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Developing English Teachers'
Professionalism
Through Classroom Action Research

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Ristiani Primaringsih, Satriyo Susilo Budi, Teguh Sulistyio, Triyani,
Wahyu Pusptarani, Widayati Mia Pratiwi, & Yohana Veninanda.



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Developing English Teachers' Professionalism Through Classroom Action Research

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Sanata Dharma University, Yogyakarta

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FOREWORD

This book is written in response to the quality education improvement from the Ministry of Research, Technology, & Higher Education. The ministry has mandated the equity and acceleration of education quality in remote areas since 2011, particularly through the program that involves university graduates to teach in the frontier, the outermost and the most deprived regions, also known as SM-3T (*Sarjana Mengajar di daerah terdepan, terluar, dan tertinggal*).

In Sanata Dharma University, fifteen alumni of the program have also been awarded the privilege to learn for one year since February 2017. This year, those pre-service teachers were distributed to different schools in Yogyakarta to experience the school-based practicum. The difference of this program compared to their undergraduate practicum is on the length of the program. The practicum lasts for one full semester, compared to one - two months in their previous undergraduate practicum. In addition, the pre-service teachers also carried out classroom-based action (CAR) research as a mandatory program. The skill to conduct a CAR research is essential for future teachers to face the 21st century learning. For the purpose of obtaining the research skill, this book particularly displays the research findings and discussion about classroom-based action research (CAR) from the students.

The topics of CAR written by the 2017 batch students are inspiring with diverse coverage. Those topics genuinely represent the unique characteristics of the students' needs in their own class. The various topics conducted by PSTs are related to the most up-to-date issues of learning techniques, for example the use of cooperative language learning, board game, mind-mapping, story-telling, Socratic application as well as Kahoot application. The issues can be classified into at least five categories as follows:

1. Improving students' vocabulary mastery by using word-wall, mind-mapping, cooperative language learning, and story-telling;
2. Implementing mind-mapping learning technique to enhance the students' mastery of writing skill, reading comprehension, and vocabulary mastery;
3. Improving students' English mastery Cooperative Language Learning, particularly by using Student Teams Achievement Division (STAD) and a two stay-two stray technique;
4. Improving students' engagement in English learning by carrying out socratic application;
5. Improving students' motivation and engagement using *kahoot*, for example in learning descriptive text;
6. Improving students' speaking ability using snakes and ladders board game

The research carried out by students may not be free from errors, e.g., clerical or methodological, due to several limitations encountered by the students in the research field. Therefore, constructive feedback to improve the quality of the research from the readers is indeed expected.

Paulus Kuswandono

TABLE OF CONTENT

Foreword	iii
Table of Content	v
Improving Students' Vocabulary Mastery by Using Word Wall for Class X Accounting 1 of Odd Semester of SMK N 1 Yogyakarta	1
<i>By Agustri Andriyani and Drs. Nusyirwan, M.Hum</i>	
The Implementation of Mind-Mapping to Improve Seventh Grade Students' Vocabulary Mastery	7
<i>by Anggit Dini Astuti, Murtafiah, Triyani and V. Tri Prihatmini</i>	
Improving the Students' Motivation in Learning Descriptive Text Using Kahoot	21
<i>by Apri Adi Warisman, Armita Budi Siswanti, M.A., M.Hum, and Yohana Veniranda, Ph.D.</i>	
Using Mind Mapping to Improve the Descriptive Text Writing Skill of the Tenth Graders of SMKN 1 Yogyakarta in the School Years of 2017/2018	37
<i>by Dian Setyo Nugroho, S.Pd. and Drs. Nusyirwan, M.Hum.</i>	
Improving Students' Writing Skill by Using Mind Mapping Technique	47
<i>by Atik Mufizah, Drs. G. Joko Santoso, and Drs. Concilianus Laos Mbato, M.A., Ed.D.</i>	
Improving Students' Vocabulary Mastery Through Cooperative Method Course Review Horay (CRH) at the Tenth Graders of SMK N 5 Yogyakarta in Academic Year 2017/2018	59
<i>by Isnaini Rizqi Romadhani, Armita Budi Siswanti, M.A., M.Hum, and Yohana Veniranda, Ph.D.</i>	

