

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Research Findings**

There were two kinds of instruments to gather data in this research; they were test and observation sheet. Thus the data required to answer the research questions were gathered through administering pre-test, post-test and observation sheet to the eighth grade students of MTs. Inayatuththalibin Banjarmasin.

The pre-test and post-test were in the form of multiple choice which consisted of 10 items. The pre-test was conducted on Monday, April 27<sup>th</sup>, 2015. The pre-test in reading comprehension was conducted to the subject in order to get their pre-existing ability in reading comprehension and then to know to what extent the subjects' skill in reading comprehension. The first post-test was conducted on Tuesday, April 28<sup>th</sup>, 2015 while the second post-test was conducted on Monday, May 13<sup>th</sup>, 2015. The purpose of post-test was to measure the improvement of students' ability in reading comprehension in every cycle.

The observation was carried in every cycle. In observation stage, the researcher was helped by the teacher what happened in the class during the lesson from opening until closing. In addition, the teacher and researcher observed the effect of mind mapping in improving students' ability in reading comprehension.

## 1. First Cycle

### a) Planning

In this step, the researcher discussed and prepared for an appropriate lesson plan with teacher. The researcher also prepared the material, observation sheet and mind map which are appropriate with the lesson. The topic was about and the material was narrative text. The pre-test was also prepared by the researcher. The pre-test was in the form of multiple choice which consisted of 10 items.

### b) Acting

After the teacher introduced the researcher to the students. The researcher gave a pre-test as the first activity of the research. After conducting the pre-test, the teacher gave an example of narrative text entitled "*Mantu's Little Elephant*" that was taken from the pre-test. Then, the students were asked to discuss about the given materials.

After having discussion about the content of the text the teacher explained the generic structure, language features and how to construct a narrative text. The teacher explained that Narrative text is a text that retells a story about a real-life experience or a fictional tale and the goals of narrative text are to entertain and to tell a story to the readers. The teacher also explained that narrative text consists of three main parts: orientation, complication and resolution. Then the teacher showed and explained about mind map. The teacher gave an example of mind mapping based on the reading text "*Mantu's Little*

*Elephant*” from the pre-test. Teacher explained the steps in constructing a mind map from finding the main topic, finding branches and developing the branches to be some topic sentences. As the exercise, the students were asked to practice creating mind mapping pattern in small groups.

c) Observing

In this step, the researcher observed the activities of the teacher and students during teaching-learning process. The teaching preparation, the ability in managing the class and in giving the task of the teacher were good. The task was about creating mind mapping pattern in small group. However, some of the students could not comprehend the teacher’s explanation about narrative text and mind mapping technique well.

Based on the observation sheet of students’ activities, it can be seen that the motivation and response of the students in learning is fair since they did not understand the lesson very well. In addition, the result of their pre-test was poor.

d) Reflecting

After conducting the first cycle, the researcher analyzed the data from the observation checklist and result of the test to find out the improvement of students’ reading comprehension ability after being taught by using mind mapping. Based on the result of pre-test, it was found that 23 students got less than 60 in their test, hence the

result was considered poor. Then, the researcher and the teacher discussed about teaching/learning process that have done to find the weakness and how to improve it in the next cycle. From the discussion, the researcher and the teacher decided to use picture as media in the next cycle in order to motivate the students, and to give more detailed explanation about narrative text and mind mapping technique. The picture was related to the reading text in the second cycle "*A Farmer, A buffalo and A Tiger*". The topic of the second cycle was about fable.

## **2. Second Cycle**

### **a) Planning**

The action planning for the second cycle was made based on the result of the first cycle. Based on the first cycle, the result showed that some of the students could not comprehend the teacher's explanation about narrative text and mind mapping technique well. It also can be seen that the motivation and response of the students in learning is fair since they did not understand the lesson very well. In addition, the result of their pre-test is poor.

To overcome these weaknesses, the researcher revised the plan for the next cycle. In this cycle, the researcher prepared a picture as media in order to motivate the students and increase the students' enthusiasm in learning. The picture was related to the

reading text in the second cycle "*A Farmer, A buffalo and A Tiger*". The researcher also prepared everything in implementing the second cycle including the teaching materials, the lesson plans, and post-test.

