

**THE USE OF MIND MAP TECHNIQUE TO UPGRADE
STUDENTS' READING SCORE IN TOEFL TEST
AT THE SEVENTH SEMESTER OF ENGLISH STUDY
PROGRAM STAIN PALOPO**



THESIS

*Submitted to the English Language of S1 Tarbiyah Department of State
College for Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education*

By,

**MIFTAHUL KHAIR
NIM 09.16.3.0030**

IAIN PALOPO

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

**THE USE OF MIND MAP TECHNIQUE TO UPGRADE
STUDENTS' READING SCORE IN TOEFL TEST
AT THE SEVENTH SEMESTER OF ENGLISH STUDY
PROGRAM STAIN PALOPO**



THESIS

*Submitted to the English Language of S1 Tarbiyah Department of State
College for Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education*

By,

MIFTAHUL KHAIR
NIM 09.16.3.0030

Supervised By

- 1. Wisran. S.S.,M.Pd.**
- 2. Wahibah. S.Ag. M.Hum.**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO 2014**

THESIS APPROVAL

This thesis entitled *“The Use of Mind Map Technique to Upgrade Students’ Reading score in TOEFL Test at the Seventh Semester of English Study Program STAIN Palopo”*, which is written by **MIFTAHUL KHAIR**, Reg. No. **09.16.3.0030.**, English S1 Study Program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which was carried out on Wednesday, **FEBRUARY 12nd 2014 M.**, coincide with **Rabiul Akhir 11st 1435 H.** It is authorized and accepted as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo , February 12th 2014 M
Rabiul Akhir 11th 1435 H

COMMITTEES OF EXAMINATION

- | | | |
|-----------------------------------|---------------|---------|
| 1. Prof. Dr. H. Nihaya M., M.Hum. | Chairman | (.....) |
| 2. Sukirman Nurdjan, S.S., M.Pd. | Secretary | (.....) |
| 3. Dr. Masruddin, S.S., M.Hum | Examiner I | (.....) |
| 4. Jufriadi, S.S.,M.Pd. | Examiner II | (.....) |
| 5. Wisran, S.S.,M.Pd. | Consultant I | (.....) |
| 6. Wahibah, S.Ag., M.Hum. | Consultant II | (.....) |

Approved By,

The Chief of STAIN Palopo

The Chief of Tarbiyah Department

Prof. Dr. H. Nihaya M., M.Hum.
NIP. 19511231 198003 1 017

Drs. Hasri, M.A.
NIP. 19521231 198003 1 036

PRONOUNCEMENT

I have been at signature below:

Name : Miftahul Khair

Reg.Number : 09.16.3.0030

Study Program : Tadris English

Department : Tarbiyah

With all awareness and consciousness, the researcher who signs below, pronounces that this thesis is originally written by her self except the listed sources. If somebody proves that this thesis is duplicated, copied or made by other people as whole or partially, so this thesis will be the responsibility of the writer for law.

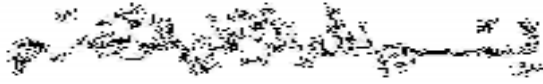
Palopo, January 22nd, 2014

Writer,

IAIN PALOPO

Miftahul Khair
Nim. 09.16.3.0030

ACKNOWLEDGEMENT



In the name of Allah swt, the beneficent and the most merciful, Lord of the world has created judgment day in the hereafter and to our Prophet Muhammad saw., safety and peace be upon him. Alhamdulillah the writer expresses her gratitude to the almighty God (Allah) that has been given His guidance, inspiration and good health. So that, the writer could finish the thesis under the title of *“The use of Mind Map technique to Upgrade Students’ Reading score in TOEFL test at the seventh semester of English Study Program STAIN Palopo”*.

The writer realizes that the existence of this thesis was by receiving much advice, guidance, encouragements, and comments from many people, even though this thesis still far from being perfect. Therefore the writer would like to express her deepest gratitude to them.

1. Prof. Dr. H. Nihaya M., M.Hum., as the head of STAIN Palopo, the first, the second, and the third deputy head, all of the lectures and their assistances and the employers of STAIN Palopo who have taught, educated, helped, advice, and guidance the writer during her study in STAIN Palopo.

2. Dr. Hasri, M. A., as the head of Tarbiyah Department of the State College for Islamic Studies Palopo.

3. Jufriadi, S.S., M.Pd., as the head of English Study Program and also help writer to do her thesis.

4. Wisran, S.S., M.Pd., as the first consultant who had given the writer guidance, explanation, suggestion, and correction in finishing this thesis.

5. Wahibah, S.Ag., M.Hum., as the second consultant who had given the writer guidance, explanation, suggestion, and correction in finishing this thesis.

6. The writer's special thanks to her beloved parents (Muhammad Anshar Naim) and (Nurhadia) and all of my family, for their loving, praying, understanding, sacrifices, and encouragement kept the writer going through the last page.

7. Thank you very much to Cindy Claudia, Ernawati Sampe Torro, Titin Dili Susanti, Lestari Tajuddin, Hasna Sulaeman, Uswatun Hasanah, Risdamayanti, Jusriani, , to all of the BIG A 2009 family, and all of the writers' friends who cannot be mentioned one by one for their help and support to the writer in finishing this thesis.

8. Thanks a million to all of the students at the seventh semester of English Study Program Tarbiyah Department STAIN Palopo for their participation as respondent in this research.

The writer also thanks the other who can not be mentioned one by one, who have helped and supported the writer to finish this thesis. The writer realized that this thesis would not be created without their participation.

The writer hopes this thesis can give some values to the students of English department and English teachers and the readers especially in upgrade TOEFL score. The writer admits that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make it better. The writer hopes that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis may ALLAH swt, bless them. Amin.

Palopo, 22nd January 2014,

The Writer



IAIN PALOPO

TABLE OF CONTENT

TITLE PAGE	i
THESIS APPROVAL	ii
CONSULTANT APPROVAL.....	iii
NOTA DINAS PEMBIMBING.....	iv
PRONOUNCEMENT	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	ix
LIST OF TABLE	xi
ABSTRACT	xii
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem Statements	3
C. Objectives of The Research.....	3
D. Significances of The Research	4
E. Scope of the Research	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Research Findings	6
B. Definition of TOEFL	7
C. Definition of Reading	9
D. Reading on TOEFL test.....	11
E. Difficulty in Answering the Reading in TOEFL Test.....	11
F. Technique of Mind Map in Answering the Reading in	

TOEFL Test	12
G. Definition of Mind Map	14
H. Steps to Make Mind Map	19
I. Benefits of Mind Map	21
J. Conceptual Framework	24
K. Hypothesis	25
 CHAPTER III RESEARCH METHOD	
A. Method and Design.....	26
B. Variables of the Research.....	27
C. Operational Definition of Variable.....	27
D. Population and Sample.....	27
E. Instruments of the Research	28
F. Procedure of Data Analysis	30
G. Technique of Data Analysis	31
H. Questionnaire.....	33
 CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings	44
B. Discussions	45
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusions	49
B. Suggestions.....	50
 BIBLIOGRAPHY	 51
 APPENDIX	

LIST OF TABLE

Table 4.1 The Score of Students' Reading test of TOEFL in the Pre-test..	34
Table 4.2 The Score of Students' Reading test of TOEFL in the Pre-test....	35
Table 4.3 TOEFL Score of Students' in Pre-test and Post-test	37
Table 4.4. The Students' Mean Score	38
Table 4.5. The Students' Attitude in Doing Reading of TOEFL Test	40
Table 4.6. The Students' Condition in Answering Reading of TOEFL Test	40
Table 4.7. The Students' Ability in Answering Reading of TOEFL Test.....	41
Table 4.8. The Form of The Text in Answering the TOEFL Test.....	42
Table 4.9. The Students' Using Feeling in Answering the TOEFL Test.....	42
Table 4.10. The Student Ability in Answering Reading Test in TOEFL	43
Table 4.11. The Students' Luck of Word in Answering Reading Test.....	43
Table 4.12. The Kind of the Text in Answering TOEFL Test in Reading ..	44
Table 4.13. The Students' Ability in Doing Reading of TOEFL Test	44
Table 4.14. The Students' Luck of Idea in Answering Reading Test in TOEFL	45

ABSTRACT

Miftahul Khair, 2014 :” The use of Mind Map technique to Upgrade Students’ Reading score in TOEFL test at the seventh semester of English Study Program STAIN Palopo”. Thesis of English Study Program of education Departement in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, Connsultant 1. Wisran, S.S.,M.P and consultant II Wahibah, S.Ag.,M.Hum.

Key Word : The Use of Mind Map, Reading on TOEFL Test, Experiment Methode

This thesis attempts to upgrade students reading score in TOEFL test at the seventh semester of English study program STAIN Palopo. The problem statements of this thesis consists of two questions, they are; “is the implementation of mind map technique able to upgrade the students’ reading score? And what are the difficulties faced by the students’ in an attempt to do the reading in TOEFL test?

Based on the description above, the researcher answers the objectives of the research to find out whether or not the implementation of mind map upgrade the students’ reading score in TOEFL test and to find out the difficulties of using mind mapping in reading on TOEFL test at of English Study Program STAIN Palopo. The result of this research was expected; 1) To be information and contribution in upgrade students’ reading score in TOEFL test by knowing a good way in upgrade TOEFL score. 2) To be information for all teachers or lecturers and students in upgrade TOEFL score, and also it will give contribution to upgrade TOEFL score.

This thesis applied pre-experimetal method. The researcher got the different score at pre-test and post-test. Besides, the researcher used questionnaire to find difficulties in answering TOEFL test. The population of this research was the students of the seventh semester of English Education Study Program Tarbiyah department STAIN Palopo. The sample was taken by using purposive sampling. The number of sample was 20 students of class B.

The result of the data analysis shows that t_o (-23,658) is smaller than t_t (2.093), it means H_a is accepted. It indicates that the mind map can upgrade TOEFL score at the seventh semester of English Education Study Program Tarbiyah STAIN Palopo. Besides, the result indicates that the students are interested and easy to memorize the key of the way for answering TOEFL test through mind map.

CHAPTER I

INTRODUCTION

A. Background

In the global era are facing today, we are like exploring the world. Therefore, we need to re-look at the overall importance of knowledge about foreign language learning and teaching. Some of many languages that exist in the world, English is one of the most studied languages in different parts of the world. One that is often the complaint is difficulty in doing the TOEFL test is a test of English language proficiency and become a global standard for viewing one's ability in the English language as a whole. So for now this is very important because the TOEFL is a test that is used to determine a person's ability to speak English especially to do with academic tests. TOEFL test is designed to measure the English language proficiency for those whose everyday language is not English. TOEFL is a common requirement when we want to apply for scholarships abroad or work requirement in many companies. To be able to do the TOEFL test well and get a high score, in accordance with the allocation of time, it takes the right technique. One alternative that can be applied is the Mind Map technique.

