THE EFFECTIVENESS OF MIND MAPPING TO IMPROVE STUDENTS' ABILITY IN IDENTIFYING SUPPORTING DETAILS OF NARRATIVE TEXT AT MTS YPM 1 WONOAYU

THESIS

Submitted in Partial Fulfilments of the Requirement for the Degree of Sarjana Pendidikan (S. Pd) in Teaching English

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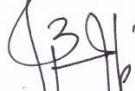
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ABSTRACT

Students usually get bored in reading activities that is why teacher should give some technique to overcome this problem. Mind mapping technique was choosen by reasearcher to do this study. This study use Quasi Experimental design which analyze about the effectiveness of mind mapping in students' ability to identify supporting details in Narrative text. Resarcher chose two classes to do this research, the classes are 9A as an experiment group and 9B as a control group, each classes got pre-test, treatment and post-test. Experiment group was given a mind mapping technique as the treatment, while control group was given another technique which have similarity to mind mapping. Researcher use SPSS to calculate the data and the result showed that the significant score between pre-test and post-test of experimental group is $0,002 < 0,005$ which means there is a difference score result betweet the test where there are sixteen students whom the score increase. In post-test result based on Mann Whitney U test, the significane is $0,000 < 0,005$ which means there were difference average of post-test and pre-test score. On the other hand, the mean result of experiment group is 31,39 which is higher than control group 13,61. So, it can be concluded that identifying supporting detals with implementation of mind mapping is effective because there is improvement of students' score eventhough the improvement is not significance.

ABSTRAK

Dewi, Aulia Sintya (2019). *The Effectiveness of Mind Mapping to Improve Students'Ability in Identifying Supporting Details of Narrative Text at MTs YPM 1 Wonoayu.* Skripsi Prodi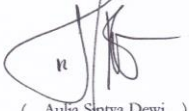 Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya, Surabaya. Pembimbing: H. Mokhamad Syaifudin, M.Ed, Ph.D and Rakhmawati, M.Pd.

Kata Kunci: *pemetaan pikiran, detail pendukung, teks naratif*

Siswa terkadang bosan dalam aktifitas membaca di sekolah oleh karena itu guru harus memberi teknik untuk menghindari masalah ini. Teknik pemetaan pikiran dipilih oleh peneliti untuk melakukan penelitian ini. Penelitian ini menggunakan desain Quasi Experimental yang menganalisis tentang efektivitas pemetaan pikiran dalam kemampuan siswa untuk mengidentifikasi detail pendukung dalam teks naratif. Peneliti memilih dua kelas untuk melakukan penelitian ini yaitu 9A sebagai kelompok eksperimen dan 9B sebagai kelompok control, kedua kelas akan mendapatkan pre-test, perlakuan dan post-test. Kelompok eksperimen diberi teknik pemetaan pikiran sebagai perlakuan, sedangkan kelompok kontrol diberi teknik lain yang memiliki kemiripan dengan mind mapping. Peneliti menggunakan SPSS untuk menghitung data dan hasilnya menunjukkan bahwa skor signifikan antara pre-test dan post-test kelompok eksperimen adalah 0,002 <0,005 yang berarti ada perbedaan hasil skor antara tes di mana ada enam belas siswa yang skornya meningkat . Pada hasil post-test berdasarkan uji Mann Whitney U, signifikannya adalah 0,000 <0,005 yang berarti terdapat perbedaan rata-rata skor post-test dan pre-test. Di sisi lain, hasil rata-rata kelompok eksperimen adalah 31,39 lebih tinggi dari kelompok kontrol 13,61. Jadi, dapat disimpulkan bahwa mengidentifikasi detail pendukung dengan implementasi pemetaan pikiran effektif untuk siswa karena ada peningkatan pada nilai siswa.

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CHAPTER I
INTRODUCTION

This chapter presents the background of the study which describe the reason why the wrier conducts the study. It also contains the problem of the study, objective of the study, research hyphothesis, scope and limitation of the study and significance of the study. Finally, the definitions of the key term are given to avoid misunderstanding of those terms.

A. Background of the Study

English become an important language for people around the world. In Indonesia, English becomes a foreign language that people have learnt since they are in the basic level of education such as Kindergarten, and elementary school. In Globalization era, people should learn English for the purpose of supporting their daily activities. According to David Crystal English become a global language, that means this language develops a special role and is recognized in every country[1]. Notably, very information in this world always uses English as the language, so that Indonesian should have English competence that makes them easy to access the information, understanding the information and the important thing is to communicate[2].

Second and foreign language teaching is one of the world's largest educational enterprises and millions of people worldwide devote large amounts of time and effort to the task of mastering a new language[3]. Indonesians have learned English since they start to school, either in Kindergarten or Elementary school. It will be continued till university. There are fours skills in English. they are speaking, writing, reading and listening.

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[1] David Crystal, *English as a Global Language* (Cambridge: Cambridge University Press, 1997), 3

[2] Fahmawaty, "Bahasa Inggris sebagai Bahasa International dan Pengaruhnya Terhadap Kurikulum Pembelajaran Bahasa Inggris di Indoensia". Sulawesi Selatan

[3] Jack C Ricard, *Curriculum Development In Language* (Cambridge: Cambridge University Press, 2001), 1

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Reading is a set of skills that involves making sense and deriving meaning from the printed word.[4] Reading comprehension means reading for meaning, understanding and entertaining.[5] Reading as receptive skills, which means people will get meaning from the discourse by seeing or hearing[6]. That is why reading can make people especially students can enlarge their knowledge. In addition, students can learn new vocabulary from the text that they read. In reading lesson students may get difficulties in reading activity, such as : difficult to translate each words, difficult to get the meaning or to understand whole reading text and to identifying some topic of the text. It can affect students to comprehend the passage and reading achievement. However sometimes students also uninterested in reading activities because they thought that it was boring activites. So, students need strategies and techniques in order to overcome the problems and to make them not easy to get bored.

Nowadays, teachers should be more creative in teaching processes, they have to create good activities to make students can get what they taught clearly. Teachers should have the right strategies and techniques for teaching each topic in a lesson. However, not all teachers apply interesting strategies or techniques in the class. It also happens in English class at MTs YPM 1 Wonoayu. Knowing about it, the writer wants to try to do an experiment of a teaching technique in this school. To inform this research, there are several research that have been done by other reserachers. First previous study *"Improving Students' Reading Skills by using the mind map technique at SMA N 1 Kretek"* by Lani Suryani from State University of Yogyakarta. The purpose of this study was to know the improvement of students' reading skill when teacher use mind map technique in the process. The result showed that mind map could improve the students' reading skill. Students also got improvement in paraphrasing sentence, finding topic sentence and vocabulary. Second was done by Angga Dwi Pamungkas

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[4] Caroline – David Nunan, *Practical English Language* (McGraw-Hill, 2005), 68
[5] Caroline – David Nunan, *Practical English.....* 71
[6] Jeremy Harmer, *The Practice of English Language Teaching* (Longman, 2007), 199

entitled *"Using the Mind Mapping Technique to Improve The Students' Writing Skill of the Tenth Grade Students at SMA N 1 Pleret"*, The result of this study showed that the use of the mind mapping was effective to improve the students' writing skill, in other hand students also more enthusiast when learn use mind map.

In this study a Mind Mapping technique to teach reading was experimented to facilitate students to learn to identify supporting details of Narrative Text. Researcher wants to apply Mind Mapping technique for third grades of MTs YPM 1 Wonoayu when they learn Narrative Text. The researcher also wants to know the success of this technique when it is applied in this school and it also can be new technique for the teacher to fasilitate students in learning English.

B. Research Questions

To guide this study, the following questions will be addressed:
1. What is the effectiveness of Mind Mapping to improve students' ability in identifying supporting details of Narrative Text?
2. What are students' responses toward the use of Mind Mapping to identify supporting details of Narrative Text?

C. Objective of the Study

The aimed of this study is to know:
1. The result of Mind Mapping to improve students' ability in identifying supporting details of Narrative Text.
2. The Students' response toward Mind Mapping to identify supporting details of Narrative Text.

D. Significant of Study

Researcher hopes this study is usefull for both students and teacher.
1. To Students, they have new experience in learning English using Mind Mapping especially in identifying information of the text that they have read. It is also expected to make students interest in learning English after they are known about the technique.

2. To teacher, it can be additional technique that can be applied in the class to improve students' ability and students' interest, so teacher can also use this technique or other similar technique in teaching and learning processes. It also be an additional information about the effectiveness of Mind Mapping in teaching and learning activities.

E. Hypothesis

According to Donal Ary, when making a hypothesis a researcher is predicting what the outcome of the study will be[7]. The hypothesis in this study is:

H_a: Mind Mapping is effective to improve students' ability in identifying

supporting details of narrative text.

H_o: Mind Mapping is not effective to improve students' ability in identifying supporting details of narrative text.

