَالِقِ فَإِنَّهُ لَا يُدْرِكُ إِلَّا بِتَصَدِيقِهِ (رواه ابن
عباس)

Meaning: *“Ibn Abbas reported: The Messenger of Allah, peace and blessings be upon him said, Think about Allah's creation and don't think about the essence of Allah. Verily, his essence cannot be known other than to believe in it”*. (Narrated by Ibn Abbas).

Allah said while instructing His servants to look at His creatures that showed His power and majesty: "So did they not pay attention to the camel how it was created?" In fact, it is a very amazing creation and its body structure is very surprising, where the camel has a very powerful power. However, it is very flexible to be used as a means of carrying heavy loads and delivering a weak coachman, the meat can be eaten and the skin can be beneficial, and the milk can be drunk. Shuraih al-Qadhi said: "Come out with us so that we can see the camel, how it was created, also see the sky how it is lifted up". That is, God elevates the heavens from the earth. And so it is a very great rapture. "And how the mountains are lifted up". That is, making it firmly rooted so that it is truly sturdy and resilient so that the earth and its inhabitants do not shake. And in it are given various benefits and also mining goods. "And the earth, how it is spread". That is to say, how the earth is stretched, stretched and extended. Thus God reminded the Bedouin Arabs to make evidence of what they witnessed, namely the camel he climbed, the sky above his head, the mountains that were before them, and the earth beneath it, all of

which showed the power of the Creator of all that, and that He is the Supreme Lord, Creator, King, and Controller.

The connection of verses and hadits with learning English is that every student must read and think in understanding, analyzing English questions given by the teacher and students should not despair in understanding. Because if there is so much power of God that must be understood by human reason, therefore, understanding ability is very influential in learning English. In conclusion, achievement in reading comprehension is result of what an individual has learned to understand the meaning of the text in extracting knowledge and information from the text.

A.2 Factors Affecting Reading Comprehension

There are many factors that affect reading comprehension. Some experts propose different views about it. They are internal factors and external factors. Internal factors consist of linguistic and non linguistic factors. The linguistic factors include semantic abilities, and miscue analysis (the analysis of errors or unexpected responses in children learning to read their mother tongue) of reading errors. Semantic abilities relate to the knowledge of word meaning. Syntactic abilities relate to the knowledge of the sentence structure. A miscue analysis is an unexpected response to language to language that readers' pronunciation to be at variance with the writers' words. In miscue of oral reading, inaccurate is analyzed to the readers' use of syntactic and semantic information. Meanwhile, the non linguistic factors include intellectual, educational background, prior experiences with the literacy, readers' motivation and schemata (their knowledge of and

beliefs about situations, and actions based on their experience).²⁰

External factors also influence reading comprehension, the external factors influencing reading comprehension can be found at home, classroom, and the community that motivate students to read. The external factors are opportunities to practice reading for various purposes, a lot of the texts to many different kinds of reading materials, features of the texts being read, the suitability of topic to individual readers' interest, and socio-cultural context which reading takes place.

A.3 Teaching Reading in Senior High School

While teaching English reading in a senior high school, the teacher has to know the aims of the process and what he or she should do in the process. Further, the teacher should be able to identify the object of the process. Teaching English in Senior High School is based on the curriculum. There has been School-Based Curriculum 2006, this curriculum provides guidelines for the teacher to teach English reading especially in SMA. From School-Based Curriculum 2006, the aim of the teaching English in Senior High School as follows:

“...the teaching English in Senior High School is aimed at developing the students’ competences to communicate in the spoken and written form to reach the level of functional literacy, developing their awareness of the truth and importance of English subject to improve the competitiveness of nation in the global community, and developing the students’ comprehension about connection between language and

²⁰ Marianne Celce-Muria, Teaching English as a Second or Foreign Language (3rd Edition), (Boston:Heinle Thomson Learning Inc, 2001), p.56

culture.”²¹

In that curriculum stated that “Standard of competence of reading for Senior High School students grade XI in the odd semester that the students should be able to understand the meaning of written short functional texts and essays in the forms report, narrative, and analytic texts related to surroundings to get knowledge.

As stated in School Based Curriculum of 2006, English subject at Senior High School includes expression ability, comprehension ability and production ability of various short functional and monologue text along with essay of text types (genre), and supporting of competence. First, expression ability is the ability to understand and produce speech and written text which are realized in four skills. They are listening, speaking, reading, and writing integrated. Second, comprehension ability and production ability of various short functional and monologue text along with essay of text types (genre). They are descriptive, recount, narrative, procedure, and report. And the last is support of competence. They are linguistic competence (the use of grammar and vocabulary, phonetics, and structure), socio cultural competence (the use of expression and action language receive in various context communication), and strategy competence (the content of the problem which appear in communication process in various methods), and building expression competence (the use instruments of expression competence). The kinds of text or genres that should be taught are descriptive, recount, narrative, procedure, spoof and report. These genres can be explained as follows.

²¹Depdiknas, *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, (Jakarta: BP Dharma Bakti, 2006)

a) Descriptive

Descriptive is a type of text, which has the specific function to give description about object of thing or people. The structure of this text consists of the identification that identifies the phenomenon described, and the description which describes parts, qualities, and characteristics. This text has some grammatical patterns. There are the use of simple present tense, the use of adjective, and the use of thinking verbs and feeling verbs.

b) Recount

Recount is a type of text which has specific function to inform about past activity. The generic structure of recount is presented below.

- 1) Orientation : Introducing the topic of an event, participants, place and time.
- 2) Record of events : Describing series of event that happened in the past.
- 3) Reorientation : It is optional. Stating personal comment of the writer to the story.

The language features of recount are introducing personal participant, using chronological connection, using linking verb, using adjective, using action verb, and using simple past tense.

c) Narrative

Narrative is a type of text to retell activity or past event for narrating problematic and resolution to amuse or entertain and often intended to give morality to the reader. A narrative text consists of the following structure:

- 1) Orientation : Introducing the topic of and activity or event, participants and informing the time and the place.
- 2) Complication : Describing the rising crises which the participants have to do with. It consist sequence of events that leads to conflict-climax.
- 3) Resolution : Telling the problem solving and the end of the story.
- 4) Coda : Telling short message to gives moral lesson to reader. It is optional.

The language features of narrative are using processes verbs, using temporal conjunction, using simple past tense, and using subjective pronoun.

d) Procedure

Procedure describes how something is accomplished through a sequence of actions or steps. The text element of procedure as follows topic and statement of purpose which showing the job to be accomplished, Sequence of steps to accomplish the job stated in the topic which describes the steps to achieve the purpose, and closing (optional) which tell the conclusion or statement about others suggestion to do. The language features of procedure are using temporal conjunction, using action verb, and using imperative sentence.

e) Spoof

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story. The generic structure of spoof is presented below.

- 1) Orientation: introduction of the participants of the story, where it happen and when. By giving the orientation, reader will recognize the story.
- 2) Events : tells about the chronological of the story. Several events are explored in chronological way which able to arrange the story read nicely
- 3) Twist : an unpredictable plot in the end of the story which amuse the reader. Readers even did not predict before that it would be

The language features of spoof text are: focusing on individual participant, use of material process, use of circumstance of time and place, use past tense, use of direct speech for the dialog, using action verb, using adverb time, told in chronological order.

f) Report

Report is a type of text to give information natural or non-natural phenomena or things in the world to add knowledge to the reader. It generic structure includes:

- 1) General classification which states classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general,
- 2) Description that describe the thing which will be discussed in detail part per part, customs or deed for living creature and usage for materials.
- 3) The language features of report are introducing group or general aspect, using conditional logical connection, using simple present tense, and using conjunction.

Based on the text types above, the researcher choose narrative and spoof text to improve students' reading comprehension through mind mapping technique.

A.4. Techniques in Teaching Reading

Technique refers to any of wide variety of exercises, activities, devices used in language classroom for achieving the objective of the lesson. Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning. Brown proposes some techniques for teaching reading related to bottom up and top down processes. They will be described as follows.

- a) Identifying the purpose of in reading.

Whenever the teacher teaches reading technique, make sure that the students know their purpose in reading something.

- b) Using graphemic rules and patterns to help in bottom up decoding.

Teaching reading in the beginning level is emphasized on oral reading. Thus, explanation about orthographic rules is needed.

- c) Using efficient reading techniques for rapid comprehension (intermediate to advance level).

In the beginning levels, this strategy cannot be applied because the students are still struggling with the control of limited vocabulary and grammatical patterns.

- d) Skimming the text for main idea.

Skimming is used to quick gather the most important information. It is not important to understand each word in skimming. This strategy is used to predict the purpose of the passage, the main topic or message and supporting details. The teacher can ask the students to skim the passage after they look a few pages of materials.

e) Scanning the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask the students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

f) Using semantic mapping or clustering.

The strategies of semantic mapping or grouping ideas into meaningful cluster helps the students to provide some order to chaos.

g) Guessing when are not certain.

The teacher can help the students to become accurate guessers by encouraging them to use effective applying compensation strategies in which they fill gaps in their competence by intelligent attempts to use any available clues.

h) Analyzing vocabulary.

When the students don't recognize a word at once in guessing strategy, there are many techniques are useful to practice. They will be described as follows.

- 1) Looking for prefixes that may give clues.
 - 2) Looking for suffixes that may indicate what the part of speech.
 - 3) Looking for roots that are familiar.
 - 4) Looking for grammatical contexts to get signal information.
 - 5) Looking at the semantic context (topic) for clue.
- i) Distinguishing between literal and implied meaning

This requires the application of sophisticated top down processing skills syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

j) Capitalizing on discourse markers to process relationship.

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such makers can greatly enhance learners reading efficiency.²²

Based on techniques in teaching reading above, the researcher choose mind mapping technique to improve students' reading comprehension.

A.4 Definition Mind Mapping Technique

The mind map which was concluded by Astuti in her thesis is an important technique that improves the way we take notes, and supports and enhances our creative problem solving.²³ So, the reader can simplify what they have read so that they can understand what is explained by the writer in the text. According to Kandula mind mapping is a technique that facilitates fast learning and agile memory of things learned. Recent research also found it is potential for stimulating creativity and strengthening the ability to organize through process.²⁴

By using mind maps, the students can quickly identify and understand the

²² H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy Second Edition*, (New York: Pearson Education Company, 2001), p.306-311

²³Hesti Dwi Astuti. 2012. *Improving the Reading Comprehension Skill of the students of SMPN 5 Depok, Sleman, Yogyakarta*. Thesis. Yogyakarta: English Education Department, Languages and Arts Faculty UNY, p.24.

²⁴S.R Kandula, *Human resource management in practice with 300 models technique and tools*, (New Delhi:Asoke K. Ghosh, 2005) p.216

structure of a subject and the way that pieces of information fit together, as well as recording the raw facts contained in normal notes. More than this, mind maps provide a structure which encourages creative problem solving, and they hold information in a format that our mind will find easy to remember and quick to review.

A mind mapping is a graphic thinking tool that mirrors the way the brain thinks. Mind mapping use the full range of cortical skills and can be applied to all aspects of thinking including memory, creativity, learning, and general control of the cognitive processes.²⁵

A.5 The Application of Mind Mapping in Teaching Reading

The natural structure of mind mapping is that the central word will produce small branches. This process will occur as long as students need. Olivia state that, mind mapping is the combination between two different ways of thinking, vertical thought and scattered thought.²⁶ Vertical thought guides students to think step by step and scattered though guides students to associate global information. For example, when students think about tomato, they will remember sauce or other things related to tomato. After they think about sauce, they will remember chili or other things related to sauce.

It is called vertical though, when they think about sun: they will remember any words related to sun such as: hot, daylight, sunshine and etc. it is called scattered thought. To be successful to implement the mind mapping technique in teaching reading

²⁵Pathul Indriana and Sopian Saori, *Improving Students' Reading Comprehension by Using Mind Mapping to the Second Semester Students of Manajemen Informatika Departement of STMIK Mataram*, Sekolah Tinggi Manajemen Informatika Komputer (STMIK) Mataram, Maret 2018 Vol. 12, No. 1, ISSN 1978-0125, p. 30-36

²⁶F. Olivia, *Gembira Belajar dengan Mind Mapping*, (Jakarta:Elex Media Computindo, 2008) p.4

comprehension and learning process, the teacher and the students have to know what it is for and to be enthusiastic about the process. This means that number of step have to be adopted. According to Buzan, there are seven steps to creating the mind mapping successfully:

1. The teachers gives a keyword based on topic
2. The keyword is placed in the centre of graphic
3. The words that related to the keyword is placed and linked from the keyword
4. Students are asked to make words that relate to the keyword
5. Students read their new words in graphic and they can make them with the pictures
6. Students are free to read the words that they know and they can create their own picture.
7. Students can use symbol or funny pictures to make them interested and not bored with the lesson.
8. Teacher asks the students to remember the mind map that the students have read.²⁷

A.6 How To Make Mind Map

Rose and Nicholl explained about the ways to make mind map. There are eight steps as follow:

1. Start with the topic in the middle of paper.
2. Use keywords.
3. Make the branch from the main topic.
4. Use symbols, colors, words, or pictures mainly in the mind mapping.
5. Make it as interesting as possible.
6. Make it full of colors.
7. Repeat again two or three times to make it perfect.
8. Do it by yourself.²⁸

²⁷Tony Buzan, *Mind Map: Untuk Meningkatkan Kreativitas*, (Jakarta: GramediaPustakaUtama. 2008) p.68

²⁸Rose and Nicholl, 2002. *Accelerated Learning for 21st Century: Cara Belajar Cepat Abad XXI*. (Bandung: Penerbit Press,2002), p.35

A.7 The Example of Mind Mapping

WHY THE SUN AND THE MOON LIVE IN THE SKY

A long time ago, the Sun and the Moon were a married couple who lived on the Earth and were great friends of the Sea. One day, they invite the Sea to visit them. So the Sea went along, with the fish and all the members of his family. Surprisingly, the water begin to rise, so that the Sun and the Moon have to climb up to the roof because they do not want to be drowned, then they climbed up into the sky, where they have remain ever since.

