

## CHAPTER IV

### DATA ANALYSIS AND FINDING

In this chapter the writer would like to present the data analysis, qualitative and quantitative data also the finding regarding the implementation of the study on field.

#### 4.1 Pre-Test

Before implementing the mind mapping students were asked to take a pre-test and the result of this test can be seen on the following table.

**Table 4.1 Pre-test result**

NO	Students Number	pre-test score	desc
1	S1	60	F
2	S2	60	F
3	S3	60	F
4	S4	60	F
5	S5	50	F
6	S6	60	F
7	S7	60	F
8	S8	50	F
9	S9	60	F
10	S10	40	F
11	S11	40	F
12	S12	60	F
13	S13	50	F
14	S14	60	F
15	S15	50	F
16	S16	80	P
17	S17	-	-
18	S18	70	P
19	S19	60	F
20	S20	80	P
21	S21	70	P
22	S22	60	F
23	S23	70	P
24	S24	60	F
25	S25	50	F
26	S26	-	-
27	S27	60	F
28	S28	50	F

Note: P: Pass (equal or more than 70); F: Fail (less than 70); SN Student 1, etc.

based on the pre test result, we can see that from 26 students who took the test only 5 students or 19.23% of the subject was able to pass the passing grade while the other 21 students or 80.77% of them failed it and the average score for the class was 58.84 or “Below average” according to the standard of measurement applied.

## 4.2 Cycle I

In this cycle the researcher implemented the action that happened on 5 April, 2018. The result of posttest in cycle I, the result of the product (mind mapping) in cycle I, the observation result of the students' behavior in cycle I and the observation result of the researcher's classroom management skill can be seen below.

### 4.2.1 Cycle I Post-Test

At the end of cycle I students took a post-test and the result of this test can be seen on the following table.

**Table 4.2 cycle 1 Posttest Result**

NO	Students Number	Cycle 1 posttest score	desc
1	S1	65	F
2	S2	65	F
3	S3	60	F
4	S4	80	P
5	S5	75	P
6	S6	80	P
7	S7	75	P
8	S8	65	F
9	S9	75	P
10	S10	60	F
11	S11	60	F
12	S12	75	P
13	S13	60	F
14	S14	75	P
15	S15	65	F
16	S16	85	P
17	S17	-	-
18	S18	80	P
19	S19	75	P
20	S20	85	P
21	S21	80	P
22	S22	65	F
23	S23	75	P
24	S24	70	P
25	S25	60	F
26	S26	-	-
27	S27	65	P
28	S28	65	P

Note: P: Pass (equal or more than 70); F: Fail (less than 70); SN Student 1, etc.

Based on the result of this test we can see that from 26 students who took the test 16 students or 53.85% of the subject was able to pass the passing grade

while the other 12 students or 46.15% of them failed it and the average score for the class was 70.58 or “Good” according to the standard of measurement applied.

The researcher also examined the mind map made by the students and the result can be seen in the following table.

**Table 4.3 Result of the Product (Mind map) Evaluation in Cycle I**

NO	STUDENTS NUMBER	MIND MAP CYCLE I		TOTAL	SCORE	DESCRIPTION
		SEQUENCE	KEYWORD			
		4	4			
1	S1	2	1	3	1.5	BELOW AVERAGE
2	S2	2	2	4	2	AVERAGE
3	S3	2	1	3	1.5	BELOW AVERAGE
4	S4	2	2	4	2	AVERAGE
5	S5	2	1	3	1.5	BELOW AVERAGE
6	S6	2	2	4	2	AVERAGE
7	S7	2	2	4	2	AVERAGE
8	S8	1.5	1	2.5	1.25	BELOW AVERAGE
9	S9	2	2	4	2	AVERAGE
10	S10	2	1.5	3.5	1.75	AVERAGE
11	S11	1	1	2	1	BELOW AVERAGE
12	S12	2	2.5	4.5	2.25	AVERAGE
13	S13	2	1.5	3.5	1.75	AVERAGE
14	S14	1	2	3	1.5	BELOW AVERAGE
15	S15	2	1	3	1.5	BELOW AVERAGE
16	S16	3	3	6	3	GOOD
17	S17	-	-	-	-	-
18	S18	3	2.5	5.5	2.75	GOOD
19	S19	2	1.5	3.5	1.75	AVERAGE
20	S20	3	3	6	3	GOOD
21	S21	2	2	4	2	AVERAGE
22	S22	2	1.5	3.5	1.75	AVERAGE
23	S23	2	1.5	3.5	1.75	AVERAGE
24	S24	2	1	3	1.5	BELOW AVERAGE
25	S25	1	1.5	2.5	1.25	BELOW AVERAGE
26	S26	-	-	-	-	-
27	S27	1.5	2	3.5	1.75	AVERAGE