Mind map is the easiest way to put information into the brain and take information out of brain-mind map is a creative way of record, effective and will literally "map" our thoughts¹. Mind maps can be drawn by hand, either as rough notes or as a higher quality pictures when more time available an example of a rough mind map is illustrate. Furthermore, mind mapping can help students quickly to remember

¹ Tony Buzan, *Buku Pintar Mind Map*, (jakarta: PT Gramedia Pustaka Utama: 2006).p.4

the text because it relates a central word or concept. The mind forms associations almost instantaneously and 'mapping' allows you to write your ideas quicker, using only words or phrases. Furthermore, it can be used to increase the achievement student's in reading test in TOEFL.

The researcher wants to apply mind mapping in reading test of TOEFL because the use of mind mapping is different from conventional way in teaching. Mind mapping is simple technique that use simple phrase, image, symbols and full of colors to make the students interest to study. By mind mapping, the text is easier to remember. So it can make learning process more effective, clear, more interesting, and more fun. The researcher hopes mind mapping technique can increase the students' scores reading test in TOEFL.

This technique allows for the storage system, withdrawal data, and exceptional access to a giant library that actually exists in the human brain is amazing. By using this technique the participants can cover the whole problem on the items on the TOEFL test is very varied and has a difficulty level is quite high. I choose this technique because it is considered to help to plan, communicate, become more creative, save time, solve problems, focus, organize and clarify thoughts, recall them better, learn faster and efficient, and see the whole picture. Subjects to be taken in this study were students of English Education Study Programs Tarbiyah STAIN Palopo seventh Level academic year 2012/2013. Achieving a high TOEFL scores particularly in reading comprehension is often a problem for most people, especially those who are required to take the test because many students who cannot read fast and understand quickly because lack of rich vocabulary of well-established. So

wealth richer vocabulary possessed the more easily achieve fast read and understand quickly.

Based on the preliminary observation that the writer did in STAIN Palopo. It is found that many of student's still don't know how to answer the TOEFL test with use a technique or strategy. So they cannot express their idea confidently and fluently. At last the researcher is motivated to carry out the research entitled ***“The use of Mind Map technique to Upgrade Students' Reading score in TOEFL test at the seventh semester of English Study Program STAIN Palopo”***

B. Problem Statement

Based on the background above the researcher formulates problem statement as follows:

1. Is the implementation of mind map technique able to upgrade the students' reading score?
2. What are the difficulties faced by the students in an attempt to do the reading in TOEFL test?

C. Objective of Research

Based on the research question set above, the researcher states the objective of this research as follows:

1. To find out whether or not the implementation of mind map upgrade the students' reading score in TOEFL test.

2. To find out the difficulties of using mind mapping in reading on TOEFL test at of English Study Program STAIN Palopo.

D. Significance of the Research

1. Theoretically. In this case, the research expects that the result of this research is expected to be useful contribution in TOEFL test field. The use of mind mapping to the students' score on TOEFL test, they will be more careful in the next TOEFL test activity. Hence, they are hoped have to good ability TOEFL scores in reading test.

2. The practically. This research also expected be useful information for all teachers or lecturer and students' in teaching TOEFL. In addition, it will be useful to be a feed back for the students about their competence in TOEFL through mind mapping in a test.

E. Scope of the Research

The scope of this research focuses on giving the sample of reading in TOEFL test that is assumed as a low level of reading text and adopted from TOEFL Class, 1st edition, P 97, The reading implemented at the seventh semester students' of English study program STAIN Palopo.

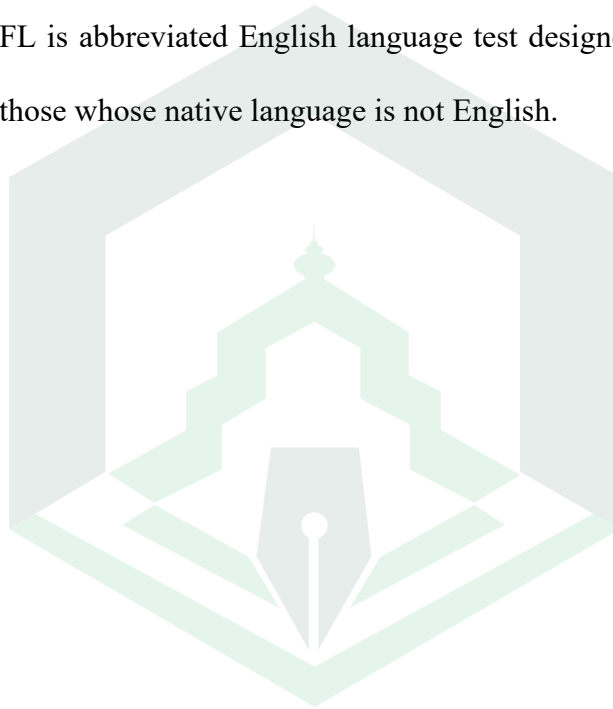
F. Definition of Terms

1. Mind mapping is a graphical method of taking notes to make it easy to memorize their visual basis helps one to distinguish words or ideas, often with colors

and symbols. They generally take a hierarchical or tree branch format, with ideas branching into their subsections.

2. Reading is a most important activity in any language class, not only as a source of information and pleasurable activity but also a mean of consolidating and extends ones knowledge of the language.

3. TOEFL (Test of English as a Foreign Language) Test of English as a Foreign Language TOEFL is abbreviated English language test designed to measure English proficiency for those whose native language is not English.



IAIN PALOPO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

In this proposal, the researcher relates this research to the following previous findings as follows:

1. Arfiandi in his unpublished thesis entitled “Teaching Writing by Using Mind Mapping to The Second Year Students of SMAN 4 Palopo” concludes that teaching writing by using mind mapping is effective to enhance the ability of the second year students of SMAN 4 Palopo in writing descriptive text. It was proved by the result of students’ test. The test shows that test value in applying mind mapping is higher than test value in conventional way.²

2. Sudana in his unpublished thesis entitled “The Application of Mind Mapping to Upgrade Students’ Reading Comprehension at the Second Years of SMPN 2 Angkona”. In this thesis he concludes based on the data of the students’ questionnaire achievement they are:

a. Using mind mapping method to improve the students’ comprehension at the second year students of SMP Negeri 2 Angkona, where all of the students given positive response.

²Arifandi , *Teaching Writing by Using mind Mapping to The Second Year Students of SMAN 4 Palopo*, (Palopo:2010)

b. The application of mind mapping can upgrade students' reading comprehension at the second year student of SMP Negeri 2 Angkona nothing respondent or students give negative response.³

B. Definition of TOEFL

Test of English as a Foreign Language TOEFL is abbreviated English proficiency exam (American accent) are required to enroll into college (college) or university in the United States or other countries in the world. This exam is required for applicants whose native language or the speaker is not English. TOEFL exam is organized by the office of ETS (Educational Testing Service) in the United States for all test takers around the world.

TOEFL English language test types are generally required for college entrance requirements at most universities in the United States and Canada both for the undergraduate program (S-1) and graduate (S-2 or S-3). TOEFL test results are also used as a material consideration regarding English language proficiency of the students who apply to universities in other countries, including universities in Europe and Australia. In general, the TOEFL test is more oriented to American English, and a little different from the types of IELTS test-oriented to British English. Not like IELTS, TOEFL test is generally not have the individual part interview test.

³Sudana, *The Application of Mind Mapping to Upgrade Students' Reading Comprehension at The Second Years of SMPN 2 Angkona*, (Palopo:2012)

The test usually takes about three hours and is organized into 4 parts, namely:

- Listening comprehension,
- Grammar structure and written expression,
- Reading comprehension, and
- Writing.

Values ranged TOEFL exam results: 310 (minimum) to 677 (maximum value) for the version of PBT (paper-based test).

Since 1998, the TOEFL test is conducted online using a computer (Computer-based Testing / CBT), and since 2005 called the IBT (Internet-based Test). In places that have not been able to implement CBT or IBT (because there are no computer facilities and internet network), the TOEFL test is still conducted manually using paper and pencil (paper-based test or PBT). More information about the test CBT and paper-based TOEFL relating to registration, venue, cost, and test preparation materials can be found on the official website of TOEFL, <http://www.toefl.org> (CBT version of the TOEFL exam results have value ranges from 0 to 300, while the value for the IBT is from 0 to 120).

Lately TOEFL test organizers also held a kind of test TWE (Test of Written English) is the result of a separate value TOEFL test scores. The test takes 30 minutes, and participants will be asked to write a short essay that describes the ability of participants to express and pour an idea or ideas, as well as supporting the idea that the examples contained in everyday life using English standard.

Another type of test that is TSEP TOEFL (Test of Spoken English Program) which is similar to the individual parts of the interview on the IELTS test. They are

usually used when we want to register as a teaching assistant or lab assistant (as one way to offset the cost of tuition) in university in the U.S. (or other countries). Form of tests conducted orally and lasts for approximately 20 minutes. Implementation time and the deadline for registration is the same as the other TOEFL test, and costs about \$ 100⁴.

C. Definition of Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.⁵ Reading comprehension is techniques for improving students' success in extracting useful knowledge from text. As defined by *Partnership for Reading*, Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.⁶

1. Aspect of Reading

Pressley states that some aspects of reading based on normal reading situation consist of three kinds. They are:

⁴suci Amaliah. *pengertian-toefl-dan-soal-test-toefl* .2012 (Online: <http://suci-amaliah.blogspot.com/2012/09/pengertian-toefl-dan-soal-test-toefl.html>). Accessed on July, 4th 2012

⁵David Nunan, *Practical English Language Teaching*(Sidney: Macquarie University : 1991).p.68

⁶Anonim. Teori - teori Minat. 2012. (online: http://wik.ed.uiuc.edu/index.php/Reading_comprehension). Accessed on January, 28th 2012

a. Word recognition

The degree of excellence in reading determined, to a large extent, by the ability to recognize and pronounce words. The core of view that reading is chiefly skill in recognizing words can be accurate by the form of the word itself. Decoding the printed page is one of examples of recognizing the oral equivalent of the written symbol.

b. Comprehension

Comprehension is one of competence that must be had by the readers. Reading just is not transferring the symbol printed from page to the brain but the readers have to comprehend the content of the reader's read. Comprehension in reading becomes important because it makes the readers have meaningful in their reading. In the other word, their reading is not useless.

c. Reflection

Globally, this aspect involves comprehension and word recognition. Look, the process of reading necessary to be able to hold ideas they occur and to conceptualize meaningful interpretation through reflection. This process compares the written stimuli with the reader's experience.⁷

⁷Michael Pressly, *Reading instruction that works : the case for balanced teaching*. (New York: Guilford Press), p.53

D. Reading on TOEFL Test

1. Ability Tested

The reading comprehension section tests your ability to understand, and analyze reading passages on a variety of topics. The TOEFL stressed reading passages that are typical of those you will read in colleges and universities. You must find synonyms for selected word from the passage among the four answer choices that you are given.