Adapted from 366 and More Fairy Tales,1999

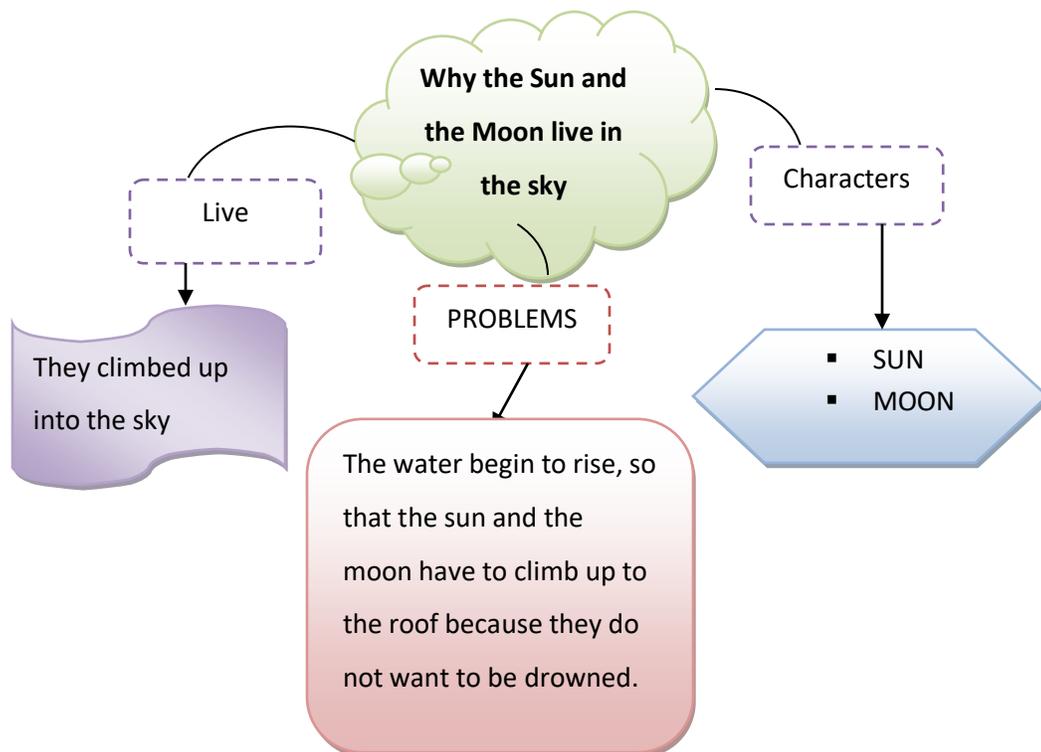


Figure I : The Example of Mind Mapping

A.8 The Advantages and Disadvantages of Mind Mapping Technique

Mind mapping is very useful to improve student's reading comprehension in learning, because it has many advantages. Olivia described the advantages of mind mapping for the students, such as:

1. Help the students to concentrate in memorizing the information
2. Improve students' creativity
3. Summarize the lesson briefly
4. Guide the students to pass with a good score
5. Make students enjoy in learning process
6. Guide the right brain and the left brain work synergistically.

Another advantages of using mind mapping are students can develop their ideas freely, can learn together with their friends, making notes clearly, the note is focus on the main topic, helping the brain to managing, remembering, comparing, and making the relation and helping to add information easily from the keyword. The disadvantages of this technique only involve the creative student and make the teacher feel little tired to check the varieties of mind mapping which is made by students.²⁹

B. Related Study

Many researchers have proved that using mind mapping technique to improve students' reading comprehension is increase and effective to get students attention to learn. They made less noise in teaching learning process, all of the students focused in doing the task and asked the difficulties they found. The researcher find four research about Improving or increasing students' reading comprehension through mind mapping technique.

²⁹Op.cit, p.8

1. Conducted by Riska Dwi Cahyani (2015), entitled “Improving Students’ Reading Comprehension Through Mind Mapping at the seventh year students of SMP N 3 Colomadu”. In her research, she used classroom action research method. In this classroom action research, the researcher collected the data using qualitative and quantitative method. After implementing the technique, it seemed the class better than before. Finally, mind mapping can effectively be used as technique in teaching reading. Having some advantages that allows mind mapping facilities the learning process, mind mapping has improved the students’ reading comprehension and the class situation in the seventh year students of SMP Negeri 3 Colomadu.
2. Conducted by Rachma Patria (2016), entitled “Increasing Students’ Reading Comprehension Through Mind Mapping Technique From Narrative Text at the First Grade Students of SMA N 2 Kota Metro”. In her research, she used quantitative study since it is focused on the product (result of the test) not the process of teaching learning. This present study has one group pre-test and post-test design. The results show that the students’ mean scores in the pre-test was 58.06 and post-test was 70.46. It can be seen that the students’ mean score of post-test was increased about 12.4 point after being thought through mind mapping technique. The highest score of the pre-test was 86 and the highest score of post-test was increased to 90, in which the highest score gain was 16. The lowest score of the pre-test was 43 and the lowest score of the post-test was 50, in which the lowest score gain was increased to 7.
3. Conducted by Anisa Oktafiana (2014), entitled “Improving Students’ Reading

Comprehension Through Mind Mapping Technique at the VIII E Grade Students of SMP Negeri 7 Cilacap”. In her research, she used classroom action research. This action research was conducted in two cycles. The result of the research showed that mind mapping technique can improve the students’ reading comprehension. The pre-test score increased from 62,03 to 70,41 in post-test I, then 76,91 in post-test II. The number of students that reached the passing grade was increasing from 18,75% in pre-test to 62,50% in post-test I, and 90,63 in post-test II. It had reached the criterion of action success which was more than 85% students in VII-E could reach the passing grade of 70.

4. Conducted by Astri Dwisetyati (2013), entitled “The Use of Mind Map Technique in Improving Student’s Reading Comprehension at the one of Junior High School in Bandung”. In her research, she used pre-experimental design: one group pre-test post-test. In this design, the study measured one group of students by conducting pre-test before giving treatment. The result show that t obtain value (5,557) was higher than t critical value (2,021) at the level of significance 0,05 (two-tailed). The finding also reveal that the use of mind map technique is responded positively and negatively. This study concludes that the effectiveness of using mind map technique in improving the student’s reading comprehension is contributed by mind map aspects and teacher who presents the lessons.

C. **Conceptual Framework**

There are four skill that should be learn by students in English learning. They are: reading, writing, speaking, and listening. Reading is an important skill in life

because we can get the information from reading, we can add our knowledge from reading. Therefore teaching reading should do carefully and affectively. However, some problems of reading in the second grade of students MAS Al-Washliyah 22 Tembung have difficulties to tell some information from their reading text, most of them did not have some ideas or opinion to clarify the information in the reading text. It can be detected from their difficulty to convey the meaning to the whole paragraph.

They are so struggle to translate every single word in reading text. So, many techniques or strategies that can use in teaching reading. In this research, the researcher will apply "mind mapping technique". Mind mapping is one way of integrating many of the brain's learning skills and principles. Mind mapping allows students create a visual image to enhance their learning. By combining the full range of the brain's cortical skills, the mind map can enhance creativity, memory and co-operation and make it easier for people to envision goals, change habits, monitor progress and improve learning. The mind map can also facilitate clarity and quality of thinking.

The uniqueness of mind mapping is this technique uses much colors and pictures that are able to represent every word, the combination among the colors, pictures and branches. That makes students interesting and it is involved the two parts of student's brain, namely left brain and right brain. These two parts have different way to work. Mind mapping technique combine these two parts of brain by using symbols, pictures and words. The researcher try to use mind mapping technique in reading text. To make the thought framework clearer, so it can be seen the following draft below:

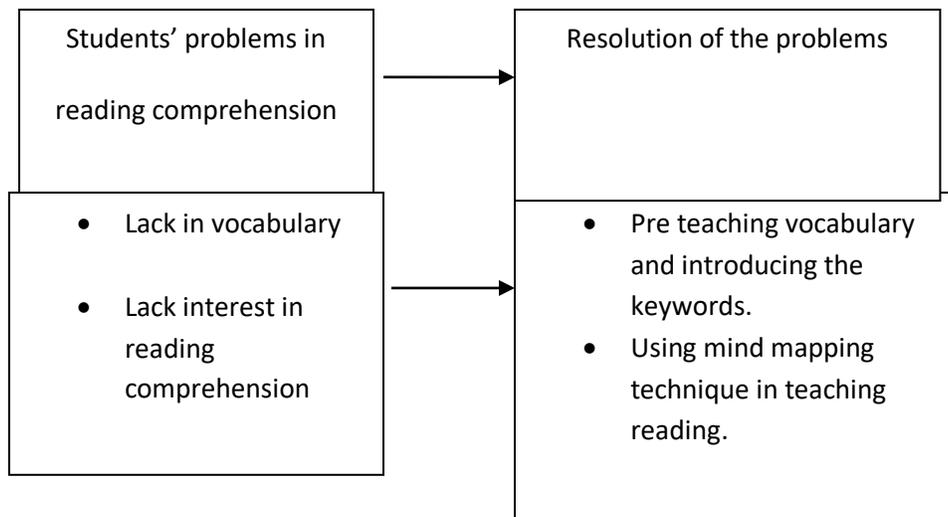


Figure II. The simple of Conceptual Framework

This research, focus to improve students' reading comprehension especially to have some ideas or opinion to clarify the information in the reading text through mind mapping technique, the students can be helped to improve their reading comprehension and the teacher can be more active to teach reading comprehension to the students.

CHAPTER III

METHODOLOGY

A. Research Design

In order to get deep understanding about improving students' reading comprehension through mind mapping, the researcher was conducted by using Classroom Action Research (CAR). According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures. This kind of research is use to improve the aspects of teaching and evaluate the success and or appropriate activities and procedures.³⁰ Arikunto stated that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.³¹

From all the definitions above, it could be concluded that classroom action research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. In this case, the researcher will collaborate with the teacher.

³⁰ Jeremy Harmer. *How to Teach an Introduction to Practice of English Language Teaching*. (Malaysia: Longman. 2003) p. 334

³¹ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p.104.

The researcher was done the cyclical process proposed by Arikunto model, which is consisting of four steps: (1) planning, (2) action (3) observation and (4) reflection. The cyclical process of CAR is presented in Figure III. Below is the model of Action research stated by Arikunto:

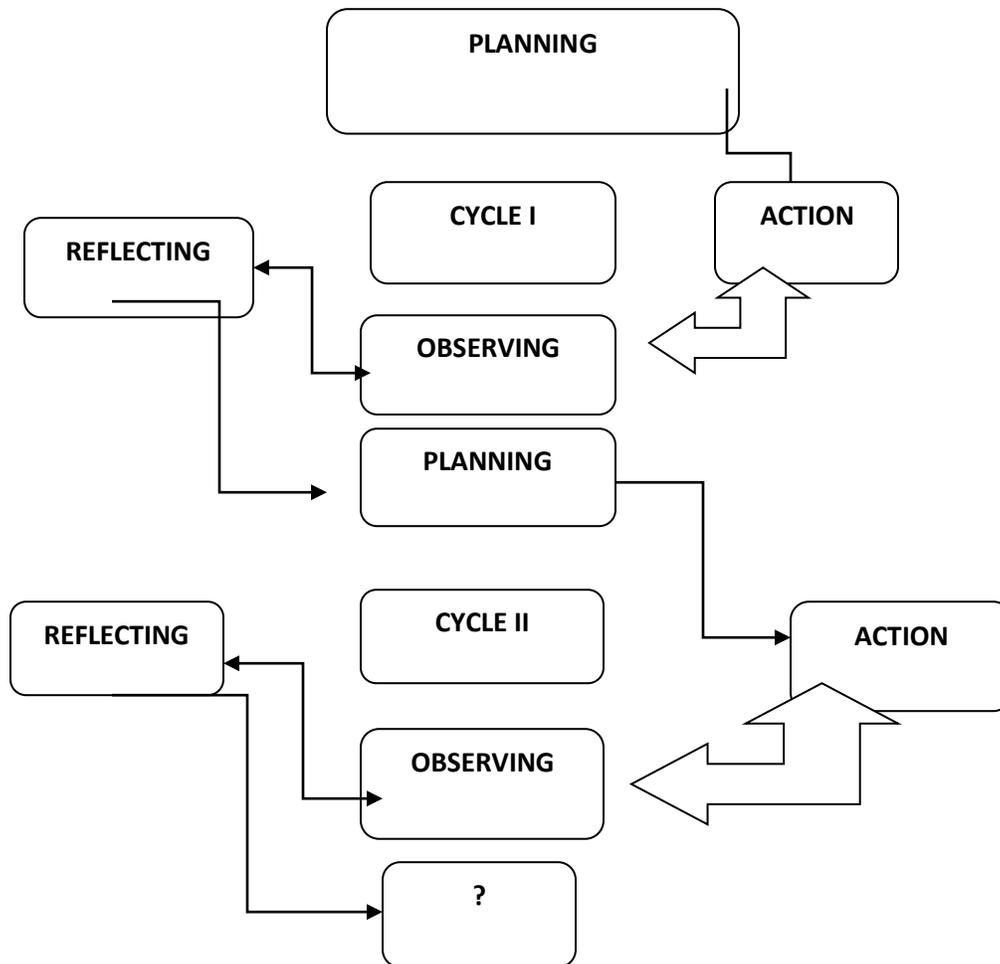


Figure III : The Cycle of Classroom Action Research (Arikunto, 2006: 16)

Based on Arikunto model of action research design above, the researcher would like to describe the implementation of action classroom research in the cycle I and cycle II. There are four steps process in each cycle for doing classroom action research.

1. Planning

Planning an action research by focusing on who, what, when, where, and how the action will be done. The researcher together with the English teacher decide some actions to be implement in the class to solve the problems. Mind mapping will select as the technique to improve the reading comprehension. Then, some activities will be done to improve reading comprehension by using mind mapping.

2. Action

The planning strategy will be apply in teaching learning process. This step is the implementation of the action plans make after the researcher get the data from the previous steps. There would be an observation after doing the action to know the effects of the actions done in the classroom.

3. Observation

Observation is the next step to monitor and watch closely teaching learning process and collect the data from result of action. The researcher prepares the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher) discuss about the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observes and takes notes during teaching learning process.

4. Reflection

Reflection is the evaluation of action that will be done. It recall action as it was record in observation. It will be evaluate aspect, it ask action research to weigh the experience to judge whether effects are desirable, and suggest ways of producing. Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe the activity that results any process, the progress happened, and also about the positives and negatives sides.³²

B. Subject of the Research

In this research, the researcher the second grade of Senior High School especially X1-IISB class of academic year 2019-2020. The total numbers of students of this class are 30 students, 10 female and 20 male. The researcher select the second grade because the second grade is the best class for the research, the first grade were still in the process of adaptation toward the school, and the third grade, they were in preparation for the National Examination.

C. Place and Time of the Research

This research was completely done at MAS Al-Washliyah 22 Tembung which is located in Jl. Besar Tembung No. 78, Percut Sei Tuan, Deli Serdang. The reason of the researcher choose the school because the school close to rent house of the researcher.

³²Ibid. p. 75-80.

And also there is no the researcher that conduct the study at the school with the same title before. The research began on 18th till 31th July 2019.

D. Research Procedures

The researcher conducted two cycles of classroom action research. There are four steps in one cycle for doing classroom action research. They are planning, action, observation, and reflection. The researcher used a Classroom Action Research (CAR) designed by Arikunto model that consist of four steps namely, planning, action, observation, and reflecting. Improvement the problem in this research is brought about by the series of cycle

The activities that will be done in each cycle is as follows :

1. Cycle 1

a) Planning

In this stage the researcher conducted some activities to make the teaching and learning process interesting. The researcher arranged the lesson plan based on the teaching material, improves the teaching technique, prepare the teaching aid and also prepares the sheet of the observation to observe teaching and learning process in this cycle.

b) Action

Doing the activity based lesson plan which is made. In teaching and learning activity, the students are guided to study reading comprehension through mind mapping technique and here are some steps:

Teachers' Activities

- a. Ask students to make mind mapping to improve their reading comprehension.
- b. Giving a brief explanation of the material of mind mapping .
- c. The teacher tells the students to pay attention to object.
- d. Applying mind mapping technique.
- e. Providing worksheet, stimulate the students to do the task.
- f. Collecting their task
- g. Ask them to give a conclusion of material.

