

**IMPROVING CHARACTER BASED READING BY APPLYING MIND
MAPPING METHOD OF THE TENTH YEAR STUDENTS OF SMK
NEGERI 4 KLATEN IN ACADEMIC YEAR OF 2019/2020**

S-1 THESIS

**Submitted as a Partial Fulfillment of the Requirements for Undergraduate
Degree in English Education Study Program**



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MAPPING METHOD OF THE TENTH YEAR STUDENTS OF SMK
NEGERI 4 KLATEN IN ACADEMIC YEAR OF 2019/2020**

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NEGERI 4 KLATEN IN THE ACADEMIC YEAR 2019/2020

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING CHARACTER BASED READING BY APPLYING MIND MAPPING METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 4 KLATEN IN ACADEMIC YEAR OF 2019/2020”**.

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 26 June 2020



Yohana Ayu Dwi Hapsari

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MOTTO

Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.

Thomas A. Edison

A little progress each day adds up to big results.

The Writer

Berbahagialah dia yang makan dari keringatnya sendiri, bersuka karena usahanya sendiri dan maju karena pengalamannya sendiri.

Pramoedya Ananta Toer

PRESENTATION

I dedicate this thesis to:

1. My beloved mother *Almh.* Sudarni and father Yusuf.

“In every part of this whole thesis making process, you two are the great people of my life who never stop give me endless spirit, motivation, love and prayer. Dear my parents, all praise to Allah SWT, finally I have finished what I have started. Thank you so much. May Allah SWT reward you all with many merriments in every second of your life. I love you.”

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Klaten, 26 June 2020

The Writer,

Yohana Ayu Dwi Hapsari

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ABSTRACT

YOHANA AYU DWI HAPSARI, Student's Number. 1611200031, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2020. Thesis. *Improving Character Based Reading by Applying Mind Mapping Method of the Tenth year of Students of SMK Negeri 4 Klaten in Academic year of 2019/2020.*

This research is aimed at verifying whether Mind Mapping method can improve character based reading of the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020.

The strategy research which is used in this research in Classroom Action Research. The data of this research were used students' reading skill, students' character, and teaching and learning process. The sources of the data in this research were event, informant, and document. The data are collected through observation, test, interview, questionnaire and documentation of teaching and learning process of the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020. The technique of analyzing the data is descriptive qualitative.

In precycle, the score of the students' reading skill was 65 with the minimal criteria Achievement (KKM) was 75. Besides the students' character score was 2.22. In cycle 1, the score of students reading skill better than precycle from 75.1 to 65 and students' character improved from 2.2 to 2.8. Next, when the writer wanted to continue the research in cycle 2, the writer faced problem. The problem was the Covid-19 pandemic situation so that school were closed for a long time and the students did not allow to go school. Hence, the teaching and learning process cycle 2 was held by online. Thus, the writer did not collect data in cycle 2. So, the writer and the teacher came to decision the study could not be continued to cycle 2. Therefore, the writer comes to the conclusion that Mind Mapping method can improve character based reading of the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020.

Key Words: *improving, character, reading, Mind Mapping*

CHAPTER I

INTRODUCTION

In chapter I, the writer presents introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

A. The Background of the Study

Reading is a mental process for understanding the contents of the text. Reading is perceiving a written text in order to understand its contents (Richards and Schmidt, 2002: 443). Mental processes are thinking activities that involve perception and memory in them to understand the contents of the text. Therefore, learning to read has an influence that can occur in the reader through understanding the contents of the written text that will produce new knowledge.

Related to the previous statement, reading is a multileveled and interactive process in which readers construct a meaningful representation of text using their schemata (Al-Issa, 2006: 41). Reading activity is an interaction between the reader and the text with a tiered process of how a reader understands the process, summarizing, storing, mastering information from what is read, identifying the main sentence and recalling detailed information in a schemata format. So, it is very important for students to have the ability to understand texts based not only

on linguistic knowledge, but also on the general knowledge of the world and the extent to which that knowledge is activated during processing between background knowledge and its relevance to the text being read. Tankersley (2003: 92) strengthens the previous statement, that successful readers have mastered the ability to connect material to their prior knowledge base, make inferences as they read, formulate questions, visualize the information or story action, and synthesize as they read.

Related to the previous paragraph, the teacher is expected to facilitate students through interesting and efficient methods that can improve students' understanding ability in the learning process of reading. However, the current situation of middle school English reading teaching is not promising. The traditional method fails to improve students' reading skills and passage comprehend ability (Dan, 2018: 11). Therefore, appropriate methods are needed including the implementation of learning to reading based on higher order thinking skills (HOTS).

