

**THE INTEGRATION OF INDEPENDENT READING AND MIND MAPPING  
STRATEGIES TO IMPROVE STUDENTS' READING COMPREHENSION**

*(A Pre-Experimental Research)*



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Universitas  
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the  
Degree of Education in English Department*

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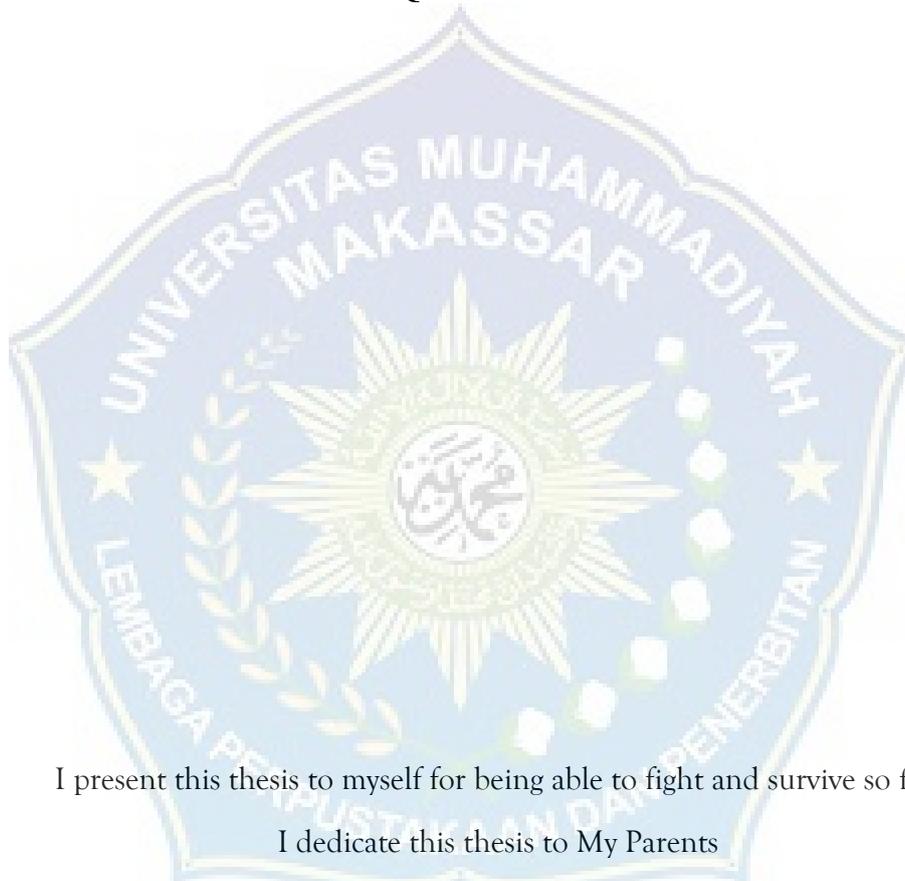
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## MOTTO

...and I entrust my affairs to Allah...

**QS. Ghafir: 44**



I present this thesis to myself for being able to fight and survive so far.

I dedicate this thesis to My Parents

Who always gives support and prayers for their daughter.

I dedicate this thesis to people who always ask questions

**"Kapan Wisuda?"**

## ABSTRACT

**Yuyu Pratiwi. 2023.** The Integration of Independent Reading and Mind Mapping Strategies to Improve Students' Reading Comprehension (A Pre-Experimental Research). Under the Thesis of English Education Department of Faculty Training Teacher and Education Universitas Muhammadiyah Makassar. Supervised by Erwin Akib and Ardiana.

The aim of this research are to find out whether Integration of Independent Reading and Mind Mapping Strategies improve students reading comprehension. The method of the research employed a pre-experimental design with a single group pre-test and post-test. The researcher employed cluster random sampling which the sample of this research are 27 students at eleventh grade 11 MIA 4 of SMAN 3 Bulukumba. The instrument of this research was reading test.

The finding of this research are (1) the students' reading comprehension improved after integrating Independent Reading and Mind Mapping Strategies. It is proved by the students' score in pre-test and post-test. The students' percentage of improvement between pre-test and post-test is 44,8% for Main Idea. (2) the students' mean score reading comprehension in determining Supporting Details between pre-test and post-test showed improvement 20,8%. Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted, meaning that the integrating of Independent Reading and Mind Mapping can improve students' reading comprehension. The researcher suggest for English Teacher SMAN 3 Bulukumba may use and integrate this Independent Reading with other technique, because this is fun activity and there were advantages that can help students in their reading comprehension.

**Keywords:** *Independent Reading, Mind Mapping, Reading Comprehension*

## ABSTRAK

**Yuyu Pratiwi. 2023.** *Integrasi strategi membaca dan pemetaan pikiran independen untuk meningkatkan pemahaman bacaan siswa (penelitian pra-eksperimental). Dibawah Tesis Pendidikan Bahasa Inggris, Jurusan Keguruan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan Ardiana.*

*Tujuan dari penelitian ini adalah untuk mengetahui apakah Integrasi Membaca Mandiri dan Strategi Pemetaan Pikiran meningkatkan pemahaman membaca siswa. Metode penelitian menggunakan desain pre-eksperimental dengan single group pre-test dan post-test. Peneliti menggunakan cluster random sampling yang sampel penelitian ini adalah 27 siswa kelas sebelas 11 MIA 4 SMAN 3 Bulukumba. Instrumen penelitian ini adalah tes membaca.*

*Temuan penelitian ini adalah; (1) Pemahaman membaca siswa meningkat setelah mengintegrasikan strategi Independent Reading dan Mind Mapping. Hal ini dibuktikan dengan nilai siswa dalam pre-test dan post-test. Persentase peningkatan antara pre-test dan post-test siswa adalah 44,8% untuk Ide Utama. (2) Nilai rata-rata pemahaman membaca siswa dalam menentukan detail pendukung antara pre-test dan post-test menunjukkan peningkatan 20,8%. Oleh karena itu, *hyphothesis nol* ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_1$ ) diterima, yang berarti bahwa integrasi Independent Reading dan Mind Mapping dapat meningkatkan pemahaman bacaan siswa. Peneliti menyarankan untuk guru Bahasa Inggris SMAN 3 Bulukumba dapat menggunakan dan mengintegrasikan Independent Reading ini dengan teknik lain, karena ini adalah kegiatan yang menyenangkan dan ada manfaat yang dapat membantu siswa dalam pemahaman bacaan mereka.*

**Kata Kunci:** *Membaca Mandiri, Pemetaan Pikiran, Pemahaman Membaca*

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Motivations from various parties who have helped in the completion of this thesis. All due respect, the researcher would like to thanks for my beloved parents, Ansar Taufik and Mariana who have fought, prayed, nurtured, raised, educated, and financed the researcher in the process of seeking knowledge. Similarly, the researcher wishes to the family who never stop motivating and always accompany the researcher with jokes, to Erwin Akib, M.Pd., Ph.D, and Ardiana S.Pd., M.Pd, as supervisor I and supervisor II, who have provided guidance, direction, motivation from the beginning of the preparation of the proposal until the completion of this thesis.

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Makassar, Agustus 2023

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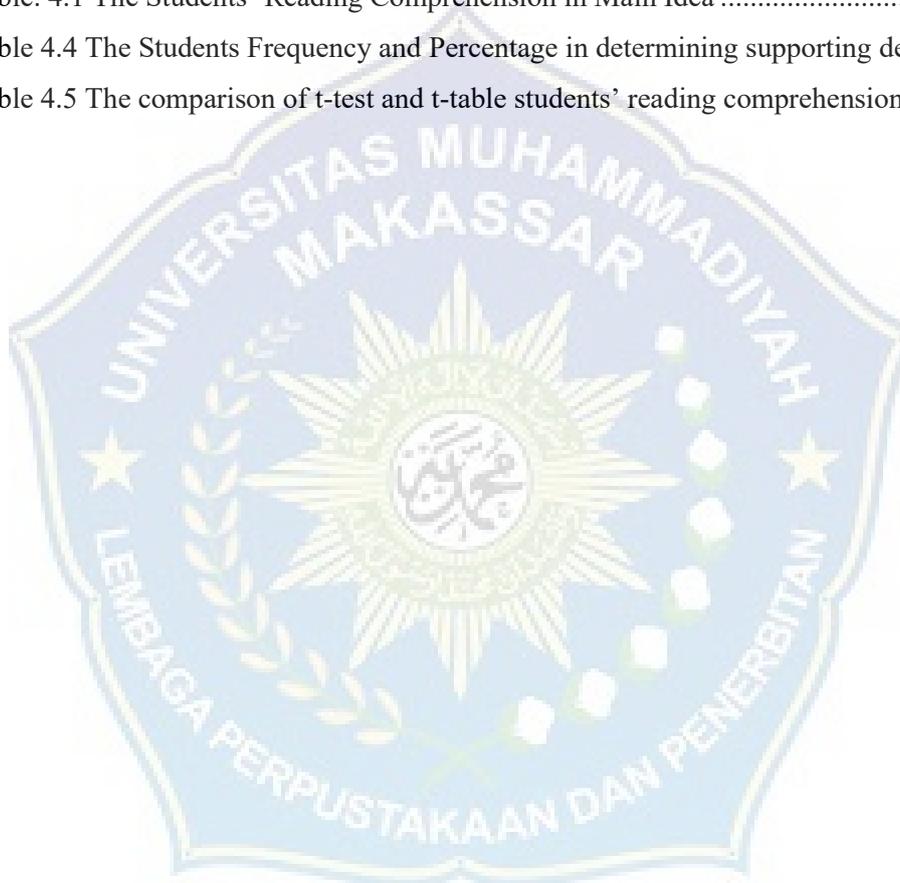
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# CHAPTER I

## INTRODUCTION

### A. Background

In a dynamic framework, the learning-teaching process is a stage in which students and Instructor interact and play the roles as a teacher and learners. According to Özdemir & Akyol (2019), Teacher and students at this stage both undergo changes in knowledge, abilities, behaviors, values, or attitudes, during and after learning and teaching process. In the same line, Ardayati & Herlin (2019), said that teaching as the activity of someone attempting to help others in reaching their full potential in their progress. Based on the description above, it seems likely that teaching in the classroom was a process in which the teacher helped the students learn knowledge, change a bad attitude into a good one, and improve their skills.

Sreena & Ilankumaran (2018), Speaking, listening, reading, and writing are the four aspects in English language teaching. Reading is one the aspect in English learning. The primary purpose of reading is to get or discover information from written material. Teaching reading is very helpful for students in reading classes, especially those who are learning English as a second language. Students who are good at reading can easily move on to other language skills, and by reading a part of a book, a reader can learn new words. People may also understand those who use words to understand what they are reading.

In teaching reading, there are many types of reading material, one of them is Narrative Text. Handayani et al. (2020) mentioned that narrative text has a long

text that the learner must understand. Furthermore, Annisa & Oktavia (2020), narrative text as the written or oral description of a true or fictitious tale, as well as the genre structure underpinning stories and also says the narrative is about how to construct the tale beginning with who the actor is, what happens, where the event occurs, how the event occurs, and how the story concludes. As seen above, narratives have three stages: the beginning, the events, and the conclusion. The tale might be either oral or written. It might be a true or made-up tale.