Students' activities

The students just silent and pay attention to teachers' explanations and then do teachers' instruction, after that the students do the task, the students got from the teacher and give the conclusion of the material asked by teacher.

In the end of teaching and learning activity in every cycle, the teacher gives a test to evaluate the students' result for teaching and learning process.

c) Observation

Observation made during the learning process should be on going and observer does collaboration in implementation with the English teacher of the class. Here are the instruments used:

1. Field note
2. Recording the situation
3. Collecting data (students' score)

d) **Reflection**

A reflection is effect to inspect what has done. The result of reflection is used to establish the next steps of the research. This research was designed in classroom action research. It is purposed to improve students' reading comprehension. Before doing the cycle, the researcher uses preliminary research to identify the problems in teaching and learning process. There are two cycle in this classroom action research. They are first cycle, and second cycle. Each cycle has several steps such as identifying area focus (planning), collecting data (action), analyzing and interpreting data (observation), develop an action planning (reflection).

The researcher's reflection is done by discussing with his collaborator. Note of lack, incompatibility between action and scenario or different response of students that expected. They are analysis of the observation, identification of the problem and find out the alternative decision of the problem.

1. **Cycle II and more**

The second cycle is done based on the result of reflection from the first cycle. If the result from observation was still low in classroom action research, it is needed another action in order to make improvement of the quality for the next cycle the topic.

a) **Planning**

1. The researcher identified the teaching and learning design, such as arranging lesson plan which was according to teaching and learning process.

2. The researcher prepared the teaching and learning resources, such as material, and worksheet and observation sheets.

3. Prepare attendance list in order to know students activeness in participating teaching and learning by using test game.

b) Action

Researcher have planned the activities in the action, the activities will be do as follow :

Teachers' Activities

- a. Ask them some question whether they know about mind mapping technique and spoof text, even they have read the text or they have bad or good experience in the last time.
- b. Explain more about mind mapping and spoof text
- c. Ask students to make mind mapping based on text given to improve their reading comprehension.
- d. Ask them to say the conclusion that they got about material.

Students' Activities

Answer or respond the teacher questions and pay attention to the teachers' explanation and following the rules of the teacher and then the students just silent and pay attention to teachers' explanation, after that the students do the teachers' instruction, do the teachers' instruction, give the task done to the teacher, give much

attention to the teachers' explanation and the last, students give some conclusion about material gave by teacher.

c) **Observation**

- 1) In the opening the class, the teacher gave good motivation to the students, so they had spirit in teaching learning process,
- 2) The teacher giving chance to the students to deliver the question if they did not know about the topic,
- 3) The students were being active in discussing,
- 4) In the end of cycle two, the researcher done interview to some of students.
- 5) The interview was done to known their opinion about mind mapping technique to know their improvement in reading comprehension

d) **Reflection**

Based on the observation sheet, the teacher ability taught mind mapping technique was good to improve students' reading comprehension. The teacher was able to motivate the students about mid mapping and to attract their interest.

- 1) The class was enthusiastic in learning mind mapping.
- 2) The students more interested by using mind mapping technique
- 3) In this cycle, some students kept quit and be calm in teaching learning process .

E. Technique of Collecting the Data

In this research, the data are collect by using quantitative and qualitative data. Quantitative data are collect by computing students' scores through reading test.

Qualitative data is conduct to know the situation of the students including the background of the problem in reading comprehension. In collecting qualitative data are collect by: test, observation, interview, and diary / field note.

1. Test

According to Aiken in Syahrur and Salim, test is the instrument to measure someone's behavior or performance. Test usually consist of two kinds; pre-test and post test.³³ The researcher used the test to get the data result about process of learning reading comprehension. The tests are pre-test, post-test I, and post test II. The form of the test is essay test. The researcher give the students reading task based on genre, after that the students read the text and answer the question based on the text given after that, the reseracher ask students to make mind mapping based on the text.

Table 3.1
Assessment Rubric of Reading Comprehension

Category	1	2	3	4	Points Earned
Characters	Picture does not include a character	The picture has a good description of the characters	Picture has good description of the characters and his/her actions	Picture has good description of appearance, actions, and thoughts of 1-2 characters	

³³ Aiken in Syahrur and Salim. *Metodologi Penelitian Kualitatif*. (Bandung : Cipta Pustaka, 2004), p.141

Setting	Picture does not include a setting	Picture has little information about the setting	The setting is obvious in the picture	The picture contains vivid description of setting	
Plot	Picture does not address the plot	Picture addresses one aspect of the plot	Picture addresses two key components of the plot	The picture contains evidence that increases the value of the moral	
Moral	The picture does not show the lesson	The picture does not show the same lesson as the fable	The picture changes the lesson of the fable	The picture contains an accurate description of the moral	
Editing and proofreading	There are more than 5 errors	There are 4-5 errors	There are only 3 errors	There are 2 or fewer errors	

2. Observation

Observation done during the classroom action research is going on. The researcher used observation sheet to observe the teaching-learning process that would be handle by the collaborator by giving checklist on observation sheet. It is use to know how far the improvement of the students in learning reading comprehension by observe the whole process of action.

The results of the observation will present in the form of field notes which consisted of the students' behavior, the teacher's actions, and everything happened in the process of teaching and learning.³⁴

3. Interview

The researcher will interview the students and the teacher before applying classroom action research. It was to know the students difficulties in reading skill and the techniques or any strategies usually implement by the teacher in teaching reading. And the researcher also interview the students and the teacher to know their reaction after implementing mind mapping technique in teaching and learning process.

4. Diary Notes

Diary note is one of important of research that use to record every that happens during the research and observation, which is going on. It is a private note about observing, feeling, responding, reflecting, hypothesis, mind, imagination and explaining.³⁵ The researcher observes the students activities when receiving the materials and the situation in the class. The researcher will notes the students response and activity during class in this diary notes.

5. Documentation

Documentation is anything that contain of information serving as the proof. According to Syahrums and Salim, documentation is all of data are collected and interpreted by researcher and they also supported by some medias such as photos or

³⁴ A. Burns, *Doing Action Research in English Language Teaching. A Guide for Practitioners.* (New York: Routledge, 2010), p.75

³⁵Kunandar, *Langkah Mudah Penelitian Tindakan Kelas*, (Jakarta: Raja Grafindo Persada,2000), p.195

videos which will be related to research focusing.³⁶ These pictures will give the real situation during the process.

F. Technique of Analyzing Data

The data analysis of this research are used the qualitative data and quantitative data. There are some steps to get both analyses of qualitative and quantitative approaches. Here are the detail explanations of steps to get the data:

1. Qualitative Data

The qualitative data is use to describe the situation during teaching and learning process. The data of analysis in qualitative will get from observation, interview, diary notes and documentation. According to Miles and Huberman, there are three steps of qualitative analysis, as follow :

a. Data reduction

There are some steps that the researcher will do in the process of data reduction :

1. Summarizing the data directly related to event, situation and condition in location of the research. In this step, the researcher will choose the relevant data appropriate with to the research.
2. Coding, the researcher will make the detail information from the data that has already summarize before. The researcher will make codes or symbols to brief the collection data.

³⁶ Syahrums and Salim. *Metodologi Penelitian Kualitatif*. (Bandung : Cipta Pustaka,2014). p.146

3. The researcher will note the data objectively. She also will make the classification and edit the data based on the factual situation.
4. The researcher will be reflecting the data and give the ideas of thinking related to the data information. In this process, the researcher will find the significance of development theories.

b. Data display.

1. Collecting the result of data reduction.
2. Arrange the relevant data of research.
3. Make a diagram or matrix. The contain of diagram or matrix will present in codes or symbols (words or phrasal verbs)

c. Conclusion/verification

The last process of qualitative analysis is conclusion or verification. The researcher will make the conclusion from the result of data display. The process of conclusion/verification aims to make clear the explanation that has already presented in data display.

After the process of data qualitative analysis was complete, the researcher will make sure the data by using peer de brief. In the process of peer de brief, the researcher will discuss to the teachers in order to reflect on what went right (or wrong) from the data analysis.

2. Quantitative Data

The quantitative data were collected from the score of pre-test, the post-test 1 and post-test II. The researcher was done analyze the score to know the comparison of the students' mean scores before and after the actions conduct. The quantitative data use

to analyze students' scores. Is there any improving or not in each cycle. The researcher used the following formula of mean by M. Toha Anggoro.³⁷

$$M = \frac{\sum x}{N}$$

Where:

M : the mean obtained

$\sum x$: the sum of the students' value

N : the number of subject

To know the class percentage, the writer used the formula:

$$P = \frac{F}{N} \times 100 \%$$

P : the class percentage

F : total percentage score

N : number of students

After getting mean of students' score per actions, the researcher analyzed whether there are any improvement of students' reading comprehension score from pre-test up to students average score in cycle 1 and cycle 2. In analyzing that, the researcher uses the formula:

$$P = \frac{y - y_1}{y} \times 100 \%$$

³⁷Toha Anggoro. *Metodologi Penelitian*. (Jakarta: Universitas Terbuka.2007). p.3

P : percentage of students improvement

y : pre-test result

y1 : post –test 1

$$P = \frac{y_2 - y}{y} \times 100\%$$

P : percentage of students improvement

y : pre-test result

G. The Criteria of Success

In this study the research will succeed when there is 80% of students could pass the assessment score > 75. based on the minimal mastery level criterion, *Kriteria Ketuntasan Minimal* (KKM) which is adapted from the school agreement (MAS Al-Washliyah 22 Tembung). If the criterion of the action success achieved, its means that the next action of the Classroom Action Research (CAR) would be stopped, but if this condition has not been reached yet, the alternative action would be done in the next cycle.

Table 3.2

The criteria of success

Test Score	Probable Class Performance
80-100	Good to excellent
60-79	Average to good

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The finding of the researcher concerning to improving students' reading comprehension through mind mapping technique at the second grade students of MAS Al-Washliyah 22 Tembung. The kinds of data were analyzed by using qualitative and quantitative analysis. The qualitative data were obtained from interview transcript, observation sheet, diary notes, and photograph (documentation). All these data were taken from a class which consists of 30 students. Afterwards, the quantitative data were obtained from the mean of the students' score in taking test during the research. The tests consisted of three parts, they were pre-test, post-test I, and post-test II.

It was accomplished in two cycles which conducted in four meetings. In the first meeting, there are observation, interview English teacher, the second meeting give the students pre-test before conducting the cycle. The third meeting is post-test I in the first cycle. The fourth meeting is post-test II in the second cycle. And the last meeting, the researcher also interview students. The steps performed by the researcher in each cycles were based on the rule of classroom action research namely planning, action, observation, and reflection.

To identify the problems that occurred in English teaching and learning process of the second grade of MAS Al-Washliyah Tembung, the researcher did some observations on reading lesson in XI-IISB class, which were conducted on July 18th, 2019. The results

of the observations were recorded and presented in the form of vignette below.

Thursday, 18th July 2019

Class XI-IISB

R : Researcher

ET : English Teacher

S : student

Ss : students

R arrived in the school at 10 o'clock. R was invited by ET to come in her room. R sat beside ET. Then, R and ET talked about English teaching and learning today. the lesson started at 10.30. The duration of English lesson was two hours. Then, the bell rang. ET asked R to go to the class. R followed ET into the class to do the class observation. Arriving in the class ET asked SS to sit down but the situation of class so noisy. After the class condition had been controlled, ET started the lesson by greeting and checking the attendance. ET started to introduce R to SS. ET said to SS that R would teach for some meetings. The class was noisy again. R waited for calm condition and R started to introduce herself.

Then, ET asked S to find another chair for R and then R sat behind the class to do observation. The lesson topic was descriptive text. ET explained one of language feature of the text. It was "Simple Present Tense". ET wrote pattern and explained it to SS. ET read material and something wrote in the whiteboard, while ET was explaining the material, some SS in the behind was noisy. Then ET gave examples and ET made examples. The material was taken from SS' worksheet. The class condition was noisy again because SS were not interested in the materials. SS open worksheet at page 28 the ET asked SS to answers question in front of the class but nobody wrote his or her answer because SS had difficult in identifying the language features and generic structure of descriptive text, and the students cannot comprehend the text. ET pointed one of S to write answer question in the whiteboard. Then, ET corrected S answer. SS in the behind were noisy, they chatted with their friends so they did not pay attention in the teaching and learning English in the classroom. ET asked them to pay attention to the lesson because there was no focused skill in the teaching and learning process on reading comprehension. Then ET asked the others S to show their answer. Suddenly the bell rang; it made the situation became noisy. ET waited until the condition was conducive. ET reminded SS to learn material given. After ET had closed the lesson, ET and R went to office.

(Appendix XIII, Diary note II)

After the researcher did some observations in the classroom, the researcher had a discussion with the English teacher. Then, based on the observations and the discussion,

the researcher and the English teacher identified some problems that occurred in the English teaching learning process that describe researcher in report of each cycles. Next activity, the researcher did pre-test or preliminary before conducting the first cycle.

A.1. **Preliminary Data**

In this preliminary data, the researcher gave interview and reading test. The reading test is used to know the students' reading comprehension in reading narrative and spoof text. The interview was done before conducting the first cycle. It was found out that the students still had difficulties to comprehend a text. It is shown from the result of interview with the English teacher below.

R	: Mom according to you, actually the students interested or not learning English?
ET	: They are interested in learning English, but almost the students still low especially in reading comprehension. They cannot comprehend a text and lack of vocabulary. So, they had difficulties to catch the main idea in a text.
Appendix XVI, Interview transcript I	

From the result of the interview, it can be seen that the students got some problems in reading comprehension. Therefore, the researcher continued the preliminary data to the first cycle.

Pre-test was done in the first meeting on 19th July 2019. The researcher give students text entitled “Golden Egg” for pre-test in the first meeting. The researcher told that the topic use today was Golden Egg, and the researcher explained more and guide the students to create mind mapping to make the students understand more.

In the next activity, the researcher decided the students in some group, the researcher distributed students' worksheet to every group. She also reminded students how and where they should create the mind mapping. The researcher moved around to check students' work. They started to create the mind mapping and asked the vocabulary which they had not known. The researcher also asked the students about their difficulties in creating mind mapping and gave solution for them. After creating mind mapping, the researcher gave tasks as for production activity tasks. Those tasks were used as the final assessment after the students involved in the teaching and learning process using mind mapping.

To strengthened the qualitative data above, the researcher taken from the result of pre-cycle test by the quantitative data. The number of the students who took the test was 30 from the result of reading comprehension test in pre-cycle test. Based on the result of the pre test, the data showed that the total score of the students was 1825, the mean score of pre test is 60,8. There were only eight students or 26,6 % of the students who got the score above the Minimum Mastery Criterion *Kriteria Ketuntasan Minimal* (KKM) meanwhile the other 22 students were below that criterion. From the analyzing, it could be seen that almost of XI IIS-B class of MAS Al-Washliyah 22 Tembung students' reading comprehension was still very low. This data can be seen in the appendix.

A.2. Reports of Cycle I

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. There are two kinds of data analyzed that researcher describe, they are qualitative data and quantitative data. The qualitative data was analyzed from diary

notes, interview sheet and observation sheet. The quantitative data was taken from mean of the students' score in taking test.