2. Basic Skills Necessary

You must be able to read passage containing rather complicated constructions and vocabulary and answer questions based on what you have read. This section requires a strong college-level vocabulary. A strong vocabulary cannot be developed instantly. It grows over a long period of time spent reading widely and learning new words. Knowing the meanings of prefixes, suffixes, and roots will help you to derive words meanings on the test⁸.

E. Difficulty in Answering the Reading in TOEFL Test

When many students answer the TOEFL test always had difficulty answering the test such as:

1. Difficulty in answering the question “looking for the Mind idea of the paragraph or sentences”.

⁸ Cliffs. *TOEFL Preparation Guide*, (India: Willey - dreamlech India Pvt. Ltd. 2005) p.29

2. Difficulty in answering the question that form “stated detail”. Detailed questions about the information contained in a paragraph. The answer to this question the general types are available at in the story. Answer a repetition of sentences with the same theme or idea, but not the same in words.

3. The next difficulty is sometimes they do not know the types of questions, among others, not stated or not mentioned or not true in the story.

4. The next difficulty is the kind of question implied.

5. Lack of vocabulary Possessed by students.

6. Difficulty in answering QUESTION “WHERE”. This question is usually to indicate where a word or phrase by matter. Word or phrase show through the information contained in the story

7. Lack of student interest in reading when faced with a long reading test

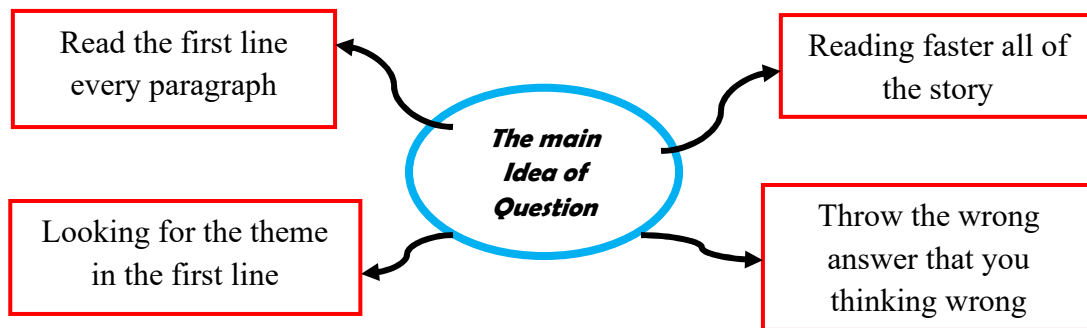
8. No technique or strategy that students use⁹.

F. Technique of Mind Mapping in Answering the Reading in TOEFL Test.

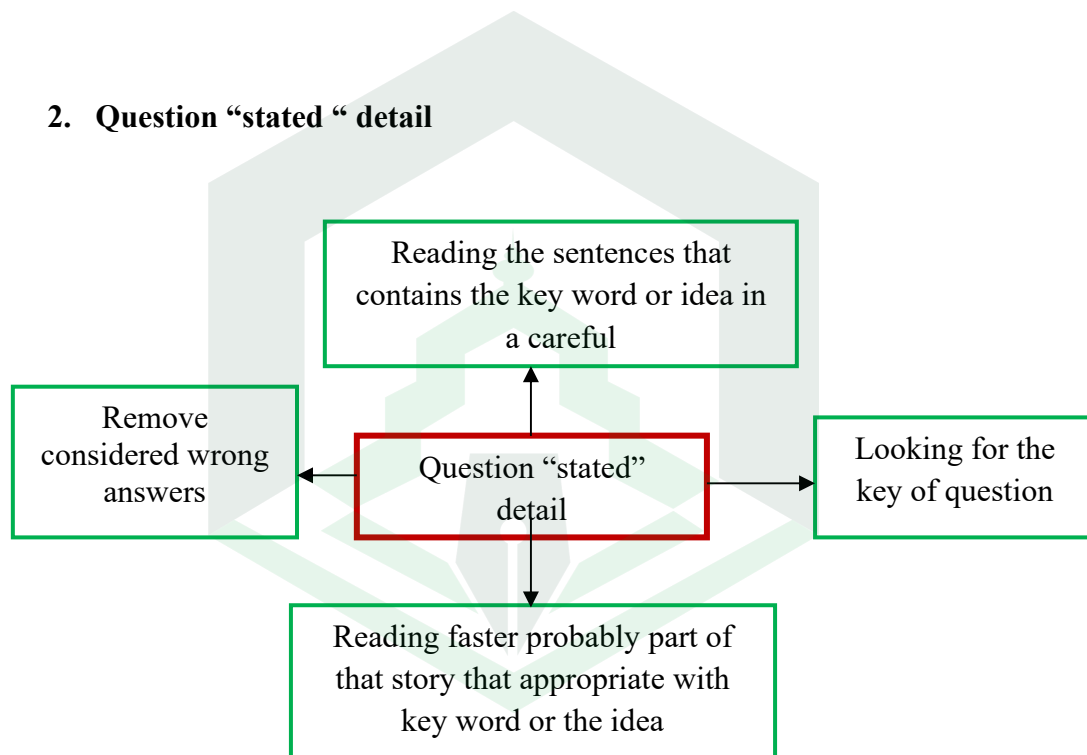
In reading comprehension there are six strategies in answering the TOEFL test in the mind mapping:

⁹ Arini. *Mind-Map-Reading*. 2012 (Online : www.carajawab.com/mind-map-reading/) Accessed on Mey, 27th 2012

