

**IMPROVING CHARACTER BASED READING BY APPLYING MIND
MAPPING TECHNIQUE OF THE TENTH YEAR STUDENS OF SMA
MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2020/2021**

This Thesis is submitted as a partial fulfillment of the requirements for obtaining an
Undergraduate Degree in English Education Study Program



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PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitled “**IMPROVING CHARACTER BASED READING BY APPLYING MIND MAPPING TECHNIQUE OF THE TENTH YEAR STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2020/2021**”

It is not plagiarism or made by others. Anything related to other works is written in quotations, the sources of which are listed on the bibliography.

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

Klaten, 12 July 2021



AZIZAH PURIN RACHMAWATI

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MOTTO

-It doesn't matter how slowly you go, so long as you don't stop!- Yohana Ayu D.H.

-Stay positive in negative situation, you win!- Writer

-Stop trying to calm the storm. Calm yourself. The storm will pass- Writer

PRESENTATION

This thesis is presented to:

- Myself
- My beloved mother, Ibu Rini, and father, Bapak Purwanto. "Thank you for all the things that you give to me (support, pray, and advice) in my every moment. I love you.
- My sisters, Sofie and Nafal.
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I realize that this thesis is far from being perfect because of my limited knowledge and experience. Therefore, I will receive criticism and suggestion with thanks for the sake of the perfection of this paper. I hope that this report will be useful for myself and to the reader.

Klaten, 2021

Azizah Purin Rachmawati

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ABSTRACT

AZIZAH PURIN RACHMAWATI, Student's Number. 1711200011, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2021. Thesis. ***IMPROVING CHARACTER BASED READING BY APPLYING MIND MAPPING TECHNIQUE OF THE TENTH YEAR STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN IN ACADEMIC YEAR OF 2020/2021.***

This research aims to verify whether mind mapping technique can improve character based reading of the tenth year students' of SMA Muhammadiyah 1 Klaten in academic year 2020/2021.

The study was Classroom Action Research (CAR). The data were analyzed by quantitative and qualitative analysis. The quantitative data was collected from the test, and the qualitative data were collected from observation, interview, questionnaire, and documentation. The technique of analyzing the data was descriptive statistics in the form of the mean.

The result of the pre-cycle and cycle 1 showed that the use of mind mapping technique could improve the students' reading skills. In the pre-cycle, the students reach maximum score was 80, minimum score was 15, and mean score was 51,82. In the cycle 1, the students reach maximum score was 95, minimum score was 60, and mean score was 78,86. Twenty of them were able to reach the passing grade and two of them did not achieve the passing grade. So, it can be concluded that the Mind Mapping technique can improve the mastery of character based reading of the tenth year students of SMA Muhammadiyah 1 Klaten in the academic year of 2020/2021.

Key Word: *Reading, mind mapping technique, character*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is essential skill for further learning to get information that could increase the knowledge from printed text. According to Siriphanich (2010: 2), reading is an essential skill for further learning, especially for students who have to read in order to get information from text books, research, reports, etc. Further, Reading is an essential skill for learners of English as a foreign language since it can enhance students' general language skills in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, and it can be good way to obtain about new ideas, facts and experiences (Mickulecky & Jefferies, 2004: 1). Reading is very essential since no learning new thing can be done without reading. It means reading ensures success not only in learning English, but also in any content class in which reading in English is required. With strengthened reading skills, learners will get information for greater progress and development in all other areas of learning.

Learners are able to find out various kinds of information through reading. Reading is the most efficient way to gain information about many aspects of life, including science and technology. The major sources of information are books, newspaper, magazines, and internet. These media require necessary skills in reading in order to be able to filter information

correctly. In the other hand, learning reading skill especially reading English text or book is considered as a boring activity. Students did not pay attention. Texts which are available for them in English books are often unimaginative and were not conducive to encourage students to read for pleasure. A lot of students just only read but they did not know what is the main idea in the text, but also they were lack of vocabulary, and lack of motivation in reading. They do not have enough vocabulary to understand the text, so it makes reading an uninteresting activity.

This statement is supported by Apsari & Yana (2015: 217) who state that there were four problems encountered by the respondents in teaching reading: lack of students' vocabulary mastery, lack of motivation in reading, students were not used to read a lot on a regular basis and teaching time allocation. If students do not understand the meaningful text, students can not answer the question and can not identify the text well. Whereas, by learning reading the students can improve their pieces of knowledge such as vocabulary, grammar, and spelling. This statement is supported by Susanti (2002: 87) who mentions that pupils who have high level on mastering the English vocabulary have a high level on mastering the English reading ability too. The same result happens also to the opposite one, that pupils who have a low level in mastering the English vocabulary, they have low English reading ability.