Assisting Low Motivated of 7th Grade Level to Understand the Function of Simple Present Tense by Applying Stad (Student Teams Achievement Divisions)	69
<i>by Fauzi Giri M, S. Pd., Triyani, S. Pd., and V. Triprihatmini, S.Pd., M.Hum., M.A.</i>	
The Use of Socrative App Lead Student to a Deeper Engagement in Learning English in Class 7d of SMP Negeri 3 Yogyakarta	79
<i>by Hary Prasetyo, S.Pd., Pamintaningsih, S.Pd., and Markus Budiraharjo Ed.D.</i>	
Improving Students' Engagement in Learning English by Using Socrative in Class VII F of SMP N 3 Yogyakarta in Academic Year 2017/2018	97
<i>by Lisna Sapitri, S.Pd., and Pamintaningsih, S.Pd., and Markus Budiraharjo, Ed.D.</i>	
Improving Students' Writing Skill Through a Two Stay-Two Stray Technique for the Tenth Grade Studentsin SMK N 5 Yogyakarta	113
<i>by Widayati Mia Pratiwi, S.Pd., Arnita Budi Siswanti, M.A., M.Hum, & Yohana Veniranda, Ph.D.</i>	
The Use of Snakes and Ladders Board Game to Improve Studets' Speaking Ablity at 10th Grade of SMA N 11 Yogyakarta	123
<i>by Nurngainsi Solihati, G. Joko Santoso and Drs. Concilianus Laos Mbato, M.A., Ed.D.</i>	
Implementing Kahoot to Boost 7th Grade Students' Motivation to Learn English in SMP N 6 Yogyakarta	133
<i>by Wahyu Puspitarini, Dwi Isnawati, and Priyatno Ardi</i>	
Improving Seventh Grade Students' Vocabularymastery Through Story Telling	147
<i>by Ristiani Primaningsih, Triyani, and Veronica Triprihatmini</i>	

Improving Students' Reading Comprehension Using Mind Mapping in Narrative Text to Student 11 IPS 1 SMA Negeri 11 Yogyakarta in Academic Year 2017/2018	159
<i>by Satriyo Susilo Budi, S.Pd., Drs. G. Joko Santoso, and Drs. Concilianus Laos Mbato, M.A., Ed.D.</i>	
Using Kahoot to Enhance Student Engagement in Learning English in SMP N 6 Yogyakarta	177
<i>by Teguh Sulistiyo, S.Pd., Dwi Isnawati, S.Pd., and Priyatno Ardi, M. Hum.</i>	

**IMPROVING STUDENTS' READING COMPREHENSION
USING MIND MAPPING IN NARRATIVE TEXT TO
STUDENT 11 IPS 1 SMA NEGERI 11 YOGYAKARTA IN
ACADEMIC YEAR 2017/2018**

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Abstract

This research purposes to know the improvement of reading comprehension using mind mapping technique to student in class 11 IPS 1 SMA N 11 Yogyakarta in academic year 2017/2018. The research applies classroom action research with pretest and posttest. The subjects of the research of consisted of 11st IPS 1 SMA Negeri 11 Yogyakarta. The instrument used for data collection was a pretest and posttest. The researcher used observation, questionnaire and test as the data collection method. The researcher uses qualitative data as data analysis and the data is average of students score per action in one cycle. The result of the research is the mind map technique can be able to improve students reading comprehension. It can be proved by the average of score of students before cycle and after the cycle. Before cycle, the average of students score is 70.32 and after the cycle the average of student score are 80.48 and 87.58. It is concluded that reading comprehension using mind map technique work effectively and can improve student reading ability.

Keywords: reading comprehension, mid mapping, narrative text

Introduction

Reading is a complex process, complex to learn and complex to teach (Carnine, Silbert, and Kameenui: 1990:3), so there must be a technique which can help them to read effectively and interestingly. Teaching comprehension strategies explicitly was seen as a possible approach to tackle the problems faced by the students. In this case, the writer tried to find interesting and effective way for the students and the teachers so that they can do their reading activity well. One of techniques which are available is the mind map technique. By using this technique, the students were able to communicate information because it can clarify

complex concepts into simple, meaningful displays so that the students can develop a holistic understanding of the content to be learned.