F. Scope and Limitation

The scope of this study is about Reading skill of students at MTs YPM 1 Wonoayu, Sidoarjo. Researcher used Narrative text as the topic of teaching reading using Mind Mapping.

Furthemore, this study was limited for third grade students of MTs YPM 1 Wonoayu, Sidoarjo and it was done in 5 times meeting because of the time limitation. Researcher focused on students' improvement in identifying supporting details of Narrative text. The improvement was measured by comparing their scores in pre-test and post-test. Furthermore, students' was investigated by interview the students to know their response about Mind Mapping technique that is used for the treatment.

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[7] Ary, Donal. *Introduction to Research in Education Eight Edition.* (Canada: Wadsworth Cengange Learning, 1990) p.96

G. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are:

1. Effectivness

    According to Sharon, effectiveness teaching practice starts with the mindful and intentional design of academically[8]. The effectiveness itself was estimated by the result of pre-test and post-test. This research implied for effectiveness as an achievement of treatment goal.

2. Mind Mapping

    Tony Buzzan stated that mind mapping is a creative note taking technique in a visualization and graphic to make people easy in entering information into their brain[9]. This technique can be applied for everyone, moreover students. Students can be easily to get information from what they learn or what they read by using Mind Mapping technique, for instance when students want to collect the important information like in narrative text which contains of character from the story, who are the character, how is the character, where the story take place and so on. In this research mind mapping means a simple technique for note taking some important informations that can make people easy to get the information and remember it.

3. Text

    Text is a book or other written or printed work, or it also can be said as a written work choosen or set as a subject study[10]. In this research students may get a lot of text at their school to support their study. As we know that there are a lot of genres of the text and researcher chose a Narrative text.

4. Narrative Text

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[8] Sharon, Friensen. *What Did You Do in School today? Teaching Effectiveness: A framework and rubric.* Canada: CEA, 2009. P4

[9] Tony Buzan – Barry Buzan, *The Mind Map Book* (New York: Dutton 1990) 59- 61.

[10] https://en.oxforddictionaries.com/definition/text, accessed August 9, 2018

Narrative Text is a kind of text which tell story in the past[11]. Narrative text also explained as a text which whether real or fiction story in a time sequence[12]. As we know that a Narrative Text has purpose for entertaining the reader so it will be an interesting text for students to read especially for Junior High School students. In this research students were experimented using mind mapping to identify supporting details or narrative text about fairy tales and other kind of narrative text on students' work book by Intan Pariwara.

5. Supporting Details

Supporting Details is a paragraph that consist of facts, statements, examples, which guide readers to understand of the main idea, it also answer 5W 1H questions[13]. Researcher tried to make students able to identify supporting details by using mind mapping and researcher also hope it can make them easy to answer each questions that they have got, such as when reading a narrative text the infomation about when and where the story take place, who are the character and how are they.

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[11] https://www.scribd.com/doc/79570122/What-is-Narrative-Text, accessed August 9, 2018

[12] Laure Ryan, *Toward a definition of Narrative*, 23.

[13] "Maind Idea and Supporting Details" Learning Assistance Center (Manoa: University of Hawaii)

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter provides a brief explanation about some theories and previous studies that supports this research. It deals with the theories related to Mind Mapping technique, and narrative text.

A. Mind Mapping Technique

1. Mind Mapping Concept

Mind Mapping is popularized by Tony Buzzan, he stated that mind mapping is a creative note taking technique in a visualization and graphic to make people easy to get and understand information[14]. Kaufman explains that Mind Mapping is a non-linear diagram that makes us easy to capture key thoughts and connections between idea in a visual format[15]. Mind Mapping is a diagram to represent taks, words, concepts, or items linked to or arranged around a central concept or subject[16]. Other definition of Mind Mapping is a visual form of note taking that shows an overview of a topic and its information, it is showed in colorfull formation[17].

From definitions above, it tends to be reasoned that Mind Mapping offers people to get easy information about some topics by making a visualization diagrams. Mind Mapping is a method to optimize learning and understanding of how each elements of complex structures are connected. There are four essential characteristics of Mind Mapping:[18]

    a. The Subject of attention is crystalized in a central image

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[14] Tony Buzan – Barry Buzan, *The Mind Map Book* (New York: Dutton 1990) 59- 61.

[15] Josh Kaufman. "3 Simple Techniques to Optimize Your Reading Comprehension and Retention"(https://joshkaufman.net/3-simple-techniques-to-optimize-your-reading-comprehension-and-retention/, accessed on August 16, 2018)

[16] http://www.mindmapping.com/mind-map.php , accessed on August 17, 2018

[17] http://www.inspiration.com/visual-learning/mind-mapping , accessed on August 17, 2018

[18] Tony Buzan – Barry Buzan, *The Mind Map Book* (New York: Dutton 1990) 59

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b. The main themes of the subject radiate from the central image as branches.

c. Branches comprise a key image of key word printed on an associated line. Topics of lesser importance are also represented as branches attached to higher level branches.

d. The branches form are a connected modal structure.

Mind Mapping also can be enhanced and enriched through color, pictures, codes, and dimension to add interest and beauty. It has purpose to increase creativity, memory and specifically the recall of information[19]. That is why many people use mind mapping as a technique when they want to create something or make an easy way to remember what they want to do, because the subject of attention is crystalized in the central image and it also supports by the branches which mention the key of the information that will make user easy to remain the content.
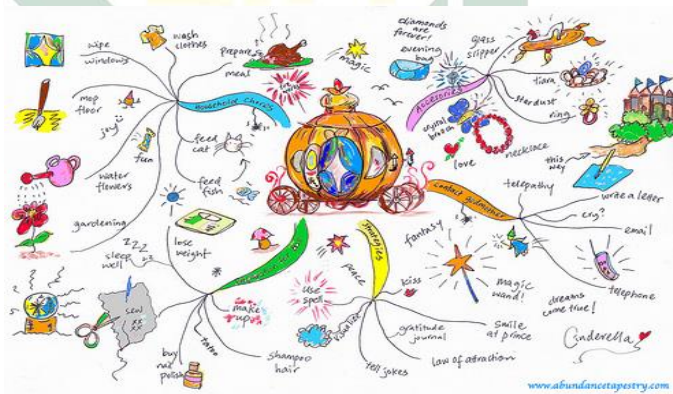
Picture 2.1: Example of Mind MappingSource :
http://www.mindmapart.com

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[19] Tony Buzan – Barry Buzan, *The Mind Map* 60

2. **The Purpose of Mind Mapping**

Here are several specific purpose of Mind Mapping as stated below[20]:

a. Mind Mapping can activate whole brain.
b. Mind Mapping can fix the mental tangled.
c. Mind Mapping lets us focus on main explanation.
d. Mind Mapping can help to show the relationship on each separated information parts.
e. Mind Mapping gives clear description entirely and explicitly.
f. Mind Mapping lets us to group the concept and help us to compare it.

Knowing the explanation above, mind mapping is expected to help students be better in learning processes. By enacting the entire brain activities, it can be sum up that mind mapping is relied upon to make students easy in identifying supporting details in a text that they read it will make them easy to remember the whole of story and the information that they have to get from the story.

3. **How to make Mind Mapping**

Making Mind Mapping is easy, here are steps to make Mind Mapping:[21]

a. Starting from the focal point of blank paper.
b. Using picture or photograph as the focal of the idea, it will make students focus, consentrate, and feel intrigued by what they are mapping.
c. Using colours, it has same role as picture, our brain will stimulate idea through colourful form. In the other hand, it additionally will give mind map progressively alive and include innovative intuition energy for students.

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[20] Tony Buzan, *Buku Pintar Mind Map,* terjemah Susi Purwoko (Jakarta: Gramedia Pustaka Utama), 6
[21] Tony Buzan, *Buku Pintar*........15-16

d. Linking the main branches with focal picture and connecting within the supporting branches.
e. Make curve line not straight line, in light of the fact that the straight line can only make the brain bored.
f. Using only a keyword for each and every single line. It is used to give flexibility in making the mind map.
g. Using Picture, in light of the fact that every single picture has thousand implications as same as focal picture.

It is easy to make mind mapping, students who want to make mind mapping only need a paper and pen or coloring pencil to make the mind mapping more attractive and make them easy to remember the information, then they have to write or draw the main information or the title of text if they want to find the infomation from some text. Then students should make a line as the branches to support the main information, they can make only a word or a picture to fill each branches.

4. **The Advantages of Mind Mapping**

On Tony Buzan's Book, he stated that there are several advantages of Mind Mapping which are explained bellow:[22]

a. Main Idea is more unmistakably characterized as it is displayed on the focal point of paper using a picture or colour.
b. The significance of idea is obvious to see, in light of the fach that the branches of idea which is nearer to the main idea or the center make them more important than other branches which is drew far from the main idea.
c. The form of tree branches make it easy to recognize the connection of every idea. It is

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[22] Tony Buzan – Barry Buzan, *The Mind Map Book* (New York: Dutton 1990) 91-92

because for every branch there will be one word as a keyword to represent the idea.

d. Recalling and Reviewing the information will be increasingly poweful and progressively quick in light of the fact that there are only keywords that guide to some information. Look at a keyword will save more time than have to read one long complete sentence.