According to Setyarini et al. (2018: 189) in the Indonesian context, HOTS is mandated by the scientific-based 2013 national curriculum. In teaching students, teachers must enhance their literacy reading abilities by practicing cognitive domains from Bloom's Taxonomy developing LOTS (Lower Order Thinking Skills) up to HOTS (Higher Order Thinking Skills). According to Anasy (2016: 51) there are six cognitive domains in the revised edition of Bloom's taxonomy. Those six domains are divided into lower order thinking level (remember, understand, apply) and higher order thinking level (analyze, evaluate, create).

According to Ansori, et al. (2019: 541) Higher Order Thinking Skills (HOTS) is an essential skill for students to compete in this technological age. High order thinking skills (HOTS) are important in today's curriculum and students at school need to be taught. So, they can solve problems and make decisions in daily life that generally require High Order Thinking Skills (HOTS).

The Indonesian government policy sets the teaching and learning process on *Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 19 Tahun 2013 tentang Standar Nasional Pendidikan*, which prescribes from the learning process in educational units is held in an interactive, inspirational, fun, challenging, motivating student to actively participate, and provide sufficient space for initiatives, creativity, and independence in accordance with talent, interests and physical development and psychological learners. The government also intends to apply for a character education program in the teaching and learning process at school. One of the factors that play a role in building character is the curriculum. This is in line with *Undang-Undang Republik Indonesia No. 20 Th. 2003 tentang Sistem Pendidikan Nasional Pasal 3* stating that the 2013 that the 2013 curriculum focuses on character education (Tenriawaru, 2014: 85).

The process of teaching and learning reading at tenth year of SMK Negeri 4 Klaten was still on the teacher centered. The teacher was still active as a provider of information and dominates learning in the classroom. Afterwards, the students were passive and less independent as recipients of information even though the new educational paradigm has directed at students centered. The teacher appointed students who were divided into peer groups forward to read

before the class, from the results of the discussion of reading paragraphs obtained from the teacher. After that, when the teacher asked the students about the main paragraphs of the reading text, students still found it difficult to interpret the meaning. The teacher also asked the students about the difficult words found in each sentence, but students still did not dare to asked the teacher.

Based on observation and interview on Wednesday, 5th February 2020 at 1:45 p.m until 3:30 p.m in X AKL 1, the writer found that teaching reading was the teacher centered in the class. The teacher was more dominant than the students by adopting peer group method. The writer also found other problems when students did reading activities, they got difficulties to catch the main idea of the text and understand specific meaning of words. Therefore, the students could not catch the content of the text. The students had lack motivation in the process teaching reading of English language, especially the students had lack of vocabulary. Therefore, sometimes the teacher must actively try to translated words to students in order to help them understand the text, because students could not be independent to take responsibility for their own learning process. Based on the information taken by the questionnaire, the problem of students' reading skill were among others low interest, inappropriate methods, monotonous media and boring. Therefore, it was necessary to improve their reading comprehension.

From the information collected in the observation completed with interview and questionnaire, it was necessary to find out an alternative way to create effective and interesting method in accordance with the teaching

curriculum, students' condition, and demands of this era. The teacher as collaborator and the writer discussed several methods to improve students' reading skill and focused on Mind Mapping method. Through each step Mind Mapping method can create an enjoyable learning condition by helping the students to activate their background knowledge before reading. The students are more active in the class in terms of sharing ideas, asking and answering questions.

According to Buzan (2006: 138) Mind Maps are a graphic, networked method of-storing, organizing and prioritizing information (usually on paper) using key or trigger words and images, each of which will 'snap on' specific memories and encourage new thoughts and ideas. Besides, Alomari (2019: 56) states using mind maps in learning the process of reading comprehensions is a unique method that captures the mental constructions used by the learner and their understanding. Mind Maps are also brilliant route-maps for the memory, allowing students to organize facts and thoughts in such a way that students brain's natural way of working is engaged right from the start. This means that remembering and recalling information later is far easier and more reliable than when using traditional note-taking techniques (Buzan, 2006: 5).

In relation to character education, the implementation of Mind Mapping in learning activities is considered capable of instilling characteristics including being honest, creative, critical thinking, responsible, and respecting others (Tenriawaru, 2014: 85). Besides, Malekzadeh & Bayat (2015: 88) had investigated Mind Mapping method to students from two intact classes at intermediate level from Safir Institute in Tehran. The results showed that the

experimental group who were taught using mind mapping strategy obtained better achievement in the reading comprehension than the control group who were not taught by Mind Mapping. As the result of the reading strategy named mind mapping strategy with which the experimental group was taught, comprehensions as the main concern of the study had been achieved. The activation of the background knowledge with the new information from the text and finally summarized and illustrated with the knowledge affluence the process of reading comprehension made easy way to make Mind Mapping from the texts.