28	S28	2	1	3	1.5	BELOW AVERAGE
<b>AVERAGE SCORE</b>				<b>95</b>	<b>1.82</b>	<b>AVERAGE</b>

*Note: Sn: Student 1, etc*

The aspects that were monitored here were only the logic sequence of the map from the topic, sub topic, to the chunk of information and keywords used to summarize the information. The less words used is better.

From 26 students who made mind map only 3 or 11.54% of the subject got score in range 2.56 to 3.55 described as “good”, 13 or 50% of the subject got score in range 1.56 to 2.55 described as “average”, and 10 or 38.46% of the subject got score in range 0 to 1.55 described as “below average”. The average score was 1.82. It means that the students’ ability to make a mind map of a narrative text was “average”

#### 4.2.2 Observing

In this part, the writer asked English teacher observed the teaching process when the writer was teaching. The writer was observed in three major steps of teaching, they are; opening activities, main activities and closing activities. Opening activities consist of opening the class by greeting, asking students to pray together, checking the students attendances, conditioning the class, told the material to the students that will be learned and stated the learning objectives. While the main activities in this cycle, the writer prepared a narrative text to students. The students read the text and answered the questions from the text . The Writer asked the students to make mind map based on the text. While closing activities of teaching are, the writer asked students’ difficulties when they answered

the questions and when the students made the mind mapping. The observer also observed students' response and attitude when they were given explanation and also when they answered the question based on the text.

Besides the written test and the product, during the implementation of cycle I students got their behavior observed as well in order to see how they respond to the learning activity. The result can be seen in the following table.

**Table 4.4 Observation Result of the Students' Behavior in Cycle I**

No	Student Number	Paying Attention (1-4)		Reading (1-4)		Asking Question (1-4)		Answering Question (1-4)		Doing The Task (1-4)		Enjoying The Lesson (1-4)		Total 48	Score 4	Description
		Obs. 1	Obs. 2	Obs. 1	Obs. 2	Obs. 1	Obs. 2	Obs. 1	Obs. 2	Obs. 1	Obs. 2	Obs. 1	Obs. 2			
1	S1	3	2	2	2	3	2	3	2	2	2	3	3	29	2.42	Average
2	S2	3	3	2	3	2	3	2	3	2	4	2	4	33	2.75	Good
3	S3	2	2	3	3	3	2	2	3	3	2	4	3	32	2.67	Good
4	S4	3	3	2	3	2	2	2	3	2	3	3	3	31	2.58	Good
5	S5	2	3	4	2	2	3	2	3	2	3	2	3	31	2.58	Good
6	S6	3	2	2	3	2	3	3	2	3	2	3	4	32	2.67	Good
7	S7	2	3	2	2	3	2	2	3	2	3	4	2	30	2.50	Average
8	S8	2	2	3	3	2	3	2	3	2	3	3	3	31	2.58	Good
9	S9	3	2	2	2	2	2	3	3	2	3	2	3	29	2.42	Average
10	S10	2	2	3	3	2	3	2	3	3	2	3	3	31	2.58	Good
11	S11	1	2	1	2	2	1	2	1	2	2	2	2	20	1.67	Average
12	S12	3	3	2	2	3	2	2	3	2	3	3	3	31	2.58	Good
13	S13	2	2	2	3	2	2	2	1	2	2	2	2	24	2.00	Average
14	S14	3	2	2	2	1	1	2	2	2	1	2	2	22	1.83	Average
15	S15	3	2	2	3	2	3	2	3	3	2	3	3	31	2.58	Good
16	S16	4	4	3	4	4	3	4	4	3	4	4	4	45	3.75	Very Good
17	S17															
18	S18	3	2	3	2	2	3	2	3	3	3	3	4	33	2.75	Good
19	S19	2	2	2	2	2	1	2	2	2	2	2	2	23	1.92	Average
20	S20	4	3	4	4	3	3	4	3	4	4	4	4	44	3.67	Very Good
21	S21	3	2	3	3	3	2	3	2	3	2	3	3	32	2.67	Good
22	S22	2	3	3	2	2	3	2	3	2	2	3	4	31	2.58	Good
23	S23	3	2	2	3	2	4	2	3	3	2	3	2	31	2.58	Good
24	S24	3	3	2	3	2	2	2	3	2	4	3	3	32	2.67	Good
25	S25	3	2	2	3	2	4	3	2	2	2	3	4	32	2.67	Good
26	S26															
27	S27	2	2	3	3	2	3	2	2	3	4	2	4	32	2.67	Good
28	S28	3	3	2	3	3	3	2	2	3	2	3	3	32	2.67	Good
Average Score														804	2.58	Good