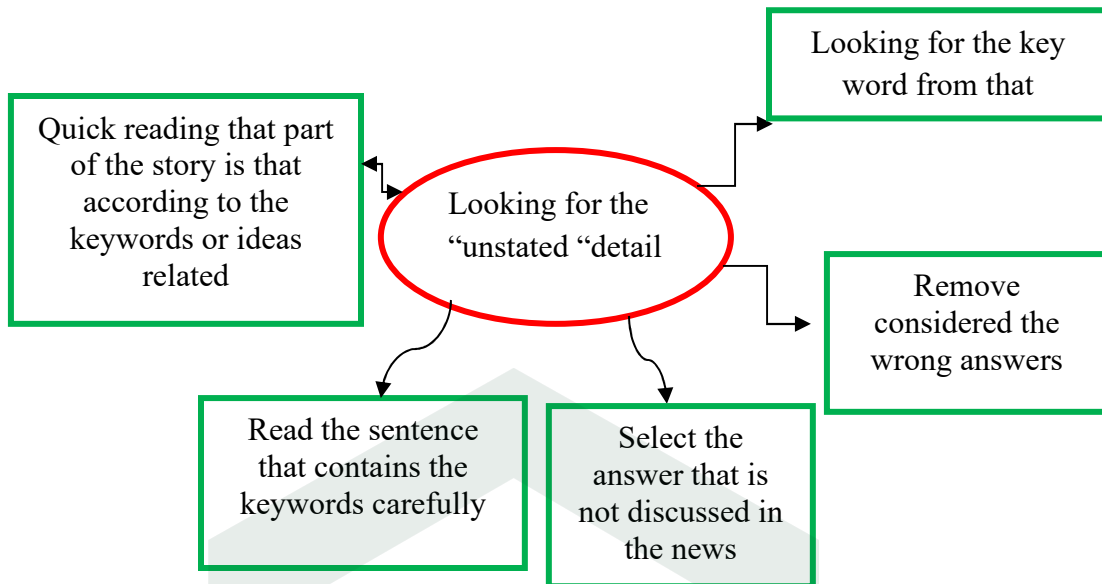
1. The Main Idea of Question



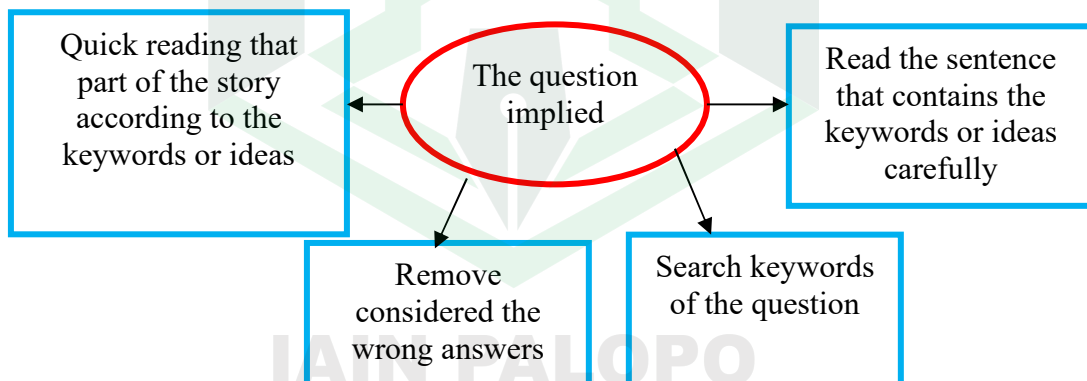
2. Question “stated “ detail



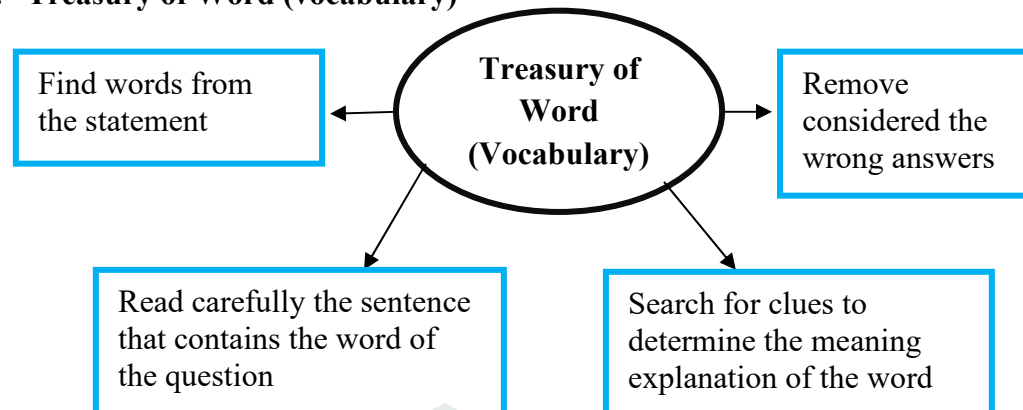
3. Looking for the “unstated” detail



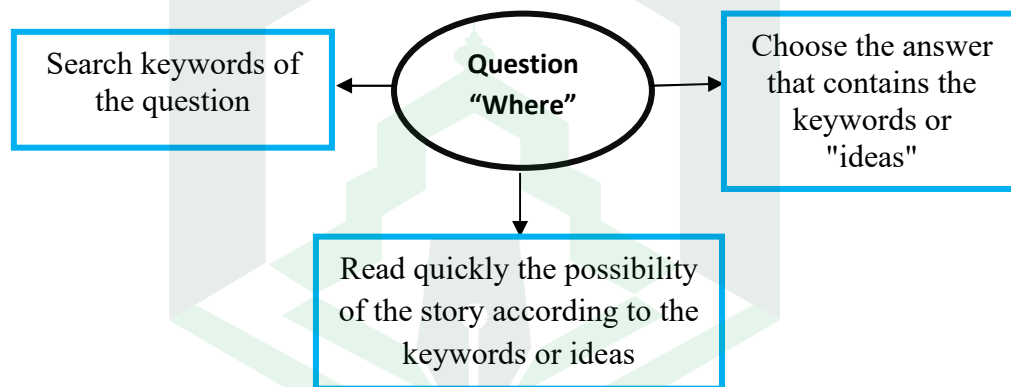
4. The Question Implied



5. Treasury of Word (vocabulary)



6. Question "Where".¹⁰



G. Definition of Mind Mapping.

In the language, mind map consists of two words, which means that the mind and the mind map means the map. Then, the language can be interpreted by our minds. Mind map was first raised by Tony Buzan, a writer and educational consultant with the full name of Peter Anthony Buzan, born June 2, 1942. Mind Mapping is a

¹⁰ Arini. *Mind-Map-Reading*. 2012 (Online : www.carajawab.com/mind-map-reading/) Accessed on Mey, 27th 2012

graphical visualization technique to optimize the knowledge in the exploration of the entire area of the brain's ability¹¹.

A mind mapping is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea, mind maps are used to generate, visualize, structure and classify ideas and as an aid in study, organization, problem solving, decision making, and reading to make it all easy to memorize with mind mapping strategy. So the students can remember what they read before.¹²

Mind mapping is an expression of radiant thinking and is therefore a natural function of human mind. It is powerful graphic technique which provides a universal key to unlocking the potential of the brain. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. Invented by Tony Buzan, mind mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas, and of course, note taking.

Mind map is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping you to better analyze, comprehend, synthesize, and recall new ideas. Mind map as opposed to traditional note taking or a linear text, information is structured in a way that resembles much more closely how your brain actually works. Since it is an activity that is both

¹¹Word press. *Peta-Pikiran- Mind-mpping*.2012 (Online: <http://pkab.wordpress.com/2008/02/29/peta-pikiran-mind-mapping/>) accessed on September 28th 2012

¹² Anonim. *Teori-Teori Minat*.2012 (online:<http://www.wikipedia.com/what-ismind-mapping/>) Accessed on September 28th 2012

analytical and artistic, it engages your brain in a much, much richer way, helping in all its cognitive actions. And best of all.

Buzan claims that the mind map is a vastly superior note taking technique because it does not lead a “semi-hypnotic trance” state induced by other note forms. Buzan also argues that the mind map uses the full range of left and right human cortical skills, balance the brains, taps into the alleged “99% of your unused mental potential”, as well as intuition (which he calls “super logic”). However, scholarly research suggests that such claims may actually be marketing hype based on the 10%of brain myth and exaggeration of the importance of lateralization of brain function. Critics argue that hemispheric specialization theory has been identified as pseudoscientific when applied to mind mapping.

Mind maps definition is a graphical method of taking notes to make it easy to memorize to their visual basis helps one to distinguish words or ideas, often with colors and symbols. They generally take a hierarchical or tree branch format, with ideas branching into their subsections. Mind maps allow for greater creativity when recording ideas and information, as well as allowing the note-taker to associate words with visual representations. Mind maps differ from concept maps in that mind maps focus on only one word or ideas, whereas concept maps connect multiple words or ideas.

A key distinction between mind maps and modeling graphs is that there is no rigorous right or wrong with mind maps, relying on the arbitrariness of mnemonic systems. A UML (unified modelling language) diagram or a semantic network has structured elements modeling relationships, with lines connecting objects to indicate

relationship. This is generally done in black and white with a clear and agreed iconography. Mind maps serve a different purpose: they help memory and organization. Mind maps are collections of words structured by the mental context of the author with visual links are informal and necessary to the proper functioning of the mind map.

Farrand, Husain, and Hennesy found that spider diagrams (similar to concept maps) had a limited but had significant impact on memory recall in undergraduate students (a 10 % increase over baseline for a 600 words text only) as compared to preferred study methods (a 6% increase over baseline). This improvement was only robust after a week for those in the diagram group there was a significant decrease in motivation compared to the subjects' preferred methods of note taking .Farrand suggested that learners preferred to use other methods because using a mind map was an unfamiliar technique, and its status as a “memory enhancing” technique engendered reluctance to apply it. Nevertheless the conclusion of the study was “mind maps provide an effective study technique when applied to written material. However before mind maps are generally adopted as a study technique, consideration has to be given towards ways of improving motivation amongst users”

Presley, VanEtten, Yokoi, FrebernandVanMeter found that learners tended to learn far better by focusing on the content of learning material rather than worrying over any one particular form of note taking.

Based on the explanations above mind mapping is one of way in upgrade achievement of student that use association of main idea with many branches. And the center of map is main idea that developed by branches of mind mapping that use

full colors and symbol and more fun to make the students easier in learning process to increase scores TOEFL in reading comprehension.

The examples of Mind Map.¹³



H. Steps to Make Mind Mapping

Generally mind map is easy to make. We just have to decide the title and then make a graph, next make main branch as a main idea and then developing each branch.¹⁴

There are some specific steps to make mind map:

1. Make a title

¹³Anonim. *Teori-Teori Minat*.2012 (Online:<http://www.google.co.id/imgres/>) Accessed on September ,28th 2012 at 13.15

¹⁴Muhammad Noer. *Membuat-Mind-Map*.2012(Online:www.muhammadnoer.com/membuat-mind-map/) Accessed on September,21st 2012

First step is making a title in middle of blank paper or note that we will use. Use some different colors. For example I will make mind map entitled “family holiday” and make a frame around the title.

2. Make main branch

Next, teach the students thinking or imagining about anything that related to family holiday.

- a) What activity that they will do?
- b) What equipment that they will bring?
- c) Who they will invite to?
- d) Where is the destination of family holiday this time?

For the next example we will make four main branches they are: activity, equipment, people, and destination. Every branch use different colors to stimulate the student interaction to make the student mastery reading easier.

1) Develop “activity” branch

When we talk about activity branch, teach the students to imaging and thinking. And then ask them to mention what they thinking or imaging about their activity if their go to family holiday like horsing, swimming, shopping or soccer. Do not forget to give a interesting picture to make the students can mastery the vocabulary more easier with use the different colors and interesting picture.

2) Develop “equipment” branch

If your activity was finish, now stimulate the students to mention what equipment that they will bring for family holiday, the students maybe will say like

shoes, t-shirt, sandals, hat, etc. Make the branch with different colors to make it more interesting and easy to remember.

3) Develop “people” branch

Next, we move to the people branch about who people that will join in your family holiday. Ask them to mention the people that they want to join. Maybe they will mention their father, mother, uncle, cousin, and their friends. For everyone that will join give them each branch with different color and interesting picture.

4) Develop “destination” branch

Destination branch is the last branch ask the students to mention where destination of their family holiday. They maybe say like beach, mall, or Water Park, give different colors for every option and interesting picture to make them easy to memorize.

I. Benefits of Mind Mapping

There are nine benefits of mind map such as:

1. Note taking

Organizing ideas in diagram, these maps spatial representations of ideas and their interrelationships that are stored in memory.

2. Brainstorming (individually or group)

Both halves of the brain are used the left half used for logical thinking and finding information material, and the right half is used for the pictorial representation of the mind maps. This synergy effects helps you to organize and structure your thoughts better.

3. Problem solving

Mind mapping leads to think the problem solving by information structure that present on branches information. Through mind mapping we can see over all of the problem.

4. Studying and memorization.

The shape and contents of each mind map is clearly different from any other. This assists the memorization or remembering process.

5. Planning

Through baranches in mind mapping we can make planning more easy we can make every steps of planning in each branch in mind mapping. The result are faster and more effective.

6. Researching and consolidation information from multiple sources

The relative significance of each idea becomes evident in a more meaningful way. The most important ideas are near the center allows for emergence properties to be explored along multiple sources.

7. Presenting information

The nature of the structure makes it possible to retain new information easily and squeezed in additions which affect clarity.

8. Gaining insight on complex subject

In the creative writing area such as the preparation of essays and speeches, the mind map model, which is open to all sides, makes it easier to link new ideas.

9. Jogging your creativity

Combination in mind mapping gives you more ideas and makes you more creative¹⁵.

Based on expert opinion, it was obvious that the mind mapping technique has many benefits, whether it is applied in everyday life or is applied in education. So it is not wrong if mind mapping renewal impact big enough for all of us. Ranging from how to think, down to the implementation.