The first knowledge is vocabulary. According to David Wilkins (in Thornbury, 2002: 13), vocabulary is very important. "without grammar

very little can be conveyed, without vocabulary nothing can be conveyed.” Language emerges first as words, both historically, and in term of the way each of us learned the first and any subsequent languages. The coining of new words never stops. Nor does the acquisition of words. Even in the first language we are continually learning new words, and learning new meanings for old words. The second is grammar. Thornbury (2002: 1) states that grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, a grammar is a description of the rules that govern how language’s sentence is formed. The last is spelling. Spelling is a complex process, which involves different skills at the same time when a word is spelled (Wai, Chan, & Zhang, 2014: 9). Beside of that, for qualifying criteria ability of the learners are expected to be reached after completing the learners’ education unit at the level of primary and secondary education.

According to *Peraturan pemerintah republik Indonesia nomor 32 tahun 2013 pasal 19 ayat (1)* “*Proses Pembelajaran pada satuan pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.*” It means, learning process is not easy for some students, because it requires creativity and motivation into the students in

order to create a good situation and condition when teaching and learning process, so the goal of teaching learning process can be achieved. From this explanation, the writer hopes that teaching and learning reading can be interactive, inspiration, fun, and motivate the students. In learning reading, motivation is part of students' internal factors. Where internal factors can affect students' reading interest. This explanation is supported by Triatma (2016: 166) which states that factors that influence students' interest in reading are factors: internal factors (feelings, attention, and motivation). Steps to be done is to give motivation, continuous attention to the students and attention to increase interest in reading.

Factors affecting interest in reading from the outside consists of the role of teachers, the environment, family and facilities. From this explanation, one of the external factors is the role of the teacher in which Triatma (2016: 166) states that a teacher should use the theory or strategy components of learning as learning principles so that the learning process can be received by students with better and easier.

Related to the previous paragraph, through a scientific approach the students must develop themselves by mastering various skills independently. The writer is going to focus on reading skills in this review. Reading is considered as one of prominent English skills for learners (Nurjanah, 2018: 254). Improving reading skill is also expected to develop the character education to the students, such as creative-students can explore and do what they have thought to create the newest manner and

make a new product by their creative thinking and they can be a good problem solving by applying Mind Maps model, and be grateful to God because the students can accept an appropriate education in a formal school and have a good relationship with the people around them in the school. The students also learn to appreciate themselves, to respect others, to be responsible, to work with other people, to solve problems, and to be honest and reliable.

Based on the pre-observation that was conducted on April, 1st 2021, the tenth graders of SMA Muhammadiyah 1 Klaten had many problems when they did their reading activity. The first was that they found difficult to express their ideas. The second was that their grammar and vocabulary were weak. Then, the other problems dealt with the structure of reading. The researcher did the preliminary research twice by observing the class and interviewing the teacher about the student's reading on the same day when the researcher did the pre-observation. The teacher said that tenth graders' have so much difficulties in reading class.

Based on the English teacher's syllabus there are some genres taught for tenth grade such as narrative, recount, procedure, description, report, explanation, and exposition. The researcher tries to find the solution by discovering new and efficient methods of teaching and learning. The researcher believe that mind maps model is one of the creative and efficient models of teaching and learning which can improve the reading skills. Mind maps model is a technique that used to make the

students more creative and can opening up the brain's ability to develop a word into various words with a graphic or chart or also with other variations. According to Martin as translated into English (in Trianto, 2009: 158) mind mapping is a concrete graphic illustration which indicates how a single concept related to other concept in the same categories. It has a natural organizational structure that radiates from the center and is based on simple, brain-friendly principles using lines, symbols, terms, color and pictures. It means that using mind maps model can make the students more creative in a reading activity.

Huang (2016:1) states that mind maps will significantly improve human potential and the cognitive capability of the students. It means that the ultimate goal for mind maps is to provide the student with a simple means of communication. This communication paradigm is based on a single visual definition, or a fundamental term. This is one's mind which almost instantly forms the required relationships and thus helps the student to write down their ideas more easily using these keywords and/or phrases. The benefits of the printing model using mind maps are among others to facilitate the process of remembering, speed up the recording process because it only uses a keyword, it is easy for a student to remember the main information because the main topic is clearly defined in the middle.

Based on the explanation above, the writer conducts the study in improving the reading skill by applying mind mapping technique during the learning process. The study is held in SMA Muhammadiyah 1 Klaten.