A.2.1. Qualitative Data

The finding of the researcher to the implementation of mind mapping technique in improving students' reading comprehension at grade XI-IISB MAS Al-Washliyah 22 Tembung are discussed in following:

a) The Implementation of Mind Mapping Technique in Cycle I

The actions in cycle I were carried out in two meeting on July 19, and July 24, 2019. Based on the data of observation and interview which were done by the researcher, implementing mind mapping technique involves three stages, they are: 1) applying mind mapping in reading class to comprehend text easily, 2) Using interesting reading tasks, 3) Making group works to discuss and share the students' opinion. Before the researcher started to implement mind mapping technique, there were some activities which were done by the researcher, they were: a) the researcher greeting the students by saying "Assalamualaikum Wr. Wb and Good morning/afternoon my students". After that, instructing to praying before start the learning process, checking the students attendance list, and checking the cleanness of the classroom.

The researcher teaches the students using mind mapping technique to have good ability in learning English especially in reading comprehension. In the main activity, the plan of the implementation of mind mapping technique in the teaching and learning process was conducted in two meeting.

1. Applying mind mapping in reading class to comprehend text easily

Using mind mapping in reading class made the students comprehend text easily. In the first cycle, the researcher planned to introduce a mind mapping technique and implemented it to students in the teaching and learning process of reading. Mind mapping was implemented to help the students comprehend reading text easily and increase their reading comprehension ability.

Next activity, the researcher asked the students to create the mind map first in their every reading task. For the first cycle, the researcher introduced what mind mapping and how applied it in a text. The researcher explained mind mapping to the students, gave some examples and exercises to be done together. The following presents as the events:

R	: Have you ever listened about mind mapping in reading class?
SS	: Not yet Miss
S1	: Is it concept map Miss?
R	: That's right, do you know it?)
S2	: No, I do not, I just translate it.
R	: Alright
R	: Have you ever use mind mapping before?
SS	: Not yet Miss

Appendix XIV, interview transcript I

Based on the result of interview above, the students never use mind mapping technique before in teaching learning English. So, they look very enthusiastic. Furthermore, the researcher distributed the examples of the mind mapping sheet to each students. After all students had gotten the copies, the researcher asked the students about things which they could find in mind mapping. The researcher emphasized students'

answer of the aspect in mind mapping. Then, the researcher explained the procedure of mind mapping.

2) Using interesting reading tasks

Using of interesting reading tasks was quite effective to make the students able to answer the question well. Giving interesting reading tasks but did not combine with attractive and interesting technique could not make the teaching and learning process of reading comprehension run well.

The researcher implemented interesting reading tasks to support the using of mind mapping in the teaching and learning process. The topic and text type were different in every meeting. In this cycle, the researcher used narrative text as text types with a different title in every meeting to improve the students' motivation avoid students' boredom in reading so that they were interested. The students read the text, create mind mapping and then answer the question. The written tasks were used as the instrument of assessment.

In the first meeting, the researcher gave the text entitled "Golden Egg" for pre-test. In the second meeting, the researcher told that the topic use today was Monkey and Crocodile for post-test I. The researcher distributed copied texts to all students. Then, the researcher asked the students to read and discuss the text and to create mind mapping based on the text given. The researcher controlled the students' work and guided the students to create it. The next activity, the researcher asked the students to discuss the language features, generic structures, main ideas and topic sentences in the text.

3) Making group works to discuss and share the students' opinion

Making group works was effective. It could help the students find solution in comprehending the text. The researcher uses this activity to make the students easier to create mind mapping. The students learnt when they were involved actively in the process. The students worked in small groups tended to learn more of what was taught and retain. The students who worked in collaborative groups also appeared more satisfied with their classes. This was done in order that they could help each other to create mind mapping. When students did know how to create mind mapping, the students also asked their friends when they found difficulties in create mind mapping. It is shown from the result of interview with the students below.

R : Do you like work in group?

S : Yes, I do. Because I can ask to my friend if I don't know the keywords or get difficult words.

Appendix XV, Interview transcript

In this case, the researcher and the English teacher agreed that the groups were arranged based on their seat because they thought that it would make the researcher easy in organizing the groups. Besides, it would not also waste the time. Beside prepared material, the researcher also planned teaching stages to teach English used mind mapping

b) The Problems Faced by The Researcher after the Implementation of Mind Mapping Technique

After the researcher implementing mind mapping technique to improve students' reading comprehension on narrative text in cycle I. The researcher found that there were some problems such as:

1. The students cannot comprehend the text.

In the teaching learning process, the researcher found that the students so difficult to comprehend text so they had difficulties to find out the information in a text.

2. The students have less vocabulary

In the teaching learning process, the researcher found that the students so difficult to translate of the text type especially in the narrative text.

3. Classroom Management

The researcher feels difficulty in managing this class especially from the condition and time the researcher feels that the students needing more effort in mastering the material to understand and get the point of the materials.

4. The teaching method and technique in delivering materials was monotonous

The students feel bored when the teaching method and technique in delivering materials was monotonous, so they not interest.

A.2.2. Quantitative Data

The quantitative data were taken from the results of the test given to the students. The test given must relevant to the topic taught and discussed in the classroom.

According to the Standard Minimum Score *Kriteria Ketuntasan Minimum* (KKM) for English subject in the school was 75. The researcher used the following formula of mean by M. Toha Anggoro.³⁸

$$M = \frac{\sum x}{N}$$

Where:

M : the mean obtained

$\sum x$: the sum of the students' value

N : the number of subject

And to know the class percentage, the writer used the formula:

$$P = \frac{F}{N} \times 100 \%$$

P : the class percentage

F : total percentage score

N : number of students

After creating mind mapping, the researcher gave students written tasks as the production tasks. The researcher took the score as the assessment. In the post test I, the students score got increasing and students had given the reaction to pay more attention to the teacher and asked the material they did not know.

³⁸Toha Anggoro. *Metodologi Penelitian*. (Jakarta: Universitas Terbuka.2007). p.3

Based on the result of the post-test I, the data showed that the total score of the students was 2240, and the mean score of the class increased to 74,6 which there were 16 students or 53,3 % of the students who passed the Minimum Mastery Criterion or KKM 75. It is indicated that students' achievement in reading comprehension text was higher than pre-cycle test. It means that the students' ability in reading comprehension improves but it was not significantly. This data can be seen in the appendix XIII the percentage of Students' Reading Comprehension.

A.2.3. Reflection

After conducting three actions in first cycle, the researcher did some reflection. It was done based on observation and interview in the teaching and learning process. The implementation of Mind mapping technique in cycle I was not run without many obstructions. Therefore, the researcher reflected on the implementation of the action.

The collaborator and the researcher analyzed the data from diary notes the observation and the interviews to evaluate the action, and find out what worked and what did not work in action. All individuals were equally free to give their voices, feelings and expectations related to the implemented actions. The most frequently asked question were about vocabulary. The students sometimes feel doubtful to ask the researcher question regarding their works while doing the task. To make sure that the students got the necessary assistance while doing classroom activity, the researcher walked around the class while they working.

The quantitative data on the results of the students' in the end of cycle I showed that the students had some improvements, compared to the results on pre-cycle test

although not all of them were passed the test. However, the process of the implementation of actions needed to be evaluated as well as to see which actions were effective on the improvements and which ones were not. Based on the problems faced by the researcher in cycle I, the researcher try to find the solution to solve the problems to apply in cycle II as follows:

1. The teacher must used the variation of teaching methods or technique in learning process so the students feel happy and interested to study English
2. The teacher asked the students to memorize vocabularies everyday and bring the dictionary.
3. The teacher gave some advice and motivation to the students
4. The teacher must be creative to mastered and managed the class so that the learning process run well without any obstructions.

A.3. Reports of Cycle II

The three actions done in the first cycle were quite successful in improving students' reading comprehension ability through mind mapping such as the students' attitude toward reading in the teaching and learning process. But the students still had difficulties in identifying the text type and in term of vocabulary to understand an English text. So the researcher would still implement mind mapping in cycle II.

The purpose of cycle II is giving solution to the weakness of cycle I. The focus of the action in cycle II which were planned by the collaborators and her were still the same as those in cycle I. So the researcher would still implement mind mapping in cycle

II. There are two kinds of data analyzed that researcher describe, they are qualitative data and quantitative data. The qualitative data was analyzed from diary notes, interview sheet and observation sheet. The quantitative data was taken from mean of the students' score in taking test.

A.3.1. Qualitative Data

The finding of the researcher to the implementation of mind mapping technique in improving students' reading comprehension at grade XI-IISB MAS Al-Washliyah 22 Tembung are discussed in following:

a) The Implementation of Mind Mapping Technique in Cycle II

The actions on cycle II were carried out in two meeting on July 26, and July 31, 2019. The actions were focused on implementing the cycles in mind mapping technique and the principles of the mind mapping. In this cycle, the researcher acted as the teacher, while the English teacher as the collaborator observed the teaching and learning process at the back of classroom.

Based on the problems of cycle I, there would be some plans in cycle II. In planning actions, the researcher discussed the next action together with English teacher. Several actions were implemented in cycle II. They were using mind mapping in reading class, using pictures to support the materials, and discussing the language features of the texts. The researcher planned to review and re-emphasized the nature of mind mapping in the case of its function and how to create it. The researcher would ask the students to make simple mind mapping.

The positive responses were also shown by the students. They said that they were interested the use of mind mapping because it could help students comprehend reading easily. They could comprehend text easily, it was shown by improvement of the students' ability to answer the given question. These could be seen in the interview transcript below.

R	: After we implemented mind mapping technique in reading comprehension, according to you is easy or not?
S	: it's rather difficult Miss
R	: Do you like using mind mapping?
S	: Yes, I do Miss
R	: Why? Is it because of the colourfull pictures colours?
S	:Because the pictures make me interested
R	: is easy to understand after you had use mind mapping?
S	: Yes Miss, is it easy to comprehend.

Appendix XV, Interview transcript II

In this cycle there are three stages to implementing mind mapping technique, they are: 1) using mind mapping, 2) using picture to support the reading materials, 3) discussing the language features of the texts. Before the researcher started to implement mind mapping technique, there were some activities which were done by the researcher, they were: a) the researcher greeting the students by saying “*Assalamualaikum Wr. Wb* and Good morning/afternoon my students”. After that, instructing to praying before start the learning process, checking the students attendance list, checking the cleanness of the

classroom, remind them to memorize vocabularies and bring dictionary, and giving motivation and advices to them.

The researcher teaches the students using mind mapping technique to have good ability in learning English especially in reading comprehension. In the main activity, the plan of the implementation of mind mapping technique in the teaching and learning process was conducted in two meeting.

1) Using mind mapping

Using mind mapping in the class was still effective in the teaching and learning process and the students had a good perception about mind mapping. It was indicated in the interview below.

R : Okay my students, may I know your perception about the implementation of mind mapping in reading?

S1 : To make a picture is difficult but it can help and interest Miss.

S2 : I think the use of mind mapping was good so it is easy to comprehend the text and then my vocabulary is increase.

Appendix XV, Interview transcript IV

In this cycle, the students created mind mapping which was done individually. The researcher aimed to hold a short training in creating mind mapping and developing ideas based on their own mind mapping. It was found that creating mind mapping took a long time. Dealing with this problem, the researcher planned to review and re-emphasize the nature of mind mapping in case of its function and how to create it. Time limit in creating mind mapping was given in order to avoid wasting time. The researcher also

asked advantages and disadvantages to the students. It was shown from the interview between the researcher and the students below.

R	: What do you think about the advantages and disadvantages of mind mapping?
S9	: The result of mind mapping is good Miss, but sometimes we are still difficult to search the inspiration. It is so long Miss.

Appendix XV, Interview transcript V

The statement above was also supported by the students' opinion It was indicated in interview below.

R	: What do you think about the advantages and disadvantages of mind mapping?
S10	: Miss, Miss I think mind mapping is very good enough. It takes long time but I feel fun.

Appendix XV, Interview transcript VI

In this cycle, the researcher gave a different topic in every meeting to avoid students' boredom in reading. The topics which were given by the researcher in the second cycle entitled "Didn't Want to Walk Alone". The researcher set the time limit and then the researcher distributed blank papers for creating mind mapping to the students and the researcher instructed to make a simple mind mapping that did not take a long time to create.

The researcher moved around the class to check the students' work. Some students sketched their mind mapping first by using pencils. Nevertheless, almost of them jotted down their ideas directly by using color pencil, crayon, etc. the students colored their

mind mapping in simple way. Some students did not color their mind map because of their own consideration.

2) Using picture to support the reading materials

Using picture in combination of materials was successful in cycle two. The students were very active in answering the researchers' question when they were given pre-question related to the pictures, the students' knowledge and experiences and the types and contents of the texts. These could be seen in the interview transcript below.

R : how is about the students reading comprehension after implemented mind mapping technique mom?

ET : I think they have understood the text. it showed by improving their score.

Appendix XVI, interview transcript 2

The researcher gave some questions related to the students' knowledge and experiences, the pictures, and the title of texts. After getting the texts, the students had to observe the picture. Then, the researcher asked them about the pictures and asked the students' to predict about the words that would be met in the texts and the types of the texts. The students were not allowed read the texts. The researcher guided the students to answer these question. Meanwhile, the students were expected to find the general information and specific information the while reading phase. While the students were reading the text, the researcher asked them to predict the meanings of unfamiliar words in the texts. In doing the task, they were allowed to look at the dictionary.

The students answered the researcher's question actively when they were given question related to the pictures, about the students' knowledge and experiences, the types, and contents of the texts. The researcher gave leading question if the students found difficulty in answering question. The statement above was supported in vignette of the diary note below.

The researcher asks the students to look at the picture without reading of the text. the researcher will be hoped they can predict the difficult of words. The researcher guides about the picture in the text. The researcher asks the students to predict of kinds of the text type and the difficult words in the text, and the contents of the text based on the title.

Appendix XIII, Diary note V

The researcher distributed the texts entitled Didn't Want to Walk Alone to be analyzed in their generic structures and language features. The researcher and the students discussed the generic structures language features of spoof text entitled "Didn't Want to Walk Alone". And the researcher explained to remind the language features of the spoof text.

Thus, the researcher and the students would discuss the text using mind mapping to find out the main idea of the text together. Then, they discussed the language features of the spoof text to clear explanation. The words that the students found were able to improve their vocabulary. In addition, the students could identify the type of the text when they met such words in the text. These were shown in the interview transcript below.

R : before analyzing together, do you know it?

S6 : Yes, I do. Just a little bit. If I find difficult words again so I feel easier.

Appendix XV, Interview transcript III

b) The Problems Faced by the Researcher after the Implementation of Mind Mapping in Cycle II

After the researcher implementing mind mapping technique to improve students' reading comprehension in spoof text in cycle II. The researcher found that there was problem such as:

1. The students have less vocabulary

In the teaching learning process, the researcher found that the some students still difficult to translate of the text type especially in spoof text although they allowed to bring dictionary. It can be proven when the students read the text about "the old man smiled, closed one eye and said, "I didn't quite lose my way. I just got tired and I didn't want to walk home". So, the researcher becomes translator for the students sentence by sentence.

But this problem is only found by those who do not carry a dictionary, there are about 6 out of 30 who don't carry a dictionary, so they have difficulty finding the vocabulary that they want to read. So, the researcher think that told them to bring dictionary is one of the solution to solve less vocabulary problems.