In addition, the teacher planned to give more detailed explanation about narrative text and mind mapping technique. The teacher also gave the students more opportunity to practice mind mapping technique.

b) Acting

After the teacher greeted students and checked the students' presence list. The teacher reviewed the generic structure, language features and how to construct a narrative text. The teacher also gave students opportunity to ask about everything related to the narrative text if they still had difficulties.

The teacher then explained once more about how to apply mind mapping strategy in reading narrative text step by step. The teacher used picture as media. The picture was used to help the students to get general idea of the text given. After that, the students were asked to make mind mapping pattern based on the reading text "*A Farmer, A buffalo and A Tiger*". Then the teacher discussed about the students' mind mapping pattern. After discussing the task, the teacher conducts the post-test.

After conducting, the post-test, the teacher reviewed the lesson and discussed the students' difficulties in applying mind mapping technique and comprehending reading text. The students' difficulty was caused by the lack of vocabulary and the lack of practice in making mind map. The teacher then gave reflection and closed the meeting.

c) Observing

The overall teaching learning process ran very well. The teacher gave the students more practice in comprehending narrative text. The teacher also used picture in explaining the narrative text and mind mapping technique. The use of picture was able to increase the students' motivation and enthusiasm in learning. The students seemed enthusiastic in following the activities within the teaching-learning process. However, some students still have difficulty in applying mind mapping technique and comprehending the narrative text.

d) Reflecting

After conducting the second cycle, the researcher analyzed the data from the observation checklist and result of the test to find out the improvement of students' reading comprehension ability after being taught by using mind mapping. Based on the result of post-test, it was found that 6 students got less than 60 and 9 students got 60 in their test, hence the result was considered fair. Then, the researcher

and the teacher discussed about teaching learning process that have done to find the weakness and how to improve it in the next cycle. From the discussion, the reasearcher and the teacher decided to keep using picture as media in the next cycle in order to motivate the students.

In addition, based on the consideration that some students still had problems in improving their reading comprehension. It was necessary for the researcher to design appropriate activities to solve the problems and the weaknesses appear in the second cycle so that satisfying result can be obtained.

Based on the observation result above, the researcher thought it was necessary to conduct the third cycle. In the third cycle, the students will be divided into small groups of four students. The students will be given a task to create mind map based on the text given. The students will be asked to do it in small group so that they can share, discuss and complete the task together.

### **3. Third Cycle**

#### **a) Planning**

The action planning for the third cycle was made based on the result of the second cycle. Based on the second cycle, the result showed that some of the students still had problems in improving their reading comprehension.

To overcome the weakness, the researcher decided to conduct the third cycle. In this cycle, the researcher prepared a picture as media in order to motivate the students and increase the students' enthusiasm in learning. The picture and mind map used were based on the reading text "*Brother and Sister*". The researcher also prepared everything in implementing the second cycle including the teaching materials, the lesson plans, and post-test. The materials were the narrative texts about folklore entitled "*Brother and Sister*" and "*The Boy Who Cried Wolf*".

In addition, the teacher planned to divide the students into small groups of four. The students will be given a task to create mind map based on the text given. The students will be asked to do it in small group so that they can share, discuss and complete the task together.

b) Acting

After the teacher greeted students and checked the students' presence list. The teacher reviewed the generic structure, language features and how to construct a narrative text. The teacher also gave students opportunity to ask about everything related to the narrative text if they still had difficulties.

The teacher then explained how to apply mind mapping strategy in reading narrative text step by step by showing the example of narrative text which entitled "*Brother and Sister*" and the mind map based on the text. The teacher also used picture as media in order to



help the students to get general idea of the example given. After that, the students were divided into small groups of four. The students were given a task to create mind map based on the text given. The students were asked to do it in small group so that they could share, discuss, and complete the task together. The reading text for the task was "*The Boy Who Cried Wolf*". After discussing the task, the teacher conducted the post-test.

After conducting the post-test, the teacher reviewed the lesson and discussed the students' difficulty in comprehending reading text. The students' difficulty was caused by their lack of vocabulary. The teacher then gave reflection and closed the meeting.

c) Observing

The overall teaching learning process ran very well. The students could understand the teacher's explanation well. The use of picture in explaining the narrative text and mind mapping technique was able to increase the students' motivation and enthusiasm in learning. The students did the task in small groups well. The students did not have trouble in applying this technique and comprehending the text. Most of the students achieved good score in post-test.

d) Reflecting

After conducting the third cycle, the researcher analyzed the data from the observation checklist and result of the test to find out the improvement of students' reading comprehension ability after

being taught by using mind mapping. After analyzing the data, the researcher made the summary of the implementation of all cycles to draw conclusions about the use of mind mapping in improving the reading comprehension achievement of the eighth grade students of MTs. Inayatuththalibin Banjarmasin.