Tony Clelford also mentioned the advantages of Mind Mapping, it is mentioned as[23]:

a. It is quick, it means that we can record more in the same amount of time.

b. We can easily add idea or link later.

c. It helps us to concentrate on information structure and relationship between idea rather than disconnected facts.

d. Using mind mapping we can see other connections and similarities in the information that we received.

e. Make sketches to make our mind mapping more memorable than conventional note.

Knowing the explanation above we can conclude that using mind mapping is usefull and save more time to help people in recalling or reviewing the information because there are only keywords that is mentioned in each branches. Users also will understand well the relation for each branches to the main topic in the centre, they also will know the important information from the branches that is close to the centre as the main topic that another branches that is far from the centre.

5. **Disadvantages of Mind Mapping**

Beside the advantages Mind Mapping that was mentioned above, there are also researcher that was find the disadvantages of mind mapping as follow:

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[23] Tony Clelford, *Taking Note with Mind Map*

According to Tony Clelford there are several disadvantages of Mind Mapping,

a. We can't cut "chunks of note" to paste into an essay, but what information we do use from your mind map will sound like your own work idea.

b. We may want to redraw later, but that will help you to remember the material.

c. Our map can be personal it could be difficult for others to understand.

Carolien Hofland found the disadvantages of Mind Mapping as bellow:[24]

a. It can be awkward for students who make Mind Mapping for the first time, it because the students are not so much comprehend about mind mapping and what it is really going after.

b. Mind Mapping can be wasting time in the beginning, in light of the fact that the students need time to completely comprehend about mind mapping itself. Along this lines, it will take time at first until they master how to make mind mapping.

c. Mind Mapping is very personal because a mind mapping that was made by someone can be the best mind map yet it will not work at all for another person.

Mind Mapping should be introduced clearly to students to make them understand well the mind mapping itself, because if the students have not understood well the mind mapping it will be confusing and wasting time for them in making mind mapping. In the other hand the disadvantage of mind mapping is it can only read and understand by the author itself, so other people who read it they may not understand the meaning of the mind mapping that the author have made, so it is very personal.

[24] Carolien Hofland, *Mind Mapping in the EFL Classroom* (Fontys Teacher Training College Sittard, 2007) 31

A. **Text**

   1. **Definition of Text**

   Text is something that we always meet in our daily life. We usually read and write some text whether for our communication or only for our entertainment. Text has purpose to tranfer message to the readers or listeners. Text contains of words that are arranged sytematically in a good diction, without ignore the rule of coherence and cohensive. Text is stretch of language that is held together cohensively through meaning.[25] According to Halliday and Hasan text is any connected stretch of language which is doing job in some contexts.[26] In Linguistics term, text means the original words of something that was written, or spoken in contrast to a summary or paraphrase.[27] Text is a book or other written or printed work, or it also can be said as a written work that set as a subject of study.[28]

   From the explanation above it can be conclude that Text is words that arranged systematically in a good diction, the text can be a media for transfering information to the readers and listerners, it also can be used as a subject of study.

   2. **Genre of Text**

   Genre is a cultural specific text types that results from using language (written or spoken) to (help) reach something.[29] We know that there are a lot of Genre of Text that usually used as English Lesson but not all genre of the text will be taught in

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[25] Susan Feez and Helen Joyce, *Text-Based Syllabus Design* (Sidney: Macquarie University, 2002), 4

[26] M.A.K Halliday and R. Hasan, *Language, Context, and Text* (Oxford: Oxford University Press, 1985), 6

[27] Richard Nordquist. "What is a Text in Language Studies" *Glossary of Grammatical and Rhetorical Terms,* (https://www.thoughtco.com/text-language-studies-1692537, accessed on August 31, 2018)

[28] https://en.oxforddictionaries.com/definition/text, accessed August 9, 2018

[29] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (North South Wales: Gerd Stabler, 1995), 17

Junior High School. The genre of text that is usually teach in Junior High School are:

a. Procedure Text

The Function of this text is to help people do or make something. We can said that procedure text is an instruction or direction text. The generic structures of this text are goal (we should state the goal as a final purpose of doing the instructions), materials (it includes ingredients, utensils, equipment an so on), steps (it explains the intruction to reach the goal). People can easy to find a procedure text because this text is close to their life, for instance procedure text about how to make something or how to operate something.

b. Report Text

The function of report text is to describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. The generic structures are general classification and description. Report is used in everyday language refer to many different types of factual text, for instance news report, science report, wather report, and so on. Report text also one of text that close to people life, in daily activity people usually find and read some news in news paper and social media.

c. Descriptive Text

Desctiptive text is a text which contains of description about thing, person or place. People can get particular information from description text. The generic structures of description text are Identification (it introduces the subject that will be described) and description (it is the main paragraph which describes the subject). Description text is an easy text that people can make. People usually
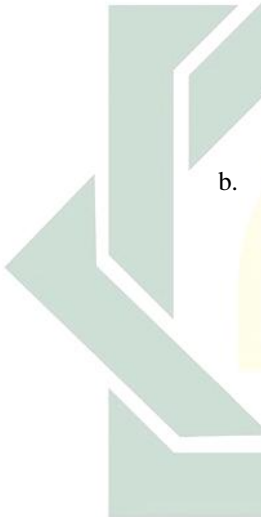
make a description of thing in their life whether written or spoken.

d.   Narrative Text

The function or purpose of this text is to entertaint or amuse the readers or listeners. Narrative text focuses specific and individualized participant. The generic structures of narrative text consist of Orientation, Evaluation, Complication, Resolution and Re-orientation (optional).

B.   **Narrative Text**

1.   **Definition of Narrative Text**

Narrative text is one of text types that the events are given in chronological order.[30] Anderson stated that narrative text is a text which tells a story and has purpose to entertain the reader.[31] Narrative Text is usually close to everyday experience, it usually based on real events in life and practically do by people. Narrative text comes from writer's real experience or imagination, however a narrative text can be a fiction, non fiction or combiation of both.

Coffmand and Red stated that narrative text have several common components including setting, plot, resolution or we can called is as story ending.[32] Something that makes a narrative text become a narrative is the events that is provided in the text. In the other hand, Aviv stated that narrative text is kind of text which contains a story and problem it will be ended by a resolution.[33] Writer take conclusion about the definition of Narrative text as a story that presented in chronological order, it consists of

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[30] National Assessment Program – Literacy and Numeracy, *Narrative Marking Guide.* 4

[31] Mark Anderson and Kathy Anderson, *Text Types in English* (South Yara: Macmillan Education Australia, 1998), 3

[32] Gerry A Coffman and Melissa D Reed, "The True Story of Narrative Text: From Theory to Practice". *Emporia State Univeristy, Kansas.* Vol. 32 No.1, Summer 2010, 5

[33] Aviv, *Module Pembelajaran Narrative Text SMA kelas 11 semester 2* (Kebumen: SPEC and Academic Pare,2013), 5

several components including problem and its solving which has purpose to entertain the reader, narrative text become an attractive text for people because it is tell an interesting story that make people who feel enjoy and make their own imagination through the story.

2. **Purpose of Narrative Text**

According to Barbara Clouse the purposes of Narrative Text are:[34]

a. To entertain
b. To express feelings
c. To relate experience
d. To teach a lesson
e. To persuade

Barbara aded that "A narrative text become important because it is a story that can entertain, instruct, clarify, and persuade. It can show us how the world works, how people behave, and how event unfold".[35] Alexander Mongot stated that the purposes of narrative text are to intertain or amuse the reader and to deal with actual or vicarious experience in different ways.[36] Narrative text is an interesting text that should be read by reader in purpose to amuse the reader and also will get new value from the text. It is very useful for students which have to learn about a moral value in their life, so they can learn it from narrative text that they read and learn in school besides they learn a moral value they also can be persuaded by the text in doing something better implicit.

3. **Generic Structure of Narrative Text**

Every text have their own generic structure, especially for Narrative text here are the generic

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[34] Barbara Fine Clouse, *The Student Writer* (New York: The McGraw-Hill, 2006), 186
[35] *Ibid*
[36] Alexander Mongot Jaya, *English Revolution* (Magelang: EL-Rachma, 2008), 33

structure of narrative text that is mentioned by Alexander Mongot on his book:[37]

a. Orientation, it is also called as introduction of the story. This part will explain about who is the actor, when it happens, where it happens etc.

b. Complication, it shows what is happening in the story, it also will show the problem that is exsist in the story.

c. Resolution, it shows how the actor solve the problem and it also will tell the ending of the story.

Another explanation about the generic structure of narrative text as bellow:[38]

a. Orientation or introduction of story, it will explain what is story about, who is the participant, where the place setting, and when it happens.

b. Complication or Problem, in this paragraph there will be a core of the narrative text because it will explain the problem that is happening. The problems that arise can be distinguished as:

1) Natural Conflict, it arises because of the actor stories dealing with the forces of nature.