A.3.2. Quantitative Data

The quantitative data were taken from the results of the test given to the students. The test given must relevant to the topic taught and discussed in the classroom. According to the Standard Minimum Score *Kriteria Ketuntasan Minimum* (KKM) for

English subject in the school was 75. The researcher used the following formula of mean by M. Toha Anggoro.³⁹

$$M = \frac{\sum x}{N}$$

Where:

M : the mean obtained

$\sum x$: the sum of the students' value

N : the number of subject

And to know the class percentage, the writer used the formula:

$$P = \frac{F}{N} \times 100 \%$$

P : the class percentage

F : total percentage score

N : number of students

After creating mind mapping, the researcher gave tasks as production tasks. Those tasks were used as the final assessment. The number of students who took the test was 30 from the result of reading comprehension test in cycle II. Quantitatively, the result of the post-test of the second cycle showed that the total score of the students was 2445 and the number of the students who succeeded the test was 24 of 30 students. So, the mean of the students' score of the test was 81,5. It can be seen that the students' score was

³⁹Ibid. p.3

improved. It means that the students were able to do work well. The percentage of the students' score of the test was 24 students succeeded and got score 75 or up to 75 was 80%. In the post test II, the students score got increasing and the condition of class was very well after implementing mind mapping technique, all of the students become actively to the activity given by teacher so the atmosphere of class make the students interested to follow the lesson.

Based on the qualitative and quantitative data above, it can be stated that mind mapping can improve the students' reading comprehension in learning English. In order to see the improvement of students' score in pre-test and post-test I and post-test II, researcher try to served it in table as follows:

Table 4.1. The Percentage of students' Reading Comprehension

Meeting	Students who got ≥ 70	Percentage
Pre-Test	8	26,6%
Cycle 1	16	53,3%
Cycle 2	24	80%

Based on data above, the result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 8 of 30 students (26,6%). In the post-test of cycle I, the students who got the score 75 or more were 16 of 30 students (53,3%). It means there was improvement about 26.7%. Meanwhile in the post-test of cycle II, the students who got the score 75 or more were 24 of 30 students (81,5). It can be seen that there was

improvement about 26,7% from the second test, and about 53,4% from the first test to the third test. So, most of students' score improved from first test to the third test.

After achieving the improvement of students' reading comprehension where 24 students who passed the Minimum Mastery Criterion (KKM), therefore the research decided to stop CAR because the students' achievement in reading comprehension was improved through mind mapping technique. Its mean, the researcher did not need to revise the plan. The following present detail information related to the implementation of mind mapping on reading comprehension can be specified in the table below.

Table 4.2 The Improvement of the Cycles

Before Action	After Cycle I	After Cycle II
The teaching method and technique in delivering materials was monotonous.	The students were interested to use mind mapping	The students participated actively in the teaching and learning process of reading.
The students were no interested in the materials	The students were enthusiastic in the teaching and learning process of reading	The students enjoyed reading and became more interested in reading
The students can't comprehend the text	The students could comprehend the reading texts easily	The students could answer question well
The students had difficulty in identifying the language features	The students' could find the language features in narrative and spoof text	The students could identify the language features in narrative and spoof text more easily
The mean of the students' score of the pre-test was 60,8	The mean of the students' score of the post-test I was 74,6	The mean of the students' score of the post-test II test was 81,5

A.3. Reflection

The implementation of Mind Mapping Technique in cycle II was not performed without many obstructions. Therefore, the researcher reflected on the implementation of the actions. The collaborator and the researcher analyzed the data from the observations and interviews to evaluate the action, and to find out what worked and what did not work in the actions. In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The researcher could conclude as follows: 1) having checked the students' test, the researcher found that the students' score showed the improvement.

Based on the observation sheet, the researcher ability in teaching reading showed improvement too. The researcher could motivate the students score showed the improvement. It can be seen from the mean of the students' scores that was getting improved. Most of students' score improved from the first test to the third test. It made the researcher and the collaborator felt that the cycle could be stopped because the students' ability in reading comprehension was improved by the implementation of mind mapping technique.

According to the result of the data that has been done by the researcher, it could be assumed that the implementation of Classroom Action Research to teach reading comprehension through mind mapping technique was appropriate with the planning that had been discussed by the researcher. In this case, each action was planned as good as possible so that the learning activities could be accomplished well.

B. Discussion

Discussion of this research were pre-cycle, cycle I, and cycle II. This research had proved that mind mapping technique was effective to be used in reading comprehension. It can be seen in the table of the students' score improvement from the pre-test, post-test I until post-test II (see appendix). The improvement was because the teacher controlled the class better. Another was because the implementation of mind mapping technique could help the students more in comprehend a text. The teacher was also easy to implement mind mapping in teaching and learning English.

Related to the findings of this study about Increasing Students' Reading Comprehension Through Mind Mapping Technique Annisa Oktafiana (2014) also admitted that implementation of mind mapping technique is significant to improve students' ability in reading comprehension. The results show that the students' mean scores in the pre-test increased from 62,03 to 70,41 in post-test I, then 76,91 in post-test II. The number of students that reached the passing grade was increasing from 18,75% in pre-test to 62,50% in post-test I, and 90,63 in post-test II.

Based on the result of the qualitative data which was taken from the observation sheet and the interview transcript, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning reading and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teachers and the students' activities during the teaching learning process.

Whereas the result of the quantitative data, it showed that the students improved their comprehension in reading English. The students' score was getting better from the first meeting until the last meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the pre-test was 60,8. It was low because only 8 students who got the score 75 and more. The mean of the students' score in the post-test I was 74,6. And post-test II was 81,5. It was higher than the pre-test to post-test I until post-test II. Then, the percentage of the students who got the score 75 and more in the pre-test was 8 of 30 students (26,6%). The percentage of the students' who got the score 75 and more in the post-test I was 16 of 30 students (53,3%). The percentage of the students' who got the score 75 and more in the post-test II was 24 of 30 students (80%). The improvement of the competent students percentage from the pre-test to the post-test I was 26,7%, from post-test I to post-test II was 26,7%, pre-test to post-test II was 53,4%. It indicated that the improvement of the students' reading comprehension through mind mapping technique was significant. From the explanation above, it could be concluded that the result of the research showed that the implementation of mind mapping technique could improve the students' reading comprehension. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic in reading English.

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses three issues. They are: conclusions, implications, and suggestion. Each is presented below.

A. Conclusions

Based on the results of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

1. The two cycles in this research were completely done. The research began on 18th till 31th July 2019. The implementation of mind mapping on the first and second runs effectively. In both cycles, the aim of the implementation of mind map was to improve the students' reading comprehension. It can be seen from the diary notes, the students' opinions, and the teacher opinion about the action in the interview transcripts. The use of mind mapping is believed to help the students improve the students' reading comprehension. Moreover, the implementation of mind mapping in the teaching and learning process facilitates the students to memorize vocabulary and abridges the students to get information from the content of the text and improve memory retention.
2. After analyzing the data, the researcher found that the students' reading comprehension was improved from the pre-test to the first cycle and the second cycle. In the pre-test, the students' reading comprehension is categorized under the minimum passing grade (75) namely the mean of the students score of pre-

3. test was 60,8. The total score of the students was 1825 and the percentage of the students' who passed the minimum passing grade was only 26,6%. Qualitatively, it was found that the students had difficulties in reading English. Then, in the first cycle, the students' reading comprehension is still considered low namely the mean of the students' score of the post test I was 74,6. The total score of the students was 2240 and the percentage of the students' who passed the minimum passing grade was only 53,3%. Qualitatively, based on the data observation, there was an improvement in the students' reading comprehension but many students were still not interested while learning. Finally, in the second cycle, the students' reading comprehension kept improving. The mean of the students' score in post test II was 81,5. The total score of the students was 2445. The percentage of the students' who passed the minimum passing grade was 24 students or about 80%. So, post-test of the second cycle was categorized successful. Qualitatively, the learning process ran effectively. There was an improvement of the teacher's and the students' activities during the learning process. To sum up, it can be said that the implementation of mind mapping technique could improve the students' reading comprehension and motivate them to be more enthusiastic in learning English.

B. Implication

Based on the results study, it was found that the mind mapping technique is one of many reading techniques which encouraged the students to improve their comprehension of reading. When they could improve their reading

comprehension, they would be able to understand a text they read and grab information within the text easily. This study has proven that the students' reading comprehension were improved after the researcher implemented some action in the classroom. From the findings above, it can be implied that the teacher can use mind mapping technique in the reading teaching and learning process. And the students should use mind mapping in the reading teaching and learning process as reading technique in order that they get understanding to comprehend a text easily.

C. Suggestions

Based on the conclusions and implications outlined above, there are some suggestions that will be directed toward the English teacher and other researcher. The suggestions are as follows.

1. To the English teacher

The English teacher needs to vary the use of reading techniques in the classroom so that the process of reading teaching learning can be more effective. Improving students' reading comprehension could help the students to comprehend a text easily and effectively. The use of mind mapping technique is one of the ways to enrich the students' reading comprehension in order to facilitate them when they face problems in reading activity.

2. To the students

The students need more practices in improving reading comprehension so that they can comprehend English text better. They should find an environment

that can support their learning process. When they find difficulties, they can share with their friends or teacher freely. They should also motivate their selves to study hard so they can reach better achievement. The mind mapping technique is way of improving reading comprehension. They need to deepen their understanding of this advantages for them in reading activity.

3. To other researchers

It necessary to follow up this study in order to find more variation of actions and find more advantages to improve students' reading comprehension through mind mapping technique. It may also be beneficial for other researcher to conduct this study in other school settings as many students in Indonesia seemingly having the similar problem. This is due to fact that reading is not yet a habit for Indonesians.

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APPENDICES

APPENDIX I: LESSON PLAN CYCLE I**LESSON PLAN**

Education Unit : MAS AI- Washliyah 22 Tembung

Lesson : English

Class /Semester : XI-IIS-B/ I

Material : Reading

Time Allocation : 4 x 45 Minute (2 x meetings)

A. Core Competence

- KI 1: Perceive and practicing the religion doctrine that followed.
- KI 2: Perceive and practicing honest, discipline, responsible, caring (responsive, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively w..ith the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying knowledge procedural in the field of specific studies in accordance with his talents and interests to solve problems.

- KI 4: Processing, reasoning, and providing in the area of concrete and abstract area that related to the development of the self study in the school independently, and able to use methods that suitable with scientific rules.

B. Basic Competence

5.2. Responding to the meaning and steps of rhetoric in essays that use a variety of written languages accurately, fluently and acceptable in the context of everyday life and to access knowledge in narrative, spoof, and hortatory exposition texts.

C. Indicator of Achieving Competence:

- a. Students are grateful for the opportunity to learn English as the language of instruction in International communication
- b. Students can develop polite and caring behavior in carrying out interpersonal communication with teachers and friends
- c. Students know and understand the generic structure of narrative texts.
- d. Students are able to understand the contents of the text.
- e. Students are able to mention detailed information in a text correctly.
- f. Students are able to identify the vocabulary used in the text as a keyword
- g. Students are able to answer questions related to the text.

D. Learning Objectives

After presenting this material, students know and understand the generic structure of narrative text, understand the contents of the text, are able to correctly

mention detailed information in a text, identify keywords and are able to answer questions related to the text.

E. Teaching Material

1. Text input
 - a. Narrative text entitled "Golden Egg"
2. Text structure
 - a. Text type: Narrative
 - b. Social function: to entertain the reader
 - c. General structure:
 - Orientation / introduction: contains an introduction to the character, place, and time of the story (who or what, when and where).
 - Complication / problems: contains the peak conflict / problem in the story. A story may have more than one complication.
 - Resolution: problem solving. Can end with joy (happy ending) can also end with sadness (sad ending).
 - Grammatical features using past tenses
 - Often using temporal conjunctions, for example once upon a time, one day, long time ago.

F. Learning Method:

Three- Phase Technique (Presentation, Practice, and Production).

G. Learning Media and Tools

Tools : Markers, erasers, whiteboards.

Material : Handbook, image, text, and worksheet

Source : STAR (Smart Child Right Strategy), Reference Material of English Language, High School class XI, 2013. Putra Keratonatan.

H. Research Procedures

Teachers' Activities

- h. Ask students to make mind mapping to improve their reading comprehension.
- i. Giving a brief explanation of the material of mind mapping .
- j. The teacher tells the students to pay attention to object.
- k. Applying mind mapping technique.
- l. Providing worksheet, stimulate the students to do the task.
- m. Collecting their task
- n. Ask them to give a conclusion of material.

Students' activities

The students just silent and pay attention to teachers' explanations and then do teachers' instruction, after that the students do the task, the students got from the teacher and give the conclusion of the material asked by teacher.

In the end of teaching and learning activity in every cycle, the teacher gives a test to evaluate the students' result for teaching and learning process.

I. Learning Activities:

I. First meeting (45 minutes)

1. Introduction (5 minutes)

- a. The teacher enters the class and greets by using English so that the English Environment can be created:
 - Assalamualaikum. Good morning, students? How are you today?
- b. Teacher asks a student to lead the prayer:
 - OK, before we start our lesson today, let's pray together.
- c. Teacher checks student attendance.

2. Core Activities (30 minutes)

- a. The teacher begins learning by reviewing the knowledge students have about narrative text. The teacher conducts questions and answers about narrative text to build interaction. Some information is discussed to refresh students' memories because they have learned it.
- b. The teacher share a text entitled "Golden Egg" and asks students to read it.
- c. The teacher invites students to identify the generic structure of the text and mark it by underlining.
- d. The teacher introduces a technique called mind map and explains the benefits and how to make it.
- e. The teacher distributes blank HVS papers to students to imitate the mind map images shown using colored pencils or the like.
- f. The teacher asks students to describe a mind map that contains information about the text that has been shared.
- g. The teacher asks students to answer the questions below the text.
- h. The teacher and students together correct the answers to these questions.

3. Closing (10 minutes)

- a. Teachers and students summarize the material together.
- b. The teacher reflects
- c. The teacher presents the next learning plan and asks students to study the material. By giving the task some text. Students must choose one of the three texts then students are asked to describe it in a mind map.
- d. The teacher close the meeting:
 - OK. Thank you for your attention and your cooperation for this meeting. Good bye. Wassalamualaikum wr. wb.

II. Second Meeting (45 minutes)**1. Introduction (5 minutes)**

- a. The teacher enters the class and greets by using English so that the English Environment can be created:
 - Assalamualaikum. Good morning, students? How are you today?
- b. Teacher asks a student to lead the prayer:
 - OK, before we start our lesson today, let's pray together.
- c. Teacher checks student attendance.

2. Core activities (30 minutes)

- a. The teacher asks again the material that was learned at the previous meeting.
- b. The teacher asks for assignments given to students.
- c. The teacher and students discuss the assignment given.

- d. The teacher provides an opportunity for students to discuss the techniques and tasks previously given.
- e. The teacher asks students to mention information in detail from the assignment given (such as answering questions on the material at the previous meeting).