Based on the result of post-test, it was found that only 5 students got 60, 21 students got 70-90, and 4 students got perfect score in their test, hence the result was considered good. From the result of post-test, it can be concluded that the students' ability in comprehending the text is increasing. It indicated that the students' achievement in reading comprehension is getting better after applying the mind mapping technique.

In addition, the use of picture which was based on the reading text "*Brother and Sister*" as media was able to increase the students' motivation and enthusiasm in learning. Moreover, by dividing the students into small groups of four in completing the task to create mind map could help improve the students' ability in comprehending the text. Since the students could share, discuss and complete the task together.

## B. The Result of Pre-Test and Post-Test

The pre-test was conducted in the first cycle, while post-tests were conducted in the second and third cycles. The test was in the form of multiple-choice which consisted of 10 items. Each item was marked 10. From pre-test result, the researcher found that the mean of the students' score is **54.75**. In the second of cycles, the researcher conducted first post-test. Its mean score is **67.75**. The result of the second post-test shows that the students' mean score is **78.75**. The description of the pre-test score, the post test score and the mean scores can be seen as follows:

**Table 4.1**

**The Result of Pre-Test and Post-Test**

<b>Student Number</b>	<b>Pre-Test Score (Cycle I)</b>	<b>First Post-Test Score (Cycle II)</b>	<b>Second Post-Test Score (Cycle III)</b>
1	50	60	70
2	50	70	80
3	40	60	80
4	30	50	60
5	40	40	60
6	40	70	80
7	40	50	70
8	50	70	70
9	60	60	80
10	60	60	70
11	50	60	60
12	50	70	80
13	70	80	90
14	60	80	80
15	40	50	60
16	50	70	80

17	60	70	80
18	50	70	70
19	60	60	80
20	70	90	90
21	50	70	80
22	60	80	80
23	60	70	80
24	50	60	70
25	80	80	100
26	40	60	80
27	70	80	90
28	70	70	80
29	70	80	90
30	30	50	70
31	50	60	80
32	80	80	100
33	20	40	60
34	50	70	80
35	50	70	70
36	80	80	90
37	50	80	80
38	80	80	100
39	80	90	100
40	50	70	80
<b><math>\Sigma</math></b>	<b>2190</b>	<b>2710</b>	<b>3150</b>
<b>MEAN</b>	<b>54.75</b>	<b>67.75</b>	<b>78.75</b>

#### a) The Pre-Test in the First Cycle

The pre-test was conducted in class VIII C on Monday, April 27<sup>th</sup>, 2015. The purpose of the pre-test was to get the students' pre-existing ability in reading comprehension. From the result of pre-test, it can be seen that the students' score for pre-test was poor.

**Table 4.2****The Result of Pre-Test**

<b>No</b>	<b>Score</b>	<b>Frequency</b>
1	20	1
2	30	2
3	40	6
4	50	14
5	60	7
6	70	5
7	80	5
<b><math>\Sigma</math></b>	<b>2190</b>	<b>40</b>

The students' mean score for pre-test was calculated by using the formula below:

$$M = \frac{\sum x}{n}$$

$$\begin{aligned} \text{Mean score of pre-test} &= \frac{2190}{40} \\ &= \mathbf{54.75} \end{aligned}$$

**b) The First Post-Test**

The first post-test was conducted on Tuesday, April 28<sup>th</sup>, 2015. The first post-test was conducted in the second cycle. The purpose of post-test was to measure the improvement of students' ability in reading comprehension in every cycle. From the result of the first post-test, it can be seen that the students' score was fair. They were 25 students or 62.5% of the students who got more than 60 in the test.

**Table 4.3****The Result of the First Post-Test**

<b>No</b>	<b>Score</b>	<b>Frequency</b>
1	40	2
2	50	4
3	60	9
4	70	13
5	80	10
6	90	2
<b><math>\Sigma</math></b>	<b>2710</b>	<b>40</b>

The students' mean score for the first post-test was calculated by using the formula below:

$$M = \frac{\sum x}{n}$$

$$\begin{aligned} \text{Mean score of the first post-test} &= \frac{2710}{40} \\ &= \mathbf{67.75} \end{aligned}$$

**c) The Second Post-Test**

The second post-test was conducted on Monday, May 13<sup>th</sup>, 2015. The second post-test was conducted in the third cycle. The purpose of the post-test was to measure the improvement of students' ability in reading comprehension in every cycle. From the result of the second post-test, it can be seen that the students' score was good. They were 13 students who got 70 and 12 students who got more than 70 in the test.