Reading comprehension is influenced by the reader's experiences, talents, motivation, and reading objectives (Özdemir & Akyol, 2019). Haerazi & Irawan (2020) argues that in reading, students faced some problems in reading comprehension. Students have a lack of new vocabularies when they read new discourse. In addition, they have problems in grammar knowledge when they meet the complex structure texts. In this situation, they rely heavily on their lecturers and do not have a chance to be involved in active learning. In response to this, lecturers should attend an appropriate instructional strategy to handle those problems.

In teaching reading, there are many strategies that we can use to teach students about reading, one of them is Independent Reading strategy. Independent reading activities prove students to choose their own books, learn something or for fun, and reading with own way. According to Sypnieski, et al. (2018) Independent Reading is the instructional strategy of providing students with time in class on a regular basis to read books of their choice It shows how the reader chooses what to read, when, and where to read it. This reading activity is intended

so that students make reading a fun activity, can improve their students reading skills, increase their understanding, develop vocabulary, smooth students' reading, and increase students knowledge.

In strengthening connections, compiling information, and students' abilities in visualizing concepts, mind mapping is choose as a tool that is integrate with independent reading. (Ramadhan & Salam, 2014) says the advantages of using mind mapping in narrative text are mind mapping helps organize and present the ideas, it also helps remember them and understand them better. Mind mapping itself can be designed to support students in reading activities. Mind maps help students organize information in a structured way, encourage students to think critically about the texts they read, and allow students to express their understanding in a flexible and creative way.

The integration of independent reading and mind mapping provides a new dimension to the learning process. It is a powerful strategy to promote a comprehensive and holistic reading experience for students. In independent reading, the main focus is on the individual's reading abilities and experience. By integrating mind mapping, students can describe their personal understanding and explore relationships in the text they read. This strategy allows students to develop their own understanding without relying too much on interactions with others. Choosing the integration of independent reading and mind mapping is more in line with the goal of developing individual reading skills, flexibility of time and space, and an emphasis on personal understanding and student reflection.

The researcher discovered a similar issue in SMAN 3 Bulukumba, namely in the XI MIA 4 class, where children were unable to understand reading content. The children do not comprehend the materials' well, what the text is about, and they cannot find out the point is. Therefore, to help solve this problem, instructor use a variety of learning strategy. The delightful strategie is Integrating Independent Reading and Mind Mapping strategies. In this systematic review, the term of Independent Reading strategy refers to individually practicing reading which students choose to read on their own way while the advantages of using mind mapping is to helps students organize and present their ideas, and also helps remember and understand them better.

#### **B. Problem Statement**

Based on the limitation of the problem mentioned above, the research question was formulated as follow:

*“Does The Integration of Independent Reading and Mind Mapping Strategies improve students’ reading comprehension?”*

#### **C. Objective of the Research**

Based on the research question above, the objective of this study was to find out whether Integration of Independent Reading and Mind Mapping Strategies improve students reading comprehension.

#### **D. Significance of the Research**

The result of the study was expected to give both theoritical and practical benefits as follows:

##### 1. Theoritically

The outcome of this study was expected to made a difference in the field of education. The input was information and ideas about integration of

Independent Reading and Mind Mapping Strategies that can help us to made better understanding about our reading.

## 2. Practically

### a. Teacher

1) The teacher use the information more easily and had a new way to teach the parts of English by Integration Independent Reading and Mind Mapping Strategies.

2) The teacher use this strategy to made reading interested and easy for students.

### b. Students

It help students understand, and remember what they are read as well, and they enjoy learning in the class.

### c. Researcher

The researcher wants to help students to found the easier way to improve students' reading comprehension.

## E. Scope of the Research

This research is limited to the integration of independent reading and mind mapping strategies to improving students' reading comprehension in narrative text. The reading assesment focused on the students' reading comprehension especially how the students' to found the main idea and supporting details in narrative text by the XI MIA 4 of SMAN 3 Bulukumba.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### **A. Previous Related of Research Findings**

There are some previous studies related to this research as follows:

Deacon et al. (2019), concluded that young children have a potent ability to learn spellings and meanings through independent reading, and such learning has highly specific effects on reading outcomes. Children can learn how to make words and what they mean by reading on their own. The researcher did a much-needed test to find out if young readers can learn the sounds and meanings of new words by reading on their own and if each of these skills explains differences in how well people read words and understand what they read. To assess target decoding, the researcher measured accuracy in deciphering novel words in the stories. Children conducted multiple-choice measures evaluating their learning of the spellings and meanings of novel words, as well as word reading and reading comprehension, with controls for age, short-term memory, vocabulary, and phonological awareness.

Cahya & Artini (2020), revealed that independent reading literacy tasks were put in place in three stages: the habituation stage, the development stage, and the learning stage. The school used passive reading to develop reading habits during the habituation stage. This good habit is kept up by giving students real-world literacy tasks when they are in the development stage. For example, storybook writing and a cooperative literacy program can help students develop an interest in reading. In the last step, teachers added reading for fun to the learning process by

having students read the news and review books. The kids got an average score of 90.6 in storybook writing, 90.36 in cooperative literacy, 90.2 in news reading, and 90.47 in book reviews. The results of this study show that independent reading literacy tasks help students learn English better.

Hidayat & Nurinayah (2019), concluded that the reading comprehension of students is affected by the extensive reading approach. The Extensive Reading helped students improve their reading skills as well. Tobs resulted in a greater value than the t-table ( $14.76 > 1.75$ ), indicating that the other hypothesis was supported. However, this study still has some problems. The writer only takes a sample from one class for this study. In this research, there is no control group to serve as a comparison point and make the research more reliable and true. The results showed that learning through extensive reading has a big effect on how well students understand what they read. So, extensive reading is a good way for students to improve their reading comprehension, and it is also a method that teachers can use to make the learning process more effective.

Bukit et al. (2018), concluded that the purpose of the study is to describe how tenth-grade teachers in Sibolangit teach narrative text reading comprehension and to disclose the underlying reasons why they do so. Qualitative research design was used to do this work. The way the data was collected was written down from the way story reading comprehension was taught in the classroom. The study's results show that most teachers don't yet focus on teaching reading skills. Instead, they teach students about different types of books. The main reason why the teachers' ways of teaching reading comprehension didn't help with reading

comprehension was because of the way they were taught. It was due to a misunderstanding of the reading comprehension instruction concept.

Ferdila (2014), found that reading a lot helped teach people how to read. Extensive reading helped students recognize that reading (English texts) is an engaging activity. In line with this, the student's interest in reading also grew after the introduction of extensive reading. Reading a lot also helped teachers make the classroom a fun place to learn. In terms of reading instruction, extensive reading aided students in expanding their vocabulary and enhancing their reading comprehension. Also, most of the students supported the idea of using extensive reading in the reading lessons.

Hidayat & Rohati (2020), found that reading extensively is more effective at enhancing student reading comprehension. It can be said that a teacher can use a method called "extensive reading" to help students understand what they are reading better. When the extensive reading was part of the reading process, the kids were very excited, they could expand their vocabulary, and they could remember what they read. Students' enthusiasm during the observation of their reading activity when extensive reading was implied in class indicates that extensive reading will assist the teacher in enhancing students' reading comprehension. Before extensive reading was used in experimental class, things were different. Students were confused when they saw new words in the readings, and it was hard for them to remember what they had read.

Ramadhan & Salam, (2014) The role of mind mapping strategy proves that the student's achievement on reading comprehension of narrative text is good and

it is found that they have good enthusiasm and understanding in reading comprehension through this technique. Furthermore, this technique can lead the students to think more and guide them in reading comprehension text. Under the concept of mind mapping strategy, the writer finds that this technique is very effective in the study because procedure of this technique can improve an achievement result. It means that the role of this technique is highly effective in reading comprehension of narrative text.

Saori et al. (2020) There was a significant difference between the scores of the students who were taught by using mind mapping and those of the students who were taught by using another technique. The result of the study showed that the mean scores of the experimental group (71.76) were higher than the control group (60.24) after treatment was given. It indicated that the technique can be an alternative technique to teach reading comprehension.

Based on the previous study, the researcher shows that this research is similar to previous research in regards to teaching reading comprehension in general, and the researcher tried to employed the integration Independent Reading and Mind Mapping Strategies as strategy to improve students reading comprehension. It is very simple for the students because they may choose their reading material depends on their interest, notably for reading narrative texts and they can remember and understanding better from the text what they read.

## **B. Some Pertinent Ideas**

### **1. Concept of Independent Reading Strategy**

#### **a. Independent Reading**

Independent reading, also known as free voluntary reading, extensive reading, leisure or pleasure reading, and silent sustained reading, is the instructional strategy of providing students with time in class to read books of their choosing.

According to Sypnieski et al. (2018), Giving EFL students time to read and letting them read what they want is the best way to get them more interested in reading and improve their writing skills by teaching them reading strategies such as reading aloud, taking students to the school library, organizing, and maintaining the library, meeting with students during reading time and inviting students to read outside the classroom can generate high interest in reading and contribute to a learning community that values literacy.

Ferlazzo and Miller in Sypniesky et al. (2018), said that there are many benefits of having students read books of their own choice during school such as improving students' understanding, vocabulary, general knowledge and emphasis, as well as increasing their confidence and motivation as readers. This benefit applies to English learners who read in both English and their native language. Ferlazzo also says that Independent Reading can encourage students to read in their home language, as well as in English can facilitate English acquisition and build literacy skills in both languages.

According to the standard of ELA Common Core in Sypniewski et al. (2018), "Students must read widely and deeply from a variety of literature and information that is of high quality and challenging" towards career and college. It means that students must be diligent in reading to sustain their lives in the future, because reading can make it easier for us to get information. Coleman & Pimentel in Sypniewski et al. (2018), says the lead authors of common core instruct students to read self-selected texts independently by students on a daily basis and specifically say that students should have a connection to reading material that aims to interest students in an independent and regular reading while developing their basic knowledge and enjoyment of reading".

Students do independent reading when they choose to read on their own. It shows how the reader chooses what to read, when, and where to read it. People read on their own to learn something or for fun, Cullinan (2000).

Cullinan (2000), said that teachers could have a wide variety of books with different styles and types of writing. The most important thing that sets independent reading apart from other kinds of reading activities is that students can do it on their own. (e.g., reading aloud) (Tse et al., 2013).

#### b. Procedure of Independent Reading

The steps or rules in Independent Reading are as follows:

- 1) Every student should read,
- 2) Teachers should also read as students read.
- 3) Students read for a certain period,

- 4) Students choose reading materials they like.
- 5) Students can make use of the school library.

If applying independent reading, teachers should prepare the necessary readings for their students. The reading can be fiction or nonfiction. In independent reading activities, students are allowed to read by choosing their own readings that interest them and are given 10-20 minutes depending on the schedule given. To be effective, there are several ways in the process of independent reading, namely:

- 1) Pick a Narrative Text.

In the process of selecting narratives, the instructor teaches students how to identify a narrative whether it is too difficult, too easy, or appropriate to read by showing some words, if most of the words in the narrative seem unfamiliar it means the narrative is too difficult, if most of the words in the narrative are known it means the narrative is too easy, and if some words in the narrative are familiar and there are new words known it means the right narrative to read.

The instructor allows students to use their phones or dictionaries to look up word translations, but the instructor also explains that if the narrative requires students to search for the word constantly, it indicates that the narrative is too difficult to read now.