3. Closing Activities (10 minutes)

- a. The teacher concludes the activities that are passed.
- b. The teacher close the lesson
- c. The teacher leads or asks one of the students to pray

I. Assessment of Learning Outcomes

1. Test : Description

- a. Answer the question based on the story
- b. Analyze the generic structure of the narrative text
- c. Make a mind mapping based on the story

2. Non Test

Presentation observation sheet

Name:

Class:

Number	Name of Student	ATTITUDE INDICATORS					
		Discussion activity	Respect each other	Student's Attendance	Responsibility	Score	Rate

Spiritual Attitude

- a. Assessment technique: observation
- b. Form of instrument: observation sheet
- c. Grid

Number	Attitude	Value of Instrument Item
1.	Pray before and after lesson	1
2.	Dress neatly and politely	2
3.	Thanks to God	3 and 4

Social attitude

- a. Assessment technique: observation
- d. Form of instrument: teacher observation sheet
- e. Grid

Number	Attitude	Value of Instrument Item
1.	Responsibility	3
2.	Care	2 and 3
3.	Cooperation	4
4.	Peace Love	5

Knowledge

- a. Assessment technique: written test
- b. Form of instrument: double choice and description
- c. Grid

Number	Indicators	Value of Instrument Item
1.	Social function in narrative text	
2.	Text structure in narrative text	
3.	Language elements in narrative text	

Skills

- a. Assessment techniques: practice tests
- b. Form of instrument: performance
- c. Grid

Number	Skills	Instrument Item
1.	Listen tonarrative text	1
2.	Speak to retell	2
3.	Reading narrative text	3
4.	Write the narrative text	4

Assessment Rubric of Reading Comprehension through Mind Mapping

Category	1	2	3	4	Points Earned
Characters	Picture does not include a character	The picture has a good description of the characters	Picture has good description of the characters and his/her actions	Picture has good description of appearance, actions, and thoughts of 1-2 characters	
Setting	Picture does not include a setting	Picture has little information about the setting	The setting is obvious in the picture	The picture contains vivid description of setting	
Plot	Picture does not address the plot	Picture addresses one aspect of the plot	Picture addresses two key components of the plot	The picture contains evidence that increases the value of the moral	
Moral	The picture does not show the lesson	The picture does not show the same lesson as the fable	The picture changes the lesson of the fable	The picture contains an accurate description of the moral	
Editing and proofreading	There are more than 5 errors	There are 4-5 errors	There are only 3 errors	There are 2 or fewer errors	

APPENDIX II: LESSON PLAN CYCLE II**LESSON PLAN**

Education Unit	: MAS A1- Washliyah 22 Tembung
Lesson	: English
Class /Semester	: XI-IIS-B/ II
Material	: Reading
Time Allocation	: 6 x 45 Minute (3 x meetings)

A. Core Competence

- KI 1: Perceive and practicing the religion doctrine that followed.
- KI 2: Perceive and practicing honest, discipline, responsible, caring (responsive, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying knowledge

procedural in the field of specific studies in accordance with his talents and interests to solve problems.

- KI 4: Processing, reasoning, and providing in the area of concrete and abstract area that related to the development of the self study in the school independently, and able to use methods that suitable with scientific rules.

B. Basic Competence

5.2. Responding to the meaning and steps of rhetoric in essays that use a variety of written languages accurately, fluently and acceptable in the context of everyday life and to access knowledge in narrative, spoof, and hortatory exposition texts.

C. Indicators of Achievement of Competence:

- a. Students are grateful for the opportunity to learn English as the language of instruction in International communication
- b. Students can develop polite and caring behavior in carrying out interpersonal communication with teachers and friends.
- c. Students are able to make mind maps according to the text given.
- d. Students are able to mention detailed information in a text correctly.
- e. Students are able to answer questions related to the text.

D. Learning Objectives

After this material is presented, students understand mind map techniques, are able to make mind maps according to the text provided, are able to mention information in detail in a text correctly, and are able to answer questions related to the text.

E. Teaching Material

1. Input Text

- a. A spoof text entitled " Didn't Want to Walk Alone".

2. Text structure

- a. Text type: Spoof
- b. Social function: to entertain or amuse the reader
- c. General structure:
 - Orientation : the introduction of the story, such as who is involved in the story.
 - Events : explore event in a chronological way.
 - Twist : the unpredictable event/thing/way which amuse the readers.

F. Learning Method:

Three-Phase Technique (Presentation, Practice, and Production).

G. Learning Media and Tools

Tools : Markers, erasers, whiteboards.

Material : Handbook, image, text, and worksheet

Source : STAR (Smart Child Right Strategy), Reference Material of English Language, High School class XI, 2013. Putra Keratonatan.

H. Research Procedures

Teachers' Activities

- e. Ask them some question whether they know about mind mapping technique and spoof text, even they have read the text or they have bad or good experience in the last time.
- f. Explain more about mind mapping and spoof text
- g. Ask students to make mind mapping based on text given to improve their reading comprehension.
- h. Ask them to say the conclusion that they got about material.

Students' Activities

Answer or respond the teacher questions and pay attention to the teachers' explanation and following the rules of the teacher and then the students just silent and pay attention to teachers' explanation, after that the students do the teachers' instruction, do the teachers' instruction, give the task done to the teacher, give much attention to the teachers' explanation and the last, students give some conclusion about material gave by teacher.

I. Learning Activities:

I.First meeting (45 minutes)

1. Introduction (5 minutes)

- a. The teacher enter the class and greets by using English so that the English Environment can be created:
 - Assalamualaikum. Good morning, students? How are you today?
- b. Teacher asks a student to lead the prayer:
 - OK, before we start our lesson today, let's pray together.

- c. Teacher checks student attendance.

2. Core Activities (30 minutes)

- a. The teacher begins the material by conveying some characteristics and functions of the spoof text to students by inviting students to be active in this session.
- b. The teacher gives a spoof text which the teacher helps students find and words that are difficult to understand so students are able to understand the contents of the text shared.
- c. The teacher asks students to make a mind map to find information in the text.
- d. Students are asked to answer questions that exist and are related to the text given.

3. Closing Activity (10 minutes)

- a. Teachers and students summarize the material together.
- b. The teacher reflects
- c. The teacher asks one of the students to lead a prayer.
- d. The teacher closes the meeting:
 - OK. Thank you for your attention and your cooperation for this meeting. Good bye. Wassalamualaikum.

II. Second Meeting (45 minutes)

1. Introduction (5 minutes)

- a. The teacher enter the class and greets by using English so that the English Environment can be created:
 - Assalamualaikum. Good morning, students? How are you today?
- b. Teacher asks a student to lead the prayer:
 - OK, before we start our lesson today, let's pray together.
- c. Teacher checks student attendance.

2. Core Activities (30 minutes)

- a. The teacher asks again the material that was learned at the previous meeting.
- b. The teacher asks questions that are still felt by students.
- c. The teacher provides an opportunity for students to discuss the techniques and tasks previously given.
- d. The teacher gives tips on getting information from the text provided.
- e. The teacher gives spoof text as training material.
- f. The teacher asks students to use the mind map technique to simplify the search for information simply.
- g. The teacher asks students to answer questions. Then together solve problems that are still faced by students.

3. Closing Activity (10 minutes)

- a. The teacher conclude the activities that have been passed.
- b. The teacher close the lesson
- c. The teacher leads or asks one of the students to pray.

I. Assessment of Learning Outcomes

Assessment of the process of teaching and learning activities:

- a. Technique : performance
- b. Form of assessment : individual work

1. Test : Description

- d. Answer the question based on the story
- e. Analyze the generic structure of the spoof text
- f. Make a mind mapping based on the story.

2. Non Test

Presentation observation sheet

Name:

Class:

Num ber	Name of Stude nt	ATTITUDE INDICATOTRS					
		Discu ssion activit y	Respect each other	Students Attendan ce	Respons bility	Scor e	Rate

Spiritual Attitude

- a. Assessment technique: observation

b. Form of instrument: observation sheet

c. Grid

Number	Attitude	Value of Instrument Item
1.	Pray before and after lesson	1
2.	Dress neatly and politely	2
3.	Thanks to God	3 and 4

Social attitude

a. Assessment technique: observation

d. Form of instrument: teacher observation sheet

e. Grid

Number	Attitude	Value of Instrument Item
1.	Responsibility	3
2.	Care	2 and 3
3.	Cooperation	4
4.	Peace Love	5

Knowledge

a. Assessment technique: written test

b. Form of instrument: double choice and description

c. Grid

Number	Indicators	Value of Instrument Item
1.	Social function in spoof e text	
2.	Text structure in spoof text	

3.	Language elements in spoof text	
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Skills

a. Assessment techniques: practice tests

b. Form of instrument: performance

c. Grid

Number	Skills	Instrument Item
1.	Listen to narrative text	1
2.	Speak to retell	2
3.	Reading narrative text	3
4.	Write the narrative text	4

Assessment Rubric of Reading Comprehension through Mind Mapping

Category	1	2	3	4	Points Earned
Characters	Picture does not include a character	The picture has a good description of the characters	Picture has good description of the characters and his/her actions	Picture has good description of appearance, actions, and thoughts of 1-2 characters	
Setting	Picture does not include a setting	Picture has little information	The setting is obvious in the picture	The picture contains vivid	

		about the setting		description of setting	
Plot	Picture does not address the plot	Picture addresses one aspect of the plot	Picture addresses two key components of the plot	The picture contains evidence that increases the value of the moral	
Moral	The picture does not show the lesson	The picture does not show the same lesson as the fable	The picture changes the lesson of the fable	The picture contains an accurate description of the moral	
Editing and proofreading	There are more than 5 errors	There are 4-5 errors	There are only 3 errors	There are 2 or fewer errors	

APPENDIX III: PRE-TEST

Read this following text carefully.

GOLDEN EGG

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock because of flood. He prayed hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said “I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.”

A week later the farmer was surprised to find an egg in his yard. This was not an ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patience and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regreted for his foolishness, it’s already too late.

Answer these questions.

1. What is the text about?
2. Who is the main character of the story?
3. Where did the farmer live?
4. What are the characteristics of the old man who gave a goose to the farmer?
5. What happened to the farmer after he got the egg?
6. What did the farmer want when he killed the goose?
7. What is the moral value in the story?

APPENDIX IV: ANSWER KEY PRE-TEST

1. Golden Egg
2. Farmers and hunters
3. a remote village in central China
4. kind and generous person
5. He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship.
6. The greedy farmer lost his patience and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.
7. Don't be arrogant if we live with joy, treasure. Do not let that wealth make us lose where we come from.

APPENDIX V: POST TEST 1

Read this following text carefully.

MONKEY AND CROCODILE

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, “Monkey, my father is very sick”. He must eat the heart of the monkey. Then he will be strong again.”

The monkey thought for a while. Then he told the crocodile to swim back to the river bank. “What for?” asked the crocodile. “Because I didn’t bring my heart with me,” said the monkey. “I left it under the tree, near some coconuts.”

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back and climbed up to the top of a tree. “Where is your heart?” asked the crocodile. “You are foolish,” the monkey said to the crocodile. “Now I am free and you have nothing.”

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

Orientation/introduction:

.....
.....

Complication/problem:

.....
.....

Resolution:

.....
.....

APPENDIX VI: ANSWER KEY OF POST-TEST I**Orientation/introduction:**

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Complication/problem:

The crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey “Monkey, my father is very sick”. He must eat the heart of the monkey”. Then he will be strong again. The monkey thought for a while. Then he told the crocodile to swim back to the river bank, because he didn’t bring his heart. He left it under the tree, near some coconuts. The monkey thought for a while. Then he told the crocodile to swim back to the river bank, because he didn’t bring his heart. He left it under the tree, near some coconuts.

Resolution:

The crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back and climbed up to the top of a tree. “Where is your heart?” asked the crocodile. “You are foolish,” the monkey said to the crocodile. “Now I am free and you have nothing.”

APPENDIX VII: POST-TEST II

Read this text carefully.

DIDN'T WANT TO WALK ALONE

Mrs. Brown's old grandfather lived with her and her husband. Every morning he went for a walk in the park and came home at half twelve for his lunch.

But one morning a police car stopped outside Mrs. Brown's house at twelve o'clock, and two policemen helped Mr. Brown to get out. One of them said to Mrs. Brown, "The poor old gentlemen lost his way in the park and telephoned us for help, so we sent a car to bring him home." Mrs. Brown was very surprised, but she thanked the policemen and they left.

"But, Grandfather," she then said, "you have been to that park nearly everyday for twenty years. How did you lose your way there?" The old man smiled, closed one eye and said, "I didn't quite lose my way. I just got tired and I didn't want to walk home!"

Questions:

1. What does the text tell us about?
2. Who are the characters of the story?
3. Where did Grandfather like for a walk?
4. Why did Grandfather go home with the policemen?
5. What is the twist of the story?

APPENDIX VIII: ANSWER KEY OF POST-TEST II

1. Someone who didn't want to walk alone to his home, because he tired. So, he telephoned Policemen for help, and the policemen sent a car to bring him home.
2. Mrs. Brown's , her husband, and the policemen
3. In the park
4. He lost his way in the park and telephoned the policemen for help, so the policemen sent a car to bring him at home, actually he didn't lost way but he just tired and didn't want to walk alone.
5. He has been to that park nearly everyday for twenty years, but he lost way. Actually he just tired and didn't want to walk alone, so he telephoned the policemen and sent a car to bring him home. And the policemen drove him home.