2) Social Conflict, it arises because the actors are facing each other.

3) Psychological Conflict, it arises when dealing with the actors of the story itself. The contradiction between good and bad, between greed and tolerance.

c. Resolution, the problem in the narrative text will be sloved in this part it can be closed with happy ending, or not slightly ended tragically.

We all know each text have special structure, especially narrative text, because a narrative text is tell about story so there will be an conflict that make

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[37] *Ibid*

[38] Mislaini, "Improving Students' Reading Comprehension of Narrative Text by Using Fable" *English Study Program University of Pasir Pengairan.* 2015, 4

reader will be curious with the ending of the story, the ending itself will show or explain about how the character solve the conflict or the problems that was arise. To make reader easy to know the story about and who the characters are there will be an orientation at the first paragraph of narrative text, it is such an introduction the story for the reader. In order to make the explanation of generic stucture clear, here the example of narrative text inclused its generic structure.

Orientation:

Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, the stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head.

Complication:

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there. When he loocked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him. He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkey also imitate him.

Resolution:

At last he found a clever ide. "Monkeys are a great imitator." he thought. So he took off his own cap and threw it down on the groud. And as he had expected, all the monkeys took of the caps and threw the caps down on the ground. Quickly, he stood up and collected the cas, put them back into his bag and went away.

C. Supporting Details

Supporting details are pieces of evidence which is used to explain and expand main idea. When the main idea is not clear we can read the supporting details to understand what the writer is saying.[39] Supporting details explain the topic by giving more information about it.[40] Supporting details are important for readers it will show that the idea in the text is valid.[41] According to John supporting details are reasons, examples, facts, steps, and other kind of evidence that explain the main idea. [42] However supporting details should be written details in purpose to answer question that is raised by the main idea.[43] There are two kinds of supporting details, first is Major details and second is Minor details[44]:

1. Major details explain and develop the main idea.
2. Minor details help fill out the major details and make them clear.

Based on several definition above it can be conclude that Supporting details is an important part of pargraph that give an evidence that explain the main idea, so it make text understandable by the readers. Without supporting details a text will not be clear in giving information and it also understandable for the readers.

D. Response
1. Definition of Response

According to Skinner, there are two responses in particular: First is Response respondents or adaptable. It is

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[39] http://www.easybib.com/guides/lessons/examining-supporting-details-identify-main-ideas, accessed on August 31, 2018.

[40] Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (NewYork: Pearson Education, 2007), 37

[41] Anne Whitaker, *Academic Writing Guide* (Bratislava: City Univeristy of Seattle, 2010), 15

[42] John Langan, *Ten Steps to Advancing College Reading Skills* (Townsend Press, 2010), 78

[43] "Maind Idea and Supporting Details" Learning Assistance Center (Manoa: University of Hawaii)

[44] John Langan, *Ten Steps to Advancing.........* 83

the reaction created by stimuli (certain stimuli), such stimuli are called elitist stimulation because they produce a relativelu fixed response. Second the response of the operand or the response involved is the response that arise and is then developed followed by certain stimuli or stimulants. This stiumulus is called strengthening the stimulus or strengthening because it reinforces the response.[45] According to John H. Harvey states that response is "response as one of the main functions of the soul that can be interpreted as a memory image of observation, has stopped, just an impression".[46] Steven M. Chaffe devided response into three parts:

a. Cognitive, is a response that firmly identified with learning skills and information about a person. This response arises when there is a change to the understood or in perception by audiences.

b. Affective, is a response related to emotions, as we knew that emotion is a consicious mental reaction (such as: anger or fear) subjectively experienced as strong feeling, while attitude is a position assumed for a specific purpose and one's judgment of something. This response arises when it exists a change in what the audience liked about something.

c. Conative, which means responses related to real behaviors, includes action or habits. As explained action is happened one at time while habits happened continually.

2. The Factors of Response

A person's response can occur if the causal factor is met. Factors that will get individual stimuli are :

a. Internal factors are the factors that exist in the individual human being. It consists of two elements: spiritual and physical. Then someone

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[45] Skinner theory in Notoatmodjo, Soekidjo. Pengembangan Sumber Daya Manusia, Jakarta: Rineka Cipta, 2003

[46] John H, Harvey in Abu Ahmadi, Psikologi Sosial, (Jakarta, PT. Rineka Cipta. 2009) p.150

who responds to something from the stimulus still affects one of the elements alone and they will stand the result of a different response of intensity in the individual that responds of will differ the response between the person and the other person. Physical of physiological elements include the existence, integrity, and workings of sensory devices, nerves and specific parts of the brain. Spiritual and physiological elements of existence, feeling, reason, fantasy, mental, mind and motivation.

b. External factors are factors that exist in the environment. It is the intensity factor and the type of stimulant or people call it by the stimulus factor. Bimo Walgito stated that the psychic factors associated with the object because of the stimulus and the stimulus will be about the sensing device.[47]

3. **Students Response**

Rosenberg and Hovland stated there are three component of attitude called tripartite models.[48] First component is cognitive. This component can be identified by the representation of what person believes of thinks about something. The measured dependt variable of the cognitive component is based on perceptual responses and verbal belief statements. The second component is effective which is defined as the emotional feeling toward something. Generally, emotional reaction is influenced by beliefs or what someone believes about something. It can be profitable and unprofitable to something. Third is conative, which is responses related to real behaviours, includes action or habits.

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[47] Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: UGM, 1996), p.55

[48] Rosenberg, M.J and Hovland, C.I. (1960) Cognitive, Affective and Behavioural Components of Attitude. In Rosenberg, M.J and Hovland, C.I, Eds., Attitude Organization and Change: An Analysis of Consistency Among Attitude Components Yale University Press, New Haveb.

4. Previous Studies

Related to this research several previous study are already conducted. First is a thesis by Sheira Ayu from UIN Syarif Hidayatullah Jakarta entitled *The Effectiveness of Using Mind Mapping in Improving Students' Reading Comprehension of Narrative Text*. The aim of this study was to know the effectiveness of Mind Mapping in improving students' reading comprehension. This study was done at SMA Mathla'ul Huda, the author chose two classes (as Experiment classand control group) of second grade for this study. The writer used Experimental method to do this study and the result showed that Mind Mapping Technique is effective technique to be used in teaching reading comprehension of narrative text. The score for Experiment classwas gained (27.4) higher than control group (17.71)[49].

Second is *The Effectiveness of Using Mind Mapping Technique on Students' Reading of Narrative Text* by Leyly Khairani from UIN Syarif Hidayatullah Jakarta. It was a Quasi Experimental classthat was done at the Second Grade of MAN 9 Jakarta. The purpose of this study was to find out the empirical evidence about the effectiveness of using mind mapping technique on students' reading of narrative text. From this study writer stated the result that there was no significance difference of students' reading skill between the experimantal group and control group[50].

Third previous study was done by Mohammad Piri Ardakani entitled *Using Mind Mapping Strategy to Improve Reading Comprehension Ability to Intermediate Iranian Student*. The purpose of this study was to find out whether using Mind Mapping technique is an effective way to increase students' ability in reading comprehension. The population of this study was the second year students of Iranian classes and the writer choosed two classes to do this study. The findings clearly showed that Mind Mapping may serve as a useful

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[49] Sheira Ayu, Bachelor Thesis: *"The Effectiveness of Using Mind Mapping in Improving Students' Reading Comprehention of Narrative Text"* (Jakarta: UIN Syarif Hidayatullah, 2014), 48

[50] Leyly Khairani, Bachelor Thesis: *"The Effectiveness of Using Mind Mapping Technique on Students' Reading of Narrative Text"* (Jakarta: UIN Syarif Hidayatullah, 2014), 61

graphic strategy for improving students' reading comprehension[51].

Fourth study was done by Syahrur Ramadhan from FKIP Untan Pontianak entitled *Teaching Reading Through Mind Mapping Strategy in Narrative Text for Reading Comprehension.* This study was done at Tenth Grade Students of SMA Ki Hajar Dewantara. Researcher use Pre Experimental as the method, the purpose showed that Mind Mapping was an effective technique to teach reading comprehension in Narrative Text[52].

Fifth was a research that was done by Fouria Ergitasari from UIN Sunan Ampel Surabaya entitled *English Teachers' Understanding and Perception the Use of Mind Mapping Technique at SMAN 2 and SMA Islam Sidoarjo".* Researcher examined teachers' understanding and perception about the use of Mind Mapping by using descriptive qualitative analysis. Two teachers were observed and interviewed. The result of this study was teacher A and teacher B have different understanding about the concept of mind mapping in teaching and learning process. Teacher A had good understanding through Mind Mapping because she could apply almost all principle and procedure when teaching using mind mapping, meanwhile teacher B understanding was not good because she did not apply all principle and procedure in teaching process. However both of these teacher have same perception about Mind Mapping[53].

