

ABSTRAK

Atik Sri Sumarjati. 2017. *The Use of Mind Maps to Improve Vocational School Students' Reading Comprehension*. Yogyakarta: Kajian Bahasa Inggris, Universitas Sanata Dharma.

Siswa kelas XI Jasa Boga di Sekolah Menengah Kejuruan Negeri 6 Yogyakarta memiliki kemampuan membaca pemahaman yang rendah. Siswa Kelas XI Jasa Boga memiliki keterbatasan kosa kata untuk memahami berbagai macam teks. Guru dan siswa melakukan kegiatan pembelajaran yang tidak efektif di kelas. Dalam hal ini guru harus melakukan refleksi terkait kualitas pengajaran dan menemukan cara untuk meningkatkan kemampuan membaca pemahaman. Penelitian tindakan kelas dilakukan untuk menjawab pertanyaan penelitian: (1) Bagaimana penggunaan peta konsep membantu siswa meningkatkan kemampuan membaca pemahaman siswa? dan (2) Apakah penggunaan peta konsep meningkatkan kemampuan membaca pemahaman siswa?

Data penelitian tindakan kelas diperoleh dari siswa kelas XI Jasa Boga SMK Negeri 6 Yogyakarta pada tahun pelajaran 2016/2017. Di kelas tersebut terdapat 4 siswa laki-laki dan 28 siswa perempuan yang terlibat dalam penelitian tindakan kelas. Penelitian tindakan kelas itu dilakukan dalam dua siklus. Data diperoleh dari hasil tes, kuesioner, dan wawancara. Hasil tes diperoleh dari skor pra-tes dan skor pos-tes. Kuesioner yang digunakan terdiridari duapuluh lima pertanyaan. Tanggapan dari kuesioner dianalisa, dipilih dan dikelompokkan dalam tabulasi. Untuk mendapatkan lebih banyak data, wawancara dilakukan pada tanggal 10 Desember 2016. Kemudian, hasil tes diolah secara kuantitatif sederhana. Lebih lanjut, tanggapan dari kuesioner dalam dianalisa dalam data berbentuk angka dan hasil wawancara dianalisa secara kualitatif.

Hasil dari tes menunjukkan bahwa siswa mengalami kemajuan yang berarti dalam kemampuan membaca pemahaman. Pada siklus pertama, ditunjukkan bahwa pada tes awal yang dilaksanakan pada tanggal 22 September 2016, siswa memperoleh skor rata-rata 56,25 dengan standar deviasi 16,15. Pada tes akhir yang dilaksanakan pada tanggal 13 Oktober 2016 pada siklus yang sama, 29 dari 32 siswa (90,63%) mampu mencapai kriteria ketuntasan minimal. Siswa mampu mencapai skor rata-rata 91,67 dengan standar deviasi 11,30. Pada siklus ke-dua, hasil tes awal pada tanggal 17 November 2016 menunjukkan bahwa siswa memperoleh skor rata-rata 87,50 dengan standar deviasi 11,46. Pada pos-tes tanggal 24 November 2016 siswa mencapai skor rata-rata 87,75 dengan standar deviasi 9,34. Hal ini menunjukkan bahwa 29 dari 32 siswa (90,63%) mampu mencapai kriteria ketuntasan minimal. Hal ini berarti penggunaan peta konsep dalam pelajaran membaca pemahaman membantu siswa berpikir secara kreatif. Mereka mampu mengenal kosa kata dan memahami isi teks. Disamping itu, penggunaan peta konsep meningkatkan kemampuan membaca pemahaman dalam Bahasa Inggris.

Kata kunci: mind map, improve, vocational school students, reading comprehension.

ABSTRACT

Atik Sri Sumarjati. 2017. *The Use of Mind Maps to Improve Vocational School Students' Reading Comprehension*. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

It was found that the eleventh grade students of vocational school of SMK Negeri 6 Yogyakarta majoring on Food and Beverage had a low proficiency of reading comprehension. The students had insufficient vocabulary to understand various texts. Both teacher and students had ineffective learning teaching in reading class. In this matter, an English teacher needed to have a reflection on the quality of teaching and find a way to improve the students' reading comprehension. An action research was conducted to answer the research questions of (1) How does the use of mind map help the students improve reading comprehension? and (2) Does the use of mind map improve the students' reading comprehension?

The data of the action research were collected from the eleventh grade students of vocational school of SMK Negeri 6 Yogyakarta majoring on Food and Beverage in academic year of 2016/2017. There were 4 male students and 28 female who were engaged in the action research. The action research was conducted in two cycles. The data were from tests, questionnaire and an interview. The results of tests were taken from the scores of pre-tests and the scores of post-tests. Each questionnaire consisted twenty-five questions. The response of each questionnaire were analyzed, sorted and classified in tabulation. To get more data, a semi-opened interview was conducted on December 10, 2016. Then, the results of the tests were analyzed quantitatively in a simple way. Furthermore, the responses of each questionnaire were analyzed in numerical data and the result of the interview was analyzed qualitatively.

The results of the tests showed us that the students made a significant progress in reading comprehension. In the first cycle, it was shown that in the pre-test on September 22, 2016, the students reached the mean score of 56.25 with the standard deviation of 16.15. In their post-test on October 13, 2016, twenty-nine of thirty-two students (90.63%) were able to reach the passing grade. They reached the mean score of 91.67 with the standard deviation of 11.30. In the second cycle, the result of the pre-test on November 17, 2016 showed that they reached the mean score of 87.50 with the standard deviation of 11.46. In the post-test on November 24, 2016, their mean score of 88.75 with the standard deviation of 9.34. It showed that twenty-nine of them (90.63%) were able to reach the passing grade. It means that the use of mind maps in reading comprehension class helped the students to think creatively. They got familiar with vocabulary and understood the content of the text. Besides, the use of mind maps improved the students' reading comprehension.

Key words: mind map, improve, vocational school students, reading comprehension.