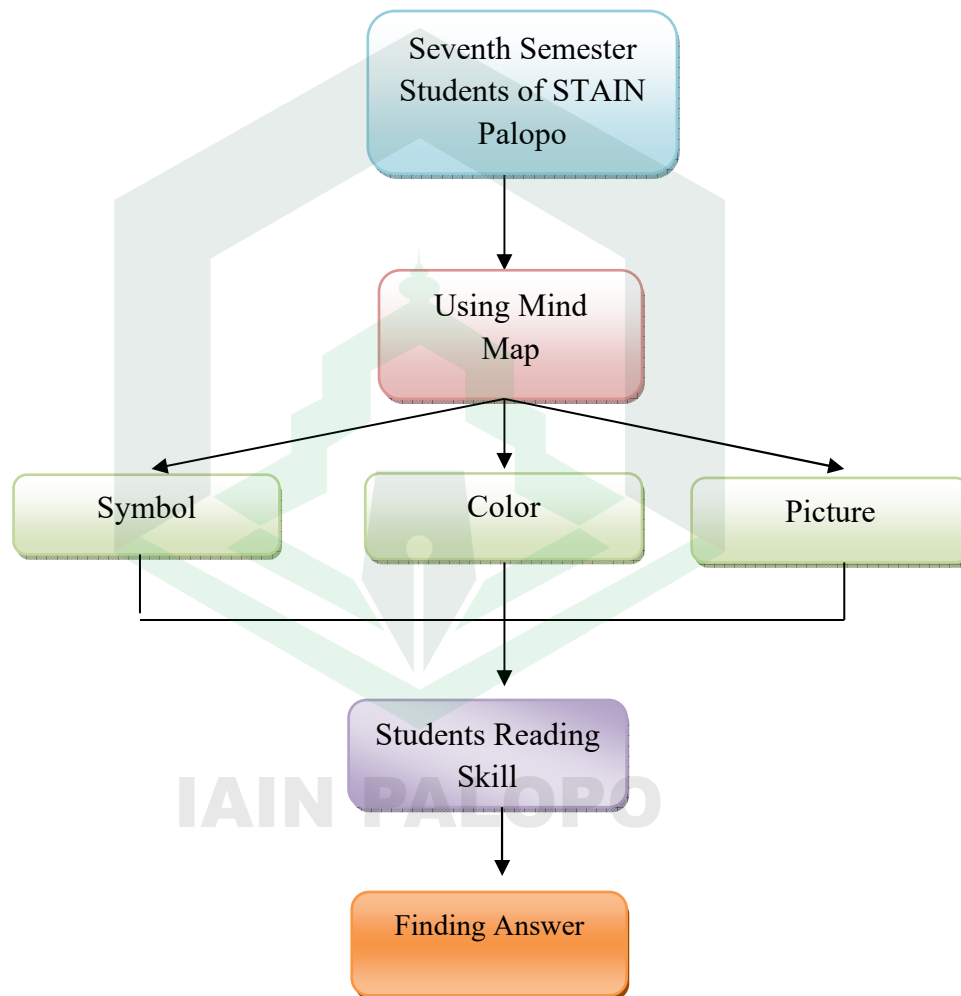


IAIN PALOPO

¹⁵ Wikipedia. *Benefits-of- Mind Map*.2012 (Online:www.wikipedia.com/benefits-of-mind-map/)Accessed on September, 22nd 2012

J. Conceptual Framework

The focus of this research is the ability of the seventh semester students of English study program STAIN Palopo to know how to answer the question about TOEFL in reading comprehension by using mind mapping. The conceptual framework in this research is shown the diagram below:



From the diagram above, the writer conducted research on students of STAIN Palopo and focused on the test reading in TOEFL by conducting pre-test at the first meeting, the treatments in six times meeting and in the last meeting the research will

give the students post-test. After conducting the items above, the writer analyzed the students' scores achievement. During answering the test, the students always confuse with the strategy or technique to answer it.

So the writer use mind mapping to make the student quickly for answering the test .

K. Hypothesis

Based on the previous related literature and the problem statement above, the researcher tries to put some forward by hypothesis as follows:

1. Null hypothesis (H_0) reading score in TOEFL test doesn't have significant improvement on students' reading achievement after the treatment using mind map at the seventh semester of English study pogram STAIN Palopo.
2. Alternative hypothesis (H_1) reading score in TOEFL test has significant improvement achievement between the students' reading score before and after the treatment using mind map at the seventh semester of English study pogram STAIN Palopo

IAIN PALOPO

CHAPTER III

RESEARCH METHOD

A. Method and Design

1. Method

This research employed experimental method, which aimed at describing the skill of the Seventh Semester of STAIN Palopo Academic Years 2013/2014 in reading on TOEFL test by using Mind Mapping.

2. Design

This research involved one group of students with pre test, treatment and post test design.

The design of this research

Pattern O1 x O2

Where pattern : Experiment

O1 : Pre test

X : Treatment

O2 : Post test¹⁶

¹⁶ Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*, Bandung: Alfabeta;2008)

B. Variable of The Research

In this research, the researcher classified two kind of variable:

1. Dependent Variable is activity TOEFL test
2. Independent Variable is Mind Mapping

C. Operational Definition of Variable

Mind Map is one of the systems "HOW TO LEARN." So when the test TOEFL will be answer by the student, they will use their brain effectively and efficiently to respond rapidly about that have been given before using techniques that have been thought previously.

D. Population and Sample

1. Population

The population of this research took the seventh semester of English Study Program STAIN Palopo. The population consists of 3 classes. The populations are 104.

Class	Students
A	26
B	29
C	36
Total	91

2. Sample

The researcher used purposive sampling technique from the seventh semester of STAIN Palopo academic Years 2013/2014 which consisted 1 class with 20 students. The researcher choose one class to be respondent in this research because this class is class that is more passive and the ability students are relatively less or lower. Thus, if the survey data indicates an increase in capacity, the researcher can conclude that it is a result of the implementation of the technique mentioned in this study.

G. Instrument of the Research

1. Test

In this research, type of test applied by the researcher was objective test to measure the students TOEFL scores by multiple choice test and has 50 (fifty questions). Every question has a score according to the table TOEFL score below.

The test form is written and for the assessment like:

Table of Scoring TOEFL¹⁷

Number Correct	Converted Score Section 1	Converted Score Section 2	Converted Score Section 3
50	68	-	67
49	67		66
48	66	-	65
47	65	-	63
46	63	-	61
45	62	-	60
44	61	-	59

¹⁷ Cliffs. *TOEFL Preparation Guide*, (India: Willey - dreamleach India Pvt. Ltd. 2005) p.279

43	60	-	58
42	59	-	57
41	58	-	56
40	57	68	55
39	57	67	54
38	56	65	54
37	55	61	53
36	54	61	52
35	54	60	52
34	53	58	51
33	52	57	50
32	52	56	49
31	51	55	48
30	51	54	47
29	50	53	46
28	49	52	46
27	49	51	45
26	48	50	44
25	48	49	43
24	47	48	43
23	47	47	42
22	46	46	41
21	45	45	40
20	45	44	39
19	44	43	37
18	43	42	38
17	42	41	37
16	41	40	36
15	41	40	35
14	37	38	34
13	38	37	32
12	37	36	31
11	35	35	30
10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	27
6	30	26	26
5	29	25	25
4	28	23	24
3	27	22	23
2	26	21	23
1	25	20	22

0	24	20	21
---	----	----	----

2. Questionnaire

It is used to find out the problem faced by the students in TOEFL test in reading comprehension. The number of question consist of 10 (ten) and have four multiple choice and the kind of question about the difficulties in TOEFL test faced by the students'. Namely strongly agree, agree, disagree and strongly disagree based on Guttman scale.

H. Producers of data Analysis

1. Giving Pre Test

The researcher gave the student pre test in the first meeting. It consist of explanation about the researcher gave fifty question test TOEFL to know their scores.

2. Giving Treatment

The researcher applied the treatment as follows:

The researcher gave treatment after pre test. The treatment steps follow:

- a. The researcher gave explain to the students about TOEFL in reading comprehension, mind mapp and how to answer the test with using mind mapping.
- b. The researcher gave explain about how to answer the kind of question in TOEFL like “looking for the Main Idea, Stated Detail” with using mind map.
- c. The researcher gave explain about how to answer the kind of question like “Unstated Detail, the question Implied” with using mind map.

- d. The researcher gave explain about how to answer the kind of question like “Treasury of word, looking for the place/where” with using mind map.

3. Giving Post Test

The researcher gave post test to the student fifty question to know their scores TOEFL in reading through mind mapping where the post test is the different as the pre test.

I. Technique of Data Analysis

After collecting the data by conducting the pre test, treatment and post test with involve some instrument, the researcher then focus on the data analysis, therefore there are some procedure that have been done by the researcher namely determining the scoring classification, looking for the main standard of deviation of significance. The procedure was explained as follow:

1. Classifying the students' scores by using percentage as cited below:

$$P = \frac{F}{N} \times 100$$

In which :

P : Percentage

F : The cumulative frequency of subjects

N : Total number of subject

The researcher analyzed the data of improving reading of students by using fable as follow:

2. Finding D (difference) score between variable I (x) and variable II (y)

$$D=X-Y$$

3. Finding mean of difference

$$MD = \frac{\sum D}{N}$$

4. Finding standard deviation of difference (SD_D)

$$SD_D = \frac{\sum D^2 - (\sum D)^2}{\sqrt{N} (N)}$$

5. Looking for standard error from mean of difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

6. Finding t_o by using the formula

$$T_o = \frac{MD}{SE_{MD}}$$

Criteria of t_o hypothesis:

If $t_o \geq t_t$ it means H_o is rejected

If $t_o \leq t_t$ it means H_a is accepted¹⁸

Notation:

D = score variable between I (x) and II (y)

N = total number of sample

M_D = mean from difference

SD_D = standard deviation from different

SE_{MD} = error standard from mean difference.

¹⁸ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo, 1995), p. 289.

7. Questionnaire

For this instrument, the researcher counts the percentage of the problems faced by the students in reading comprehension. The researcher gets the percentage from the highest to the lowest. The result is from the percentage of each option by using this formula:

$$\text{Percentage} = \frac{\text{frequency}}{\Sigma \text{Sample}} \times 100$$



IAIN PALOPO

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter includes two sections. The first is findings and the second is discussions.

A. Findings

1. The analysis students' reading test score in pre test and post test.

a. Pre-test

The score of students were observed based on their test result. The data can be seen in the following table:

Table 4.1
The Score of Students' Reading of TOEFL test in the Pre-test

Respondent	Correct answer	Total
R1	17	37
R2	12	31
R3	21	40
R4	27	45
R5	32	49
R6	19	37
R7	19	37
R8	20	39
R9	19	37
R10	18	38
R11	16	36
R12	10	29

R13	23	42
R14	24	43
R15	25	43
R16	17	37
R17	21	40
R18	32	49
R19	19	37
R20	19	37
N=20		$\sum X=783$

The table 4.1 shows that there were 6 students got score (37), 1 student got score (31), 2 students got scores (40), 1 student got scores (45), 2 students got scores (49), 1 students got scores (39), 1 student got scores (38), 1 student got scores (36), 1 student got score (39), 1 student got scores (42), 2 student got scores (43), and 1 student got scores (49).

b. Post-test

The score of students were observed based on their test result. The data can be seen in the following table:

Table 4.2
The Score of Students' Reading of TOEFL test in the Post-test

Respondent	Correct answer	Total
R1	23	42
R2	15	35
R3	26	44
R4	32	49
R5	38	54

R6	25	43
R7	22	41
R8	24	43
R9	23	42
R10	26	44
R11	21	40
R12	17	37
R13	27	45
R14	29	46
R15	32	49
R16	23	42
R17	26	44
R18	38	54
R19	22	41
R20	23	42
N=20		$\Sigma X=877$

The table above shows that there were 4 students got score (42), 1 student got score (35), 4 students got scores (44), 2 student got scores (49), 2 students got scores (54), 1 students got scores (43), 2 student got scores (41), 1 student got scores (40), 1 student got score (37), 1 student got scores (45), and 1 student got scores (46).