Note: Sn: Student 1, etc.

The presented data shows that from 26 students 2 or 7.69% of the subject got score from 3.56 to 4.00 or “very good”, 17 or 65.38% of the subject got score from 2.56 to 3.55 or “good”, 7 or 26.92% of the subject got score from 1.56 to 2.55 or “average” and the average score was 2.58. Based on this score the subject’s behavior and respond towards the teaching learning process using Mind Map can be categorized as “good”.

**Table 4.5 Observation Result of the Researcher’s Classroom Management Skill in Cycle 1**

Indicator	Cycle I score		Total	Score
	Observer 1	Observer 2		
	4	4		
<b>Preventive</b>				
1. Responsive				
a. Eye contact	3	3	6	3.00
b. Approaching gesture	4	3	7	3.50
c. Giving Comment	3	3	6	3.00
d. Providing help and support in making mind map	3	4	7	3.50
e. Responding the interruption in the classroom	3	3	6	3.00
2. Giving Attention				
a. Visually	3	3	6	3.00
b. Verbally	3	3	6	3.00
3. Getting Attention				
a. Preparing the students for the lesson	3	3	6	3.00
b. Demanding responsibility from the students (by reporting their work, responding to a question or statement, etc.)	3	3	6	3.00
4. Giving Clear Instruction	3	3	6	3.00
5. Reprimanding				
a. Firm, clear, appropriate	3	3	6	3.00
b. Avoiding rudeness	3	3	6	3.00
c. Avoiding mocks	3	3	6	3.00
6. Reinforcement	3	3	6	3.00

<b>Corrective</b>				
7. Finding and solve behavior issue that lead to problem in the classroom	4	4	8	4.00
8. Modifying students behavior	3	4	7	3.50
<b>Average Score</b>	<b>50</b>	<b>51</b>		<b>50.50</b>
	<b>3.13</b>	<b>3.19</b>		<b>3.16</b>

Based on the presented result the researcher got score 3.16 and her ability in managing the classroom can be categorized as “good” .

#### 4.2.3 Reflecting

In this stage the researcher and the observers discussed about the result of the observation, students’ ability to comprehend a text and made a reflection of action. The result show that most students were not really motivated when they have to draw and had to put extra work in understanding the article they read in order to determine the most suitable keywords. there was also lack of vocabulary in general proved by many questions about difficult words from the students. Furthermore, the posttest score had not fulfilled the require score. Therefore correction was needed and the implementation was proceeded to cycle II.

#### 4.3 Cycle II

Based on the result of cycle I, the researcher decided to make a cycle II. The aims of making cycle II, because she wanted to improve students’ reading ability and solve the problems in cycle I. The result of this test can be seen below.

#### 4.3.1 Cycle II Post-Test

At the end of cycle II students took a post-test and the result of this test can be seen on the following table.

**Table 4.6 Cycle II Posttest Result**

NO	Students Number	Cycle 1 posttest score	desc
1	S1	70	P
2	S2	70	P
3	S3	65	F
4	S4	85	P
5	S5	75	P
6	S6	80	P
7	S7	75	P
8	S8	65	F
9	S9	80	P
10	S10	70	P
11	S11	60	F
12	S12	80	P
13	S13	70	P
14	S14	80	P
15	S15	65	F
16	S16	90	P
17	S17	-	-
18	S18	85	P
19	S19	75	P
20	S20	85	P
21	S21	80	P
22	S22	70	P
23	S23	85	P
24	S24	65	F
25	S25	70	P
26	S26	-	-
27	S27	75	P
28	S28	65	F

Note: P: Pass (equal or more than 70); F: Fail (less than 70); SN Student 1, etc.

