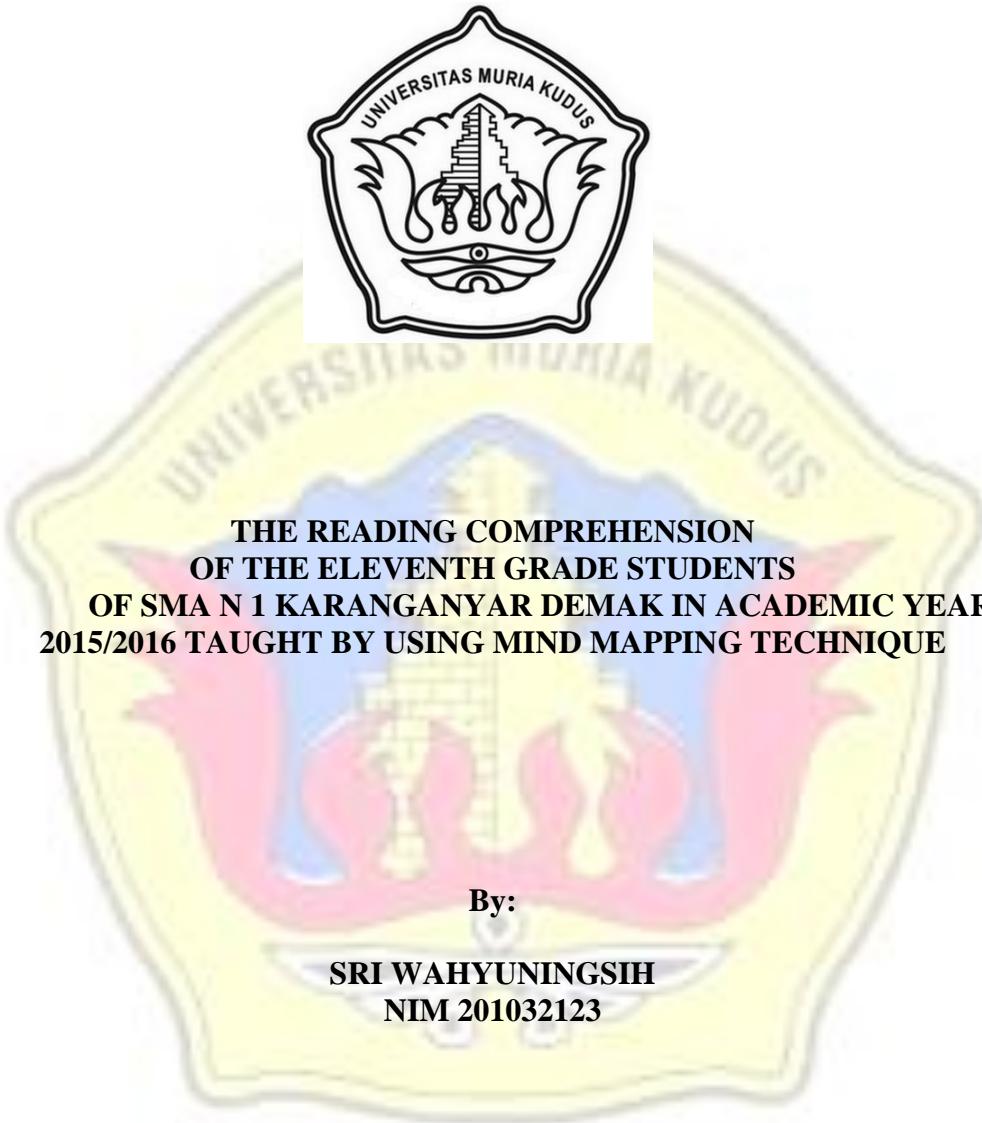


SKRIPSI



**THE READING COMPREHENSION
OF THE ELEVENTH GRADE STUDENTS
OF SMA N 1 KARANGANYAR DEMAK IN ACADEMIC YEAR
2015/2016 TAUGHT BY USING MIND MAPPING TECHNIQUE**

By:

**SRI WAHYUNINGSIH
NIM 201032123**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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SKRIPSI

Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in the Department of English Education

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2015**

MOTTO

“Where there is a will, there is a way and always recite Basmallah”

Every dream that you got finally will be your sadness, may be you will lost it or you must avoid it, except everything that you aim for Allah will finish happiness.