Reading is one of the skills that have complex difficulties. Reading long text for some peoples is difficult. The reading ability could not be instantly. We must start from little things and apply in daily activity. Because reading is one of difficult skill and students must be mastered well, the researcher chooses reading skill to become the problem of this research. In this research, the researcher will focus on narrative text, especially in short story. The students could not comprehend well in narrative text, especially in short story. Based on the result of my observation in classroom, I found that students in XI IPS 1 IN SMA N 11 Yogyakarta have problems in reading and answering sentences based on reading text. They were confused to answer the question and did not understand contain of narrative text, especially short story. The researcher takes one method to solve the problem above.

The mind mapping strategy is one of the teachers' strategies in teaching. The mind map strategy can be used to explore almost any topic, though discursive essay and narrative work particularly well as they front students' ideas and lend them to discussing ideas in groups. According to Buzan, he said that a mind map is a powerful graphic technique which provide a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills- word, image, number, logic, rhythm, color and spatial awareness- in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. The brain of human works to process information through observation, reading or hearing about something organized as functional relationship between concept keyword. It is not partially separated from each other and is not in narrative form complete sentences.

The mind mapping have benefits, such as: Help students brain storm and explore any idea, concept, or problem, facilitate better understanding of relationship and connections between ideas and concepts, make it easy to communicate new ideas and thought process,

allow students to easily recall information, help students take notes and plan tasks, make it easy to organize ideas and concepts.

Method

The purpose of the research is to prove some theories whether is true that mind mapping can improve student comprehension in reading narrative. The writer was carried out the research at SMA N 11 Yogyakarta on Jl. Am Sangaji No.50, Cokrodiningratan, Jetis, Yogyakarta. It was done at grade XI IPS 1 in academic year 2017/2018. He conducted the research on July – November 2017.

The writer was carried out the research at SMA N 11 Yogyakarta on Jl. Am Sangaji No.50, Cokrodiningratan, Jetis, Yogyakarta. It was done at grade XI IPS 1 in academic year 2017/2018. He conducted the research on July – November 2017. The writer did research to 11th grade of SMA N 11 Yogyakarta that involved in teaching learning process using mind mapping, the population of the XI IPS 1 is 31 students. The writer took them all as sample.

The writer wants to apply classroom action research (CAR). Action research is essentially a series of cycles of Reflection, Planning and Action. Kemmis and McTaggart (1988) developed a concept for action research. They proposed a spiral model comprising four steps: planning, acting, observing and reflecting.

The research use two kind research instruments, there are test and non-test. Test uses to measure students' competence especially in cognitive skill. The kinds of the test were pre-test and post-test. Then, non-test uses to analyze the condition when the research held. To get the data, the research needs a method collection data. The data collection method was a written document viewing the specific procedure to be used to gather the evaluation information or data. The document view who collected and how it was obtained. To get a complete data and possible valid, the researcher used some instruments to help him. There are some ways in collecting the data; they are observation sheet, test and the student's questionnaires.

In this research, the writer uses qualitative data, because the observation during teaching learning process does before and after action research. The data analysis used to measure the student comprehension in reading narrative text. Then, the researcher qualitative data, the writer got the average of student's score per action in one cycle. The students would pass the test if they got the score more than KKM (KKM = 76). There are the student assessment guidelines as follows:

Table 1. Student assessment guidelines

NO	Score	Criteria
1	91- 100	Excellent
2	81-90	Good
3	76-80	Enough
4	< 76	Poor

After the researcher knew about how many students which pass the test, he continued to know the mean score in classroom. The formula as follow:

$$\text{Mean} = \frac{\text{Total students score}}{\text{Total students}}$$

After the researcher knew the mean score in classroom, he would continue to measure the pass percentage in classroom. The formula as follow:

$$\text{Percentage of students passed score} = \frac{\text{Total students who pass}}{\text{Total student}} \times 100 \%$$

Table 2. Student pass percentage guidelines

NO	Percentage (%)	Criteria
1	≥85	Excellent
2	70 - 85	Good
2	55 - 70	Enough
3	45 - 55	Less
4	≤ 40	Very Less

Findings and Discussion

The Researcher did observation to identify the problem that was found in learning and teaching English in class XI IPS 1 SMA N 11 Yogyakarta. He shares the questionnaire to support the information before did the research. After observed the student in learning and teaching process, the researcher identified some problems that were found in teaching reading process. The researcher used questioner before he started the cycle and after he finished the cycle.

