

THESIS

**THE EFFECTIVENESS OF USING MIND MAPPING
STRATEGY IN TEACHING READING COMPREHENSION
TO THE EIGHTH GRADE STUDENTS OF
SMPK SANCTA FAMILIA SIKUMANA KUPANG
IN THE SCHOOL YEAR 2015/2016**



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FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
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**Presented in Partial Fulfillment of the Requirements
for Sarjana Pendidikan Degree in English Language Education**

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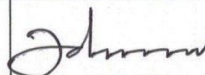
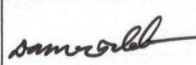


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**"Good advice is always certain to be ignored,
but that's no reason not to give it."
-Agatha Christie**

Dedication

This thesis is dedicated to:

- *For my father and my mother*
- *My beloved Alma mater Widya Mandira
Catholic University Kupang*

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Kupang, April 2016

Writer

ABSTRACT

This study is entitled: “The Effectiveness of Using Mind Mapping Strategy in Teaching Reading Comprehension to the Eighth Grade Students of SMPK Sancta Familia, Sikumana Kupang in the School Year 2015/2016”. The problems of this study are: (a) “Is using mind mapping strategy in teaching reading to the eighth grade students of SMPK Sancta Familia Kupang in the school year 2015/2016 effective or not? and (b) What is the students’ reading ability level after being taught using mind mapping? Therefore the objectives of the present study are: (a) to examine whether the use of mind mapping technique can improve the reading comprehension of the eighth grade students of SMPK Sancta Familia Kupang in the school year 2015/2016 and (b) to find out the students’ reading ability level after being taught using mind mapping. The subject of this study is the eighth grade students of SMPK Sancta Familia Sikumana in the School Year 2015/2016. This study belongs to the Classroom Action Research (CAR) developed by Kurt Lewin (1946) and Kemmis (2010). After analyzing the data, it was found that the pretest result was very low and categorized as “poor”, in which the average score was 39.62 of 100 and only 4 students or 20.00% of the subject was able to pass the test. Similarly, the results of cycle I was also below the standard of achievement and categorized as “average” with the score 55.18 of 100 and only 11 students or 40.00% of the subject was able to pass the test. However, the result of cycle II showed that the average of the posttest score increased to 71.29 of 100, which is categorized as “good”. 20 students or 76.92% of the subject was able to pass the test. The students passed the standard of achievement applied, which was 70.00 in score and more than 60% or 20 students were able to pass the cycle II posttest. Based on this result, it can be concluded that the implementation of *Mind Mapping* improves the reading comprehension skill of the eighth grade students of SMPK Sancta Familia Sikumana Kupang in the School Year 2015/2016. Therefore the English teachers are recommended to use *Mind Mapping* as one of the strategies to teach the students. Teachers are also suggested to allow their students to take notes according to the style that suit them best. Meanwhile, students are suggested to need more practices in improving reading skills so that they can comprehend English texts especially narrative text better by use *Mind Map* as their personal learning strategy. Finally, for further researchers, since this study showed a positive results, they are suggested to continue this research from other angles such as the use of mind mapping in teaching writing, speaking or other English skills.

Keywords: *Mind Map*, Reading Comprehension, Narrative Text.

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