DEDICATION

The Writer dedicates this skripsi to:

1. Allah SWT, Her God who gives her life, faith of Islam
2. Rasulullah Muhammad SAW, as the great prophet,
great teacher and as rahmatan lil-alamin (God's mercy
for all creature of God)
3. Her hero, her beloved mother "Muanah" who gives
her everything in her life
4. Her beloved father "Purnomo" who keeps her well and
teaches her everything in her life.
5. Her beloved sister and brothers who always support
her, Lia , Hana, Ari,Wawan, Jaya,Tutik, Alan, Indra

ADVISORS' APPROVAL

This is to certify that the skripsi of **Sri Wahyuningsih** (201032123) has been approved by the advisors for further approval by the examining committee.

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This skripsi is not merely my own work because of having been greatly improved by some great people around me who suggested and guided me by giving comments and advise to make it better. One point is this skripsi is arranged to fulfill the one of requirements for completing the sarjana program. Therefore, I would like to express my great gratitude to the:

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There is no greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the readers will be fully appreciated and always waited.

Kudus, July 2015

The writer

Sri Wahyuningsih

ABSTRACT

Wahyuningsih, Sri. 2015. *The Reading Comprehension of the Eleventh Grade Students of SMA N 1 KaranganyarDemak in Academic Year 2013/2014 Taught By Using Mind Mapping Technique*. Skripsi: English Education Department Teacher Training and Education Faculty MuriaKudus University. Advisors: (1) Titis Sulistyowati SS, M.Pd (2) Dra. Sri Endang Kusmaryati, M.Pd

Key Words: Reading Comprehension, Mind Mapping Technique

Basically, teaching reading is conveying or guiding the students to gain some important message or to get meaning from written text. Mostly Students have no interest in reading the English written materials like books, novels, newspaper, article, and text. They are also still find obstacles, weakness and discouraging moods in reading skill. It is probably because they feel uneasy materials if they should always open dictionary to find the meaning of the difficult words. The English teacher should provide the reading class with a method that helps the students get into understanding of the message conveyed so that they are able to decode it as needed, and one of teaching technique is mind mapping technique. Mind mapping technique is a method which is designed to help students understand relationship among the ideas in a text representing them visually.

The objective in the research to describe if there is a significant difference between the reading comprehension of the eleventh grade students of SMA N 1 KaranganyarDemakin academic year 2013/2014 before and after being taught by using mind mapping technique.

The research was done at the eleventh grade students of SMA N 1 KaranganyarDemak. This research was experimental research by using test as the instrument. It used the research subject of the whole students in XI A2, which account thirty six students. All of the students are given pre-test which test is given before using mind mapping technique and after they got treatment continued by giving posy-test.

The result of this research shows that (i) the reading comprehension of the eleventh grade students of SMA N 1 KaranganyarDemak in academic year 2013/2014 before being taught by using Mind Mapping Technique is sufficient (mean= 48.47 and SD= 6.9), (ii) the reading comprehension of the eleventh grade students of SMA N 1 KaranganyarDemak in academic year 2013/2014 after being taught by using Mind Mapping Technique is good (mean= 73.67 and SD= 47.28) and (iii) there is a significant difference between the reading comprehension of the eleventh grade students of SMA N 1 KaranganyarDemak in academic year 2013/2014 before and after being taught by using Mind Mapping Technique ($t = 19.9 > t_t = 2.0$).