If the student is in a state of not being able to speak English, does not have a cell phone, has no peer tutor to help them read, there is no

computer in class, and also no bilingual books, then be sure to get a bilingual dictionary that students can read.

Narrative read for independent reading do not always have to be obtained from the school or classroom library or prepared by teachers. Students can get reading from various sources such as the city library, books at home, at bookstores, borrow friends or from other sources.

## 2) Student-Teacher Check-in

Instructors use self-paced reading time to check in with individual students about their future reading engagement, understanding, and interest. It's a short conversation about reading like:

- a) Why chooses this narrative?
- b) Which part is your favorite so far?
- c) Which part is confusing?
- d) How do you feel about reading in English?

Instructors can also use self-help reading time to help students find new narrative, listen to students practice reading out loud, talk about the words they learned, and gather information about the readings they learned.

## 3) Writing and Talking About Narrative

The instructor asks students to respond to their readings in their notebooks. The instructor also has students participate in activities such as write a golden line.

#### 4) Student Success Publishing

If students have finished their reading, the instructor rewards students for each of their progress by giving them color sticky notes and students writing their names, narrative titles, and notes to their reading experience (e.g., "gravis novels I've read"), then pasting the paper on the classroom floor. The instructor asks students to keep a list of narrative they have read in their notebooks. It is not about the reading race but about how the learner's progress.

At the end of the meeting, the instructor asked students to reflect on their independent readings such as:

- a) How much reading did you read in this period? Make a list of titles (see your sticky notes and lists in the author's notebook). How do you feel about the number of these narratives?
- b) How do you feel about your growth in reading? What's getting easier and what's still hard?
- c) What was the best narrative you read during this time? Give at least three reasons why you like it best.
- d) Do you read mostly fiction, science, or a mix of the two?
- e) What methods did you use to help you understand your reading? (Summarizing, searching for new words, posing queries, etc.)?
- f) What will you do differently as a reader the next time (like read harder books, ask for book suggestions, read at home, etc.)?

g) What assistance do you need from your instructor or classmates to become a better reader (locating books, a quiet place to read in class, classmates to discuss your books, establishing a book club, etc.)?

5) Teaming Up with Students who are not seen in their native language.

Sparks in Sypnieski et al. (2018), say that learning to read makes links in the brain deeper, stronger, and faster, even for people who learn to read later in life. Online reading activities are one of the most effective means of addressing this challenge and fostering students' literacy skills. Sypnieski et al. (2018) say that the online sites they found most helpful were interactive and had cascading text, bilingual stories, visuals, and audio support where words were spoken in both English and the student's original language. Teachers who do not have much technology in their classrooms can also view printed books online.

Independent Reading is a very simple activity. In one classroom each student and teacher choose something to read, then silently reads without interruption for a few minutes. Independent Reading activities should be scheduled at the same time each day. With this program, students are expected to read as an activity that is still carried out every day. This reading activity is intended so that students make reading a fun activity, can improve students' reading skills, increase their understanding, develop vocabulary, smooth student reading, and increase student knowledge.

Independent Reading provide many advantages, especially to students. The advantages of implementing this reading program are being able to utilize school facilities, namely libraries according to their purpose, the costs required are not too large because in the application of library books as a tool, students can choose their own books they like, students can undergo the program casually because it is not included in the curriculum that demands grades, and does not interfere with class hours because it is done outside class hours. However, the application of this program also has weaknesses, namely for the success of this program also requires the level of library facilities, the collection of books must be large so that students are more interested in reading, and student comfort in reading is an important concern.

The essence of independent reading is to help students improve their comprehension, develop vocabulary, fluency in reading, and overall facilitate reading.

c. The Term of Independent Reading

Independent reading is also called voluntary reading Krashen in (Cullinan, 2000), leisure reading Greaney in (Cullinan, 2000), extensive reading, and silent sustained reading (Synnieski et al., 2018).

Taylor, Frye and Maruyama in (Tse et al., 2013), was proven Fifth graders got better at reading comprehension when they did independent learning at school, but not when they did it at home. This suggests that independent reading in the classroom may be much more helpful for middle

school students. Most independent reading in schools takes the form of ongoing silent reading, which helps students feel more like themselves and requires less help from teachers. Also, children's independent reading was linked to their literacy skills in a good, long-term, and two-way way. (Silinskas et al., 2020).

Independent reading is when kids read on their own because they want to get the pleasure that comes from reading (Silinskas et al., 2020). Even though the word "independent reading" is used here, it can also be called "reading for pleasure," "voluntary reading," "leisure reading," or a child's own reading habits outside of school/out-of-school reading habits." Multiple lines of evidence indicate a correlation between children's independent reading and their reading abilities.

Williams in Rimi & Zabeen (2016), labels extensive reading as "reading long texts fairly quickly." According to Nuttall in Rimi & Zabeen (2016), extensive reading is mostly a private activity, and the reader stays in his or her own private world of reading for his or her own interest. In Rimi & Zabeen (2016), Nuttall gave two reasons why people should read a lot. The primary reason is that reading a lot is the "simplest and most effective" way for students to improve their reading skills. The second reason is that extensive reading is a good way to learn and also gives kids a lot of fun. As a result, students are excited and make the progress they want while improving their reading skills.

But the point of extensive reading is only to enjoy a book, and in this reading program, students don't have to answer questions about what they've read. They can also choose their own books and read a lot in their own time. For students to really enjoy and benefit from extensive reading, they should be urged to read easy and interesting books and told to stop reading a book if it is too hard, too easy, or too boring. Day in Rimi & Zabeen (2016).

#### d. The Theory Behind Independent Reading

Krashen's Comprehension Hypothesis is the main idea behind Independent Reading, which is also called "extensive reading." The Comprehension Hypothesis states that "we acquire language and develop literacy when we comprehend messages, that is, when we comprehend what we hear and what we read, i.e. when we receive "comprehensible input." Krashen in Ng et al. (2019).

The comprehension hypothesis says that people learn the parts of language, the "skills" like vocabulary and grammar when they get comprehensible information (Krashen in Ng et al., 2019). The understanding hypothesis says that "input must be at least interesting so that acquirers will pay attention" (Krashen, in Ng et al., 2019). Also, Krashen in Renandya et al. (2019) goes one step further and says that for optimal acquisition, information should be compelling, which means that it should be so interesting the acquirer enters a "flow" state. Csikszentmihalyi in Ng et al. (2019). When a reader is in a state of flow while reading Nell in Ng et al. (2019), they are completely absorbed in the book. The theoretical importance of ER comes

from implicit learning. Ellis in Ng et al. (2019) say that implicit learning is when someone learns something without being aware of it.

## **2. Concept of Mind Mapping Strategy**

### **a. Definition of Mind Mapping strategy**

Mind mapping is popularized by Buzan in 1964. It is a chosen instrument that may help a person to share one's memory. During teaching and learning activities, the approach not only made it possible for students to actively provide feedback, but it also served as a gauge for how well students comprehended the subject matter (Luangkrajang, 2022). It's one method for raising students' proficiency in the language. It is a practical method that enhances our ability to acquire knowledge and helps pupils study more efficiently (Saori et al., 2020). Erdogan in Saori et al., (2020) stated that Mind mapping is considered as a technique that could be used in constructivist language lessons because; it develops creativity and promotes individuals' learning. It can be used by hand and paper or computer. Paper mind maps appear to require a lot of time because students have to repeatedly erase and rewrite their work.

### **b. Steps of Mind Mapping**

There are some steps to make mind mapping according to Buzan in Saori et al., (2020):

- 1) Using a minimum of three colors, centre the image or subject.
- 2) Make use of dimensions, codes, symbols, and pictures all throughout the mind map.

- 3) Choose your keywords, then type them in capital or lowercase letters.
- 4) Every word or image is by itself, perched on its own line.
- 5) Join the lines, beginning with the image in the centre. As they radiate out from the centre, the thicker, more organic, and flowing lines in the centre get thinner.
- 6) Align the length of the lines with the word or image.
- 7) Incorporate a range of hues into the mind map.
- 8) Create a unique mind mapping style.
- 9) In the mind map, emphasize key points and highlight connections.
- 10) To embrace your branches and maintain clarity, use outlines, numerical order, or radial hierarchy in your mind map.

c. Mind Map Lesson Plan

Beare (2023) stated there are few plan for making Mind Map, such as:

- 1) Show students examples of mind maps that have been uploaded online to introduce the idea of a mind map. All you have to do is search for "mind map" on Google to find a ton of examples.
- 2) Find out from the students what kinds of topics would be good for mind mapping. It is hoped that students would think of a plethora of inventive applications. If not, we advise citing straightforward instances like words related to household or work duties.
- 3) Make a mind map of the tale you are working on as a class.
- 4) Let's begin with the protagonist. Ask pupils to list the principal facets of that character's existence. The class in this instance selected work, school, friends, and family.

- 5) Inquire of the pupils on the specifics of every group. Who makes up the group? What takes place? In what location does the story occur?
- 6) After giving the pupils the basic outline, instruct them to utilize mind mapping software or to draw the map on paper.
- 7) Ask students to complete the Mind Map by noting the connections, significant occasions, challenges, and other details for every category.
- 8) Depending on what is being reviewed, you should ask students to delve deeper into the story. It's probably ideal to keep things reasonably simple for analysis. But, if you use this to go over a chapter, you might delve much farther into each character.
- 9) You can ask students to evaluate the reading in a number of ways at this stage in the exercise. Here are a few recommendations:
- 10) Use the map to have a conversation with partners about the connections between the people, locations, etc. Every pupil has the option to select one map arm to talk about in-depth.
- 11) Ask students to produce an explanation text to go along with the map as a written assignment.
- 12) Have pupils plan out one or two of the map's arms in order to truly get into the specifics.
- 13) Use your creativity and offer sketches for their mental map.
- 14) Make assumptions about the relationships' histories by employing probability-based modal verbs.

15) Ask inquiries concerning the relationships in a range of tenses in order to concentrate on grammatical functions like tenses.

16) Ask pupils to contrast and compare the maps they make.

The process that learners' brains go through whether they record information using symbols, images, or colors is the same procedure. When using mind mapping to help children enhance their language skills, especially their reading skills, many researchers focused on different aspects. Higher-order thinking skills are necessary for proficient readers to mentally map a text as they read it. It is in keeping with Thamrin and Agustin in Saori et al., (2020) who argue that reading activities need learning activities encouraging students to think higher-order thinking skills. It is possible to use mind mapping to help pupils with their reading assignments.

### **3. Concept of Reading**

#### **a. Definition of Reading**

Reading is the largest topic of discussion in any classroom, not only as source of information but also as a technique for evaluating and improving one's own concepts and language. Reading is a fundamental language skill which is essential in both academic and social situations. There are several definitions of reading. According to Annisa and Oktavia (2020), reading is a condition in which readers utilize text information with past knowledge to know the meaning. Reading is a tough and time-consuming endeavor, even now in ones personal native language, depending upon the type of project

(Mardianti et al., 2021). Thusly, Ardiana. (2015) stated that read is a flexible experience for students because they can learn from the stories they read.

Informed by behavioural theory as in 1950s, Nurkamto et al, (2021). Reading as perceived as an activity that involves the reader reacts to stimuli in printed texts, with no explanation or justification of how this meets the standard. Reading is usually thought of as a single process where the reader decrypts a text from it's own smallest parts (words). This concept has been criticized because it places very much emphasis on studying the basic structure of the sentences in a text.

