

THESIS

**THE IMPLEMENTATION OF MIND MAPPING TO
IMPROVE STUDENTS' CRITICAL READING
COMPREHENSION OF REPORT TEXT**

**A CLASSROOM ACTION RESEARCH TO THE EIGHTH GRADE
STUDENTS OF SMPK SANCTA FAMILIA SIKUMANA KUPANG IN
THE SCHOOL YEAR 2014/2015**



ELISABET A. WERANG

**TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2014**

THESIS

**THE IMPLEMENTATION OF MIND MAPPING TO
IMPROVE STUDENTS' CRITICAL READING
COMPREHENSION OF REPORT TEXT**

**A CLASSROOM ACTION RESEARCH TO THE EIGHTH GRADE
STUDENTS OF SMPK SANCTA FAMILIA SIKUMANA KUPANG IN
THE SCHOOL YEAR 2014/2015**



**ELISABET A. WERANG
REG. NO. 121 10 042**

**ENGLISH STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2014**

**THE IMPLEMENTATION OF MIND MAPPING TO
IMPROVE STUDENTS' CRITICAL READING
COMPREHENSION OF REPORT TEXT**

**A CLASSROOM ACTION RESEARCH TO THE EIGHTH GRADE
STUDENTS OF SMPK SANCTA FAMILIA SIKUMANA KUPANG IN
THE SCHOOL YEAR 2014/2015**

**Presented in Partial Fulfillment of the Requirements
for Sarjana Pendidikan Degree in English Language Education**

**ELISABET A. WERANG
REG. NO. 121 10 042**

**ENGLISH STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2014**

THE IMPLEMENTATION OF MIND MAPPING TO IMPROVE STUDENTS' CRITICAL READING COMPREHENSION OF REPORT TEXT

**A CLASSROOM ACTION RESEARCH TO THE EIGHTH GRADE
STUDENTS OF SMPK SANCTA FAMILIA SIKUMANA KUPANG IN
THE SCHOOL YEAR 2014/2015**

Approved By

Advisor I



Drs. Ataburan Clemens, M. Hum.

Advisor II








Maria Djehatu, S. Pd.

**Acknowledged By
Head of English Education Study Program
Teacher Training and Educational Science Faculty
Widya Mandira Catholic University
Kupang**





Drs. Aleksius Madar, M. Ed.

This thesis was defended on October 11th, 2014.
Board of Examiners

No.	Name	Position	Signature
1	Drs. Ataburan Clemens, M. Hum.	Chairman	
2	Maria Djehatu, S. Pd.	Secretary	
3	Drs. Aleksius Madar, M. Ed.	Examiner I	
4	Dr. Kletus Erom, M. Hum.	Examiner II	
5	Drs. Ataburan Clemens, M. Hum.	Examiner III	

Acknowledged By


Dean of Teacher Training and
Educational Science Faculty
Drs. Alfons Bunga Naen, M. Pd.


Head of English Education
Study Program
Drs. Aleksius Madar, M. Ed.

"Whatever you are, be a good one."

- Abraham Lincoln

For my mother and father

ACKNOWLEDGEMENT

The writer would like to thank the Lord on the first place that only because of His indescribable greatness that the writer could finish her thesis writing and continue moving forward to be a better teacher.

The writer also realizes that she received tremendous help and support from many people regarding both her study in college and during the process of writing this thesis. Therefore the writer would like to thank the following.

1. The Dean of Teacher Training and Educational Science Faculty of Widya Mandira Catholic University Kupang, Drs. Alfons Bunga Naen, M. Pd. who had granted the permission for the writer to do the research.
2. Drs. Aleksius Madar, M. Ed. as the Head of English Education Study Program who had granted the permission and also as examiner I to provide time to examine this thesis and provide valuable critics and suggestion to better this writing.
3. Dr. Kletus Erom, M. Hum as the academic advisor and the examiner II to provide time to examine this thesis and share valuable suggestion to better this thesis.
4. Drs. Ataburan Clemens, M. Hum as the advisor I and Maria Djehatu, S. Pd. As the advisor II who had provided their time to guide, help, and motivate the writer from the very beginning of proposal composing until the thesis writing.
5. All the lecturers at the English Education Study Program for their everlasting support and guidance during her study as student in the Widya Mandira Catholic University.