Based on the result of this test we can see that from 26 students who took the test 20 students or 76.92% of the subject was able to pass the passing grade while the other 6 students or 23.08% of them failed it and the average score for the class was 74.42 or “Good” according to the standard of measurement applied.

The researcher also examined the mind map made by the students and the result can be seen in the following table.

**Table 4.7 Result of the Product ( Mind map) Evaluation in Cycle II**

NO	STANDARD NUMBER	MIND MAP CYCLE I		TOTAL	SCORE	DESCRIPTION
		SEQUENCE	KEYWORD			
		4	4			
1	S1	2	3	5	2.5	AVERAGE
2	S2	3	3	6	3	GOOD
3	S3	2	3	5	2.5	AVERAGE
4	S4	3	2	5	2.5	AVERAGE
5	S5	2	3	5	2.5	AVERAGE
6	S6	3	2	5	2.5	AVERAGE
7	S7	2	3	5	2.5	AVERAGE
8	S8	3	3	6	3	GOOD
9	S9	2	3	5	2.5	AVERAGE
10	S10	3	4	7	3.5	GOOD
11	S11	2	3	5	2.5	GOOD
12	S12	2	4	6	3	GOOD
13	S13	4	3	7	3.5	GOOD
14	S14	3	2	5	2.5	AVERAGE
15	S15	2	3	5	2.5	AVERAGE
16	S16	4	4	8	4	VERY GOOD
17	S17					
18	S18	3	3	6	3	GOOD
19	S19	2	4	6	3	GOOD
20	S20	3	3	6	3	GOOD
21	S21	4	2	6	3	GOOD
22	S22	2	4	6	3	GOOD
23	S23	2	3	5	2.5	AVERAGE
24	S24	3	2	5	2.5	AVERAGE
25	S25	3	4	7	3.5	GOOD
26	S26					
27	S27	3	2	5	2.5	AVERAGE
28	S28	2	3	5	2.5	AVERAGE
<b>AVERAGE SCORE</b>				<b>147</b>	<b>2.83</b>	<b>AVERAGE</b>

From 26 students who made mind map 1 or 3.85% of the subject got score in range 3.56 to 4.00 described as “very good”, 12 or 46.15% of the subject got score in range 2.56 to 3.55 described as “good”, and 13 or 50.00% of the subject

got score in range 1.56 to 2.55 described as “ Average”. The average score was 2.83. It means that the students ability to make a mind map of a narrative text was “good”.

#### 4.3.2 Observing

During the teaching learning process the collaborators observed the students' behavior towards the teaching learning activity and classroom management skill of the researcher using observation sheet. The researcher herself also used journal to record the event that occurred during the implementation of the study. Besides the written test and the product, during the implementation of cycle II students got their behavior observed as well in order to see how they respond to the learning activity. The result can be seen in the following table.