Reading also an active method of identifying as well as comparing important ideas. Many more from that, the key element is that reader ought to be able to tell what they've read. Reading may provide information than hearing. Anyone who reads a newspaper, as example, will learn more than someone who only sees news on television. Nurdianingsih (2021), say reader may read the content again if people forget or desire more detail information, whilst listeners cannot.

Based on the argument above, it is reasonable to conclude that Reading is the most important thing in everyday life because it allows them to gather data from the content they have learned and also helps them to discover the main idea and supporting details.

#### b. Types of Reading

When it comes to reading, everyone has their own style. In this part, we discussed various styles of reading so that we may appreciate what they are.

We not only read, but we also know what kind of reading we are doing. Defining what reading entails and the many various kinds of reading is critical for us to realize. In general, according to Ngabut (2015), there are four types of reading, they are:

- 1) Skimming (to get an idea of what the author is trying to say in general).
- 2) Scanning (to find a certain fact or piece of information).
- 3) Intense or thorough reading (in this case, reading for details) to get a full idea of a reading text.
- 4) Critical reading (so that you can figure out how knowledge fits into your own set of beliefs).

These types of reading can also be called reading strategies for obtaining necessary information and for determining the proper approaches for a reading task.

#### **4. Concept of Reading Comprehension**

##### **a. Definition of Reading Comprehension**

Reading comprehension is an important part of being able to read. When a person reads a book, he does a lot of different things in his mind. Sari et al. (2020) said that reading comprehension is an action that rebuilds the reader's knowledge and tells the reader to interpret and analyze every part of the text so that they can understand what they are reading. Sari et al. (2020) say that the goal of reading comprehension is:

- 1) Find simple information;
- 2) Skim quickly;

- 3) Happens in academic and business settings;
- 4) Put information together;
- 5) Write and criticize texts.

The national reading framework describes reading comprehension as an active and intricate process involving:

- 1) Understanding written texts;
- 2) Developing and interpreting meaning; and
- 3) Using meanings that fit the type of text, the pose, and the setting.

Then, bodily, intellectual, environmental, socioeconomic, and psychological factors (Sari et al., 2020) affect a person's ability to understand what they read.

#### b. Types of Comprehension

Day & Park (2005) states that They came up with six types of reading comprehension tests based on their experiences teaching reading and making tools. One of the types of comprehension is literal comprehension. Literal comprehension means getting the facts, vocabulary, dates, times, and places of a book. Literal understanding questions can be answered clearly and directly from the text.

### 5. Concept Narrative Text

#### a. Definition of Narrative Text

Reading is a complicated way to get information and understand what's written down. Reading involves thinking. Students are supposed to know what words mean and to understand what is happening in the text. In reading,

there are a variety of text types, including narratives, descriptive, recount, report, and procedure. Students can start reading by reading the story text. According to Oktaviyani et al. (2022), Narrative text can help students learn how to read and understand a story.

An account of a story or a series of events is what a narrative text does. The narrative text frequently entertains the audience. A narrative book also makes students explore an issue, shows them something, or makes them feel something. They learn about narrative text features such as characters, setting, problem, and solution as they read a narrative text. When students read a story, they will learn more new words from the story.

Annisa & Oktavia (2020), stated that the book is split up into two categories: literacy and facts. According to Handayani et al. (2020), Narrative texts mainly use a lengthy text that students should interpret. However, pupils often find it uninteresting and difficult to comprehend. As both a result, the students remained interested in the learning process to comprehend and read narrative texts. Reading, to the contrary side, is probably the most important bit for us to gain. Narrative texts are a type of light reading taught to Senior High School, as according Koilara et al. (2020), Folklore, fairy tales, fables, myths, and horror stories are types of narrative texts.

The narrative writing is very interesting and entertaining. It ends not only a fictional story but also a true story. According to Mufauwazah (2020), The story of fiction is based on the writers' imaginations. On the other hand, a true story is based on something that really happened in the past. The text's moral

values will provide the reader with entertainment, new information, and a life lesson.

From the definition above, it is concluded that a narrative story is a story about something interesting that is meant to entertain or inform the reader. When telling about something interesting that happened to you at work or school, or when telling someone a joke, you use narration.

#### b. Types of Narrative Text

There are many different kinds of narrative text, according to Lubis (2016), they are:

- 1) Humor
- 2) Romance
- 3) Crime
- 4) Real Life Fiction
- 5) Theoretical fiction
- 6) Mystery
- 7) Fantasy
- 8) Science Fiction
- 9) Diary Novels
- 10) Adventure

Within each of these categories, there may be a variety of tales. This type of story can also be included in the genre. A genre is one type of group. The concept of genre is intended to help generate narrative ideas

(Lubis, 2016). Here are a few examples of different types (or genres) of stories that show what they are like:

### 1) Humor

A humorous tale is one that tries to make people laugh as part of telling a story. Here's how it usually goes:

- a) Orientation: The narrator gives the funny characters' names in an unusual scene.
- b) Problem: Something crazy happens in this part.
- c) Order of events: There are a lot of creative ideas and funny things said by characters, and strange things happen to ordinary people.
- d) Resolution: All's well that ends well.

### 2) Romantic

Typically, the plot of a romance involves two lovers who surmount obstacles to be united. Here are the normal features:

- a) Orientation: It has a hot male and a hot female who are looking for love, a foreign setting, sunset, beaches, and moonlight.
- b) Complicated: boy meets girl.
- c) Event sequence: it includes relationship development, jealousy, affection, hurt, pain, warmth, sharing, and problem resolution.
- d) The end: boy gets girl, they marry, and they live happily ever after.

### 3) Historical Feature

Here are some common parts of a historical fiction book:

- a) Setting: a time and place in the past and an account of that time.

- b) Problem: Good and evil meet.
- c) The order of events: actions linked to a time in history, how historical events affect the lives of the characters and a description of how people lived at the time.
- d) Resolution: characters endure the upheaval of the moment (for example, the war).

#### 4) The Diary Novel

In this kind of story, the text is set up like diary notes. Here are some features of a standard diary novel:

- a) Orientation: the narrator is the primary character. Diary notes give a sense of time.
- b) Problem: given one of the journal entries. It can be about romance, adventure, humor, mystery, or another type.
- c) Event sequence: Diary entries describe feelings, hopes, and events.
- d) Reorientation: the narrator describes the resolution to the complication.

#### 5) Fantasy

Here are some features of a standard fantasy story:

- a) Orientation: The setting may be in another world, with goals, witches, wizards, and so on. The hero might be able to use magic.
- b) Complication: Bad things happen to good people.
- c) Event sequence: utilization of sorcery. Action includes elves, dragons, and other magical creatures, as well as courage.
- d) Resolution: God defeats wicked forces.

## 6) Science Fiction

Science fiction stories take place in a world where science and technology are important. Here are some things that are common in this type of text:

- a) Orientation: a world with a setting and technology.
- b) The problem is that the world is in danger from a bad force.
- c) Sequence of events: creative description. Action includes science, technology, and coming up with new ideas.
- d) The end: good wins over evil.
- e) Coda: Be cautious that science is applied for good, not harm.

### c. The Characteristics of Narrative Texts

According to Lubis (2016). Narrative text has few characteristics, they are:

- 1) It tells a story about a thing or events that happened.
- 2) The events are usually listed in chronological order, i.e. in the order in which they occurred in time.

The storyteller has a goal in mind when telling the story. There are some things the storyteller wants to say or give the reader an idea of. As a result, the narrative's details are carefully chosen for purpose.

A story is present through narration. A good story needs to include interesting content for it to be interesting. Notify us of an event that will interest your audience. You might visualize your story as a movie where the audience can watch characters interact and hear them speak. As a result, it should be thorough and understandable, even organized

according to the sequence in which events occurred or in another efficient manner that satisfies all of the objectives listed below:

- 1) It is unified, with every action leading to a developing central theme.
- 2) It is interesting, it immerses the author in the action and gives them the impression that they are paying attention to the proceedings.
- 3) In the larger context of the action, it provides the four *ws* of a setting: where, who, what, and when. It is coherent, transition indicates changes in time, location, and characters.

It begins at the start and ends at its conclusion. Thus, the narrative is told in chronological order, with events happening place one after another. Eventually, a climax is reached. As the conclusion or the significance of the events is revealed, this is the point where there is the most tension or surprise.

According to Safa & Wicaksono (2022), The narrative contains the following grammatical aspects:

- 1) Pay attention to what is unique to each person. She, her, aunt, and uncle are all examples.
- 2) Use of action verbs to show how things work. For instance: lived.
- 3) Use of methods and thoughts that are related. Example: Didn't want (a related action), and heard (a thought action).
- 4) Conjunction. Example: After a few days.
- 5) Past Tense. Were or Was

#### d. General Structure of Narrative Text

A text that recounts a story's event is a narrative. To describe oneself, the oral tale is employed. As a result, the story incorporates narratives that are written, oral, and other. The narrative text's objectives are to amuse, convince, entertain, demonstrate emotion, provide information, and relate experiences.

Neo in Lubis (2016). Narrative has a structure, a shape, or a pattern. It can be represented graphically in this way.

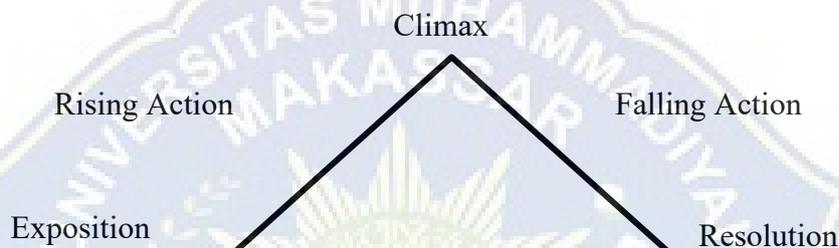


Figure 2.1 Structure of Narrative Text

The Freytag triangle is the name given to the image. The Freytag triangle's purpose is to act as a kind of blueprint or road map that can be utilized to direct us systematically while we write.

What makes up the Freytag triangle?

- 1) The composition sets up the people and the setting.
- 2) "Rising action" means a few problems that build up to the climax.
- 3) The climax is the most important part of a story when problems or issues demand that something be done about them.
- 4) Falling action is the last step before the most exciting moment.
- 5) The resolution is the result or end.

On the other hand, Anderson in Lubis (2016), stated that the steps for constructing a narrative text are:

### 1) Orientation/ exposition

The principal characters, as well as sometimes a few supporting ones, are presented to the readers. In general, some hint as to where and when the action is occurring is provided.

### 2) Complication/ rising action

A series of circumstances are driving the complication, and we often anticipate some form of issue or complication to develop within these circumstances. Simply put, if nothing unexpected happened, it wouldn't be as entertaining. The main protagonists will be involved in this difficulty, which serves to hinder them (temporarily), from achieving their objectives.

### 3) Sequence of event? Climax

Here, the narrator describes how the character responds to the problem. Their actions and feelings are included. A chronological account of the events is preferred, but flashbacks are sometimes acceptable. The narrator's perspective is conveyed to the listeners.

### 4) Resolution/ falling action.

In this section, the implication may be resolved for the better or for the worse, but it is rarely left unresolved (although this is possible in certain types of narratives that leave us pondering "How did it end?").