**Table 4.4****The Result of the Second Post-Test**

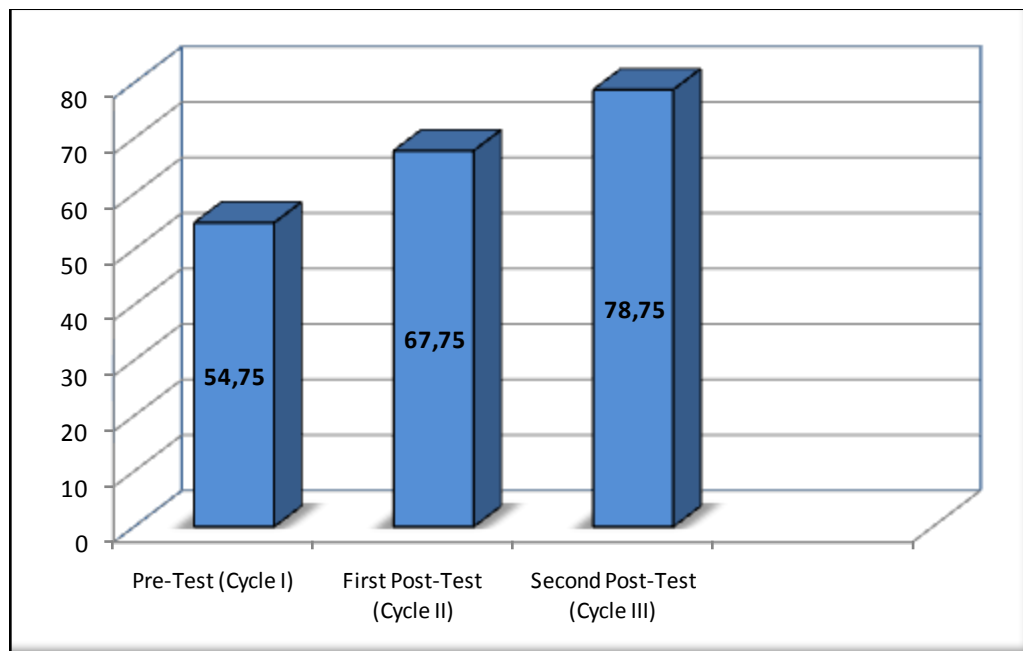
<b>No</b>	<b>Score</b>	<b>Frequency</b>
1	60	5
2	70	8
3	80	18
4	90	5
5	100	4
<b><math>\Sigma</math></b>	<b>3150</b>	<b>40</b>

The students' mean score for the second post-test was calculated by using the formula below:

$$M = \frac{\sum x}{n}$$

$$\begin{aligned} \text{Mean score of the second post-test} &= \frac{3150}{40} \\ &= \mathbf{78.75} \end{aligned}$$

The main findings of the study showed the increasing mean score of pre-test score in the first cycle and the post-tests score in the second cycle and the third cycle obtained by the eighth grade students of MTs. Inayatuththalibin Banjarmasin could be presented as shown in the following graph:

**Diagram 4.1****The Improve ment of Students' Mean Score**

Based on Diagram 4.1, it can be concluded that the students' mean score from the first cycle to the third cycleshowed improvement. The students' mean score in the first cycle was 54.75 which showed that the students' score for pre-test was poor while the students' mean score in the second cycle was 67.75 which showed students' score for the first post-test was fair. In the third cycle, the students' mean score was 78.75 which showed that the students' score for the second post-test was good.



### C. The Result of Observation

Observation was used to monitor the English teaching learning process by using mind mapping technique to improve students' ability in reading comprehension. In observing the teaching learning process, the researcher was helped by the English teacher. The teacher also observed the researcher in conducting the research and teaching the students from opening until closing. The researcher acted as the teacher in teaching narrative text by using mind mapping technique. Observation was carried out three times; cycle I, II and III.