Yousofi & Seidi (2015: 170) tested the effect of applying Mind Mapping method for reading comprehension to EFL advanced students at Kish language institute in Kermanshah. The result showed that students' reading comprehension achievements enhanced and in this way they were motivated to read and reading turned to an enjoyable activity. Accordingly, this strategy allows learners to learned new vocabularies grasp the main ideas of the text and made connection between the concepts that led to meaningful learning. Besides, because concept mapping was a student-center strategy they had more chances to work on reading outside the classroom context. Additionally, concept mapping was an effective tool to organize ideas and thoughts and made the retrieving the details easier. Meanwhile, Rizqiya (2013: 42) also tested Mind Mapping method in a class of first graders of a senior high school in Bandung. Based on the research result it was concluded that, first, Mind Map was one of the techniques that was fun to do. It involved colors and pictures or drawings. The students somehow did not realize that they were drawing their comprehension of the text. Second, there was no

major problem in teaching mind map to the students. The noise that the class made was seen to be an interactive process. Third, Mind Map was good to train students' comprehension on the facts and details. It proved that mind map was a superior note-taking technique. The last, the students' reaction on Mind Mapping was mainly positive.

The three previous studies above proved the satisfying result from the used of Mind Mapping method during teaching reading. Each research above was conducted in different area of Indonesia and abroad, too. Based on the previous studies, the writer conducts the research in improving reading skill by applying Mind Mapping method during learning process reading but in different contexts. The different context here means the kinds of secondary level education in Indonesia and Indonesian as teaching medium. The research is held in the school named SMK Negeri 4 Klaten which is categorized as vocational school. Then, subject of the research were students who tend to use Indonesian. Nowadays, because not many students use Javanese as their native language. Therefore, the writer conducted the research entitled Improving Character based Reading by Applying Mind Mapping Method of the Tenth Year Students of SMK Negeri 4 Klaten in Academic Year of 2019/2020.

B. The Reason for Choosing Topic

The reasons that interest the writer to study this topic can be seen below:

1. Mind Mapping method is proved to be able to improve the quality of teaching and learning English because this method is able make students active and enjoyable that is believed to increase student learning motivation.
2. The quality of English teaching especially in Reading skill of the tenth year students of SMK Negeri 4 Klaten needs to be improved. By reading well, the students will get the new vocabulary and produce new knowledge.

C. The Limitation of the Study

This study is focused on improving student's character based reading mastery by applying the Mind Mapping method to the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020.

D. The Problem of the Statement

The problem of this study is formulated as follows; "can mind mapping method improve teaching and learning character based reading of the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020?"

E. The Aim of The Study

The aim of the study is to verify whether mind mapping method can improve character based reading of the tenth year students' of SMK Negeri 4 Klaten in academic year of 2019/2020.

F. The Use of the Study

The writer hopes that this study can give the benefits to:

1. The Students

- a. For students, the research is expected to inspire and motivate them to improve their reading skill. Eventually, the students got a positive effect on the quality of education and school achievement.
- b. For the students, the research is expected to improve the students' interest and their participation in learning process by using Mind Mapping method.

2. The Teacher

- a. Give an understanding that Mind Mapping method is appropriate teaching and learning method that can be used to face the problem in the future in order to improve the reading skill of their students and improve the education quality.
- b. Get the benefit of implementing Mind Mapping Method in teaching learning process in order to help them to face the problem related with reading skill that might be found in the future.

G. The Clarification of the Key Terms

To clarify the meaning of the title, the writer would like to describe the key terms as follows:

1. Improving

According to Hornby (2005: 781), improving is to become better than before. In an action research, improving means improve in learning quality so that there is continuous improvement of learning process and continuous quality improvement (Mulyasa, 2009: 8). It means that in the study, the student's character based reading should be improved by applying Mind Mapping method to the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020.

2. Reading

According to Johnson (2008: 3) reading is the practice of using text to create meaning. Reading is also an interaction between the reader and the writer (Grabe, 2009: 15). In this study, reading means students' activities that actively respond the written text delivered by the writer to create meaning by applying the learning method of Mind Mapping.

3. Character Based Reading

According to Agboola & Tsai (2012: 163) character education is a growing discipline with the deliberate attempt to optimize students' ethical behavior. Character education means an education that makes students happy, no pressure, and meaningful. A characteristic of character education is that students do not lose freedom and independence

(Widiyarti, 2015: 59). In this study, character based reading means building the ability of understanding of reading the text that shapes the character such as interest, fun, curiosity, independence, discipline, honesty, and confidence of the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020.