### 5) Reorientation. It is an optional closure of event.

### C. Conceptual Framework

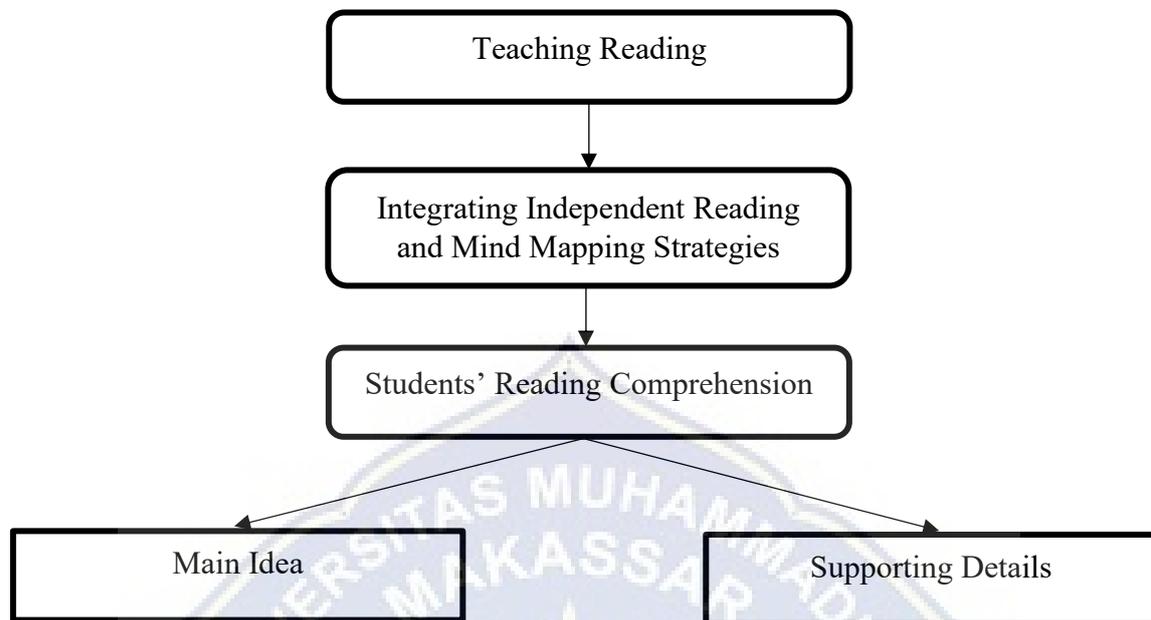


Figure 2.2 Conceptual Framework

By allowing children to read independently and map their own ideas, Integrated Independent Reading and Mind Mapping Strategies can help them improve their reading comprehension. To keep the learning process engaging, several teaching techniques can be applied to reading instruction. In order to put these tactics into practice, the researcher first created some narrative texts that piqued students' interest in reading. Next, students were asked to select the narrative texts they would like to read, and last, they started reading their own stories. Following their reading, the researcher gave them instructions on mind mapping, which might be useful in helping people to map their ideas or the lessons they learned from the narrative text. As a result of becoming involved in the teaching and learning process, all kids may become more interested in reading. Additionally, as children learn in their own way according to what interests them, the merging of mind mapping techniques with independent reading helps pupils

learn more successfully. To increase students' reading comprehension in this study, the researcher used mind mapping techniques with autonomous reading.

#### **D. Research Hypothesis**

The researcher formulates hypotheses that will be test. They are follows:

1. The null hypotheses ( $H_0$ ),that the Integration of Independent Reading and Mind Mapping Strategies is not effective to improve students' reading comprehension.
2. The alternative hypotheses ( $H_1$ ),that the Integration of Independent Reading and Mind Mapping Strategies effective to improve students' reading comprehension.



### CHAPTER III

#### RESEARCH METHOD

##### A. Research Design

This research was a pre-experimental design with one group pre-test and post-test design featuring a single class. The pre-test and post-test plan for one group was done twice: once before the experiment (pre-test) and once after it (post-test). The researcher took one group as a sample to compare the learning results before and after the test. Arikunto in Handayani et al. (2021). The research design could be represent as follows:

Pre-Test	Treatment	Post-Test
X1	0	X2

Explanation:

X1 : Pre-test

0 : Treatment (Independent Reading Strategy)

X2 : Post-Test

Muliati & Syam (2020)

##### B. Research Variables and Indicators

###### 1. Research Variables and Research Indicators

There were two variables in this research, those are:

- a. The independent variable.

Independent variable was integration of Independent Reading and Mind Mapping Strategies. It was influence or explained the dependent variable.

b. The dependent variable

Dependent variable was the students' reading comprehension in narrative text. It was influenced by the independent variable.

c. Research Indicators

The indicators of this research was students' reading comprehension. There were some indicators for assessing the students' reading comprehension. In this research, the researcher conducted two indicators in reading comprehension, including main idea and supporting details.

### **C. Population and Sample**

1. Population

The population of this research was 5 Classes in XI MIA of SMAN 3 Bulukumba in 2022/2023 academic year. Each class contained of 27 students, so the total population was 135 students.

2. Sample

The sample employed cluster random sampling technique where the researcher randomly selected one group as a sample for implementation of Integration Independent Reading and Mind Mapping Strategies to gain the goal how to identify main idea and supporting details. So, the researcher choose XI MIA 4 as a sample of this research with 27 students in the class.

### **D. Research Instrument**

Reading test were used to gather the information. Before the treatment, a pre-test was given, and after the treatment, a post-test was given. The reading test

had six story texts, three for the pre-test and three for the post-test. Each narrative text had three or four questions, including questions about the main idea and supporting details.

### **E. Data Collection**

In collecting data, the researcher used some procedure as follows:

#### 1. Pre-Test

The researcher was given a test to the sample before the Integration Independent Reading and Mind Mapping Strategies as a pre-test to measure the previous knowledge of the student.

#### 2. Treatment (Independent Reading Strategy)

After giving the pre-test, the students were given a treatment by using the integration of independent reading and mind mapping to improve the students' reading comprehension. It conducted four times; each meeting takes 2 x 45 minutes as the regular teaching hour in one meeting in school. The procedure of treatment as follows:

- a) The teacher prepared the narrative text for the students (ficti, non-fiction, or bilingual), and then the students pick up the text based on their interest.
- b) The teacher asked students to read the material carefully about 10-20 minutes. While reading, the teacher asked the students some questions such as:

- 1) Why did you pick up the text?
- 2) How many characters in the text?

- 3) Why the event it happen?
  - 4) Which part make you confuse?
  - 5) How do you feel about reading in English?
- c) The teacher allowed students to use their phone or their dictionary to found the difficult word for them.
- d) The teacher instructed the students if they have read the text to make mind mapping and write every part that students knows from the text, such as; the title of the text, the actors, events, how many characters, etc. Whatever the students knows about the text.

### 3. Post Test

In this stage, the researcher tested the students to found the improvement of the students' reading comprehension after gave the treatment using the integration of independent reading and mind mapping strategies. The teacher asked the students to do the reading task and answer all the questions in written from related to the topic toward students' reading comprehension.

### 4. Comparing the result between pre-test and post-test.

The comparison between pre-test and post test are use to know whether Integrating Independent Reading and Mind Mapping Strategies was effective to improve the students reading comprehension.

## F. Technique of Data Analysis

### 1. Criteria of Score Analysis

The researcher analysis the data as follows;

- a. The rubric of literal reading comprehension dealing with main idea and supporting details.

**Table 3.1 Rubric for the Main Idea**

No.	Criteria	Score
1	The answer includes a clear generalization that state or implies the main idea.	4
2	The answer states or implies the main idea.	3
3	Indicator inaccurate or incomplete understanding of the main idea.	2
4	The answer includes minimal or no understanding of the main idea.	1
5	No answer	0

Harmer in Prasetyo et al. (2018)

**Table 3.2 Rubric for the Supporting Details**

No.	Criteria	Score
1	Relevant, telling, quality details give reader important information that goes beyond the obvious or predictable	4
2	Supporting details and information are relevant but one key issue may be unsupported or more predictable than others.	3
3	Supporting details and information are relevant, but one key issue may be unsupported or fairly predictable.	2
4	Supporting details and information are somewhat relevant, but some key issues are unsupported or are predictable.	1
5	No answer	0

Herman in Soraya. (2021)

- b. Scoring the students correct answer of pre-test and post-test, by using the formula:

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Maximum Score}} \times 100$$

Depdikbud in Prasetyo et al. (2018)

- c. After collecting the data of the students, the researcher classify the score of students. There are seven classification which are use as follows;

**Table 3.3 Classification the score of Students**

No.	Classification	Score
1	Excellent	96-100
2	Very Good	86-95
3	Good	76-85
4	Fairly Good	66-75
5	Fair	56-65
6	Poor	46-55
7	Very Poor	0-45

Depdikbud in Prasetyo et al. (2018)

2. Calculating the Mean Score and the Value of the test
  - a. Calculating the mean score of the students' answer in both pretest and post-test by applying the formula below:

$$X = \frac{\Sigma X}{N}$$

Where :

- X = Mean score  
 $\Sigma X$  = The total row score  
 N = Total sample

Gay in Prasetyo et al. (2018)

- b. To know the improvement of the students' reading comprehension, the researcher will use the percentage technique below:

$$P = \frac{X2 - X1}{X1} \times 100\%$$

Where :

- P = Mean score  
 X1 = Mean Score of Pre-Test  
 X2 = Mean Score of the Post-Test

Gay in Soraya. (2021)

- c. Finding of significant different between the pre-test and post-test by calculating the value of the test;

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

Notation:

t = Test of significant differences

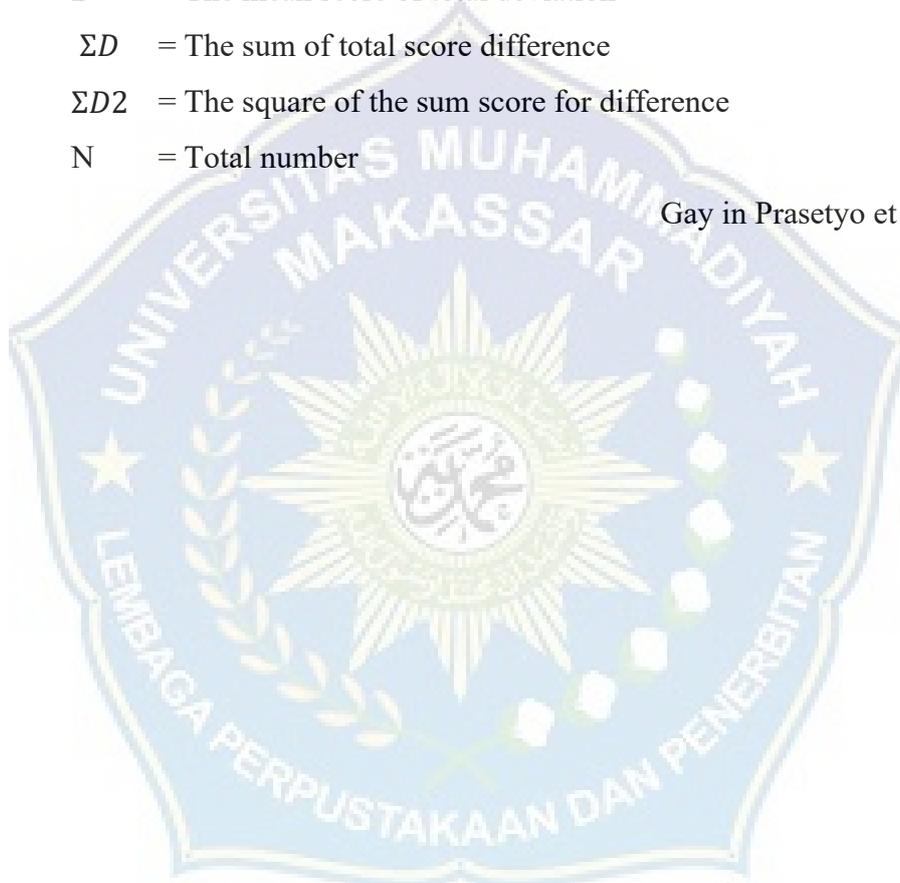
D = The mean score of total deviation

$\Sigma D$  = The sum of total score difference

$\Sigma D^2$  = The square of the sum score for difference

N = Total number

Gay in Prasetyo et al. (2018)



## BAB IV

### RESEARCH FINDINGS

#### A. Findings

The study's conclusions focused on how the integration of independent reading with mind mapping strategies to help students become more proficient readers of narrative texts. The pre-test and post-test scores were the two types of data that the researcher collected after performing the study. The outcomes are displayed as follows:

#### 1. The Result of the Students' Reading Comprehension in Determining Main Idea

The following table showed the result of students reading comprehension in main idea in pre-test and post-test.