6. Yvette Bird for always being the biggest inspiration and an example of how an educator should be.
7. Drs. Fransiskus Wayan, S. S. who had introduced the writer with Van De Venter Maas-Stichting foundation and provided support during her final year as student.
8. Those who involved in Van De Venter Maas-Stichting foundation for helping the writer in time of need and shaping her personality to be a better leader. She can never thank them enough.
9. Sr. M. Beatrix Yoaneta Olla, PRR as the principal of SMPK Sancta Familia Kupang for giving the opportunity for the writer to do the research at the school under her authority.
10. Yohanes Nasir, S. Pd as the observer who provided advice, correction and suggestion for the writer during the research.
11. Her dearest students at SMPK Sancta Familia Kupang especially grade VIIIA for their spirit, cooperation, and positive attitude during the research.
12. Her parents Fransiskus I. Werang (The Late) and M. F. Endang Hartuti, her siblings Ato, Tata Ti and Ma Nona with her beautiful family: Kak Ipink, Lia and Luis. Also Kak Nur and Arvan. She would never make it this far without them.
13. Fredik B. Nappa for his support, ideas, and different perspective that enrich this writing.
14. Her friends who had helped and supported her during her study in college: An'no Martins, Jenitha Tonfanus, Jessica Ch. Liwe, Rhya Apriliani, Charles

De Foucauld Lh, Destika Grecia Riwu, and her dearest childhood mate
Theresia Eseresi L.

15. All of her fellow students of 2010 cohort in English Education Study Program
and also for those who cannot be mentioned one by one here but their
contribution are equally important.

Finally the writer is well aware that this writing is far from perfection thus
any comments, critics, and suggestion will be well appreciated.

Kupang, October 2014

Writer

ABSTRACT

Elisabet A. Werang. 2014. The Implementation of Mind Mapping to Improve Students' Critical Reading Comprehension of Report Text: A Classroom Action Research to the Eighth Grade Students of SMPK Sancta Familia Sikumana Kupang in the School Year 2014/2015. Thesis of Language and Art Department. English Study Program. Advisor I Drs. Ataburan Clemens, M. Hum. and advisor II Maria Djehatu, S. Pd.

The problem of this study is: "Can the *Mind Mapping* improve critical reading comprehension skill of the eighth grade students of SMPK Sancta Familia Sikumana Kupang in the School Year 2014/2015?" Therefore the objective of this study is to find out whether or not the implementation of *Mind Mapping* improves the critical reading comprehension skill of the eighth grade students of SMPK Sancta Familia Sikumana in the School Year 2014/2015. The subject of this study is the eighth grade students of SMPK Sancta Familia Sikumana in the School Year 2014/2015.

This study belongs to the Classroom Action Research (CAR) based on the model offered by Kemmis and McTaggart and were conducted in two cycles. Each cycle consists of four stages: planning, action, observation, and reflection. In cycle I planning stage included problem identification, problem analysis, hypothesize the action, gathering the related literature, and organizing equipment and materials. The research instruments used in this study were lesson plans, pre-test, cycle I posttest, cycle II posttest, students' product (*Mind Map*) evaluation sheet, informal interview, questionnaire, journal, and observation sheet; action stage included performed a pre-test, delivered the objective of the lesson, give an introduction about *Mind Map*, taught the students to make a *Mind Map* and how to apply it in their reading activity, provided time for students to read the article and make their own *Mind Map*, arranging a discussion, and cycle I posttest; observation stage included monitoring students' behavior towards the teaching learning activity and the classroom management skill of the researcher using journal and observation sheet; and reflection stage included analyzed and evaluated the data from the written tests, students' product, journal and the observation result. In cycle II all stages were implemented in the same way as in cycle I except for the planning stage in which the focus was on the reflection result of the previous cycle and attempted to repair the weakness that occurred before.

The pretest result was very low and categorized as "poor", in which the average score was 38.00 of 100 and only 3.45% of the subject was able to pass the test. The result of cycle I indicated improvement but still below the standard of achievement and categorized as "average". The average posttest score was 66.25 of 100 and only 51.72% of the subject was able to pass the test. The average product score was 2.16 of 4.00 and the average score of students' behavior and respond was 2.87 of 4.00. While the result of cycle II showed that the average of the posttest score increased to 74.42 of 100, which is categorized as "good". 70.00% of the subject was able to pass the test. The average product score was

3.12 of 4.00 and the average score of students' behavior and respond was 3.25 of 4.00. With the satisfactory result obtained in cycle II, there was no need to proceed to the next cycle. Students had passed the standard of achievement applied, which was 70.00 in score and more than 60% of the subject had been able to pass the cycle II posttest.

Based on this result it can be concluded that the implementation of *Mind Mapping* improves the critical reading comprehension skill of the eighth grade students of SMPK Sancta Familia Sikumana Kupang in the School Year 2014/2015. Therefore the English **teachers** especially those who are teaching at the school where this study was taken place are highly recommended to use *Mind Map* as one of the tool to teach the students to think critically towards a text. Teachers are also suggested to allow their students to take notes according to the style that suit them best, such as *Mind Map*, and not only the literal ones or the neat ones and to examine the notes based on how well the students understand them, not how they look like. It also would be very useful to provide appropriate challenge and stimulus for them such as questions or test items that varied based on the Bloom's Taxonomy; **students**, especially those who involved in this study, are suggested to use *Mind Map* as their personal learning tool because it is very useful and can help them to be better in comprehending a text critically in a fun and a less stress way; and the **writer** will become an educator and since this study showed a positive result she decided to continue to use *Mind Map* with any necessary adjustment in her professional career as a teacher later on and shares it with others especially her future students.