The researcher used two questionnaires, there are in pretest (before started cycle) and a posttest (after finished cycle 2). The researcher formulated the problem as follows:

Table 3. The Questionnaire

NO	STATEMENTS
1	I loved reading
2	I loved reading English book
3	Narrative is one of English text which I frequently read
4	I can do reading exercises easily
5	I can understand English text easily
6	I can understand narrative text easily
7	Mind Map isn't new thing for me
8	I have used mind map

Before the researcher started the cycle, he shared the questionnaire. He would know the students understanding before he did the research. Based on the data before he started the research, the result of questionnaire in pretest:

Table 4. The Results of the Questionnaire

NO	STATEMENT
1	I learn English happily using mind map technique.
2	I learn English easily using mind map technique
3	I understand English text
4	Mind map technique can improve my ability to understand short story.
5	My ability increase when I use mind map.
6	I can do reading text using mind map quickly.
7	I can use mind map to find elements of short story quickly.
8	I will use mind map to other English text.

Table 5. Result of Pretest Questionnaire

NO	STATEMENTS	TOTAL	PERCENTAGE
1	I loved reading	98	63%
2	I loved reading English book	91	59%
3	Narrative is one of English text which I frequently read	92	59%
4	I can do reading exercises easily	94	61%
5	I can understand English text easily	95	61%
6	I can understand narrative text easily	91	59%
7	Mind Map isn't new thing for me	108	70%
8	I have used mind map	104	67%

Based on the result of, the researcher concluded that the students in XI IPS 1 loved reading English book but they felt difficult to understand and to do the narrative exercises. They have ever used mind map but they still difficult to understand the narrative text and did the narrative text exercise. Most of the question got the percentage between 57 % to 59 %. Then, the question number 1,7 and 8 got the percentage between 63 % to 70%.

Based on the explanation in previous paragraphs, we can conclude some of students in XI IPS 1 loved reading but they still confused to understand the text, especially narrative text. When they felt difficult to understand, it could be affected to the condition of students. They could do the narrative exercise maximally. Therefore, this condition made the researcher to continue his research.

In cycle 1, before the researcher did the action, he prepared plan some planning. He plans some lesson plan to teach reading in XI IPS 1 .The researcher prepared familiar text to the students in XI IPS 1. The text was read by students in before meeting. The researcher gets the text from English book which use in learning and teaching English in XI IPS 1 .The students was read the text before and the vocabularies in book is familiar for them. The first action is giving the short summary from the short story which learns in the day. The researcher give motivated

to the students that the text is interesting and use familiar vocabularies, so students didn't hard to understand and comprehend the text.

The next action, the researcher gives the text to students the reading text entitled "The Millionaire Model". The researcher gives the instruction to the students to read in ten minutes and if they found the unfamiliar words, the students can look the meaning in their online dictionary or ask to the teacher to explain the meaning of the unfamiliar words. Then, next activities is rewrite the information of the short story in students own words in each mind mapping. Every branch contain of elements of short story from the text which read by students. The students write the elements of short story based on the text which they read. The students write the characters, setting, conflict and plot base from the story which they read. They write the sentences with their words. Then, the next activities were answering activity based from the text. This action can be able to improve the students comprehend about the text. The students cross the correct answer. The questions contain the elements of short story in "The Model Millionaire". They can use the mind mapping which they make before. Finally, the last action was correction the questions. Based on the identified problems was that the students improve their comprehension in reading narrative, especially in reading short story. The researcher planned this action to solve the student's problems. When the students read a written text, they would find some unfamiliar words. They should know the meaning and the purpose of the text in process to grab information in the text.