Table. 4.1 The Students' Reading Comprehension in Main Idea

No.	Indicator	Score		Result
		Pre-Test (X1)	Post-Test (X2)	
1	Main Idea	49	71	44,8%
<b>Mean</b>				44,8%

The aforementioned table demonstrates how the use of mind mapping and independent reading in the teaching and learning process raised the students' test scores. The 44,8% difference between the students' pre- and post-test scores serves as evidence. Students demonstrate improvement from the pre-test to the post-test, with a 44,8% rise in students, based on the change in the mean score they receive in reading

comprehension. It indicates that from the pre-test to the post-test, students' reading comprehension in identifying the main theme improved.

### 1.1 The Students' Frequency and Percentage in Determining Main Idea

After completing the pre- and post-tests, the frequency and percentage of students' reading comprehension in identifying the key idea are displayed in the following table.

Table 4.2 The Students Frequency and Percentage in determining Main Idea

No.	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	96-100	0	0%	1	3,7%
2	Very Good	86-95	0	0%	2	7,4%
3	Good	76-85	2	7,4%	4	14,8%
4	Fairly Good	66-75	3	11,1%	13	48,1%
5	Fair	56-65	9	33,3%	5	18,5%
6	Poor	46-55	0	0%	1	3,7%
7	Very Poor	0-45	13	48,1%	1	3,7%
<b>Total</b>			27	100%	27	100%

Table 4.2 demonstrates that, out of the 27 students who took the pre-test, 48,1% received extremely low scores, indicating that they still had problems with reading comprehension. The proportion of students who receive good scores is relatively low. However, not a single kid received an outstanding or very good score. Following the intervention, out of 27 students, 13 or 48.1% received a pretty good score on the post-test; just one student continued to struggle with reading comprehension or received a very low score, and three students had already demonstrated proficiency in the skill.

The data above can also be shown in the figure below:

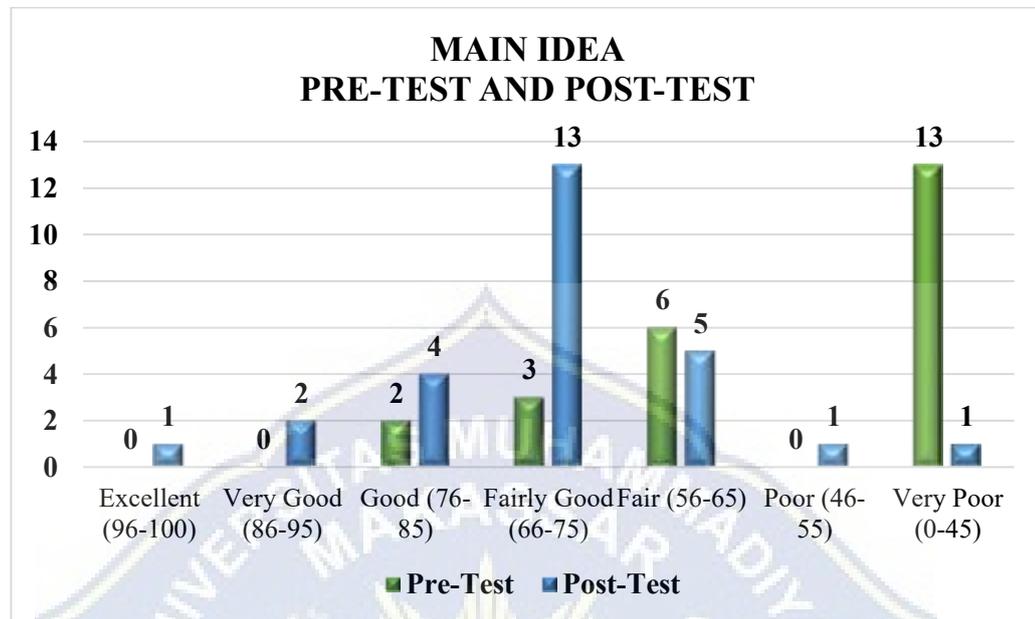


Figure 4.1 The percentage of students' reading comprehension in determining Main Idea

Figure 4.1 above demonstrated that students significantly improved in identifying the primary idea in both the pre- and post-tests. It is evident that in the reasonably good group, the pupils' grades increased from 3 to 13. It's interesting to note that, in contrast to the pre-test, when no students fell into the outstanding or very good group, students' scores skyrocketed on the post-test, as seen by the achievements of three kids.

## 2. The Result of the Students Reading Comprehension in Determining Supporting Details

The results of the students' reading comprehension analysis of supporting details were displayed in the following table.

Table. 4.3 The Students' Reading Comprehension in Main Idea

No.	Indicator	Score		Result
		Pre-Test (X1)	Post-Test (X2)	
1	Supporting Details	67	81	20,8%
<b>Mean</b>				20,8%

The above table demonstrates how the integration of mind mapping and independent reading strategies into the teaching and learning process enhanced the students' scores. In terms of identifying supporting details, the students' percentage improvement between the pre- and post-tests is 20,8%. Students' results in identifying supporting details increase to 20,8% after treatment. It indicates that students' reading comprehension skills in identifying supporting details have improved.

## 2. 1 The students' Frequency and Percentage in determining Supporting Details

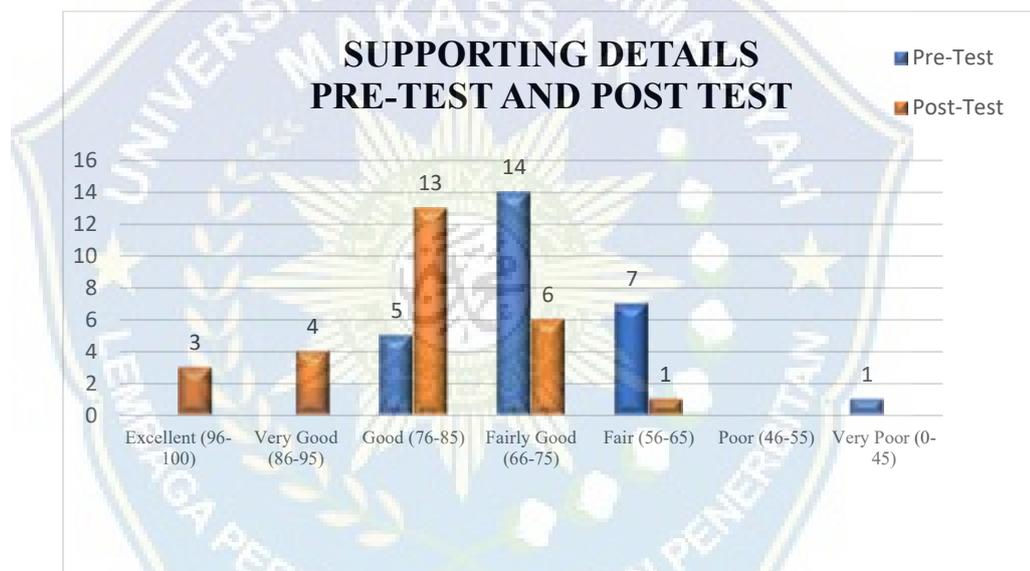
After completing the pre- and post-tests, the frequency percentage of students in identifying supporting details was displayed in the following table.

Table 4.4 The Students Frequency and Percentage in determining supporting details

No.	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	96-100	0	0%	3	11,1%
2	Very Good	86-95	0	0%	4	14,8%
3	Good	76-85	5	18,5%	13	48,1%
4	Fairly Good	66-75	14	51,9%	6	22,2%
5	Fair	56-65	7	25,9%	1	3,7%
6	Poor	46-55	0	0%	0	0%
7	Very Poor	0-45	1	3,7%	0	0%
<b>Total</b>			27	100%	27	100%

Table 4.2 reveals that, out of the 27 students who took the pre-test, 5 (or 18,5%) had strong reading comprehension scores, while 25,9% of students received fair scores, indicating that they still need improvement in this area. Following the intervention, out of the 27 children who took the post-test, 13 or 48.1% scored well, 1 student continued to struggle with reading comprehension or received a fair score, and 7 kids had already demonstrated proficiency in the skill.

The data above can also be shown in the figure below:



**Figure 4.4 The percentage of students' reading comprehension in determining supporting details**

The aforementioned figure 4.4 demonstrated that students significantly improved in both the pre- and post-tests when it came to identifying supporting elements. As we can see, from 5 students to 13 students, the good category has seen a sharp increase in grades. It's interesting to note that, in contrast to the pre-test, when no students fell

into the outstanding or very good category, students' scores skyrocketed in the post-test. Based on student achievements, seven students achieved these levels.

### 3. Test Significance Testing and Hypothesis

To know the level of significance of pre-test and post-test, the researcher used t-test analysis on the level significance was (p) 0,05 with the degree of freedom (df) + N-1 = 26, where N= number of subject. Table 4.5 showed the result of t-test calculation of students reading comprehension.

Table 4.5 The comparison of t-test and t-table students' reading comprehension score

Variable	t-test	t-table
The Integration of Independent Reading and Mind Mapping Strategies	6,583	1,706

Table 4.5 demonstrated that the t-test values exceeded the t-table values. By integrating independent reading with mind mapping, it was shown that there was a significant difference between the students' pre- and post-test results.

#### 3.1 Hypotheses Testing

The researcher used t-test analysis for the level significance (p) = 0,05 and with the degree of freedom (df) = 26 and the t-table was 1,706. Meanwhile, the value of t-test 6,583. It indicates that the t-test value was greater than the t-table value. Thus, the integration of independent reading and mind mapping strategies improves students' reading comprehension in

identifying the main theme and supporting details. It signifies that the null hypothesis (H<sub>0</sub>) was rejected and the alternative hypotheses (H<sub>1</sub>) was accepted..