#### 1. The Result of the First Cycle Observation

**Table 4.5**  
**Observation Sheet Result of Teacher's Activities**  
**Cycle I**  
**( Monday, April 27th, 2015)**

No	Aspect	Observation Result				
		VG	G	F	P	VP
1	Teaching preparation	✓				
2	Explanation of narrative text			✓		
3	Using mind mapping technique in the form of spider concept map			✓		
4	Ability in managing class		✓			
5	Giving the task		✓			
6	Ability in evaluating the students' task		✓			
7	Summarizing the material		✓			
8	Closing the class	✓				

Based on the English teacher's observation about the researcher's activities as teacher in the first cycle, it can be seen that the teaching preparation was very good. However, the explanation of narrative text and the use of mind mapping technique in the form of spider concept map were fair. Based on Table 4.5, it can be seen that the researcher's ability as the teacher in managing class, giving the task, evaluating the students' task and summarizing the material was good.

**Table 4.6**  
**Observation Sheet Result of Students' Activities**  
**Cycle I**  
**( Monday, April 27th, 2015)**

No	Aspect	Observation Result				
		VG	G	F	P	VP
1	Attending the class	✓				
2	Having good motivation in learning			✓		
3	Responding to the topic enthusiastically			✓		
4	Paying attention to the teacher's explanation			✓		
5	Responding to the teacher's questions			✓		
6	Following the teacher's instruction		✓			
7	Completing the task given well (reading comprehension task)			✓		
8	Achieving good score			✓		

After observing the students' activities during the teaching learning process in the first cycle, the teacher and the researcher concluded that the students' motivation, attention, and response were fair hence the researcher needed to improve them. Moreover, the students' result in completing the task was fair. The researcher also needed to improve the students' result.

## 2. The Result of the Second Cycle Observation

**Table 4.7**  
**Observation Sheet Result of Teacher's Activities**  
**Cycle 2**  
**( Tuesday, April 28th, 2015)**

No	Aspect	Observation Result				
		VG	G	F	P	VP
1	Teaching preparation	✓				
2	Explanation of narrative text		✓			
3	Using mind mapping technique in the form of spider concept map		✓			
4	Ability in managing class		✓			
5	Giving the task		✓			
6	Ability in evaluating the students' task	✓				
7	Summerizing the material		✓			
8	Closing the class	✓				

Based on Table 4.7, it can be seen that the reseracher's explanation of narrative text and the use of mind mapping technique in the form of spider concept map were good. Moreover, the researcher's ability as the teacher in evaluating the students' task has improved.

**Table 4.8**  
**Observation Sheet Result of Students' Activities**  
**Cycle 2**  
**( Tuesday, April 28th, 2015)**

No	Aspect	Observation Result				
		VG	G	F	P	VP
1	Attending the class	✓				
2	Having good motivation in learning		✓			
3	Responding to the topic enthusiastically		✓			
4	Paying attention to the teacher's explanation		✓			
5	Responding to the teacher's questions			✓		
6	Following the teacher's instruction		✓			
7	Completing the task given well (reading comprehension task)		✓			
8	Achieving good score			✓		

Based on the observation of the English teacher and the researcher in the second cycle, it can be seen that the the students' motivation, attention, and response have improved. The students' result in completing the task also has improved. However, the researcher still needed to help the students to achieve good result.

### 3. The Result of the Third Cycle Observation

**Table 4.9**  
**Observation Sheet Result of Teacher's Activities**  
**Cycle 3**  
**( Monday, May 13th, 2015)**

No	Aspect	Observation Result				
		VG	G	F	P	VP
1	Teaching preparation	✓				
2	Explanation of narrative text		✓			
3	Using mind mapping technique in the form of spider concept map	✓				
4	Ability in managing class		✓			
5	Giving the task	✓				
6	Ability in evaluating the students' task	✓				
7	Summerizing the material		✓			
8	Closing the class	✓				

Based on Table 4.9, it can be seen that the use of mind mapping technique in the form of spider concept has improved. Moreover, the researcher's ability as the teacher ingiving the task also has improved.

**Table 4.10**  
**Observation Sheet Result of Students' Activities**  
**Cycle 3**  
**( Monday, May 13th, 2015)**

No	Aspect	Observation Result				
		VG	G	F	P	VP
1	Attending the class	✓				
2	Having good motivation in learning		✓			
3	Responding to the topic enthusiastically		✓			
4	Paying attention to the teacher's explanation		✓			
5	Responding to the teacher's questions		✓			
6	Following the teacher's instruction	✓				
7	Completing the task given well (reading comprehension task)		✓			
8	Achieving good score		✓			

Based on Table 4.10, the teacher and the researcher concluded that the students' motivation, attention, and response were good. Moreover, the students' result in completing the task and the students score from the first cycle to the third cycle showed improvement.