The next step is action and observation. The action was carried out in two times i.e. on October 10th and 17th 2017. The narrative text was chosen as the material of the cycle. The actions were focused on use of the mind mapping technique to improve the student's reading comprehension. The researcher acted as a teacher. The action in cycle 1 divided into two meeting. In first meeting in cycle 1, the researcher focused on introduction, the benefits and how to use correctly the mind mapping technique. This action aimed to motivate the students. The students get information from the text with read and discuss with their friend in pair. The process of teaching and learning was stated

by conditioning the students. The researcher greeted the students in classroom. After that, the researcher checked attendance list. The researcher and the students did not pray firstly, because it was the fourth schedule.

In this research, the researcher use short story as the text. The researcher gave the question about short story to recall their memory. Some students still forget but they listened what other said about shorts story. The students remembered the purpose of short story and elements of story. The next activity was reading text. The researcher gave the students a piece a paper, which contain text entitled "The Model Millionaire". Then the students read the text to get the information. After they read the text, they tried to make a mind mapping. They discuss in pairs to make the mind mapping. The researcher tried to facilitate the student activity, the researcher help students to explain the information in the text. The students make a mind mapping based of the elements of short story in the text. The researcher showed the way to make a mind mapping correctly in front of class. He drew the map in the whiteboard to make students understand. The next steps, the researcher distributed the papers and asked to the students to copy their work to the papers. The students made a mind mapping based on the text which they read before. They can express their imagination to make the map. The mind mapping contained the characters, plot, conflicts and setting of the short story. The elements of short story as branch of mind map and the explanation as sub branch of mind mapping. This map could be helped the students to understand the content of the short story easily.

In the finding the elements of short story, they should read the text well. They can use their dictionary to find the meaning of unfamiliar word which they found in the text. All of them use the online dictionary on their smart phone. This way is modern, but they did not focus for reading text. While they read the text, the students opened their phone to look dictionary but after that, they looked social media. Therefore, the researcher asked them to focus on their text and mind mapping. The students read the text and they started to make the mind mapping. The researcher did not sit on his seat. Some of them asked to the researcher

how to fill the mind mapping. In delivering the material, the researcher used English and Indonesian. Sometimes when the researcher to deliver the instruction, the researcher used English and sometimes when the researcher delivered the material researcher used Indonesian. The researcher always checked the students mind map. The researcher gave the simple explanation and feedback from the student's questions related the materials. The researcher always reminded and warned to focus on the task and tried to explain that was important thing they learned something from the text. After that, the students finished make a mind mapping; the students collect the mind mapping to the researcher.

The second meeting was on October 16th. The lesson was the fourth schedule. The researcher was started the class without pray because the schedule it was in fourth schedule. Firstly, the researcher greeted to the students. After that, he checked the students' attendance. In this meeting, the researcher focused on involving the students to the process of teaching and learning and building interaction with the students. To reach those things, the researcher used questioning and answering activity. In the second meeting, the researcher discussed the elements of short story based on the story which they read in previous meeting. Some students could be expressed who are the character in the story, when the story happened, where the story did happen and what the conflict in the story. The researcher distributed the main mapping which students made in previous meeting. Moreover, the researcher distributed the paper which contained some question which contained the information from the text. The researcher did not sit in his seat. He always checked the student's condition. The researcher warned to the student to answer with their ability. The students crossed the correct answer. After they finished answering the question, the student's collect their answer sheet to the researcher. After all, of the students collected their work, the researcher tried to ask some question based from the text. The question is how many people in the story, what the conflict was happened in the story, and what the point could be got from the story. When the activities have done, the researcher summarized the lesson. The researcher ended up the lesson by saying good-bye.

The implementation of actions in Cycle 1 had been done in two meetings. From the information stated before, there are some points that can be reflected from the actions done. Some actions were considered successful and others were unsuccessful. There are successful actions: the student interest and motivation were improved, the students got a way to read text to find information with effectively. Then, the researcher found the unsuccessful action there are: the students were difficult to focus in the lesson; students used much time to discuss the material and the limited time to get the data.

Researcher was finished cycle 1, and then he continued the next cycle. In the cycle I, some action had been discussed and executed in order to improve the reading comprehension of the students of class XI IPA 1 in SMA Negeri 11 Yogyakarta. There were some evaluations based on the reflection in cycle 1. Now, in the cycle 2, the researcher did some things that would improve the weakness in previous cycle. The researcher realized that there were some obstacles when he did the action in first cycle.