## **B. Discussion**

This study was carried out by the researcher at SMAN 3 Bulukumba. Pre-testing, treating, and post-testing are the three steps involved. Subsequently, the data is computed using the previously mentioned procedure. based on the examination of data. In order to improve students' reading comprehension at SMAN 3 Bulukumba, it can be determined that there has been an improvement in the integration of independent reading and mind mapping strategies as a learning medium. In order to give the students the freedom to select what they wanted to read, the researcher prepared a number of engaging narrative texts for them to peruse in class. After that, the students were given instructions to select a narrative text and start reading it on their own. Following the completion of the reading assignments by the students, the researcher began to explain mind mapping. She covered its models, what mind mapping is, what to look out for, and how to create one. The researcher then asked students to describe the contents of their thoughts according to what they understood from their narrative, such as who is the main character, how many characters, and the event, into the mind map after they had read the text on their own and understood what it contained.

Following the course of treatment, students' reading comprehension improved to the point that they were able to increase their vocabulary,

comprehension, reading fluency, and reading interest. It seems with (Sypnieski et al., 2018) they said that there are many benefits of having students reads books of their own choice during school such as improving students understanding, vocabulary, general knowledge and emphasis, as well as increasing their confidence and motivation as readers. The data above shows that following the intervention, pupils' reading comprehension improved in terms of both the main idea and supporting details. And also Rimi & Zabeen (2016), said extensive reading is a good way to learn and also gives kids a lot of fun. Students are thrilled as a result, making the desired progress and advancing in their reading comprehension. Along with teaching students to read independently, the researcher also included mind mapping because these two learning processes have similar underlying components that enhance how we acquire knowledge and help students learn more efficiently, according to (Saori et al., 2020). Also mind map may help a person to share one memory (Luangkrajang, 2022).

### **1. The Students' Reading Comprehension in the Term of Main Idea**

The information is presented in the form of student classifications from the pre-test and post-test of their reading comprehension in terms of the main idea. It is evident that, in the pre-test, thirteen students (48,1%) reported being at a very poor level, nine students (33,3%) reported being at a fair level, three students (11,1%) reported being at a fairly good level, and two students (7,4%) reported being at a good level. In contrast, one student (3,7%) reported having very poor scores, one student (3,7%) described having poor scores,

five students (18,5%) described having fair scores, thirteen students (48,1%) described having fairly good scores, four students (14,9%) described having good scores, two (7,4%) described having very good scores, and one student (3,7%) described having excellent scores. This is demonstrated by the fact that the students' pre-test main concept average score was 49, which is classified as "poor," and the post-test score was 71, which is classified as "fairly good." This demonstrates that there was a 44,8% rise in the average pre-test and post-test scores for identifying the primary theme.

## **2. The Students' Reading Comprehension in the Term of Supporting Details.**

Meanwhile, in classifying the students' pre- and post-test results to determine supporting details, it is evident that, in the pre-test, one student (3,7%) described it as being at a very poor level, seven (25,9%) described it as being at a fair level, fourteen (51,9%) described it as being fairly good, and five (18,5%) described it as being at a good level. Similarly, in the post-test, one student (3,7%) described it as being at a fair level, six (22,2%) described it as fairly good level, thirteen (48,2%) described it as good, four (14,8%) students described it as a very good score, and three (11,1%) students described it as being at an excellent level. Students scored an average of 67 on the pretest, which is classified as "fairly good," and 81 on the posttest, which is classified as "good" and increased by 20,8%. The alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected, according to data from the instrument. The study's significant values, which include a t-test

value of 11,546 and a t-table value of 1,706 with a level significance of 0,05, serve as evidence for this. In identifying the main idea and supporting information for class 11 MIA 4 at SMAN 3 Bulukumba, it can be inferred that there is a substantial difference in scores between the pre-test and post-test.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The conclusion that follows provides evidence that the integration of independent reading and mind mapping techniques was successful in raising students' reading comprehension.

1. The pupils' ability to identify the key concept from reading comprehension improved. It has been demonstrated by looking at the rate % of students who were classified as very poor, fair, pretty good, and good in the pre-test and improved to excellent, very good, and good in the post-test, with over half of the students being classified as fairly good.
2. The ability of the students to discern supporting details through reading comprehension increased. This is demonstrated by looking at the pre-test rate percentage, which showed that 50% of students were classified as reasonably good, good, and extremely poor, and the remaining students as fair and very poor. Additionally, the post-test results showed improvements, with half of the kids classified as good or very good, and all of the students receiving exceptional scores. The group of very poor and bad score students had disappeared.

#### B. Suggestion

After analyzing the data gained from reading comprehension, the researcher would like to present some suggestions. They are as follows:

1. Because the majority of the students were engaged and enjoyed reading, the researcher recommended that English teacher SMAN 3 Bulukumba integrate independent reading and mind mapping strategies as a teaching method, particularly when teaching reading comprehension. This would help the students better understand the content of the text.
2. The researcher recommends that students use independent reading and mind mapping strategies more frequently and diligently when learning English. These strategies have benefits that can aid in reading comprehension and help students identify the main idea and supporting details in a passage.
3. Because this research is limited in the literal reading component, particularly in the main idea and supporting details, the researcher recommends looking into other components, like drawing conclusions, as this is a fun exercise that can also be combined with other research techniques.

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## APPENDICES 1

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMAN 3 BULUKUMBA
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Semester 1
Materi Pelajaran	: Reading (Narrative Text)
Alokasi Waktu	: 2 x 45 menit (4 kali pertemuan)

#### A. Kompetensi Inti

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

#### B. Kompetensi Dasar

KD 3.8: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif dengan memberi dan meminta informasi terkait cerita sederhana, sesuai dengan konteks penggunaannya.

KD 4.8: Menyajikan teks naratif pendek dan sederhana terkait cerita sederhana dengan memperhatikan fungsi soisial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

### C. Indikator Pencapaian Kompetensi

- 3.8.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative*.
- 3.8.2 Menjelaskan fungsi sosial pada teks *narrative*.
- 4.8.1 Menyajikan teks *narrative*.
- 4.8.2 Menuliskan inti cerita dari teks *narrative* pendek.

### D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan mampu:

1. Memahami alur dan isi cerita dalam teks *narrative*.
2. Mengidentifikasi main idea/ide pokok dalam suatu cerita.
3. Mengidentifikasi supporting detail dalam teks *narrative*.
4. Membuat pemetaan pikiran/mind mapping sesuai dengan pengetahuan mereka tentang teks *narrative* yang dibaca.

### E. Langkah-Langkah Pembelajaran

1. Media
  - Lembar Teks *Narrative*
  - Lembar Kerja Siswa
  - Lembar Penilaian
2. Alat & Bahan
  - Spidol & Papan Tulis
  - Handphone
3. Metode
  - Integration Independent Reading Strategy and Mind Mapping

### Pendahuluan

- Peserta didik memberi salam dan berdoa
- Guru mengecek kehadiran peserta didik dan memberi motivasi
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan

- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran

### **Kegiatan Inti**

- Guru menyiapkan beberapa teks bacaan agar peserta didik dapat memilih bacaannya sendiri
- Peserta didik diberikan arahan untuk memilih teks bacaannya sendiri sesuai dengan teks yang mereka ingin baca.
- Guru menginstruksikan peserta didik untuk membaca masing-masing teks secara mandiri.
- Guru memberikan beberapa pertanyaan kepada peserta didik untuk seputar kosa kata yang masih asing menurut mereka, plot, karakter, dan isi cerita suatu teks *narrative* yang mereka pilih.
- Guru memberikan kesempatan kepada peserta didik untuk menggunakan handphone mereka untuk mencari kosa kata yang sulit bagi mereka.
- Guru menginstruksikan siswa setelah mereka membaca untuk membuat *Mind Map* dan menuliskan semua bagian yang siswa ketahui tentang bacaan mereka, seperti judul bacaan, pemeran, kejadian/permasalahan dalam teks, berapa banyak karakter, dan sebagainya sesuai dengan yang mereka ketahui.

### **Penutup**

- Guru bersama peserta didik menarik kesimpulan apa yang telah dipelajari
- Guru memberikan kesempatan untuk siswa untuk menyampaikan refleksi
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- Guru menutup pertemuan hari ini dan berdoa bersama-sama

### **Penilaian**

- Teknik Penilaian: Tes
- Bentuk Instrument: Penilaian tes tertulis berbentuk Essay
- Untuk rubric penilaian reading teks *narrative*, sebagai berikut:

Score Maksimal = 100

Nilai Siswa:  $\text{Scoring} = \frac{\text{TOTAL CORRECT ANSWER}}{\text{MAXIMUM SCORE}} \times 100$

No.	Classification	Score
1	Excellent	96-100
2	Very Good	86-95
3	Good	76-85
4	Fairly Good	66-75
5	Fair	56-65
6	Poor	46-55
7	Very Poor	0-45

Bulukumba, Juli 2023

Peneliti,

**Yuyu Pratiwi**  
**NIM. 10535110171**







### The Dog

There is a dog named... (text continues)



### My Papa and His Pup

My papa and his pup... (text continues)



### John Ransom

John Ransom... (text continues)



### Wash is Wash

Wash is wash... (text continues)



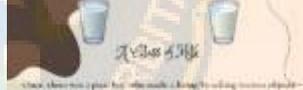
### Washed Wash

Washed Wash... (text continues)



### A Glass of Milk

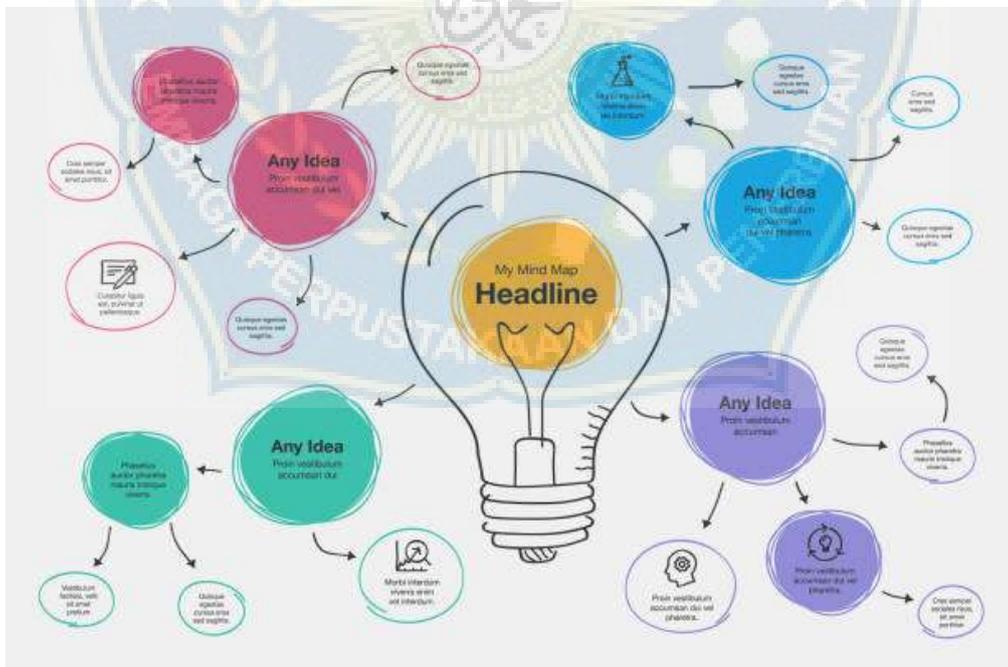
A glass of milk... (text continues)








(Source: [www.mindmeister.com](http://www.mindmeister.com))