Keywords: *Mind Map*, Critical Reading Comprehension, Report Text.

TABLE OF CONTENTS

	Pages
APPROVAL SHEET	iv
BOARD OF EXAMINERS	v
ACKNOWLEDGEMENT	viii
ABSTRACT	xi
TABLE OF CONTENTS	xiii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF CHARTS	xvii
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Problem Statements	2
1.3 Objective of the Study	3
1.4 Significance of the Study	3
1.5 Scope and Limitation	4
1.6 Definition of the Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	8
2.1 Theories and Concepts	8
2.1.1 Brain	8
2.1.2 Mind Map	12
2.1.3 Critical Reading Comprehension	17
2.1.4 Kinds of Texts	27
2.2 Review of Related Studies	30
2.3 Conceptual Framework	33
CHAPTER III RESEARCH METHODOLOGY	34
3.1 Type of Research	34
3.2 Subject of the Study	35
3.3 Types and Sources of Data	35
3.4 Research Instruments	36
3.5 Methods and Techniques of Data Compilation	37
3.5.1 Cycle I	38
3.5.2 Cycle II	42
3.6 Methods and Techniques of Data Collection	45

3.7	Methods and Techniques of Data Analysis.....	46
3.7.1	Observation Analysis	46
3.7.2	Investigating Mastery/Ability Level Analysis	47
CHAPTER IV DATA ANALYSIS AND FINDING		50
4.1	Pre-test	50
4.2	Cycle I.....	51
4.2.1	Cycle I Posttest and Students' Product	51
4.2.2	Cycle I Journal and Observation Result.....	53
4.2.3	Cycle I Reflection and Conclusion	57
4.3	Cycle II.....	58
4.3.1	Cycle II Posttest and Students' Product.....	58
4.3.2	Cycle II Journal and Observation Result	60
4.3.3	Cycle II Reflection and Conclusion	64
4.4	Questionnaire	65
4.5	The Comparison of Cycle I and Cycle II	66
4.6	Summary of Findings.....	69
CHAPTER V CONCLUSION AND SUGGESTION		71
5.1	Conclusion	71
5.2	Suggestion.....	72
APPENDICES		76
	Appendix 1 Pre-test and Answer Key.....	77
	Appendix 2 Cycle I Posttest and Answer Key	79
	Appendix 3 Cycle II Posttest and Answer Key	80
	Appendix 4 Pre-test, Cycle I Posttest and Cycle II Posttest Result (Recapitulation)	82
	Appendix 5 Questionnaire	83
	Appendix 6 Lesson Plans	84
	Appendix 7 Documentation	100
	Appendix 8 Students' Product	103
	Appendix 9 Students' Pre-test	117
	Appendix 10 Students' Cycle I Posttest.....	148
	Appendix 11 Students' Cycle II Posttest	179
	Appendix 12 Students' Questionnaires.....	210
	Appendix 13 Official Letters	241

LIST OF TABLES

	Pages
Table 2.1 Guide for Selecting a Visual Aid	22
Table 4.1 Pre-test Result of Critical Reading Comprehension Using Report Text	50
Table 4.2 Cycle I Posttest Result of Critical Reading Comprehension Using Report Text	51
Table 4.3 Result of the Product (<i>Mind Map</i>) Evaluation in Cycle I	51
Table 4.4 Observation Result of the Students' Behavior in Cycle I	54
Table 4.5 Observation Result of the Researcher's Classroom Management Skill in Cycle I	56
Table 4.6 Cycle II Posttest Result of Critical Reading Comprehension Using Report Text	58
Table 4.7 Result of the Product (<i>Mind Map</i>) Evaluation in Cycle II	59
Table 4.8 Observation Result of the Students' Behavior in Cycle II	61
Table 4.9 Observation Result of the Researcher's Classroom Management Skill in Cycle II	63
Table 4.10 Average Score of Mind Mapping Implementation	61

LIST OF FIGURES

	Pages
Figure 2.1 How Neurons Communicate	9
Figure 2.2 <i>Mind Map</i> of Planning Vacation (step1)	15
Figure 2.3 <i>Mind Map</i> of Planning Vacation (step2)	16
Figure 2.4 <i>Mind Map</i> of Planning Vacation (step 3 - Final).....	16
Figure 3.1 Cyclical AR Model Based on Kemmiss and McTaggart's.....	38

LIST OF CHARTS

	Pages
Chart 4.1 The Percentage of Passed and Failed Students in Pre-test	66
Chart 4.2 Average Posttests Score	67
Chart 4.3 The Percentage of Passed and Failed Students Per Cycle	67
Chart 4.4 Students' Products and Observation Result	68