The researcher would use a similar action that did in cycle 1, but he did more good than previous cycle. The researcher used the same material, but he used a different text. In previous cycle, the researcher used a text which got from the textbook. In the second cycle, the researchers used the new text. The researcher presents the action for this cycle which had been planned below. The first action, the students was reading the text to find out the topic or information from the text. The researcher tried to guide the students clearly. In addition, this action is more focused in use the mind mapping to get the information easier. The second action was writing the information in branch of students mind mapping. The researcher would guide the students to focus in the topic and material. The researcher used a text with familiar vocabularies for the students. The researcher would focus in time managements, like the discussion time and reading time. Then the third action the students would read the text. When they read the text, they underlined the key words to find the information. The students would be easy to find the information if they underline the keywords from the text. After that, the

student discuss in pair to make the mind map. Finally, the last action is the answering question activity. This action could be useful to measure how far they comprehend in reading text. The students could be better when they did the action repeatedly.

The next steps are action and observations in cycle two. The second cycle was done in two meeting: October 16th and 17th. In this cycle, the researcher tried to improve the unsuccessful plan in previous cycle. The researcher tried to help the students to make easy when they read narrative, especially in reading short story. The researcher would make more improvements in using mind mapping. There were the actions done in the first meeting in cycle two. The researcher acted as a teacher of the class. The researcher entered to the class and then the researcher gave greeting to the students. After that, the researcher checked student's attendance. The collaborator was as observer sat on the behind the students to observe the learning and teaching process.

The first activity, the researcher gave the explanation about mind mapping. The explanation was more clearly. The researcher used the previous text to explain to students. This activity was not used long time, because the students had done in previous cycle. Some students forgot the material, and then the researcher tried to explain clearly. After that, the researcher gave the text entitled "The Giant Selfish". After distributing the text, the researcher gave instruction to students to read the text. After they read the text, students underlined the keyword which contain about information of elements of short story.

After that the researcher, gave the blank paper which students used to make mind mapping. The researcher lends the color marker to the students to make mind mapping. The students could use the online dictionary. The students used the dictionary to find the meaning of unfamiliar words. If they knew the meaning, they can close the dictionary to make students remember the meaning. The students read the text and still found the unfamiliar and then they consulted with their dictionary. Some students asked to the researcher about the meaning or the key word from the text. The researcher always got around to check the condition of students.

After they read the text, the students were discussed with their friends. They discussed about the elements of short story which contained in the text. While the other students was discusses, they made the mind mapping of the story entitled "The Giant Selfish". The mind mapping contained some information all about the text. Because the mind mapping was made by group, the result or the product is more interested and much well before the previous mind mapping. The members of the group c could be improved their creativity in their mapping. After the student finished their work, the mind map submitted to the researcher. Then, the researcher said goodbye on the end of meeting.

In addition, the next step, in the second meeting of second cycle, the researcher would be focused in reading comprehend of students of class XI IPS 1 in SMA N 11 Yogyakarta. The first activities, the researcher as teacher entered to the classroom. The observer as was ready in behind of the students to observe the learning and teaching process. The meeting would focus in reading comprehend and answered the questions. The researcher distributed the mind map which they made in previous meeting. Then, the researcher distributed the question. The researcher would check the students understanding by answering question based on the text. After the students finished answering question, they submitted the answer sheet. The researcher tried to retell the story and showed the moral values from the story. The researcher ended the meeting, giving thanks and saying goodbye.

The cycle was done in two meetings. After finished some actions; such as underlined the keywords, made. At the end of the second cycle, the researcher concluded the some results. The result was considered to become successful and unsuccessful. There are the successful actions: the students could find the elements of short stories using key word, the students could make the more creative mind map with color marker, and students can be able to used efficient time to read and to find the information. Besides that, there are unsuccessful actions in cycle 2. There are some students often forgot the material and explanation which the researcher explained in previous meeting and the students still needed the dictionary to translate the word.