**Appendix IX The Students' Score During Cycle I (Pre-test and Post-test I)
and Cycle II (Post Test II)**

No	Names of Students	Score		
		Pre Test	Post Test I	Post Test II
1.	AMH	30	20	75
2.	AK	50	65	65
3.	AA	70	100	75
4.	AYS	80	85	80
5.	AS	85	95	95
6.	AZ	55	65	75
7.	AS	60	70	80
8.	DAP	80	90	80
9.	FA	70	90	85
10.	FKN	80	90	95
11.	FMA	80	90	60
12.	ISP	45	95	90
13.	IF	85	95	95
14.	KS	60	75	80
15.	K	55	65	70

16.	LH	95	100	100
17.	MA	45	90	95
18.	MF	70	85	80
19.	MIA	50	100	90
20.	MIIA	45	60	90
21.	MNAZ	85	100	95
22.	MR	45	70	65
23.	MNAAH	55	65	85
24.	MRAN	70	75	85
25.	RR	50	55	75
26.	R	40	40	75
27.	RDPP	50	60	80
28.	RY	50	55	70
29.	SA	40	40	70
30.	WPS	50	55	90
TOTAL		$\Sigma x = 1825$	$\Sigma x = 2240$	$\Sigma x = 2445$
		$M = 60,8$	$M = 74,6$	$M = 81,5$

Appendix X: The Students Score during Pre-test (Cycle I)

No	Respondents	Score	Passing Grade of Students (≥ 75)
1.	AMH	30	Unsuccessful
2.	AK	50	Unsuccessful
3.	A A	70	Unsuccessful
4.	AYS	80	Successful
5.	AS	85	Successful
6.	AZ	55	Unsuccessful
7.	AS	60	Unsuccessful
8.	DAP	80	Successful
9.	FA	70	Unsuccessful
10.	F KN	80	Successful
11.	FMA	80	Successful
12.	ISP	45	Unsuccessful
13.	IF	85	Successful
14.	KS	60	Unsuccessful
15.	K	55	Unsuccessful
16.	LH	95	Successful

17.	MA	45	Unsuccessful
18.	MF	70	Unsuccessful
19.	MIA	50	Unsuccessful
20.	MIA	45	Unsuccessful
21.	MNAZ	85	Successful
22.	MR	45	Unsuccessful
23.	MNAAH	55	Unsuccessful
24.	MRAN	70	Unsuccessful
25.	RR	50	Unsuccessful
26.	R	40	Unsuccessful
27.	RDPP	50	Unsuccessful
28.	RY	50	Unsuccessful
29.	SA	40	Unsuccessful
30.	WPS	50	Unsuccessful

Appendix XI: The Students' Score During Post test I (cycle I)

No	Respondents	Score	Passing Grade of Students (≥ 75)
1.	AMH	20	Unsuccessful
2.	AK	65	Unsuccessful
3.	AA	100	Successful
4.	AYS	85	Successful
5.	AS	95	Successful
6.	AZ	65	Unsuccessful
7.	AS	70	Unsuccessful
8.	DAP	90	Successful
9.	FA	90	Successful
10.	FKN	90	Successful
11.	FMA	90	Successful
12.	ISP	95	Successful
13.	IF	95	Successful
14.	KS	75	Successful
15.	K	65	Unsuccessful
16.	LH	100	Successful

17.	MA	90	Successful
18.	MF	85	Successful
19.	MIA	100	Successful
20.	MIA	60	Unsuccessful
21.	M NAZ	100	Successful
22.	MR	70	Unsuccessful
23.	MNAAH	65	Unsuccessful
24.	MRAN	75	Successful
25.	RR	55	Unsuccessful
26.	R	40	Unsuccessful
27.	RDPP	60	Unsuccessful
28.	RY	55	Unsuccessful
29.	SA	40	Unsuccessful
30.	WPS	55	Unsuccessful

Appendix XII : The Students' Score During Post test II (cycle II)

No	Respondents	Score	Passing Grade of Students (≥ 75)
1.	A MH	75	Successful
2.	AK	65	Unsuccessful
3.	AA	75	Successful
4.	AYS	80	Successful
5.	AS	95	Successful
6.	AZ	75	Successful
7.	AS	80	Successful
8.	DAP	80	Successful
9.	FA	85	Successful
10.	FKN	95	Successful
11.	FMA	60	Unsuccessful
12.	ISP	90	Successful
13.	IF	95	Successful
14.	KS	80	Successful
15.	K	70	Unsuccessful
16.	LH	100	Successful

17.	MA	95	Successful
18.	MF	80	Successful
19.	MIA	90	Successful
20.	MI	90	Successful
21.	MNAZ	95	Successful
22.	MR	65	Unsuccessful
23.	MNAAH	85	Successful
24.	MRAN	85	Successful
25.	RR	75	Successful
26.	R	75	Successful
27.	RDPP	80	Successful
28.	RY	70	Unsuccessful
29.	SA	70	Unsuccessful
30.	WPS	90	Successful

APPENDIX XIII: DIARY NOTES

DIARY NOTE I

Wednesday, 17th July 2019

Di Ruang Kepala Sekolah

Penyerahaan surat izin penelitian

R : *Researcher*

KS : *Kepala Sekolah*

KTU : *Kepala Tata Usaha*

ET : *English teacher*

Peneliti datang ke MAS Al-Washliyah 22 Tembunhg sekitar pukul 10.00 wib untuk meminta izin kepada KS dan KTU serta menyerahkan surat izin penelitian, sesampainya di sekolah R melapor dulu dahulu ke KTU tentang maksud dan tujuannya datang ke sekolah, berhubung pada hari itu bu KS sedang berada di luar karena ada keperluan, jadi semua urusan berpindah ke KTU. Setelah berbincang-bincang cukup lama dengan bapak KTU, akhirnya R diizinkan untuk melaksanakan penelitian di sekolah tersebut. Penelitian dimulai dari tanggal 18-31 Juli 2019. Setelah itu, bapak KTU menyuruh R untuk langsung menjumpai ET yaitu Mam Marni. Setelah itu R langsung menuju kantor guru untuk menemui mam Marni, R juga meminta masukan dari Mam Marni terkait proses yang akan dijalankannya nanti. R menyampaikan bahwa akan melaksanakan penelitian dikelas XI-IISB. Mam Marni juga menjelaskan kondisi siswa dengan kemampuan belajar yang berbeda-beda, ada yang lemah ada juga yang cepat menangkap pelajaran. Kemudian setelah berdiskusi cukup lama, peneliti meminta ijin kepada Mam Marni untuk pamit pulang, dan R kembali ke kantor KTU untuk pamit pulang sembari mengucapkan terimakasih karena sudah mengizinkannya melakukan penelitian.

DIARY NOTE II

Thursday, 18th July 2019

Observation in class XI IIS-B and interview teacher

ET : *English Teacher*

R : *Researcher*

SS : *Students*

S : *Student*

R arrived in the school at 10 o'clock. R was invited by ET to come in her room. R sat beside ET. Then, R and ET talked about English teaching and learning today. the lesson started at 10.30. The duration of English lesson was two hours. Then, the bell rang. ET asked R to go to the class. R followed ET into the class to do the class observation. Arriving in the class ET asked SS to sit down but the situation of class so noisy. After the class condition had been controlled, ET started the lesson by greeting and checking the attendance. ET started to introduce R to SS. ET said to SS that R would teach for some meetings. The class was noisy again. R waited for calm condition and R started to introduce herself.

Then, ET asked S to find another chair for R and then R sat behind the class to do observation. The lesson topic was descriptive text. ET explained one of language feature of the text. It was "Simple Present Tense". ET wrote pattern and explained it to SS. ET read material and something wrote in the whiteboard, while ET was explaining the material, some SS in the behind was noisy. Then ET gave examples and ET made examples. The material was taken from SS' worksheet. The class condition was noisy again because SS were not interested in the materials. SS open worksheet at page 28 the ET asked SS to answers question in front of the class but nobody wrote his or her answer because SS had difficult in identifying the language features and generic structure of descriptive text, and the students cannot comprehend the text. ET pointed one of S to write answer question in the whiteboard.

Then, ET corrected S answer. SS in the behind were noisy, they chatted with their friends so they did not pay attention in the teaching and learning English in the classroom. ET asked them to pay attention to the lesson because there was no focused skill in the teaching and learning process on reading comprehension. Then ET asked the others S to show their answer. Suddenly the bell rang; it made the situation became noisy. ET waited until the condition was conducive. ET reminded SS to learn material given. After ET had closed the lesson, ET and R went to office.

After R and ET arrive in the office, R interview ET with some question that prepare by R.

R : Tadi kelihatannya siswa masih banyak yang belum bisa mengerjakan soal ya, bu?

ET : Ya begitulah dek, mereka kebanyakan tidak memahami teks bacaan dek.

R : Menurut pendapat mam, sebenarnya anak-anak suka enggak mam belajar bahasa Inggris khususnya di bagian reading?

ET : Sebenarnya mereka tertarik belajar bahasa Inggris, tapi rata-rata siswa masih rendah dalam pemahaman membaca, mereka tidak bisa memahami bacaan dan kurang kosakata jadi susah untuk menangkap ide utama dari sebuah teks.

R : oh, begitu yam mam. Siswa memang tidak punya kamus atau bagaimana mam?

ET : Mereka punya kamus. Cuma ya kamus yang 1 miliar itu dan mereka seringnya tidak membawanya ke sekolah. Sudah saya ingatkan berkali-kali.

R : Kalau di kelas yang tadi itu, kira-kira ada tidak, bu yang lebih unggul dari yang lainnya dalam pelajaran bahasa Inggris?

ET : Ada Beberapa siswa perempuan yang lebih unggul dari yang lainnya. Ada satu siswa pindahan. Kalau dia memang lumayan bagus. Ya mungkin karena dia dari kota ya. Beda sama yang lain yang latar belakangnya seperti ini kan, dek? Latar belakang anak-anak tuh beragam. Ada orang tua yang memang peduli sama pendidikan putra/innya, ada yang tidak.

R : Oh, begitu ya, bu?

ET : Iya. Kalau dari sekolah sudah berusaha untuk membantu mereka waktu di sekolah, tapi kalau sudah sampai rumah, kami tidak bisa melakukan apa-apa..

R : Iya, bu. Saya juga mohon bimbingan ibu untuk ke depannya.

ET : Ya sebisa saya ya dek

DIARY NOTE III

Friday, 19th July 2019

Doing Pre-test in XI-IISB Class

R datang ke sekolah kembali pada jam 10 wib, R langsung dipanggil ET ke ruangannya untuk membahas aktifitas hari ini. R menjelaskan kepada ET tentang kegiatan hari ini adalah pre test berfungsi untuk mengetahui kemampuan reading comprehension melakukan treatment. Beberapa menit kemudian bel berbunyi tepat pukul 10.20. R dan ET menuju ke kelas. ET memberi salam kepada siswa dan absen. ET memberi tahu SS bahwa hari ini R akan mengadakan pre test. Kemudian ET menyerahkan aktifitas berikutnya kepada R sebelum meninggalkan kelas. Setelah itu R membagikan sebuah teks bacaan yang dilengkapi dengan exercise. Kemudian, R menyuruh siswa untuk membaca teks itu terlebih dahulu baru mengerjakan soalnya. SS langsung mengerjakan soal pre test. R memberikan waktu 1 jam untuk mengerjakan soal tersebut dan akan berakhir pada pukul 11.10. Tepat pukul 11.10 R menyuruh SS untuk mengumpulkan soal dan lembar jawab mereka namun masih banyak SS yang belum selesai mengerjakan sehingga R memberi perpanjangan waktu selama 15 menit. Pukul 11.25 R menyuruh SS untuk mengumpulkan soal dan lembar jawab kedepan. Setelah itu R meminta siswa untuk pertemuan berikutnya untuk membawa crayon atau spidol warna kemudian R berterima kasih kepada SS dan meninggalkan kelas. R menuju ruang guru untuk menjelaskan treatment yang akan dilaksanakan dalam proses berikutnya. Jam 12 R mohon pamit kepada ET untuk pulang.

DIARY NOTE IV

Wednesday, 24th July 2019

Doing Post-test I in XI-IISB Class

R arrived the class at 12.15. She started the lesson by greeting “Assalamualaikum Warahmatullahi Wabarakatuh. SS answered her greeting Wa’alaikumsalam Warahmatullahi Wabarakatuh.” After greeting SS, R called the students’ name one by one to check the students’ attendance. Before giving the text, R asked Ss to discuss things related to the text. For example, she asked about their holiday. Some Ss answered that they had some experiences in the holiday. After that R asked Ss simple question related to text type. After that R introduced mind mapping. She explained about mind mapping, how to create it, and the function of the purpose of mind mapping. And then R continued to give illustration of mind mapping. After that R gave the text untitled “Monkey and Crocodile” to Ss and then she called the students’ name to read the text. One S had to read one paragraph after the whole text, R asked Ss about the kinds of text type, generic structure, language features, main idea and topic sentences the text given.

R : “Monkey and Crocodile” *termasuk* text *jenis apa?* (What kind of the text?)

S1 : Narrative Miss. (It’s a Narrative text Miss.)

R : *Buktinya apa nak?* (Can you prove to me?)

S1 : *hmmm...apa ya? Lupa* Miss. (What is it? I forget.)

R : *lo kok lupa nak ? kan tadi baru dijelasin lho nak* (Why you forget? I have just explained.)

Ss :(*diam semua*) (They were silent.)

Kemudian ada salah satu iswa bertanya

S3 : Miss, climbed up itu apa artinya? (Miss, what the meaning of climbed up?)

R : Kamu bawa kamus? Kalau bawa coba cari di kamus kamu (do you bring dictionary? If you bring, you can search in your dictionary.)

S3 : Enggak bawa Miss (No, I don't)

R : Climbed up itu artinya memanjat (climbed up means memanjat)

S3 : oh, oke Miss, terimakasih. (Okay Miss, thank you)

R asked Ss to make groups to discuss and share their opinion how to create mind mapping besides she asked them to create it. After that, R and Ss discussed the text and their difficulties in creating mind mapping and then for the production the researcher gave exercise to decide to the text. To do closing, R and Ss reviewed the materials having been learnt and asked Ss about the difficulties in the teaching and learning process.

DIARY NOTE V

Friday, 26th July 2019

Doing Post-test II in XI-IISB Class

R masuk ke kelas pukul 09.00 kemudian R mencoba untuk mengkoordinasikan suasana agar siap untuk pelajaran bahasa Inggris. Kemudian ET mempersilahkan R untuk mulai melakukan treatment. Setelah kelas siap, R mulai membuka pelajaran dengan greeting yang dijawab oleh semua SS. Kemudian R melanjutkan untuk mengabsen SS. Setelah itu R memulai pelajaran. Pertama R memberikan teks yang berjudul “Didn’t Want to Walk Alone ” kepada SS. R bertanya pada SS “termasuk teks jenis apa bacaan itu?” SS hanya diam. Kemudian R bertanya lagi “pernah mendengar spoof teks belum?” SS menjawab belum. R kemudian menjelaskan tentang spoof teks .R menjelaskan tiap bagan-bagannya yang ada pada bacaan tersebut. R mengajukan beberapa pertanyaan kepada SS. Setelah itu R membuat mind mapping berdasarkan bacaan tersebut. Kemudian R menunjuk salah satu S untuk maju kedepan untuk melanjutkan membuat mind mapping. Kemudian R menyuruh S untuk membaca bacaan dengan cara menunjuk salah satu SS secara bergilir setelah membaca tiap paragraf selesai. Setelah itu R bertanya kepada SS tentang generic structure dan language feature yang terdapat di dalam bacaan tersebut. Setelah itu R menyuruh SS untuk membuat kelompok, tiap kelompok 4 orang.

Kemudian R membagikan lembar mind mapping dan menyuruh SS unuk mengerjakan dengan kelompok mereka masing – masing. Salah satu S ada yang berteriak “Miss, buat kaya kemarin Miss?” dan R pun menjawab “ iya, kalian membuat gambar mind mapping seperti kemarin.” R berkeliling untuk meninjau dan memandu kerja tiap kelompok dalam membuat mind mapping. Peneliti meminta siswa mengamati gambar tanpa membaca teks. Diharapkan siswa dengan mudah memprediksi kata-kata yang sukar. Dengan dipandu peneliti, peneliti bertanya tentang gambar dalam teks, meminta memprediksi jenis teks dan kata-kata sulit yang terdapat dalam teks dan kata-kata, dan isi teks berdasarkan judul. (The researcher asks the students to look at the picture without reading of the text.

the researcher will be hoped they can predict the difficult of words. The researcher guides about the picture in the text. The researcher asks the students to predict of kinds of the text type and the difficult words in the text, and the contents of the text based on the title.)

Waktu menunjukkan jam 10.30, R meminta SS untuk mengumpulkan gambar mind mapping tapi masih ada beberapa kelompok yang belum selesai “Miss bentar, tanggung nich mewarnainya” Sehingga R memberi perpanjangan waktu selama 5 menit untuk menyelesaikan gambar mereka. Di akhir pelajaran R meminta pendapat siswa tentang mind mapping, salah satu S menyahut, “udah agak gampang Miss membuat mind mappingnya.” R juga sharing tentang kesulitan – kesulitan yang masih dihadapi SS dalam membuat mind mapping. Tepat pukul 11.00 bel berbunyi, R mengingatkan untuk membaca lagi teks bacaannya karena teks itu untuk mengerjakan soal. Setelah itu R menutup pelajaran dan mengucapkan farewell, “Thanks for your attention, see you”.