This research is different from the writer future research, because in those previous studies most of the researchers was investigate the effectiveness of mind mapping through the whole reading comprehension skill, beside the research that will be done by the writer is only focus on students' ability in

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[51] Mohammad Piri Ardakani, "Using Mind Mapping Strategy to Improve Reading Comprehension Ability to Intermediate Iranian Student". *Cumhuriyet University Faculty of Science Journal.* Vol.36, No.2, 2015

[52] Syahrur Ramadhan, "Teaching Reading Through Mind Mapping Strategy in Narrative Text for Reading Comprehension". *FKIP Untan Pontianak.*

[53] Fouria Fauzia Ergitasari. Bachelor Thesis: *"English Teachers' Understanding and Perception The Use of Mind Mapping Technique at SMAN 2 and SMA Islam Sidoarjo".* (Surabaya: UIN Sunan Ampel, 2015), 54

identifying the supporting details of narrative text. In the other hand there is also a previous study that find out the teachers perpective in using mind mapping when teaching reading however this reasearch will investigate the students' response after using mind mapping in their lesson.
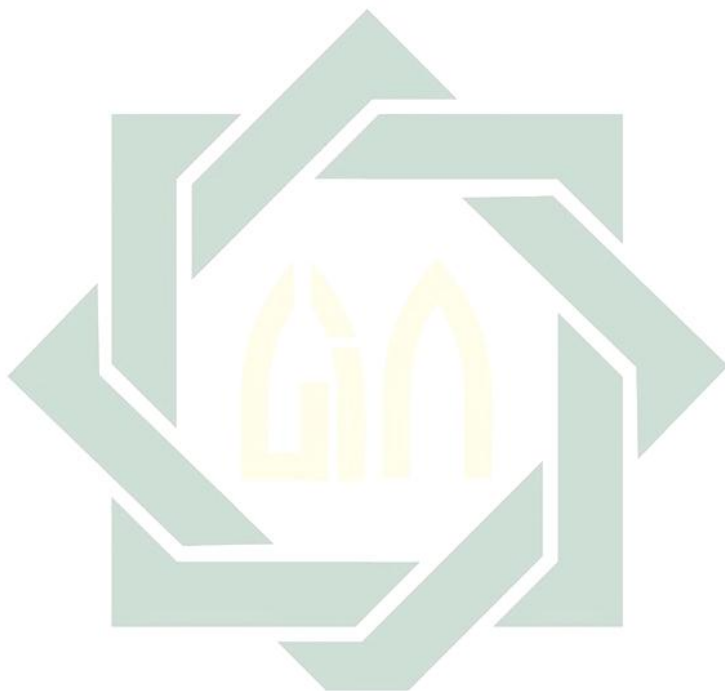
CHAPTER III
RESEARCH DESIGN AND APPROACH

In this chapter, the researcher discusses and reviews research design and approach that is used in this research. It includes research design, time and location, procedure of the study, data and source of data, data collection technique, data analysis technique and research stage.

A. Research Design

The most popular approach in research are Qualitative and Quantitative. James Dean Brown and Rodgers expressed that Qualitative research approach is nromally the label for non-numerical research, in the other hand Quantitative research approach is a nurmerical reasearch. Another statement was expressed by Grotjahn, that experimental or non-experimental is a data collection method, whereas qualitative or quantitative is type of data the resulted, and statistical or interpretative is type of analysis conducted on the data[54]. This research utilized Experimental to plan the study which analysis about the effect of Mind Mapping in students' ability to identify topics of Narrative Text.

Experimental research is a scientific method, the orientation of this research is to know and evaluate something new in the future[55]. The research design that was used in this research is Quasi Experimantal Design. Quasi Experiment is development of true experimental design which is difficult to do[56]. According to Donald Ary, and Friends, all population or subject that is taken in this research will be choosen as an control group and experimantal group[57]. That it why researcher chose Quasi Experimental because the subject is all students in

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[54] Brown, J. D., and Rodgers, T. S. Doing Second Language Research. New York: Oxford University Press. 2003, 15

[55] Singh, Y.K. Fundamental of Research and Methodology and Statistic. New Age International. 2006, 134

[56] Prof. Dr. Sugiyono, Metode Penelitian Pendidikan. Bandung: Alfabeta. 2017, 114

[57] Donald Ary, et.al., Introduction to Research in Education, Part Five: Research Method: Eighth Edition. (Canada: Wadsworth, Cengage Learning, 2010), 316.

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the class it is impossible for researcher to devide the subject in some level or criteria.

Researcher chose two classes which have equal score in English lesson according to English lesson teacher at school. The classes are 9A and 9B that is 9A as an Experimental classand 9B as a control group. Experimental classwas given a treatment using Mind Mapping similarly control group was given a Herrigbone as a technique. On the other hand, researcher gave those two groups a pre test and post test to each students, in orther to know their score improvement. The design of the Quasi Experimental is shown as follow:

Table 3.1 : Design of Quasi Experimental

Group	Pre-test	Treatment	Post-test
E	T_1	X_a	T_2
C	T_1	-	T_2

On the table, E for Experiment classthat got T_1 as pre-test, after that X_a as treatment that applied in this class, the las T_2 which means post-test as the last test which had purposed to know the final score of students in the both classes.

B. Population and Sample

The population of this research is students from third grades at MTs YPM 1 Wonoayu, Sidoarjo in academic year 2018/2019. There are three classes of third grades, whereas this research only took two classes for experiment, because the researcher choose the class wich have the same teacher. The students from both of the class became the sample of this research. There are 22 students from 9A class which became Experimental classand 22 students from 9B class which became Control group.

C. Time and Location of the Study

This study is conducted at MTs YPM 1Wonoayu, Sidoarjo. It is located at Jl. Raya Wonoayu, Krian, Sidoarjo. The time of this research was conducted on January, 11th 2019 until January, 31st 2019. The study was done five times for Experiment classand Control group, each group got test twice and treatment three times.

D. Research Procedure

1. Measurement before Experiment

The measurement was held before experiment or we called it as *pre-test.* This test was made by researcher and the teacher, it also was contributed for both classes (Experimental classand control group). The purpose of this test is to know students' ability in identifying topics of Narrative text before treatment. The result of *pre-test* from both group was tested by statistical pattern to know the differences of both group.

2. Experiment Implementation

The experiment was held by giving treatment through Mind Mapping technique. Mind Mapping technique was applied only for experimental group, then control group was given by other technique.

a. Experimental class

Experimental classgot treatment in learning processes. The steps of Mind Mapping technique that was implemented in experiment class are:

1) Before classroomwork;

a) First, teacher explained and discussed with students what a Mind Mapping Technique is.

b) After that modelling Mind Mapping Technique process in Narrative text.

c) Then teacher asked students to try making their own Mind Mapping based on text given.

2) When Classroom work start, teacher reviewed about Mind Mapping Technique and explain more about it.

    3) Students got a Narrative text from the teacher and they should identify the information in each paragraph of the text.

    4) Students wrote the important information from each paragraph using their own words.

    5) Teacher and students discussed the text. Teacher also checked the students' answer.

b) Control Group

    Control group also got another technique as a treatment. The implementation are:

1) Before classroomwork;

    a) First, teacher explained the technique that was used

    b) After that modelling the technique process in Narrative text.

    c) Then teacher asked students to try using the technique in lesson

2) When Classroom work start, teacher reviewed about the technique and explain more about it.

3) Students got a Narrative text from the teacher and they should identify the information in each paragraph of the text.

4) Students write the important information from each paragraph using their own words.

5) Teacher and students discussed the text. Teacher also checked the students' answer.

3. Measurement after Experiment

    After that, researcher contributed post-test for Experimental classand control group. This test was conducted to know students' achievement after they getting teatment. Then from the result of the test we can know the difference score before treatment (pre-test) and after treatment (post-test). The result became a consideration to prove the effectiveness of Mind Mapping Technique.

E. Research Instrument

Instrument is a tool for measuring the data. Accroding to Ibnu Hajar, instrument is measurer to get quantitative information about variant of variable characteristic objectively[58]. In the other hand Sugiyono stated that in Quantitative research the quality of instrument is connected to validity and reliability and the quality of data collection[59]. The data was obtained by using these following instruments;

a. Instrument Tools

The particular tools are needed to collect the data in this study as following;

1) Paper Test

Paper test was a tool that is appropriate in several kind of test. There are two kind of test that were used in this research. First is called as pre-test and second is called as post-test. An essay questions were used for both pre-test and post-test.

2) Interview Guideline

Interview is useful to get more information about Students' respons in their learning proceses. Researcher used interview to answer second research question. The second research question is about the students' respons toward the use of Mind Mapping. Besides, there were nine questions that should be answered by students.

3) Recorder

The interview was done orally so the reseracher needs to record the interviewing in purpose to keep the data. Researcher used the mobile phone to record students' voice when they were asked about their reponse.