#### **D. Discussion**

The data analysis led to the establishment of the finding of the present class action research which investigated the use of mind mapping technique in improving the reading comprehension ability of the eighth grade students of MTs. Inayatuththalibin Banjarmasin. In this classroom action research, the researcher administered pre-test in cycle I, first post-tests in cycle II, second post-test in cycle III and observation to the subjects under study.

The result of pre-test in the first cycle pointed out the mean score of pre-test was 54.75. The mean score of pre-test clearly showed that pre-existing reading comprehension of the students was poor because the minimum mastery criterion of the English subject for grade eight in MTs. Inayatuththalibin Banjarmasin was 60. After obtaining the students pre-test score, the researcher planned teaching strategy for the second cycle to improve the students' reading comprehension ability by using mind mapping technique. Based on the discussion in reflection step, the researcher and the teacher decided to use picture as media in the next cycle in order to motivate the students, and to give more detailed explanation about narrative text and

mind mapping technique. The topic for the second cycle was the same as the first cycle, which was fable.

In the second cycle, the researcher conducted the first post-test after the students were taught the steps in comprehending text by using mind mapping technique. The mean score of the first post-test was 67.75. They were 6 students who got less than 60 and 9 students who got 60 in their test, hence the result was considered fair. The cycle was considered successful since 9 students got 6 and 25 students got more than 60 in the test. The mean score obtained by the subject of the study in the second cycle was clearly higher than the mean score of the pre-test in the first cycle. Although the cycle was considered successful, the researcher decided to conduct the third cycle since there were still some students who had problems in improving their reading comprehension. The topics for the third cycle were fable and folklore.

The mean score of the second post-test in the third cycle was 78.75. From the result of the second post-test, it can be seen that the students' score was good. They were only 5 students who got less than 70 in the test. The third cycle was considered successful since they were 13 students who got 70 and 12 students who got more than 70 in the test. The mean score obtained by the subject of the study in the third cycle was clearly higher than the mean score of the pre-test in the first cycle and the first post-test in the second cycle. From the result of the second post-test, it can be concluded that the students' ability in comprehending the text is increasing. It also indicated that the



students' achievement in reading comprehension is getting better after applying the mind mapping technique.

Based on the discussion of the result of post-test in the second and the third cycles above, it can be seen that the reading comprehensionability of the eighth grade students of MTs. Inayatuththalibin Banjarmasin was improved through mind mapping technique. It means that the technique was effective in improving the reading comprehension ability.

Based on the observation of the English teacher and the researcher during teaching learning process in the first cycle, it can be concluded that the explanation about narrative text and mind mapping technique were fair hence the rasearcher needed to give more detailed explanation. Moreover, some of the students could not comprehend the narrative well. The students' problems in compehending the narrative text were caused by their lack of understanding of narrative text and mind mapping technique, and their lack of vocabulary. It was also concluded that the the motivation and response of the students in learning is fair. Hence the reasearcher and the teacher decided to use picture as media in the next cycle in order to motivate the students. The picture was related to the reading text in the second cycle "*A Farmer, A buffalo and A Tiger*".

After conducting the second cycle, the English teacher and the researcher concluded that the overall teaching learning process ran very well. However, some students still have difficutly in applying mind mapping technique and comprehending the narrative text. The students' difficulty was

caused by the lack of practice in making mind map. The researcher planned to design appropriate activities to solve the problems and the weaknesses appear in the second cycle by dividing the students into small groups of four students in the third cycle. The students were asked to make mind map in small group so that they could share, discuss and complete the task together.

Based on the observation in the third cycle, it can be concluded that the use of picture in explaining the narrative text and mind mapping technique was able to increase the students' motivation and enthusiasm in learning. The picture and mind map used were based on the reading text "*Brother and Sister*". Moreover, by dividing the students into small groups of four in completing the task to create mind map could help improve the students' ability in comprehending the text. Since the students could share, discuss and complete the task together. In addition, most of the students achieved good score in post-test. It also can be concluded based on the observation from the first cycle to the third cycle that the students' motivation in learning and ability in comprehending narrative text showed improvement.