**Tabel 4.8 Observation Result of the Students' Behavior in Cycle II**

No	Student Number	Paying Attention (1-4)		Reading (1-4)		Asking Question (1-4)		Answering Question (1-4)		Doing The Task (1-4)		Enjoying The Lesson (1-4)		Total 48	Score 4	Description
		Obs. 1	Obs. 2	Obs. 1	Obs. 2	Obs. 1	Obs. 2	Obs. 1	Obs. 2	Obs. 1	Obs. 2	Obs. 1	Obs. 2			
1	S1	3	2	2	3	3	2	3	2	3	2	3	3	31	2.58	Good
2	S2	3	3	2	3	2	3	2	3	2	4	2	4	33	2.75	Good
3	S3	2	4	3	3	3	2	2	4	3	2	4	3	35	2.92	Good
4	S4	3	3	2	3	2	2	2	3	2	3	3	3	31	2.58	Good
5	S5	2	3	4	2	2	3	4	3	2	3	4	3	35	2.92	Good
6	S6	3	2	2	3	2	3	3	2	3	2	3	4	32	2.67	Good
7	S7	2	3	3	2	3	2	3	3	2	3	4	2	32	2.67	Good
8	S8	3	2	3	3	2	3	2	3	2	3	3	3	32	2.67	Good
9	S9	3	4	2	2	4	3	3	3	4	3	2	3	36	3.00	Good
10	S10	2	2	3	3	2	3	2	3	3	2	3	3	31	2.58	Good
11	S11	3	2	3	2	2	3	2	3	4	2	4	2	32	2.67	Good
12	S12	3	3	2	3	4	2	2	3	2	3	3	3	33	2.75	Good
13	S13	2	2	2	3	2	2	4	4	2	2	2	4	31	2.58	Good
14	S14	3	4	2	2	3	3	4	2	2	3	3	2	33	2.75	Good
15	S15	3	3	2	3	2	3	2	3	3	4	3	3	34	2.83	Good
16	S16	4	4	3	4	4	3	4	4	4	4	4	4	46	3.83	Very Good
17	S17															
18	S18	3	2	3	2	3	3	2	3	3	3	3	4	34	2.83	Good
19	S19	3	3	2	3	2	1	2	2	2	2	2	3	27	2.25	Average
20	S20	4	3	4	4	3	3	4	3	4	4	4	4	44	3.67	Very Good
21	S21	3	3	3	3	3	2	3	2	3	2	3	3	33	2.75	Good
22	S22	4	3	3	4	2	3	4	3	3	2	3	4	38	3.17	Good
23	S23	3	4	2	3	2	4	2	4	3	2	3	3	35	2.92	Good
24	S24	3	3	2	4	2	3	4	3	2	4	3	3	36	3.00	Good
25	S25	3	3	2	3	3	4	3	2	3	2	3	4	35	2.92	Good
26	S26															
27	S27	3	2	4	3	2	3	4	2	3	4	2	4	36	3.00	Good
28	S28	3	3	2	3	3	3	2	2	3	2	4	3	33	2.75	Good
<b>Average Score</b>														<b>888</b>	<b>2.85</b>	<b>Good</b>

Note: Sn: Student 1, etc.

This presented data shows that from 26 Students 2 or 7.69% of the subject got score from 3.56 to 4.00 or “very good”, 23 or 88.46% of the subject got score from 2.66 to 3.55 or “good”, 1 or 3.85% of the subject got score from 1.56 to 2.55 or “average” and the average score was 2.85. Based on this score the subjects behavior and responds towards the teaching learning process using mind map was “good”.

**Table 4.9 Observation Result of the Researcher’s Classroom Management skill in Cycle II**

Indicator	Cycle I score		Total	Score
	Observer 1	Observer 2		
	4	4		
<b>Preventive</b>				
1. Responsive				
a. Eye contact	4	4	8	4.00
b. Approaching gesture	4	3	7	3.50
c. Giving Comment	4	3	7	3.50
d. Providing help and support in making mind map	4	4	8	4.00
e. Responding the interruption in the classroom	3	3	6	3.00
2. Giving Attention				
a. Visually	4	3	7	3.50
b. Verbally	4	4	8	4.00
3. Getting Attention				
a. Preparing the students for the lesson	4	3	7	3.50
b. Demanding responsibility from the students ( by reporting their work, responding to a question or statement, etc.)	4	4	8	4.00
4. Giving Clear Instruction	4	3	7	3.50
5. Reprimanding				
a. Firm, clear, appropriate	3	3	6	3.00
b. Avoiding rudeness	3	3	6	3.00
c. Avoiding mocks	4	4	8	4.00
6. Reinforcement	3	3	6	3.00
<b>Corrective</b>				
7. Finding and solve behavior issue that lead to problem	4	4	8	4.00

in the classroom				
8. Modifying students behavior	3	4	7	3.50
<b>Average Score</b>	<b>59</b>	<b>55</b>		<b>57.00</b>
	<b>3.69</b>	<b>3.44</b>		<b>3.56</b>

Based on the presented result the researcher got score 3.56 and her ability in managing the classroom can be categorized as “very good”.