So we can take conclusion that there is improvement of the students of the seventh semester to upgrade the students' reading score in TOEFL test.

Table 4.3
TOEFL scores of students' in pre-test and post-test

Respondent	Variable X (Pre-test)	Variable Y (post-test)	D=(X-Y)	D²=(X-Y)²
R1	37	42	-5	25
R2	31	35	-4	16
R3	40	44	-4	16
R4	45	49	-4	16
R5	49	54	-5	25
R6	37	43	-6	36
R7	37	41	-4	16
R8	39	43	-4	16
R9	37	42	-5	25
R10	38	44	-6	36
R11	36	40	-4	16
R12	29	37	-8	64
R13	42	45	-3	9
R14	43	46	-3	9
R15	43	49	-5	25
R16	37	42	-5	25
R17	40	44	-4	16
R18	49	54	-5	25
R19	37	41	-4	16
R20	37	42	-5	25
N=20	$\sum x_1 = 783$	$\sum y_1 = 877$	$\sum D = -97$	$\sum D^2 = 457$

From the table 4.3, $\sum D = -97$, and $\sum D^2 = 457$. The next finding the different variable X (pre-test) and variable Y (post-test) as follow:

a. Mean Score of Pre-test (X) and Post-test (Y)

$$1. \quad M = \frac{\sum x}{N}$$

$$M = \frac{783}{20}$$

$$M = 39,15$$

2. Mean score of Post-test (Y)

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

$$M = \frac{877}{20}$$

$$M = 43,85$$

The Table 4.4
The students' Mean Score

Component	Pre-Test	Post-Test
Mean	39,15	43,85

The mean of students before conducting treatment was 39,15 and after conducting treatment the result was upgrade with means of students is 43,85. The table 4.4 above indicates that the mean score of students in the post-test was very different from their score in the pre-test and post-test.

b. Looking for standard deviation (SD_D)

$$SD_D = \frac{\sum D}{N} - \left(\frac{\sum D}{N} \right)^2$$

$$= \sqrt{\frac{457}{20} - \left(\frac{97}{20} \right)^2}$$

$$= \sqrt{22,7 - (4,85)^2}$$

$$= \sqrt{22,7 - 23,5}$$

$$= \sqrt{-0.8}$$

$$= 0,894$$

c. Looking For standard deviation (SE_D)

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{0,894}{\sqrt{20-1}}$$

$$SE_{MD} = \frac{0,894}{\sqrt{19}}$$

$$= \frac{0,894}{4,35}$$

$$= 0,205$$

d. After finding SE_{MD} , the next looking for MD as follows:

$$MD = \frac{\sum D}{N}$$

$$= \frac{-97}{20}$$

$$= -4.85$$

e. Now finding t value (t_0) as follows:

$$t_0 = \frac{MD}{SE_{MD}}$$

$$= \frac{-4.85}{0,205}$$

$$= -23.658$$

After that, finding t_{table} (t) as follow:

$$Df = N-1$$

$$Df = 20-1$$

Df = 19

$t_{\text{table}} = 2,093$

2. Questionnaires Analysis

Some difficulties in answering the reading in TOEFL test were measured through questionnaire that consists of 10 items. The table distribution frequency, percentage of each item as follows:

Table 4.5
The Students' Attitude in Doing Reading of TOEFL Test

No	Statement	Item of choice	frequency	Percentage
1.	I am lazy to do or answer the TOEFL test	Strongly agree	1	5%
		Agree	3	15%
		Disagree	7	35%
		Strongly Disagree	9	45%
Total			20	100%

Table 4.5 indicates that the students' attitude in doing test of TOEFL is positive. This case by the students' answer, 1 students' or 5% choose very agree, 3 students' or 15% choose agree, 7 students' or 35% choose disagree and there were 9 students' choose very disagree.

Table 4.6
The Students' Condition in Answering Reading of TOEFL Test

No	Statement	Item of choice	frequency	Percentage
2.	I am still confused in looking for the mind idea at the story or the paragraph and looking for the answer that forms the question is stated detail	Strongly agree	14	70%
		Agree	6	30%
		Disagree	-	0%
		Strongly Disagree	-	0%

	because the answer provided has word or sentence is different with the sentences or paragraph at the text.			
Total			20	100%

Table 4.6 indicates that the students' condition in doing test of TOEFL still confused with the forms of the question. This case by the students' answer, 14 students' or 70% choose very agree, 6 students' or 30% choose agree, and there were no students choose disagree and very disagree.

Table 4.7
The Students' Ability in Answering Reading of TOEFL Test

No	Statement	Item of choice	frequency	Percentage
3.	I don't understand in answering the question that form "not stated", not mention or not true" because this kind of the question is not part of the story at the text provided.	Strongly agree	6	30%
		Agree	9	45%
		Disagree	2	10%
		Strongly Disagree	3	15%
Total			20	100%

Table 4.7 indicates that the students' still don't understand in answering the question that form "not stated", not mention or not true" because this kind of the question is not part of the story at the text provided. This case by the students' answer, 14 students' or 70% choose very agree, 6 students' or 30% choose agree, and there were no students choose disagree and very disagree.

Table 4.8
The Form of The Text in Answering the TOEFL Test

No	Statement	Item of choice	frequency	Percentage
4.	I am always fraud in answering the implied question because the answer is not there at the story or the sentences.	Strongly agree Agree Disagree Strongly Disagree	13 5 2 -	65% 25% 10%
Total			20	100%

Table 4.8 indicates that the students' always fraud in answering the implied question because the answer is not there at the story or the sentences. This case by the students' answer, 13 students' or 65% choose very agree, 5 students' or 25% choose agree, 2 students' or 10% choose disagree and there were no students' choose very disagree.

Table 4.9
The Students' Using Feeling in Answering the TOEFL Test

No	Statement	Item of choice	frequency	Percentage
5.	In answering the question just follow what my heart choose	Strongly agree Agree Disagree Strongly Disagree	7 6 7 -	35% 30% 35%
Total			20	100%

Table 4.9 indicates that the students' always follow what my heart chooses. This case by the students' answer, 7 students' or 35% choose very agree, 6 students' or 30% choose agree, 7 students' or 35% choose disagree and there were no students' choose very disagree.

Table 4.10
The Student Ability in Answering Reading Test in TOEFL

No	Statement	Item of choice	frequency	Percentage
6.	The content of the reading test is too difficult	Strongly agree	2	10%
		Agree	15	75%
		Disagree	3	15%
		Strongly Disagree	-	0%
Total			20	100%

Table 4.10 indicates that the students' said that the content of the reading test is too difficult. This case by the students' answer, 2 students' or 10% choose very agree, 15 students' or 75% choose agree, 3 students' or 15% choose disagree and there were no students' choose very disagree.

Table 4.11
The Students' Luck of Word in Answering Reading Test

No	Statement	Item of choice	frequency	Percentage
7.	Many of English words that I don't know.	Strongly agree	17	85%
		Agree	1	5%
		Disagree	2	10%
		Strongly Disagree	-	0%
Total			20	100%

Table 4.11 indicates that the students' said that Many of English words that I don't know. This case by the students' answer, 17 students' or 85% choose very agree, 1 students' or 5% choose agree, 2 students' or 10% choose disagree and there were no students' choose very disagree.

Table 4.12
The Kind of the Text in Answering TOEFL Test in Reading

No	Statement	Item of choice	frequency	Percentage
8.	There are forms of question that need some of vocabulary that have same meaning with the meaning word at the question, sometimes difficult to found it and doubt to choose the right answer.	Strongly agree	11	55%
		Agree	5	25%
		Disagree	2	10%
		Strongly Disagree	2	10%
Total			20	100%

Table 4.12 indicates that the students' said that forms or same meaning of the word sometimes difficult to found it. This case by the students' answer, 11 students' or 55% choose very agree, 5 students' or 25% choose agree, 2 students' or 10% choose disagree and 2 students' or 10% choose very disagree.

Table 4.13
The Students' Ability in Doing Reading of TOEFL Test

No	Statement	Item of choice	frequency	Percentage
9.	I am difficult with the forms of question “where” because this question is looking for the position or sentences according to question.	Strongly agree	9	45%
		Agree	8	40%
		Disagree	1	5%
		Strongly Disagree	2	10%
Total			20	100%

Table 4.13 indicates that the students' said that they always got the difficult when answer the question "where". This case by the students' answer, 9 students' or 45% choose very agree, 8 students' or 40% choose agree, 1 students' or 5% choose disagree and 2 students' or 10% choose very disagree.

Table 4.14
The Students' Luck of Idea in Answering Reading Test in TOEFL

No	Statement	Item of choice	frequency	Percentage
10.	I never answer the TOEFL test with using strategy or technique when I answer the question.	Strongly agree	14	70%
		Agree	3	15%
		Disagree	2	10%
		Strongly Disagree ¹⁹	1	5%
Total			20	100%

Table 4.14 indicates that many of students' don't have strategy or technique when do the test of TOEFL. This case by the students' answer, 14 students' or 70% choose very agree, 3 students' or 15% choose agree, 2 students' or 10% choose disagree and 1 students' or 5% choose very disagree.

B. Discussion

A mind mapping is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea, mind maps are used to generate, visualize, structure and classify ideas and as an aid in study, organization, problem solving, decision making, and reading to make it all easy to memorize with mind mapping strategy. So the students can remember what they read before²⁰.

In mind mapping technique, student asked to make mind map according to the kind of the test on TOEFL. So the student can make the best creative, easy to remember because they made by their idea. So they always remember the way to

¹⁹ Prof. Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: PT, Bumi Aksara, 2003), p 78

²⁰ Anonim. *Teori-Teori Minat*. 2012 (online: [http:// www.wikipedia.com/what-is-mind-mapping/](http://www.wikipedia.com/what-is-mind-mapping/)) Accessed on September 28th 2012

answer the test when they face the many kind of TOEFL test. So TOEFL and mind map have correlation each other. In this method, student will be helped to remember what is right answer according to what the student made before doing the test.

Based on the result of the data analysis before show that the mind mapping technique is able to upgrade the TOEFL scores at STAIN Palopo especially for English department. From table 4.4 the mean score of students' in post-test by mind map was 43,85. The highest score was 54 and the lowest as 35. From the table 4.4, the mean scores of students' in pre-test as 39,15. The highest scores as 49 and the lowest was 29.

The standard deviation of students is 0,894. The result of t_{table} (t_1) with significant 1% we got 2,093. With comparing t_0 t_1 which is got pre-test and post-test, the researcher gave interpretation " t_0 " is showed as follows:

$$-23,958 \leq 2,093$$

Since " t_0 " is smaller than " t_1 " the score of the reading TOEFL before and after treatment is significant. It means that by reading in TOEFL by mind mapping can upgrade students scores.