FIELD NOTE VI

Wednesday, 31th July 2019

Interview students in XI-IISB Class

Hari ini adalah hari terakhir R melakukan penelitian. R masuk ke kelas pukul 12.15, R mulai membuka pelajaran dengan greeting yang dijawab oleh semua SS. Kemudian R melanjutkan untuk mengabsen SS. R mereview pelajaran kemarin. Hari ini juga hari terakhir peneliti melakukan penelitian. Jadi khusus hari ini R akan menginterview siswa/iberkaitan dengan pengaplikasian mind mapping selama pembelajran, apakah ada susah atau mudah, apakah menyenangkan atau membosanakna, apakah mudah dipahamai atau tidak, dan Alhamdulillah resp[on mereka sangat baik. Dan R bersyukur tehnik yang ia gunakan berhasil dan bermanfaat. Setelah bel berbunyi, R menutup pelajaran dan mengucapkan farewell, "Thanks for your attention, see you next time.

APPENDIX XVI: Interview with the Students Before Implementing**Interview transcript 1**

R : *Peneliti*

SS : *Siswa/i*

R : Kalian pernah mendengar tentang tehnik mind mapping in reading class belum? (Have you ever listened about mind mapping in reading class?)

SS : Belum Miss (Not yet Miss)

R : Sudah pernah menggunakan mind mapping sebelumnya? (have you ever use mind mapping?)

SS : Belum pernah Miss (Not yet Miss)

S1 : Peta Pikiran ya Miss? (is it mind mapping Miss?)

R : Ya benar, tau itu apa? (That's right, do you know it?)

S2 : Enggak Miss, Cuma mengartikan aja kok. (No, I do not, I just translate it).

R : That's right

**APPENDIX XV: Interview transcript with the students after
Implementing**

Interview transcript 2

R : *Peneliti*

SS : *Siswa/i*

R : Setelah kita implementasikan mind mind mapping dalam pemahaman membaca menurut kalian susah atau gampang dalam reading?

S : Gampang-gampang susah (it's rather difficult)

R : Senang menggunakan mind mapping? (do you like using mind mapping?)

SS : Senang Miss (Yes, I do Miss)

R : Senengnya kenapa? Apa karena ada gambar-gambarnya dan warnawarninya? (why? Is it because of the colourful pictures colours?)

S1 : banyak gambar-gambarnya Miss

R : Gampang dipahami enggak bacaannya setelah pakai mind mapping? (is easy to understand after you had use mind mapping?)

S2 : Ya Miss, gampang dipahami. (Yes Miss, is it easy to comprehend).

S3 : Miss, kalo menurut saya ribet yang gambar Miss, tapi membantu dan asyik juga Miss. Kalo saya merasa jadi lebih ringkas dan menarik aja Miss. (To make a picture is difficult but it can help and interest Miss.

S4 : Miss, kalo menurut saya enak lho Miss pakai mind map, jadi gampang untuk memahami bacaan, terus kosakata kitanya juga nambah. (I think the use of mind mapping was good so it is easy to comprehend the text and then my vocabulary is increase.)

Interview transcript with the student 6

- R : Tadi belajar kelompok suka nggak nak? (Do you like work in group?)
- S6 : Suka Miss, karena saya bisa tanya sama temen yang lain kalo belum ngerti keyword dan kata-kata yang sulit. (Yes, I do. Because I can ask to my friend if I don't know keyword or get difficult words.
- R : emangnya sebelum dianalisis bareng kamu gak tau artinya? (before analyzing together, do you know it?)
- S6 : Ya, tau sedikit-dikit Miss, jadi kalau menemui kata-kata seperti itu lagi jadi enggak kesulitan. (Yes, I do. Just a little bit. If I find difficult words again so I feel easier.

Interview transcript with student 7

- R : Sekarang menurut kamu gimana dengan pengajaran text types pertemuan ini? (What do you think about teaching and learning process of the text types in that meeting?)
- S7 : Menurut saya bagus Miss karena tidak banyak waktu yang terbuang untuk mengartikan kata-kata sulit. Mengartikan kata-katanya saja sulit, apalagi tahu jenis textnya. (I think it is good because it does not waste time to translate the difficult words. I think it is difficult to translate words moreover to know the text types.

Interview transcript with student 8

- R : Kesulitan dalam buat mind map yang kalian rasakan apa? (What do you think about the advantages and disadvantages of mind mapping?)
- S8 : Hasilnya bagus Miss. Tapi kadang kita masih tetep aja susah nyari inspirasi. Ini Miss, lama buatnya.

Interview transcript with student 9

R : Manfaat dan kurangnya mind map yang kamu rasa apa? (What do you think about the advantages and disadvantages of mind mapping?)

S9 : Miss..Miss... kalo menurut saya mind map tu bagus. Emang lama sich tapi saya seneng ko Miss. (Miss, I think mind mapping is very good enough. It takes long time but I feel fun.)

Appendix XVI : Interview with the teacher before Implementing**Interview transcript 1**

R : *Peneliti*

MR : *Mam Marni Rama (Guru Mapel B. Inggris)*

R : Tadi kelihatannya siswa masih banyak yang belum bisa mengerjakan soal ya, bu?

MR : Ya begitulah dek, mereka kebanyakan tidak memahami teks bacaan dek.

R : Menurut pendapat mam, sebenarnya anak-anak suka enggak mam belajar bahasa Inggris khususnya di bagian reading?

MR : Sebenarnya mereka tertarik belajar bahasa Inggris, tapi rata-rata siswa masih rendah dalam pemahaman membaca, mereka tidak bisa memahami bacaan dan kurang kosakata jadi susah untuk menangkap ide utama dari sebuah teks.

R : oh, begitu yam mam. Siswa memang tidak punya kamus atau bagaimana mam?

MR : Mereka punya kamus. Cuma ya kamus yang 1 miliar itu dan mereka seringnya tidak membawanya ke sekolah. Sudah saya ingatkan berkali-kali.

R : Kalau di kelas yang tadi itu, kira-kira ada tidak, bu yang lebih unggul dari yang lainnya dalam pelajaran bahasa Inggris?

MR : Ada Beberapa siswa perempuan yang lebih unggul dari yang lainnya. Ada satu siswa pindahan. Kalau dia memang lumayan bagus. Ya mungkin karena dia dari kota ya. Beda sama yang lain yang latar belakangnya seperti ini kan, dek? Latar belakang anak-anak tuh beragam. Ada orang tua yang memang peduli sama pendidikan putra/innya, ada yang tidak.

R : Oh, begitu ya, bu?

MR : Iya. Kalau dari sekolah sudah berusaha untuk membantu mereka waktu di sekolah, tapi kalau sudah sampai rumah, kami tidak bisa melakukan apa-apa..

R : Iya, bu. Saya juga mohon bimbingan ibu untuk ke depannya.

MR : Ya sebisa saya ya dek

Appendix XVII: Interview with the teacher after Implementing**Interview transcript 1**

R : *Peneliti*

MR : *Mam Marni Rama (Guru Mapel B. Inggris)*

R : Kalau untuk comprehension siswa sendiri menurut ibu gimana setelah di implementasikan mind mapping technique?(how is about the students reading comprehension after implemented mind mapping technique?)

ET : Sepertinya siswa juga sudah dapat memahami isi bacaan. Buktinya bisa dilihat dari ada peningkatan nilai-nilai mereka. (I think they have understood the text. it showed by improving their score).

APPENDIX XVIII: OBSERVATION SHEETSDate : 18th July 2019 (Meeting I)

Class : XI-IISB

School : MAS Al-Washliyah 22 Tembung

Subject: English

FOCUS	TOPIC	YES	NO
English Teacher	<ol style="list-style-type: none"> 1. The teacher comes on time 2. The teacher greets the students 3. The teacher checks the students' attendance list. The teacher gives test to the students. 4. The teacher gives the learning sources 5. The teacher manages the time effectively 6. The teacher concludes the lesson 7. The teacher manages the class effectively 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>
The Students	<ol style="list-style-type: none"> 1. Students comes to the class on time 2. Students answer the teacher's greeting 3. Students are enthusiastic in learning process 4. Students listen and pay attention to the teacher's explanation 5. The students do the test seriously. 6. The students ask question if they do not know 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>

Date : 19th July 2019 (Meeting I)

Class : XI-IISB

School : MAS Al-Washliyah 22 Tembung

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	<ol style="list-style-type: none"> 1. The teacher comes on time 2. The teacher greets the students 3. The teacher checks the students' attendance list. The teacher gives test to the students. 4. The teacher gives the learning sources 5. The teacher manages the time effectively 6. The teacher concludes the lesson 7. The teacher manages the class effectively. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p>✓</p> <p></p>
The Students	<ol style="list-style-type: none"> 1. Students comes to the class on time 2. Students answer the teacher's greeting 3. Students are enthusiastic in learning process 4. Students listen and pay attention to the teacher's explanation 5. The students do the test seriously. 6. The students ask question if they do not know 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p>✓</p> <p>✓</p> <p></p> <p></p> <p></p>

Date : 24th July 2019

Class : XI-IISB

School : MAS Al-Washliyah 22 Tembung

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	<ol style="list-style-type: none"> 1. The teacher comes on time 2. The teacher greets the students 3. The teacher checks the students' attendance list The teacher gives test to the students. 4. The teacher gives the learning sources 5. The teacher manages the time effectively 6. The teacher concludes the lesson 7. The teacher manages the class effectively 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
The Students	<ol style="list-style-type: none"> 1. Students comes to the class on time 2. Students answer the teacher's greeting 3. Students are enthusiastic in learning process 4. Students listen to the researcher explanation attentively 5. The students do the test seriously. 6. The students ask question if they do not know 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

Date : 26th July 2019

Class : XI-IISB

School : MAS Al-Washliyah 22 Tembung

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher comes on time 2. The teacher greets the students 3. The teacher checks the students' attendance list The teacher gives test to the students. 4. The teacher gives the learning sources 5. The teacher manages the time effectively 6. The teacher concludes the lesson 7. The teacher manages the class effectively	✓ ✓ ✓ ✓ ✓ ✓ ✓	
The Students	1. Students comes to the class on time 2. Students answer the teacher's greeting 3. Students are enthusiastic in learning process 4. Students listen to the researcher explanation attentively 5. The students do the test seriously. 6. The students ask question if they do not know	✓ ✓ ✓ ✓ ✓ ✓	

Date : 31th July 2019

Class : XI-IISB

School : MAS Al-Washliyah 22 Tembung

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher comes on time 2. The teacher greets the students 3. The teacher checks the students' attendance list The teacher gives test to the students. 4. The teacher gives the learning sources 5. The teacher manages the time effectively 6. The teacher concludes the lesson 7. The teacher manages the class effectively	✓ ✓ ✓ ✓ ✓ ✓	
The Students	1. Students comes to the class on time 2. Students answer the teacher's greeting 3. Students are enthusiastic in learning process 4. Students listen to the researcher explanation attentively 5. The students do the test seriously. 6. The students ask question if they do not know	✓ ✓ ✓ ✓ ✓ ✓	

APPENDIX XIX: DOCUMENTATION



The researcher explain about mind mapping technique



The researcher share the text to students





Students' creating mind mapping



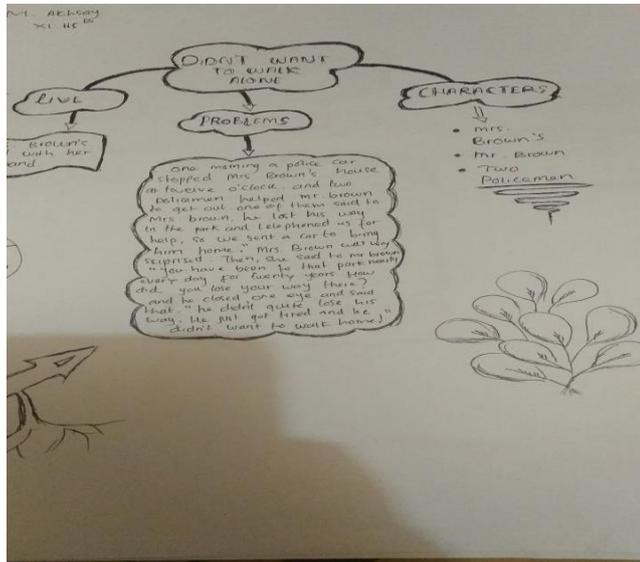
The researcher response students' question



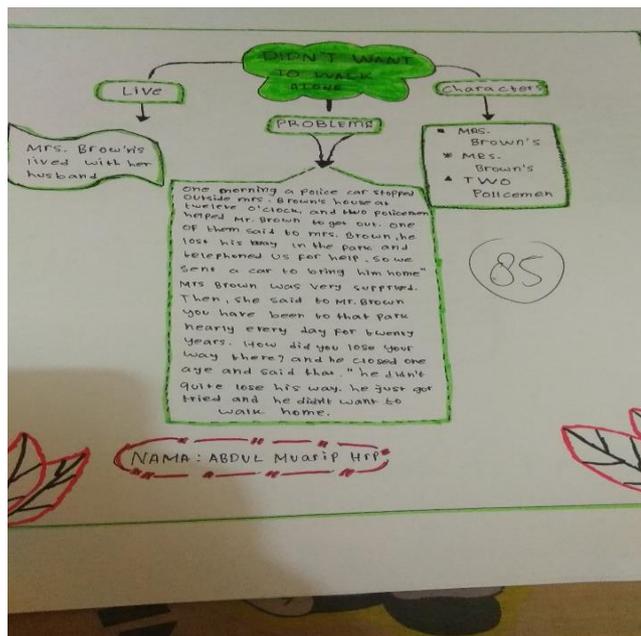
Students' activity



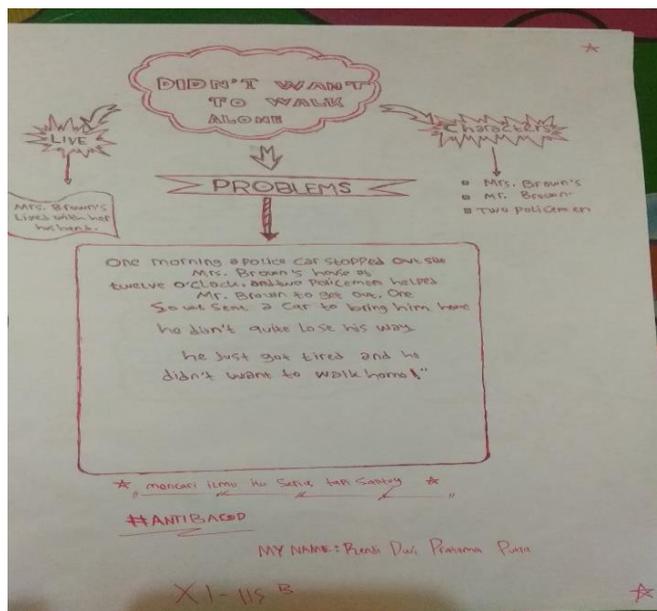
Students' activity



Students' work



Students' work



Students' Work