The first cycle had done in second weeks in October in class XI IPS 1. The teaching and learning in first cycle is narrative about short story. The material based on syllabus which used in SMA N 11 Yogyakarta. In the cycle one, the score was increased after used technique mind mapping in teaching reading. In the cycle 1, the highest score is 90 and the lowest score is 70. In this cycle, 26 students have scores over KKM, and there are 5 students who have scores under the KKM. The mean of the score I cycle one is 72, 24. The second cycle had done in third weeks in October in class XI IPS 1. The teaching and learning in the second cycle is same with the first cycle, is about short story. In the second cycle, the mean are increased 6, 78 point. There are 3 students was have score under the KKM. Based from the explanation in below, the mind mapping technique it was helped the students to understand and to comprehend the material. The students can improve their creativity in writing sentence and their creativity to make the mind mapping. The following is the table of result the pretest, posttest cycle one and posttest cycle two:

Table 6. Table of Score result in Pre Test, Post Test I and Post Test 2

NO	CYCLE	MEAN	PERCENTAGE
1	Pre Test	70,32	25,81 %
2	Post Test 1	80,48	67,72 %
3	Post Test 2	87,58	90.32 %

This research had done with mind mapping technique in reading narrative about short story in XI IPS 1 SMA N 11 Yogyakarta. The mind mapping technique can be able to improve the reading comprehension of student. The improvement could be watch in the score in pretest, first cycle and second cycle based the students which get the score over the KKM (KKM = 76). The mind mapping technique can be able the students to get information easily. They did not use a lot of time to read all passage, but they can underline the important information in the text, and then made the mind map. The mind mapping technique made the students more creative to make sentences based on the text, which contain of important information. This research could be answered the question in problem of research, there is How does the mind mapping

strategy improve student's comprehension in reading narrative text. There is the chart about comparison of student learning result:

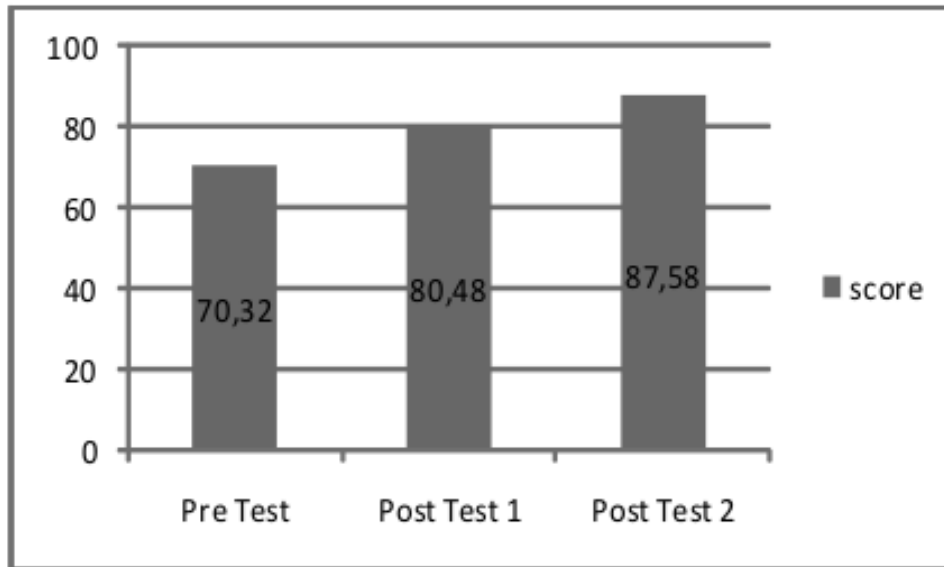


Figure 1. The Comparison of Students Learning Results

The researcher collaborated with observer to measure the process of learning and teaching using mind mapping technique. Based on the table, in the cycle 1 the percentage of student which got the score over the KKM is 67.72 %. In the second cycle, the percentage of student which got the score over the KKM is 90.32 %. There is the chart about percentage of student learning result:

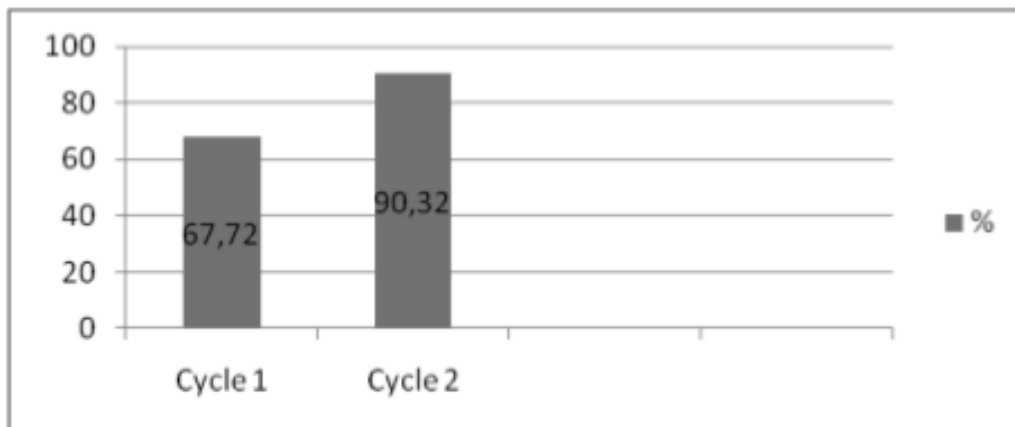


Figure 2. The Percentage of Students Learning Results

After the researcher finished the cycles, he shared the questionnaire second meeting in cycle 2. There is the result:

Table 7. The Results of the Second Meeting in Cycle 2

NO	STATEMENT	PERCENTAGE
1	I learn English happily using mind map technique.	83%
2	I learn English easily using mind map technique	85%
3	I understand English text	86%
4	Mind map technique can improve my ability to understand short story.	87%
5	My ability increase when I use mind map.	86%
6	I can do reading text using mind map quickly.	86%
7	I can use mind map to find elements of short story quickly.	81%
8	I will use mind map to other English text.	77%

Based on the data in table above, the researcher argued the mind mapping gave the improvement to the students in class XI IPS 1. The result of the questionnaire showed total percentage question. Most of the question got the percentage from 83 % to 87 %. Then, the last question is the hope of the researcher. They would use the mind map in another English text. They got benefits from mind map technique when they did the narrative exercises and they could be enjoyed. Mind map invited the students to think effective and efficient. They could find the elements of short story quickly. Their reading ability increased and they felt happy.

Based on the actions, observations and the reflections were discussed the general findings. First, technique of the mind map can be able to improve student's reading comprehension. The students had difficulties to find the information from the text. Generally, the narrative text has a long passage and make the student did not like to read. The mind map technique could make the students could be found the information easily, for example the conflict which happened in the story, or the other information from the text. Second, the mind map

technique facilitated the students to use efficient time to read and did the exercise. The researcher found a new way which could be used to decrease wasted time to read all passage of the text. Third, this technique could help the students to read critically. When they made a mind map, some students had focused in the text which they read. Fourth, this technique could help students to understand the text more. When the students made a mind map, they must wrote the sentences with own word. This way can help the student to comprehend the text well. The indication the students were improve their understood that they could be wrote the information in mind map with own sentence. Moreover, the last, mind map was making the students more creative to make the summary and outline. This technique can able to facilitate the students reading activities.

Conclusion

The researcher has done the research completely. The research began in second weeks on October and finished in third weeks on October. The purpose of the researcher was to know the improvement of student reading comprehension using mind-mapping technique. When the student used the mind mapping technique, they could comprehend contain in text easily. In the first cycle, there are successful and unsuccessful action, but in the next cycle the researcher could be improved the unsuccessful action. In cycle 1, the researcher found the mind mapping technique could be improved the students' reading comprehension. The mind mapping made the reading narrative activity more easily. The researcher found the way to solve the students reading problems. In cycle 2, the researcher found the benefits of mind mapping technique to improve the students' reading comprehension. The students' could get all of the information from the text which they read and understood the information. They could identify the elements the text. In addition, the mind mapping technique can improve the students' creativity. The mind mapping made the students' read the text more effective and efficient.

Based on the result of research, the mind map technique is one of reading technique which improved the students reading ability. They would understand and get the information easily when they used the right method. From the explanation in findings, the mind mapping has some advantages and could be used in reading activity in classroom.

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