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[58] Hadjar, I. *Dasar-dasar Metodologi Penelitian Kwantitatif dalam Pendidikan (Basics of Quantitative Research Methodology in Education)*. (Jakarta: Raja Grafindo Persada, 1996), 60.

[59] Prof. Dr. Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2017), 305.

F. Data Collection Technique

Technique for collecting data, researcher was conducting the pre-test and post-test. Researcher gave students a test after and before the treatment to know the students' score and its increasement which it can make researcher know whether the mind mapping is effectiveness or not to improve students' ability in identifying topics of narrative text. The test consist of several questions that related with narrative text that students have read before. Then researcher gave score in order to find out the score of the test.

Researcher also interviewed students to know their response toward the technique. The researcher use interview guide line about response which was addopted from Resenberg in Anzwar's book as mention below:

1. Cognitive, this component can be identified by the representation of what does someone beliefs or thought toward something.
2. Affective which is defined as emotional feeling toward something. It can be favorable and unfavorable toward something.
3. Conative or behaviour, it refers to someone tendency to act in a pariticular manner that is congruous to his/her attitude.

G. Data Analysis Technique

The researcher used a statistics form to analyze the data from pre-test and post-test. The steps is shown as below:

1. Normality test

Data that had been taken by researcher was tested the normality to know whether the data had a normal distribution or not. If the data had normal distribution, it means that the data had been representative of the population and the data can be calculated using parametric statistic which usually using *Independent Sample T-Test,* whereas if the data had no normal distribution, the data can be calculated using non-parametric statistics which usually using *Mann Whitney U* test. Researcher used SPSS 22.0 to calculate the normality test of the data. Shapiro-Wilk test and Kolmogorov Smirnov test were used by

researcher to test the data. The normality result is shown as below:

Table 3.2: Normality Test

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Students' Result: Pre-Test Experiment Class	,223	22	,006	,890	22	,019
Post-Test Experiment Class	,239	22	,002	,913	22	,053
Pre-Test Control Class	,273	22	,000	,907	22	,041
Post-Test Control Class	,204	22	,018	,919	22	,073

If the significance values is less than $\alpha = 0,05$, the data was not normally distributed, otherwise if the significace value is more than $\alpha = 0,05$ the data is normally distributed.[60] From the table, the significance values in Kolmogorov-Smirnov column showed that the data is not normal distribution because not all value less than 0,05. Besides, in Shapiro-Wilk column it also showed that the data is not normal distribution because all values more than 0,05. It can be concluded that the data is not normal distribution and researcher cannot use Independent Sample T test for calculating the data.

2. Test of Hypothesis

After found out the normality's result, researcher calculated the data to test the hypothesis. When the data has normal distribution, the data calculates using *Independent*

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[60] Carver, R.H & Nash, J.G. *Doing Data Analysis with SPSS version 18.* Boston: Brooks/Cole cengage learning. 2012. p.140

Sample T-test, but when the data has no normal distribution the data calculates using *Mann Whitney U* test to find out the significance different of the data. *Mann Whitney U* test is a non-parametric statistical technique that is used to test the null hypothesis, subject to both samples coming from the basic set or having the same median value.[61] Researcher also used SPSS 22.0 in counting the data

3. The Last is writing the result.

Researcher started to write the result and the finding of the research which have tested by SPSS 22.0. The researcher reported the result of this in a form of thesis. Researcher also showed the result on the table to make it clear and detail.

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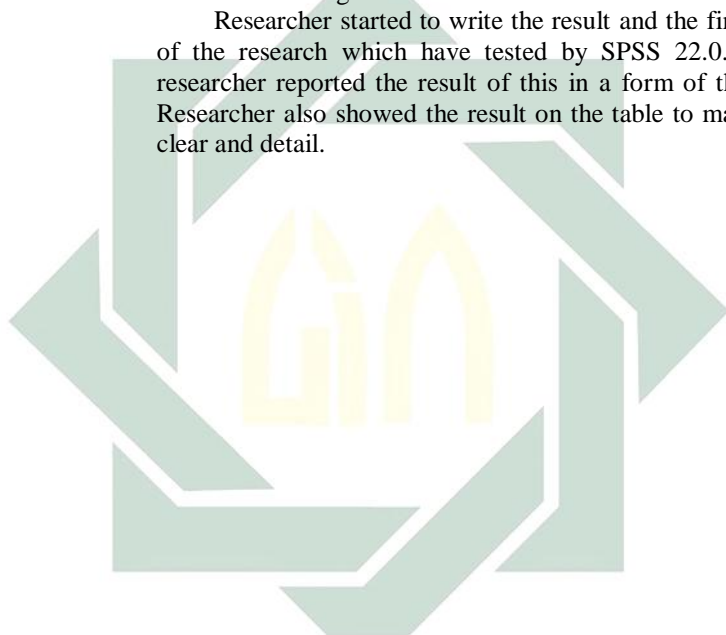
[61] Milenovic, Zivorad M. *Application of Mann-Whitney U in Research of Profesional Training of Primary School Teacher.* Metodiki obzori: Original Scientific Article vol.6. 2010. P.73

CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the research findings and the discussion based on the analysis of the data collected from the implementation of Mind Mapping to third grade students in MTs YPM 1 Wonoayu, Sidoarjo.

A. Research Findings

Research findings present the step that researcher have done in this study, starting from the preparation until the data that have been counted by the researcher.

1. Experiment Result
a. Pre-test

Researcher started in making questions for pre-test. Researcher was made the questions with teacher based on English teachers' book and Taxonomy bloom. There are ten questions which is asked about information that students should find in the text. This pre-test has purpose to know students score before they get treatment from teacher.

Researcher and teacher used narrative text that is provided on students' book. Narrative text was choosen based on syllabus. The text which is choosen for pre-test was story about Violeta. It was choosen by researcher and teacher because it was simple story that students can understand easily. Pre-test for Experiment Class was doing on January, 11th 2019. First, teacher introduced about Narrative text to the students. After all explanation have been explained by teacher, teacher started to give the text and its question to students. Pre-test for Control Class was doing on January, 17th 2019. First of all, teacher started to introduce about Narrative text just like previous class. Then teacher started to give the pre-test and asked students to do it.

The pre-test looked difficult for both class because they have not known the story before and the vocabularies on the text were also difficult for them. So teacher help them to understand the text. After all students doing the

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pre-test, researcher collected and tabulate students' score from both class.

b. Pre-test Result

After pre-test was conducted by researcher and got the students' result, researcher started to tabulate the score and counted the score. The result was shown as below:

Table 4.1: Descriptive Statistic Pre-Test Score of Experiment classand Control Group

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Experiment Group	22	65.00	95.00	1705.00	81.1905	7.40013
Control Group	22	35.00	60.00	1035.00	49.2857	5.76318
Valid N (Listwise)	N					

The table above showed the sample of Experimental class and control group was same 22. The minimum score of Experimental classis 65 and 35 for control group, while the maximum score of Experimental classis 95 and 60 for control group. The sum score of Experimental class is 1705 and 1035 for control group, where the sum is the total score and it shows how the scores were spread. The mean score is 81.1905 for Experimental classand 49.2857 for control group, it was gotten by calculating the score of students and divided by the total of students. The standard deviation of the score for Experimental classis 7.40013, that value is quite small and it means that the score of Experimental classis similar and doesn't have a big gap. It is the same for control group which has 5.7632 for standard deviation.

c. **Treatment for Experiment Class and Control Class**
   1) **Planning**

Researcher made lesson plan with teacher based on lesson plan which have been already provided by school. First of all teacher and researcher modified the lesson to make it more suitable with the research purpose.

   2) **Executing**

On January, 15th 2019 first treatment was applying in IX-A Class as Experiment Class. Teacher started class with praying and started to talk about a narrative text. Then, teacher started to introduce about Mind Mapping to the students because they have not known about Mind Mapping before. After students knowing about Mind Mapping, teacher give them a simple example of Mind Mapping that was used to make a note about an importance information from the text and asked students to try in making their own Mind Mapping.

On January, 18th 2019 first treatment was applying in IX-B Class as Control Class. In this class Herrigbone was used as their treatment. Teacher start the class with praying and started to talk about a narrative text. After that, teacher began to introduce about Herrigbone to the students because they also have not known about Herrigbone before. It was difficult to explain about the technique to the students, because the students in this class are not conducive as IX-A class, so it made teacher get difficulty. After introducing about Herrigbone teacher asked students to make their own Herrigbone using text that have already provided on the book, that was story about greedy brother.

On January, 18th 2019 it was second day for IX-A to get treatment. On this day students are more enthusiast than before. Teacher started to asked

students to open their book and read a narrative text on their English book. The text entitle Colorful Lake was choosen by teacher for this second treatment. Teacher asked students to read the text first for several minutes and then teacher asked students to make Mind Mapping based on the text. Students were asked to find information about the actors, characters, time, place and what happen in the story. Then students made their own Mind Mapping directly.