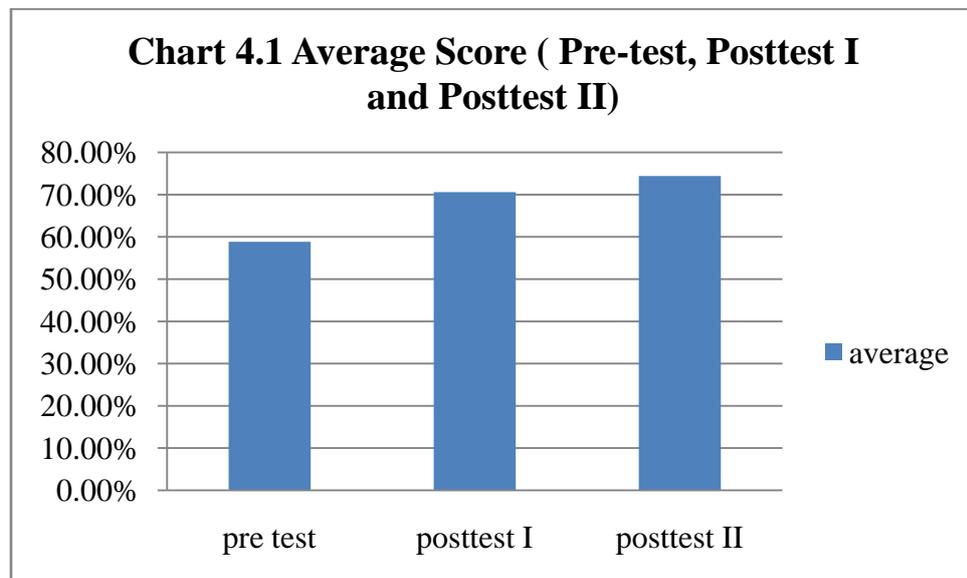
#### 4.3.3 Reflecting

In this stage the researcher and the observers discussed about the result of the observation. students’ ability to comprehend a text and made a reflection of the action.

The result showed an improvement and the students got more enthusiasm in their reading activity and outside the classroom they tried to find the information about the article from other resource. Furthermore, the posttest score fulfilled the required score. Therefore correction was no longer needed and the implementation was stopped.

#### 4.3.4 The Comparison of Pre-test and Posttest

In pre-test average score for the class was 58.84% or “bellow average”, in posttest I average score for the class was 70.58% or “good”, and in posttest II average score for the class was 74.42 or “good”



#### 4.4 Discussion

After the researcher follows some procedures in analyzing the data collected during the research, she will be discussed the result of finding in cycle I and cycle II.

During the researcher did the classroom action research in cycle I, the researcher found that students still had problem with difficult words, students tended to stop working when face difficulty, determining the keywords was still difficult for the students, students needed more time to comprehend a text and make a mind map, long instruction confused the students and giving each and every group a personal, one way explanation made everyone got different understanding and caused miscommunication.

Based on the result in cycle I, the researcher thought that it was not enough so she made cycle II to improve students' reading ability. This study the researcher noted that with necessary stimulus students were able to comprehend a narrative text with minor difficulty, though they felt that summarize a paragraph into a single keyword was difficult they still accepted the challenge and managed to overcome it, they related what they found in the text with their previous knowledge.

As defined by Daiek and Anter, reading is an (inter) active process in which one's cognitive mostly involves (2004: 5). This process cannot be seen but the result of the process can be seen. Therefore in order to improve the cognitive aspect a cognitive "trigger" is needed. This is where Mind Mapping takes place. When the subject were making their Mind Map the researcher found that though they like to draw it they also grumbled because they have to really understand the text before put a keyword in a branch. Mind Mapping forced them to interest deeply with the text. It triggered their cognitive.

The researcher also found that the subject of this study actually have higher level of cognitive potential but, unfortunately, they were not yet cognitively challenged. They have been given only knowledge level of thinking question at school. Critical mind needs critical questions from many level of thinking and in order to rise it the questions arranged in pre-test and posttests were in knowledge, comprehension, analysis, and evaluation level of thinking according to Bloom's Taxonomy and the subject can answer these question quite well as can be seen in the gradual improvement of their test score. Furthermore, if we look back at how to make mind map, it is easily to find that the process of making a mind map actually

refers to the synthesis level of thinking, the second highest level of thinking, which refers to “the understanding of the ‘bigger picture’ by combining individual elements that contribute to it” (Daiek and Anter, 2004: 448).