Therefore, the writer will conduct the study entitled **“Improving Character Based Reading by Applying Mind Mapping Techniques of the Tenth Year Students of SMA Muhammadiyah 1 Klaten in Academic Year of 2020/2021.”**

B. The Reason for Choosing Topic

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

1. Reading skill mastery can be used to enrich the reading material also to get information for greater progress and development in all other areas of learning.
2. Mind mapping technique is provable to improve the quality of teaching and learning English because this technique can help the students to sharp their memory and consist of some interesting steps (branches, lines, and colors) that able to increase students' learning motivation.

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 SMA Muhammadiyah 1 Klaten in academic year 2020/2021.

D. The Problem of the Statement

The problem of this study is formulated as follows; “can mind mapping technique improve teaching and learning of character based reading of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2020/2021?”

E. The Aim of the Study

The aim of the study is to verify whether mind mapping technique can improve character based reading of the tenth year students’ of SMA Muhammadiyah 1 Klaten in academic year 2020/2021.

F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically as follows.

1. The Theoretical Use

It can be used to deepen the ability of character based teaching and learning reading theory of the tenth year students’ of SMA Muhammadiyah 1 Klaten in academic year 2020/2021.

2. The Practical Use

It can be used as a teaching model for other researchers.

G. The Clarification of 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 this study, the student's character based reading should be improved by applying mind mapping technique to the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2020/2021.

2. Reading

According to Nunan (1998: 33), reading needs identification and also interpretation processes which require the reader's knowledge about the language structure used in the text and his knowledge about a given topic. In this study, reading means process of identifying and interpreting information encoded in a language by applying the learning technique of mind mapping the tenth year student of SMA Muhammadiyah 1 Klaten in academic year 2020/2021.

3. Mind Mapping Technique

According to Buzan (2005: 103), mind mapping is a creative thinking tool reflecting the brain's way to work. It is the easiest way to place information which go out from the brain. Mind

mapping is way to write creatively and effectively. It will map students' ideas literally.

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 chapter as follows.

Chapter I is Introduction. It consists of background of the study, the reason of 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 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The use of mind map in reading class improved the students' reading skill. The students made a significant progress as the data showed including the increasing scores in the cycle 1 compared with the pre-cycle. In the pre-cycle, the students reach maximum score was 80, minimum score was 15, and mean score was 51,82. In the cycle 1, the students reach maximum score was 95, minimum score was 60, and mean score was 78,86. Twenty of them were able to reach the passing grade and two of them did not achieve the passing grade. From the result of the research, we can conclude that the use of mind mapping technique in teaching reading improved the tenth year students' of X IPA 1 in SMA Muhammadiyah 1 Klaten.

The use of mind mapping in reading class not only improved the students' reading skill but also improved students' character. It was shown in the previous chapter, where in pre-cycle there are some aspects that still low and should be improved. Mind mapping technique also improved the students' character assessment (self-assessment, peer assessment, and character assessment), on pre-cycle the mean of students's character assessment was 2,85 then increased on cycle 1 become 3,04.

The use of mind mapping technique in reading class aroused the students' learning interest. It was shown that the students got engaged more actively in learning teaching activity. The students find reading a passage easy to do as the use of mind mapping technique supports the students to think creatively. It means that they connect the intertwined ideas and concepts in the reading text easily. Besides, they also found a simple way to memorize the new words which were learned in the context. By using mind mapping technique in teaching reading, the students reached high scores by the end of the learning teaching instruction. The result shows the activity of the pre-cycle and cycle 1 has succeeded and there is no need to continue on the next cycle.

B. Suggestion

According to the research in the learning process using the mind mapping technique can increase the character based reading skill of the tenth year students of SMA Muhammadiyah 1 Klaten in academic year 2020/2021, the researcher wants to suggest the English teachers, the students of X IPA 1, and the other researchers.

1. The English teachers can implement the mind mapping technique and some activities such as making group, using pictures, making discussion and doing assessment at the end of the lesson. It is necessary for the teacher to select and make creative and attractive methods, material, and technique. Besides, the teacher should be able to make the class atmosphere more enjoyable and comfortable.

2. Mind mapping is useful to improve students' reading skill in activities of learning. however, the students are suggested to encourage their creativity in order to achieve the better result of learning. the students are expected to pay attention to teachers' guidance and involve actively in teaching and learning process.
3. To other researcher, it is necessary to follow up this study in order to find more actions to improve students' reading skill. It is also possible for other researcher to conduct this study in other schools.

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