On January, 22nd 2019 last day for IX-A Class to get treatment. Students looked enthusiast when teacher asked them to make Mind Mapping again. They were given text entitle The Little Hunchback by the teacher, this text has already provided on their English Text book. Then teacher tried to give them five questions that was made by teacher. Teacher asked students to answer the question and write the answer using Mind Mapping. Treatment on IX-A was run well.

On January, 24th 2019 in IX-B Class as a control class teacher started to continue the previous lesson about Herrigbone that has been explained before. It was second day for this class in getting treatment, teacher asked them to open their book and asked them to read story about Colorful Lake. This story became difficult story for them to understand because there were many difficult words in this story according to students in this class. After understanding the story, teacher asked them to make herrigbone based on the story, they were asked to find important infomation on the story.

On January, 25th 2019. Last treatment were applied on this control class. Students looked interested on this meeting. Teacher prepared students for learning. In this meeting students were asked to read a story about The Little Huncback on their English book. This text was easiest than previous text according to students, students did not get difficulty in understanding the text. Then teacher wrote several

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questions on the whiteboard and asked students to answer. Students were asked to write the answer in herrigbone form that have been shown by teacher before. Last treatment was run well in IX-B class.

3) **Post-test**

Researcher and teacher made post-test's questions together and decided the text that would be used in this post-test. Knowing the difficulties that have already faced by students in pre-test and treatment processes, researcher and teacher choosed a narrative text on the text book that is easy for students. The text entitle Pesut Mahakam was choosen by teacher because according to the teacher the vocabulary on this text was easy and familiar for students.

Post-test in Experiment Class was done on January, 25th 2019. Besides, the post-test in Control Class was done on January, 31st 2019. Teacher asked to the students about narrative text in purpose to review the lesson that they have been larned in the first meeting. After that, researcher and teacher gave them the post-test and asked them to do the test. Students were asked to make a Mind Mapping based on the text and based on the information that they have to find in purpose to answer the questions. After students finishing the test and collecting the answer, researcher started to give a score.

d. **Score Result**

After both of class was done in doing post-test researcher started to count the result and it was shown as below:

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Table 4.2: Descriptive Statistic Post-test Score of Experiment classand
Control Group

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Experiment Group	22	70.00	100.00	1880.00	89.5238	7.40013
Control Group	22	40.00	90.00	1445.00	68.8095	14.04500
Valid N (listwise)	N					

The minimum score of Experimental classis 70 and 40 for control group, while the maximum score of Experimental classis 100 and 90 for control group. The sum score of Experimental classis 1880 and 1445 for control group, where the sum is the total score and it shows how the scores were spread. The mean score is 89.5238 for Experimental classwith the value of standard deviation is 7,14. It means that the score of students in Experimental classis quite similar and doesn't have big gap.

While the mean score is 68.8095 for control group and the standard deviation is 14,045. The standard deviation is quite big compared to experimental group's so it can be said that the score of control group has big variation and there are scores that very different from other score.

e. **Pre-test and Post-test Result**

After knowing the data desciptive of each classes, researcher started to count the difference of average score for each classes. It has purpose to know and make it clear whether there are enhancement of the score from pre-test and post-test of each classes. The researcher used Wilcoxon Test to count it. The Wilcoxon test is a test that calculates the difference between two paired group. The result is shown below:

Table 4.3: Pre-test and Post-test Experiment Class

	N	Mean Rank	Sum of Ranks
Posttest – Pretest Experiment Class:			
Negative Ranks	3	5,67	17,00
Positive Ranks	16	10,81	173,00
Ties	3		
Total	22		

On the table, the Negative Ranks is shown whether there is debasement of the score from Pre-test and Post-test. N column shows there are three students who experienced debasement of the score. Mean rank shows the debasement of average score is 5,67. The Positive Ranks shows whether there is an increasement of the score from Pre-Test and Post-test. N column shows there are sixteen students who experience an increasement of the score. Mean rank shows the increasement of average score is 10,81.

The result of Z-score as statistics test is -3,165 with significance value is $0,002 < 0,005$. 0,005 is the minimum limit possibility of null hypothesis accepted, it means that null hypothesis is denied and there is a difference result score between pre-test and post-test of Experiment Class.

Table 4.4: Pre-test and Post-test Control Class

	N	Mean Rank	Sum of Ranks
Posttest – Prettest Control Class:			
Negative Ranks	2	2,75	5,50
Positive Ranks	20	12,38	247,50
Ties	0		
Total	22		

N column of Negative Ranks shows there are two students who experienced debasement of the score. Mean rank shows the debasement of average score is 2,75. The Positive Ranks shows whether there is an increasement of the score from Pre-Test and Post-test. N column shows there are twenty students who experienced an increasement of the score. Mean rank shows the increasement of average score is 12,38.

The result of significance value which was counted with Mann Whitney U is 0,000 < 0,005. With the Z-score as statistics test is -3,943 the possibility of accept the null hypothesis is 0,000 and it it less than 0,05. It means there is a difference result score between pre-test and post-test of Control Class.

f. Pre-test result between Experiment class and Control class

After knowing about the difference average of Experiment classand Control group, researcher started to compare the pre-test scores result from Experimental classto the control group. Researcher used *Mann Whitney U* test because the data distribution is not normal. Result is shown below:

Table 4.5: Pre-test result between Exeperiment
class and Control class

Class	N	Mean Rank	Sum of Ranks
Students' Result:			
PreTest Experiment Class	22	32,95	725,00
PreTest Control Class	22	12.05	265,00
Total	44		

The table above showed the mean rank of
Experimental Class's pre-test is 32,95 with sum of rank
value is 725,00. Meanwhile, mean of rank of Control
Class's pre-test is 12,05 with 265,00 sum of rank.

Table 4.6 : Mann-Whitney U test

	Students' Result
Mann-Whitney U	12,000
Wilcoxon W	265,000
Z	-5,473
Asymp. Sig (2-tailed)	,000

Based on the test result of *Mann Whitney U,* the result of
significance value between experimental class and control
class is 0,000< 0,05. It means there is a significant
difference in post-test average score between experimental
class and control class.

g. **Post-test result between Experiment class and
Control class**

After comparing the pre-test result between
experiment class and control class, researcher started to
compare the post-test scores result. The result is shown
below:

Table 4.7: Post-test result between Experiment
class and Control class

Class	N	Mean Rank	Sum of Ranks
Students' Result:			
PostTest Experiment Class	22	31,39	690,50
PostTest Control Class	22	13,61	299,50
Total	44		

The table above showed the mean rank of Experimental Class's post-test is 31,39 with sum of rank value is 690,50. Meanwhile, mean of rank of Control Class's post-test is 13,61 with 299,5 sum of rank.

Table 4.8: Mann Whitney U test

	Students' Result
Mann-Whitney U	46,500
Wilcoxon W	299,500
Z	-4,636
Asymp. Sig (2-tailed)	,000

Based on the test result of *Mann Whitney U,* the result of significance value between experimental class and control class is 0,000< 0,05. There is a significant difference in post-test average score between experimental class and control class. It also means that null hypothesis is rejected.

2. **Students' Response**

Researcher used interview to know the result of students' response about Mind Mapping. The interview was done on the last meeting after students was doing post-test. This interview only cunducted to experiment class which used Mind Mapping technique as the treatment.

a. What do you think about Mind Mapping?

When students were asked about this question, there were tweleve students who answered that

mind mappig was easy to use and it was an interesting technique. Mind Mapping was easy to be made by them and in mind mapping they could make a lot of variation of pattern in order to make it more eye catching.

b. Is Mind Mapping easy to learn?

There were fourteen students who answered Yes, it was easy to learn, because in mind mapping they only drew a line and connected it each other. But, there were severeal students also said that it was not easy to be learn by them because they confused in connecting every branches.

c. Does Mind Mapping help students to do the exercises?

All students answered yes it helped students to do the exercises. Because in mind mapping they could be easily to find the answer or information that they should looking for without reading the whole text. They also said that it could make them easy to memorize and recall the important information.

d. Are students enjoy using Mind Mapping in learning?

When students were asked about it, there were sixteen students who answered that they were enjoy using this technique because they can explore their creativity in making mind mapping in order to make it more beautiful. However, some students also answered that they were not enjoy using Mind Mapping, because they thought that it was difficult and wasting time.

e. Do they get difficulties when they use mind mapping?

Most students said that they did not get difficulties in using mind mapping, but severeal students said that they did it. Students who got difficulties said that mind mapping was difficult because they should draw several branches that made them

confuse and afraid to make something wrong
when they put wrong place for each branches.

From these result it can be sum up, there was different response toward Mind Mapping, some students gave a good responses but some of them also gave negative responses.

B. Discussion

1. Experiment Result

This research study was conducted at MTs YPM 1 Wonoayu Sidoarjo. Researcher analyzed the data by using SPSS 22.0 to test the difference between Experimental classwhich was taught using mind mapping technnique and control group which was taught using herrigbone technique. Based on the data presented above, the researcher analyzed the data with *Wilcoxon* test by using SPSS 22.0 to test the difference score for each classes and each score of pre-test and post-test result.