(Source: [www.istockphoto.com](http://www.istockphoto.com))

**APPENDICES 3**  
**TABLE OF SCORING**  
**Score of Pre-Test**

<b>No.</b>	<b>Students</b>	<b>Main Idea</b>	<b>Supporting Details</b>	<b>Total</b>
1	TYR	41	60	101
2	DPS	75	78	153
3	A	25	60	85
4	SDR	58	67	125
5	RA	75	78	153
6	NAR	41	75	116
7	ES	25	67	92
8	AAS	25	67	92
9	RS	41	75	116
10	R	25	67	92
11	AR	58	71	129
12	BS	25	71	96
13	AIA	58	71	129
14	ASPA	75	75	150
15	MB	58	57	115
16	HK	41	67	108
17	S	83	78	161
18	MN	83	78	161
19	GNF	41	67	108
20	DM	58	57	115
21	WWP	41	71	112
22	LA	25	78	103
23	AMI	58	57	115
24	RA	58	67	125
25	WEY	58	64	122
26	RM	58	57	115
27	AJW	33	32	65
<b>Total</b>		1342	1812	3154
<b>Average</b>		49,7	67,1	116,8

**TABLE OF SCORING****Score of Post-Test**

<b>No.</b>	<b>Students</b>	<b>Main Idea</b>	<b>Supporting Details</b>	<b>Total</b>
1	TYR	83	75	<b>158</b>
2	DPS	83	85	<b>168</b>
3	A	75	78	<b>153</b>
4	SDR	75	92	<b>167</b>
5	RA	83	85	<b>168</b>
6	NAR	58	78	<b>136</b>
7	ES	58	67	<b>125</b>
8	AAS	75	71	<b>146</b>
9	RS	25	75	<b>100</b>
10	R	58	64	<b>122</b>
11	AR	75	82	<b>157</b>
12	BS	58	82	<b>140</b>
13	AIA	66	67	<b>133</b>
14	ASPA	66	67	<b>133</b>
15	MB	100	100	<b>200</b>
16	HK	75	82	<b>157</b>
17	S	91	89	<b>180</b>
18	MN	91	89	<b>180</b>
19	GNF	75	82	<b>157</b>
20	DM	83	78	<b>161</b>
21	WWP	50	82	<b>132</b>
22	LA	75	96	<b>171</b>
23	AMI	75	82	<b>157</b>
24	RA	75	82	<b>157</b>
25	WEY	75	92	<b>167</b>
26	RM	75	82	<b>157</b>
27	AJW	58	100	<b>158</b>
<b>Total</b>		1936	2204	4140
<b>Average</b>		71,7	81,6	153,3

### Accumulation Score of Pre-Test and Post-Test

No.	Students	X1	X2	D	D <sup>2</sup>
1	TYR	101	<b>158</b>	57	3249
2	DPS	153	<b>168</b>	15	225
3	A	85	<b>153</b>	68	4624
4	SDR	125	<b>167</b>	42	1764
5	RA	153	<b>168</b>	15	225
6	NAR	116	<b>136</b>	20	400
7	ES	92	<b>125</b>	33	1089
8	AAS	92	<b>146</b>	54	2916
9	RS	116	<b>100</b>	-16	256
10	R	92	<b>122</b>	30	900
11	AR	129	<b>157</b>	28	784
12	BS	96	<b>140</b>	44	1936
13	AIA	129	<b>133</b>	4	16
14	ASPA	150	<b>133</b>	-17	289
15	MB	115	<b>200</b>	45	2025
16	HK	108	<b>157</b>	49	2401
17	S	161	<b>180</b>	19	361
18	MN	161	<b>180</b>	19	361
19	GNF	108	<b>157</b>	49	2401
20	DM	115	<b>161</b>	46	2116
21	WWP	112	<b>132</b>	20	400
22	LA	103	<b>171</b>	68	4624
23	AMI	115	<b>157</b>	42	1764
24	RA	125	<b>157</b>	32	1024
25	WEY	122	<b>167</b>	45	2025
26	RM	115	<b>157</b>	42	1764
27	AJW	65	<b>158</b>	93	8649
<b>Total</b>		4.140	3.154	946	48.588
<b>Average</b>		153,3	116,8	35,0	1799,5

### Rate Percentage of Students Score

#### Main Idea (Pre Test – Post Test)

No.	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	96-100	0	0%	1	3,7%
2	Very Good	86-95	0	0%	2	7,4%
3	Good	76-85	2	7,4%	4	14,8%
4	Fairly Good	66-75	3	11,1%	13	48,1%
5	Fair	56-65	9	33,3%	5	18,5%
6	Poor	46-55	0	0%	1	3,7%
7	Very Poor	0-45	13	48,1%	1	3,7%
Total			27	100%	27	100%

#### Supporting Details (Pre Test – Post Test)

No.	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	96-100	0	0%	3	11,1%
2	Very Good	86-95	0	0%	4	14,8%
3	Good	76-85	5	18,5%	13	48,1%
4	Fairly Good	66-75	14	51,9%	6	22,2%
5	Fair	56-65	7	25,9%	1	3,7%
6	Poor	46-55	0	0%	0	0%
7	Very Poor	0-45	1	3,7%	0	0%
Total			27	100%	27	100%

#### Mean Score Main Idea

No.	Indicator	Score		Result
		Pre-Test (X1)	Post-Test (X2)	
1	Main Idea	2,00	2,84	42%
Mean				42%

#### Mean Score Supporting Details

No.	Indicator	Score		Result
		Pre-Test (X1)	Post-Test (X2)	
1	Supporting Details	67,54	81,94	21,32%
Mean				21,32%

## APPENDICES 4

### LETTERS



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN**

*Akronat kantor: Jl.Sultan Alauddin No.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411)865588*

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Yuyu Pratiwi  
Nim : 105351101719  
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	10 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	4 %	10 %
5	Bab 5	0 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 14 November 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



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Lampiran : 1 (Satu) Lembar  
Perihal : Pengantar Penelitian

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Ketua LP3M Unismuh Makassar  
Di -  
Makassar

*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	: Yuyu Pratiwi
Stambuk	: 105351101719
Program Studi	: Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	: Bira / 10-09-2001
Alamat	: Perumahan Nusa Mappala Gowa blok C7 no. 7

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: Integrating Independent Reading Strategy with Mind Mapping to Improve the Students' Reading Comprehension

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H  
22 Juni 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.  
NBM. 860 934



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR

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04 Dzulhijjah 1444 H

Lamp : 1 (satu) Rangkap Proposal

22 June 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan  
di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13855/FKIP/A.4-II/VI/1444/2023 tanggal 22 Juni 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : YUYU PRATIWI

No. Stambuk : 10535 1101719

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"INTEGRATING INDEPENDEN READING STRATEGY WITH MING MAPPING TO IMPROVE THE STUDENTS' READING COMPREHENSION"**

Yang akan dilaksanakan dari tanggal 27 Juni 2023 s/d 27 Agustus 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.  
NBM 101 7716



MAJELIS DIKILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Research@unismuh.ac.id  
Research@unismuh.ac.id  
Website: <http://unismuh.ac.id>

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : YUYU PRATIWI  
NIM : 105351101719  
Judul Penelitian : THE INTEGRATION OF INDEPENDENT READING AND MIND MAPPING STRATEGIES TO IMPROVE STUDENTS' READING COMPREHENSION (A PRE-EXPERIMENTAL RESEARCH)  
Tanggal Ujian Proposal : 08 JUNI 2023  
Tempat/Lokasi Penelitian : SMAN 3 BULUKUMBA

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 17/07/2023	Pre-Test	SAIFUL, S.Pd	A
2	Kamis, 20/07/2023	Treatment	SAIFUL, S.Pd	A
3	Senin, 24/07/2023	Treatment	SAIFUL, S.Pd	A
4	Kamis, 27/07/2023	Treatment	SAIFUL, S.Pd	A



MAJELIS DIKILITBANG PP MUHAMMADIYAH  
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Research@unismuh.ac.id  
Research@unismuh.ac.id  
Website: <http://unismuh.ac.id>

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

5	Senin, 31/07/2023	Treatment	SAIFUL, S.Pd	A
6	Selasa, 01/08/2023	Post-Test	SAIFUL, S.Pd	A

Bulukumba, Juli 2023

Mengetahui,

Ketua Program Studi,  
FKIP Unismuh Makassar



Dr. Umami Khaerati Svam, S.Pd., M.Pd.  
NBM. 977 807

Kepala sekolah



Drs. Ramlis, M.Si  
NIP. 19680601 199512 1 007



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PEMERINTAH PROPINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMAN 3 BULUKUMBA



ALAMAT : Tamakberu, Kec. Bontobahari, Kab. Bulukumba, E-mail: Smanga.bulukumbat@ yahoo.com

SURAT KETERANGAN SELESAI PENELITIAN  
Nomor: 421.3 /214 / SMA.03 / Blk /VIII/Disdik

Yang bertanda tangan di bawah ini, Kepala UPT SMAN 3 Bulukumba Kabupaten Bulukumba Menerangkan bahwa

Nama : YUYU PRATIWI  
Nomor Pokok : 105351101719  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S.1  
Institut : Universitas Muhammadiyah Makassar (UNISMUH)

Yang bersangkutan diatas selesai melaksanakan penelitian di SMAN 3 Bulukumba, Kec.Bontobahari dalam rangka penyusunan skripsi dengan judul **INTEGRATING INDEPENDENT READING STRATEGY WITH MIND MAPPING TO IMPROVE THE STUDENTS READING COMPREHENSION ( A Pre-Experimental Research)** yang berlangsung dari tanggal 17 Juli s/d 1 Agustus 2023.

Demikian surat keterangan ini dan di berikan untuk dipergunakan sebagaimana mestinya

Bontobahari, 02 Agustus 2023

Kepala UPT SMAN 3 Bulukumba



Dr. Hamli, M.Si

Nip. 19680601 199512 1 007



#BerAKHLAK  
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**LETTER OF ACCEPTANCE**  
0858/BG-FKIP/LOA/B/XI/1445/2023

Dear YUYU PRATIWI

It is our pleasure to inform you that, after reviewing your paper:  
THE INTEGRATION OF INDEPENDENT READING AND MIND MAPPING  
STRATEGIES TO IMPROVE STUDENTS' READING COMPREHENSION  
The manuscript ID: 1122

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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contribution.

We will let you know if you must make any modification as the reviewer's  
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Makassar, 28 November 2023 M  
14 Jumadil Ula 1445 H

Head of English Education Department  
Faculty of Teacher Training and Education



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**APPENDICES 5**  
**DOCUMENTATION**

**Pre-Test**



**Treatment**







**Post-Test**



## BIOGRAPHY OF AUTHOR



Yuyu Pratiwi On September 10, 2001 was born in Bira, Bulukumba Regency. The author is Ansar Taufik and Mariana's first child.

When the author was seven years old, she resumed her basic education at SDN 292 Bira after attending Ananda Kindergarten in 2007. The author continued her education in junior high school in 2013 at SMPN 34 Bulukumba where she graduated in 2016, and in high school in 2019 at SMAN 3 Bulukumba.

The author was enrolled in the English Language Education Department of the Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar in 2019.

The author's motto is, "Leave everything to Allah" which means that whatever we plan in the future, always involve Allah in all our affairs because Allah knows what is best for His servant. The author also aspires to be a rich woman.