Based on the table " t_1 ", standard of significant 5% with $D_f = 19$ is 2,093, and standard of significant 1% with $D_f = 2,093$. Based on the result above, the researcher gave interpretation that t_{table} is bigger than v_{value} (t_0).

$$2,093 \geq -23,958$$

Where -23,958 is smaller than 2,093 and 2,093 is bigger than -23,958 Based on paired of the samples statistic and sample test. The result of this research indicates that null hypothesis is rejected and alternative hypothesis is accepted.

The result showed that mind map is effective to upgrade the students' scores of TOEFL test. Based on the title in this research using mind map to upgrade the students' scores at the seventh semester STAIN Palopo was giving benefit to upgrade scores of TOEFL test in reading. The researcher believes that mind map can upgrade the student' scores of reading TOEFL in reading test because with mind mapping the classroom more interactive and it can motivate them to study because they can memorize what was they did and what was the key and trick how to answer the TOEFL test through memorize the picture that the student drawer and can jogging their creativity, problem solving, organizing ideas and note taking.

Based on the researcher's experience above, the researcher also agree with Tony Buzan said that "mind mapping a very powerful tool for brainstorming, creative thinking, problem solving, organizing ideas and note taking". It means that mind mapping can motivate student in learning process, and also make teacher more creative in presenting the material²¹.

According to Muhammad Noer on his site, he said that "mind map is easy to made. We just have to decide the title and then make a graph, next make main branch as a main idea about the right picture and then developing each branch". It implies that mind mapping is easy note taking that can make students easily in

²¹ Arini. *Mind-Map-Reading*. 2012 (Online : www.carajawab.com / mind-map-reading/) Accessed on Mey,27th 2012

learning,memorizing and solving problem, because the students can develop their ideas by every branches in mind mapping²².

Based on questionnaire we can see that many of student still have difficulties in answering the TOEFL test. It means that the students had low prior knowledge about vocabularies because we know that if we want to know about English we should have many vocabularies in English. .



IAIN PALOPO

²² Muhammad Noer. *Speed Reading for Beginns*.2012(Online: [www. muhammadnoer. com/membuat-mind-map/](http://www.muhammadnoer.com/membuat-mind-map/)) Accessed on September,21st 2012

CHAPTER V CONCLUSIONS AND SUGGESTIONS

Based on the findings, data analysis and the discussion in the previous chapter, the researcher then comes to the research conclusion and suggestion. Both items are presented as follows:

A. *Conclusions*

Having analyzed the data finding, analysis and the discussion in the previous chapter, the researcher has come to the following conclusions:

1. Having implemented the treatments by using mind map technique, the data have been analyzed by using (t_t) standard of significant 5% with degree of freedom (df) = 19, got $t_t = 2.093$ and standard of signification 0.05, the result of t_0 (t count) is -23,658. From this result the researcher gave interpretation that t_0 (t count) is higher than t_t (t table), $-23,658 > 2.093$. It means that there is improvement achievement between students' scores before and after giving treatment by using mind map technique. It can be concluded that implementation of mind map technique is effective to upgrade the students' reading score in TOEFL test.

2. The difficulties when students' did the TOEFL test in reading are when the students answered the first question about difficulties in looking for main ideas, the students answer very difficult was 70% and the students answer difficult was 30% . The students answer the second question about difficulties when looking for the question that form "not stated, not mention and not true" the students' answer very

difficulties was 10%, difficult was 75% and not too difficult was 15%. The students' answer the third question about difficulties looking for the implied sentences, the students' answer was very difficulties was 10%, difficult was 75% and the answer not too difficult was 15%. The next question about many of English words that students don't know, the students answered was very difficult was 85%, difficult was 5% and not too difficult was 10% and the last question about the students never did the technique or strategy when answered the TOEFL test, the students' answer very agree was 70%, agree is 15%, disagree is 10% and very disagree is 1%.

B. Suggestions

Having concluded the result of this research, the researcher further suggests some point as follows:

1. An English teacher especially should give an appropriate technique or method to upgrade the TOEFL scores, should be creative in choosing a good method in learning English.
2. For students should improve and add your vocabulary to get the high score in TOEFL.
3. For the next researcher who wants doing the next research especially about TOEFL, the researcher hopes they can use the other interesting method.



IAIN PALOPO

BIBLIOGRAPHY

- Andrian, Ian.2012. *Definition of Reading*.Online: www.onlinesyariah.com/definition-of-reading-comprehension.html.Accessed on 25th2012
- Arfiandi, Muhammad, 2010. *Teaching Writing by Using Mind Mapping to the Second Year Students of SMAN 4 Palopo*. Unpublished thesis, Palopo, Department of English Education FKIP UNCP.
- Arikunto, Suharsimi, *Procedure Penelitian Suatu Pendekatan Praktek*; (cet II; Jakarta Rineka Cipta 1993)
- Arikunto, suharsini. 1992. *Prosedur penelitian*. Jakarta: PT.Rineka Cipta.
- Arini.2012.*Mind-map-reading*.Online:www.carajawab.com/mind-map-reading/Accessed on May 27th 2012
- Buzan, Tony. *Buku Pintar Mind Map*, jakarta: PT Gramedia Pustaka Utama, 2006.
- Cliffs. *TOEFL Preparation Guide*, India :Willey - dreamlech India Pvt. Ltd. 2005
- Kunandar, *PenelitianTindakanKelas*.(revisi edition, Jakarta: Rajawali Pers)
- Noer,Muhammad.2012.*Membuat-mindmap*.online://www.muhammadnoer/membuat-mind-map/Accessed on September 21st 2012.
- Nunan, David. *Practical English Language Teaching* .Sidney: Macquarei University : 1991.
- Pressly Michael, *Reading instruction that works : the case for balanced teaching*. (New York: Gulford Press).2006
- Subagyo,Joko. *Metode Penelitian dalam Teori dan Praktek*, Cet.III; Jakarta: Rineka Cipta, 1999
- Sudana, Komang.2012.*The Application of Mind Mapping to Upgrade Students' Reading Comprehension at the Second Years of SMPN 2 Angkona* Unpublished thesis, Palopo,Department of English Education FKIP UNCP.
- Tawakkal, *Encouraging Students to speak english by using picture at the second level students of ESC Family Palopo*, (Palopo; STAIN Palopo), 2011

Unname. 2012. *teori - teori minat*. <http://www.wikipedia.com/what-ismind-mapping/>
Accessed on September 29th 2012 at 10:28.

Unname. 2012. *teori-teori minat*. <http://pkab.wordpress.com.2008/02/29/peta-pikiran-mind-mapping/> Accessed on, February 29th 2012

Unname.2012 .*teori-teori minat*. [www.wikipedia.com/benefits – of -mind-mapping](http://www.wikipedia.com/benefits-of-mind-mapping/)
/ Accessed on September,22nd 2012



IAIN PALOPO

ITEM

Respondent	1	2	3	4	5	6	7	8	9	10
1	4	3	3	4	4	4	4	4	4	4
2	1	4	3	4	3	3	4	4	3	3
3	2	4	4	4	2	2	4	3	4	4
4	2	3	1	3	2	3	4	4	3	4
5	1	4	3	4	4	3	4	3	3	2
6	1	4	4	4	4	3	4	3	3	4
7	3	4	3	4	2	4	4	4	4	4
8	1	4	3	4	3	3	4	4	4	4
9	3	3	3	3	3	3	3	4	3	3
10	1	4	2	3	2	3	4	3	3	3
11	1	4	4	4	3	3	4	3	3	4
12	1	4	2	2	2	3	2	4	4	4
13	2	4	3	2	2	3	4	2	3	4
14	2	3	3	3	2	2	4	4	4	4
15	1	3	4	4	4	3	4	2	2	2
16	2	3	4	4	4	3	4	4	4	4
17	3	4	1	3	3	3	2	1	1	4
18	2	4	4	4	4	2	4	4	4	4
19	2	4	3	4	4	3	4	4	4	1
20	1	4	1	4	3	3	4	1	1	4



IAIN PALOPO

	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10
N	20	19	19	20	20	20	20	20	20	20
Valid	20	19	19	20	20	20	20	20	20	20
Missing	0	1	1	0	0	0	0	0	0	0
Mean	1,8000	3,7368	2,8947	3,5500	3,0000	2,9500	3,7500	3,2500	3,2000	3,5000
Std. Error of Mean	,20000	,10379	,24055	,15347	,19194	,11413	,14281	,22798	,21275	,19868
Median	2,0000	4,0000	3,0000	4,0000	3,0000	3,0000	4,0000	4,0000	3,0000	4,0000
Mode	1,00	4,00	3,00	4,00	2,00(a)	3,00	4,00	4,00	4,00	4,00
Std. Deviation	,89443	,45241	1,04853	,68633	,85840	,51042	,63867	1,01955	,95145	,88852
Variance	,800	,205	1,099	,471	,737	,261	,408	1,039	,905	,789
Range	3,00	1,00	3,00	2,00	2,00	2,00	2,00	3,00	3,00	3,00
Minimum	1,00	3,00	1,00	2,00	2,00	2,00	2,00	1,00	1,00	1,00
Maximum	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00
Sum	36,00	71,00	55,00	71,00	60,00	59,00	75,00	65,00	64,00	70,00

Questionnaire 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	9	45,0	45,0	45,0
2,00	7	35,0	35,0	80,0
3,00	3	15,0	15,0	95,0
4,00	1	5,0	5,0	100,0
Total	20	100,0	100,0	

Questionnaire 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3,00	5	25,0	26,3	26,3
4,00	14	70,0	73,7	100,0
Total	19	95,0	100,0	
Missing System	1	5,0		
Total	20	100,0		

Questionnaire 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	3	15,0	15,8	15,8
	2,00	2	10,0	10,5	26,3
	3,00	8	40,0	42,1	68,4
	4,00	6	30,0	31,6	100,0
	Total	19	95,0	100,0	
Missing	System	1	5,0		
Total		20	100,0		

Questionnaire 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	2	10,0	10,0	10,0
	3,00	5	25,0	25,0	35,0
	4,00	13	65,0	65,0	100,0
	Total	20	100,0	100,0	

Questionnaire 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	7	35,0	35,0	35,0
	3,00	6	30,0	30,0	65,0
	4,00	7	35,0	35,0	100,0
	Total	20	100,0	100,0	

Questionnaire 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	3	15,0	15,0	15,0
	3,00	15	75,0	75,0	90,0
	4,00	2	10,0	10,0	100,0
	Total	20	100,0	100,0	