Knowing the result of *Wilcoxon* test both classes showed the improvement score from pre-test and post-test. The significant score between Pre-test and Post-test of Experimental class is 0,002, it was less than 0,005. It can be concluded there is a difference score result between pre-test and post-test of Experiment class where there are sixteen students who got increasement of the score from pre-test and post-test after getting treatment as shown on the table 4.3. Besides, Control group result also showed increasement score after the class got treatment using herrigbone technique. It showed that there were twenty students got increasment of their score after using herrigbone technique as shown on the chart 4.9.

Table 4.9: Pre-test Result

	Experiment Class	Control Class
Mean	32,95	12,05

Significance Value	0,000 < 0,005

In pre-test and post-test, using test Mann Whitney U to test the difference result of students' score through implementation of Mind Mapping technique and without Mind Mapping technique. In pre-test result based on Mann Whitney U test, the result between Experiment class and control class showed there were difference result of mean, on the table 4.9 showed that Experiment class had higher mean value than control group. However, the significance value is 0,000< 0,005 it means that there was difference of pre-test average score between both classes.

Table 4.10: Post-test Result

	Experiment Class	Control Class
Mean	31,39	13,61
Significance Value		0,000 < 0,005
Hyphotesis Result	H_a: Mind Mapping is *effective* to improve students' ability in identifying supporting details of narrative text. ***Accepted***	
	H_o: Mind Mapping is *not effective* to improve students' ability in identifying supporting details of narrative text. ***Rejected***	

In post-test result based on Mann Whitney U test, , the significance value is 0,000<0,005 which means there were difference average of post-test and pre-test score. On the other hand, the result between Experiment class and control class

showed there were difference result of mean, on the table 4.10 showed that experiment class had higher mean value than control class. So, researcher states learning with implementation of mind mapping technique is effective to improve student ability in identifying supporting details of narrative text, it is in line to previous study which have done by Sheira Ayu about *The Effectiveness of Using Mind Mapping in Improving Students' Reading Comprehension of Narrative Text*[62], the result from this study showed there is a significant difference between the post-test socre in experiment class and control class. On the other hand, the result showed that the experiment class got higher score in post-test than the control class, eventhough the increasment is not too significant. Tony Buzan stated that Mind Mapping makes people be more effective and more rapid to recall and review some information[63], it makes students on experiment class got increasement in their post-test score after they have been given a treatment using Mind Mapping technique by the teacher.

2. Students' Response

Based on interview result, students have different responses about Mind Mapping. When students was asked by researcher about mind mapping in general, the students answered that it was an interesting technique in learning English and it was students' first experience. Students answered that using mind mapping made them easy to understand the story and remember the story, moreover about the plot of story. Some students also said that mind mapping is fun technique to find the important information of the story, because in mind mapping they could draw their imagination based on the story that they were read. They also think that Mind Mapping made them quicker to recognize the supporting details for their

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[62] Sheira Ayu, Bachelor Thesis: *"The Effectiveness of Using Mind Mapping in Improving Students' Reading Comprehension of Narrative Text".* (Jakarta: UIN Syarif Hidayatullah, 2014), 48

[63] Tony Buzan – Barry Buzan, *The Mind Map Book* (New York: Dutton 1990) 92

important information which should be found by them to answer the questions.

On the other hand, four of twenty-two students have different response about mind mappping. When researcher asked about mind mapping to them, they said that mind mapping made them confused. They were confused when they should draw and made a branch in their mind mapping, they were afraid that they would make a mistake from the branch. They think that mind mapping is difficult technique for them. When students were making mind mapping it also took a long time so they thought that it wasted their time on their work. They also responsed that mind mapping did not make them easier in finding information on the text.

Knowing about students' response most of their response toward Mind Mapping technique include in Affective and Conative aspect. Affective response means people's emosional feeling toward something, it can be favorable or unfavorable. It was shown by students consideration that mind mapping is interesting technique to be used in learning processes. Most of students agree that mind mapping make them easier to get important infomation that they have to find and remember, especially in finding supporting details in narrative text. It also has been mention by Tony Buzan as the advantages of Mind Mapping[64]. Another response about Mind Mapping is students think that it can make them quicker to memorize important infomation. This is in the line with the statment of Tony Clelford[65]. Conative aspect is someone tedency to act in a particular manner toward something, it was shown when students got the treatment. It is looked from their enthusiasm when they learnt mind mapping and made their own mind mapping.

Besides, some students also shown a contrast response toward mind mapping. From affective aspect, some students thought that mind mapping was difficult technique. Some students also showed a conative aspect response toward mind mapping, they were not enthusiast when they have to

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[64] Tony Buzan –Barry Buzan, *The Mind Map book* (New York: Dutton 1990) 91-92
[65] Tony Clelford, *Taking Note with Mind Map*

make their own mind mapping. It is qual to Hofland's statement that mind mapping will be awkward for students who make mind mapping for the first time, because students are not really understand about mind mapping and what it is for[66]. Students also will waste their time in the beginning because they need time to fully understand about mind mapping itself and how to make it. It it also in line to previous study entitled *The Effectiveness of UsingMind Mapping Technique on Students' Reading of Narrative Text* by Leyli Khairani Zahra[67] which showed there was different response from the students toward Mind Mapping technique, it is common in this situation because every students have their own consideration toward something new in their life and they also have their own learning style.

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[66] Carolien Hofland, *Mind Mapping in the EFL Classroom* (Fontys Teacher Training College Sittard, 2007) 31

[67] Leyly Khairani, Bachelor Thesis: *"The Effectiveness of Using Mind Mapping Technique on Students' Reading of Narrative Text"* (Jakarta: UIN Syarif Hidayatullah, 2014), 60

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter researcher is going to conclude the final discussion of the whole process of this research. It is described about the result of pre-test and post-test between experiment class and control class. It is also described students' response toward the use of Mind Mapping technique in identifying supporting details of narrative text. Some suggestions were also provided in this chapter.

A. Conclusion

Based on research result that has been explained in the previous chapter,it can be concluded as:

1. The use of Mind Mapping seems effective in this study. It was shown by the increasment of mean rank of post-test score between experiment class and control class which was obtained by statistics calculation. The statistics calculation showed the significance value of post-test score between experiment class and control class is $0,000 < 0,005$ so it can be concluded the result of test hypothesis as:

   a. H_a : Teaching reading using Mind Mapping is *effective* to improve students' ability in identifying supporting details of narrative text, ***accepted.***

   b. H_o : Teaching reading using Mind Mapping is *not effective* to improve students' ability in identifying supporting details of narrative text, ***rejected.***

2. From the interview result most students showed good response of mind mapping technique. Their statement showed that Mind mapping is an interesting technique to make them easier to get information and memorize information that they need. Eventhough, not all students have the same opinion of this technique, it because they were not accustomed to use this new technique in their learning processes. Overall, researcher concluded that most students have a possitive response and enthusiast to Mind Mapping technique.

B. Suggestion

1. For teacher: English teacher of MTs YPM 1 Wonoayu can use Mind Mapping technique in teaching English especially in teaching reading of exploring narrative text and another kind of text. The teacher also can try another simillar technique in order to make students more enthusiast and be motivated in learning English.

2. For students: Students can use Mind Mapping for note when they are learning or want to find important information, in purpose to make them easier in memorizing the important information. Students also can use this technique in another lesson in school.

3. For other researcher: Other researcher can use this research as an additional reference to carry out the similar research with the improvement which can make it more comprehensive.
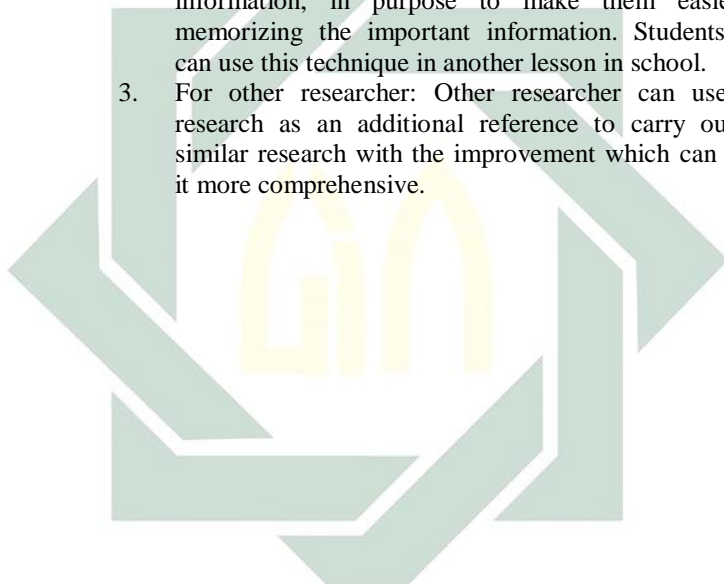
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