4. Mind Mapping Method

According to Dan (2018: 11), mind mapping is a diagram, a graphic organizer that helps students visualize what they're reading and detect connections between individual pieces of information. This Mind Map illustrates the idea of explaining, explaining the definition of a material and finding solutions to a problem. Placing information out of the brain and taking information out of the brain is a great way to record creative and effective material (Siregar, 2014: 84). Based on the statement, Mind Mapping is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea to explaining the definition of material and finding solutions to a problem.

H. The Organization of the Study

In order to facilitate the thesis arrangement, the writer organizes the report into five chapters. The study consists of five chapters as follows:

Chapter I is Introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of

the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is Review of Related Literature. It consists of previous studies, position of the study, theory of reading, theory of mind mapping, theoretical framework, and action hypothesis.

Chapter III is the Method of Study. It deals with the meaning of method, the strategy of the research, the data and source of data, the technique of collecting the data, the validity of the data, the procedure of the action, and the analysis of data.

Chapter IV is the Result of the Study. It consists of the data analysis, and the discussions of the findings.

Chapter V is Conclusion and Suggestions. The writer would come to the conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the whole steps of this classroom action research, the writer would like to give conclusion as the result of this research. Furthermore, related to the conclusion the writer also gives suggestion. They are described one by one below.

A. Conclusion

In this phase, the writer would like to answer the problem of the study namely “Can Mind Mapping method improve teaching and learning of character based reading of the eleventh year students of SMK Negeri 4 Klaten in academic year of 2019/2020?”. Based on the data that had been collected and analyzed by the writer, the improvement's result of precycle and cycle 1 was taken from students' reading skill score and students' character assessment score can be seen in table 19.

Table 19. Students' Improvement

No	Instruments	Mean	
		Pre cycle	Cycle 1
1.	Students' Reading Skill	65	75.1
2.	Students' Character Assessment	2.22	2.8

In precycle, the mean score of students' reading skill was 65. It means that the score was still under Minimum Criteria Achievement (*KKM*) because the score of Minimum Criteria Achievement (*KKM*) in SMK Negeri 4 Klaten was 75. Next, the mean score of students' character was 2.22 and labeled as sufficient score.

In cycle 1, there was an improvement in both student reading skill and character assessment because the cycle one score was higher than precycle score. The student reading skill was getting an improvement from 65 in precycle to 75.1 in cycle 1. Next, the mean score of students' character was 2.8 and labeled as good score.

Next, when the writer wanted to continue the research in cycle 2, the writer faced some the problem. The problem was the Covid-19 pandemic situation so that the writer did not continue the research. Furthermore, the schools were closed for a long time and the students did not allow to go school. Hence, the teaching and learning process cycle 2 was held by online. Thus, the writer did not collect data in cycle 2. So, the writer and the teacher came to decision the study could not be continued to cycle 2. Therefore, the writer came to the conclusion that Mind Mapping method was able to improve character based reading since the score got an improvement from precycle to cycle 1. Based on the reading score and character score the students earned during the research, the writer can answer the question stated in the problem of the research namely "Can mind mapping method improve

teaching and learning of character based reading of the eleventh year students of SMK Negeri 4 Klaten in academic year of 2019/2020?".

The writer concludes that Mind Mapping method could improve teaching and learning of character based reading skill of the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020.

B. Suggestion

After conducting the research, the writer has several recommendations. The recommendations are regarding the teaching and learning process, the students, and the English teacher. They are presented below.

1. The students

An English instruction can come to success if the students have a good attitude towards the teaching and learning process. It is suggested that the students must be active in teaching learning process, especially teaching reading using Mind Mapping method. Then, students become active, they can ask about their difficulty to teacher and they can confident to express their ideas by mind mapping method in process learning of reading. Eventually, the students got a positive effect on the quality of education, they can improve reading skill, and they will be good readers.

2. The Teacher

To the English teacher, they are recommended in order to use Mind Mapping method as alternative model in teaching and learning process, make a well prepared lesson plan which focuses on the selection of the

instructional material and media, provide the students with an opportunity to comprehend texts and further develop the skills to help them to comprehend text. So, this research can be used to face the teacher's problem in order to improve the reading skill of their students and improve the education quality.

3. To other researcher

In research, the writer has given the other researcher some spirit and enthusiasm in conducting similar research to finish her study. It also gives her some ideas on how to conduct action research. Furthermore, the other researcher in doing similar research, the reading materials, and the reading task could be modified based on the students' learning ability and interest. Therefore, it is suggested that university students can be motivated to conduct the similar research in their research.

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