Based on the result of this research, expected to the English teacher that reading comprehension is taught by using variety techniques which are; of course, appropriate to improve the student's reading comprehension. Most of all, the English teacher is always expected to be creative to invent new ideas of his own teaching reading comprehension technique since not all techniques suggested by expert are appropriate for the students she teaches. Besides, she is the one who knows her student's need.



ABSTRAKSI

Wahyuningsih, Sri. 2015. *Pemahaman Membaca pada siswa kelas 11 SMA N 1 KARANGANYAR DEMAK tahun ajaran 2013/2014 Pengajaran Menggunakan Teknik Mind Mapping.* Skripsi: Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muria Kudus, Pembimbing: (i) Titis Sulistyowati SS, M.Pd (ii) Dra. Sri Endang Kusmaryati,M.Pd

Kata kunci : Pemahaman Membaca, Teknik Mind Mapping

Pada dasarnya, mengajar membaca adalah penyampaian/petunjuk bagi siswa untuk memperoleh beberapa pesan yang penting atau pemahaman makna yang terkandung dalam bacaan. Kebanyakan siswa tidak tertarik membaca bahasan berbahasa inggris seperti buku, novel, Koran, dan artikel. Mereka juga masih menemukan hambatan, kelemahan, dan perhatian yang kecil dalam membaca. Ini dikarenakan mereka merasa materi yang diberikan tidak mudah jadi menuntut mereka untuk membuka kamus setiap saat untuk menemukan arti kata yang sulit. Guru bahasa inggris harus membuktikan bahwa membaca dengan menggunakan suatu metode dapat membantu siswa mengerti pada pesan yang disampaikan jadi memudahkan mereka untuk menerimanya, salah satu media mengajar adalah teknik mind mapping. Teknik mind mapping disusun untuk membantu siswa memahami hubungan antara ide-ide dalam bacaan dengan menyajikan dalam bentuk visual.

Tujuan penelitian ini adalah menggambarkan jika ada sebuah hubungan perbedaan yang signifikan antara pemahaman membaca pada siswa kelas 11 SMA N 1 KARANGANYAR DEMAK tahun ajaran 2013/2014 sebelum dan sesudah diajar dengan menggunakan teknik Mind Mapping.

Penelitian ini dilaksanakan pada kelas II SMA N 1 KARANGANYAR DEMAK. Penelitian ini adalah penelitian eksperimen dengan menggunakan instrumen tes. Penelitian ini menggunakan semua subjek penelitian dari semua siswa kelas XIA2, yang terdiri dari 36 siswa. Semua siswa diberi pre-test yaitu tes yang diberikan sebelum menggunakan teknik mind mapping, dan setelah mendapat pengajaran membaca menggunakan teknik mind mapping, peneliti melanjutkan dengan memberi post test.

Hasil dari penelitian ini menunjukkan bahwa (i) pemahaman membaca pada siswa kelas XI IPA 2 SMA N 1 Karanganyar Demak tahun ajaran 2013/2014 sebelum diajar dengan menggunakan teknik Mind Mapping adalah cukup (ii). pemahaman membaca pada siswa kelas XI IPA 2 SMA N 1 Karanganyar Demak tahun ajaran 2013/2014 sesudah diajar dengan menggunakan teknik membaca cepat adalah baik dan (iii). adanya hubungan perbedaan yang signifikan antara pemahaman membaca pada siswa kelas XI IPA 2 SMA N 1 Karanganyar Demak

tahun ajaran 2013/2014 sebelum diajar dengan menggunakan teknik Mind Mapping ($to = 19,9 > tt = 2,0$).

Berdasarkan hasil penelitian diatas, diharapkan guru bahasa inggris mempertimbangkan menggunakan berbagai jenis teknik dalam mengajar pemahaman membaca yang tentunya sesuai ntuk meningkatkan pemahaman membaca siswa. Yang terlebih penting, guru bahasa inggris dapat menemukan ide-ide baru dalam peoses belajar dan mengajar yang disesuaikan dengan muridnya. Disamping itu hanya dia yang mengerti apa yang dibutuhkan muridnya



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