Questionnaire 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	2	10,0	10,0	10,0
	3,00	1	5,0	5,0	15,0
	4,00	17	85,0	85,0	100,0
	Total	20	100,0	100,0	

Questionnaire 8

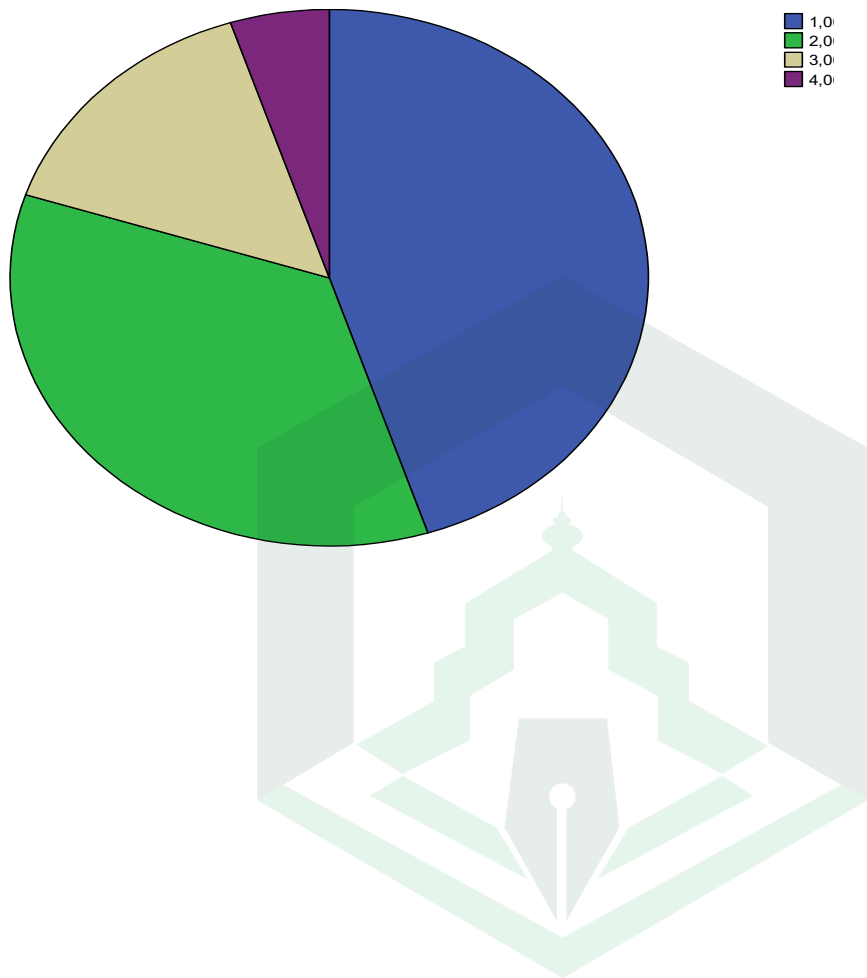
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	2	10,0	10,0	10,0
	2,00	2	10,0	10,0	20,0
	3,00	5	25,0	25,0	45,0
	4,00	11	55,0	55,0	100,0
	Total	20	100,0	100,0	

Questionnaire 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	2	10,0	10,0	10,0
	2,00	1	5,0	5,0	15,0
	3,00	8	40,0	40,0	55,0
	4,00	9	45,0	45,0	100,0
	Total	20	100,0	100,0	

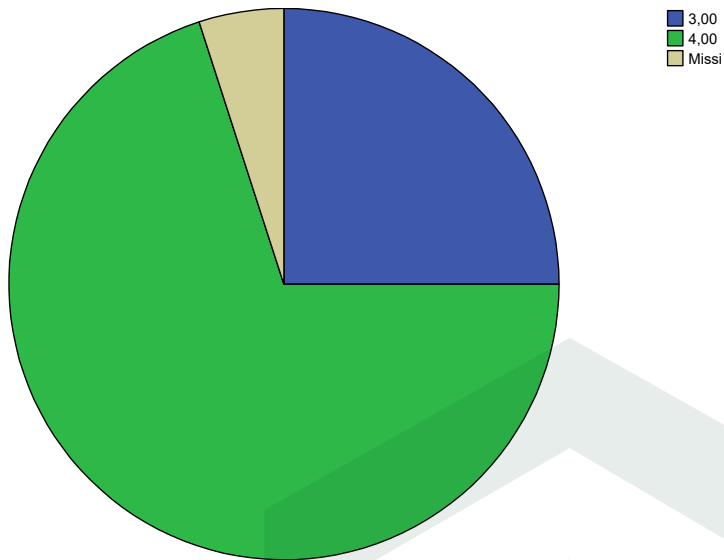
Questionnaire 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	5,0	5,0	5,0
	2,00	2	10,0	10,0	15,0
	3,00	3	15,0	15,0	30,0
	4,00	14	70,0	70,0	100,0
	Total	20	100,0	100,0	



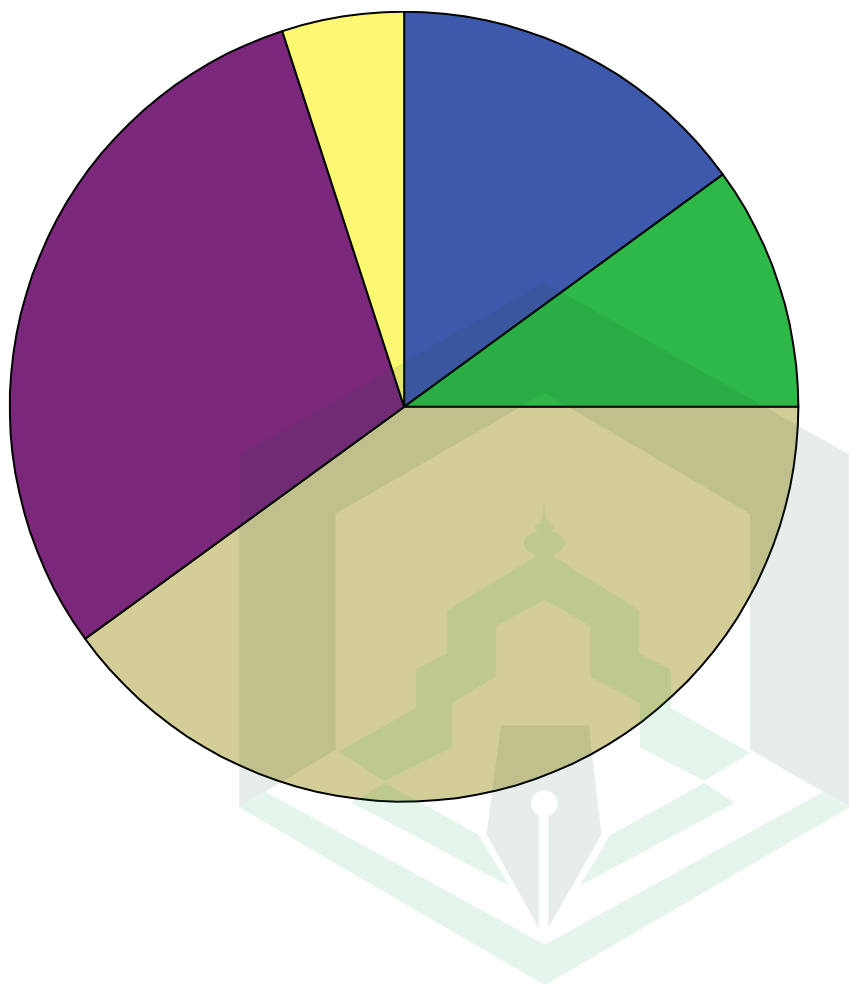
IAIN PALOPO

VAR00012



IAIN PALOPO

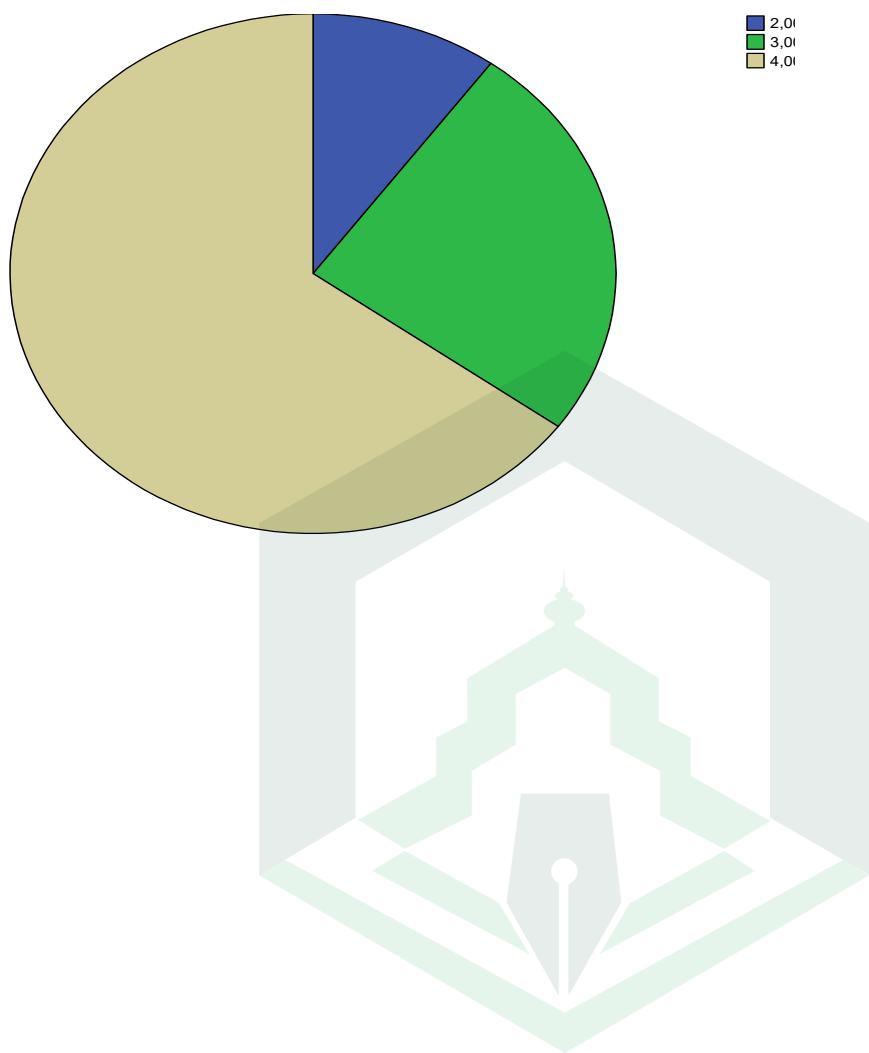
VAR00013



- 1,00
- 2,00
- 3,00
- 4,00
- Missi

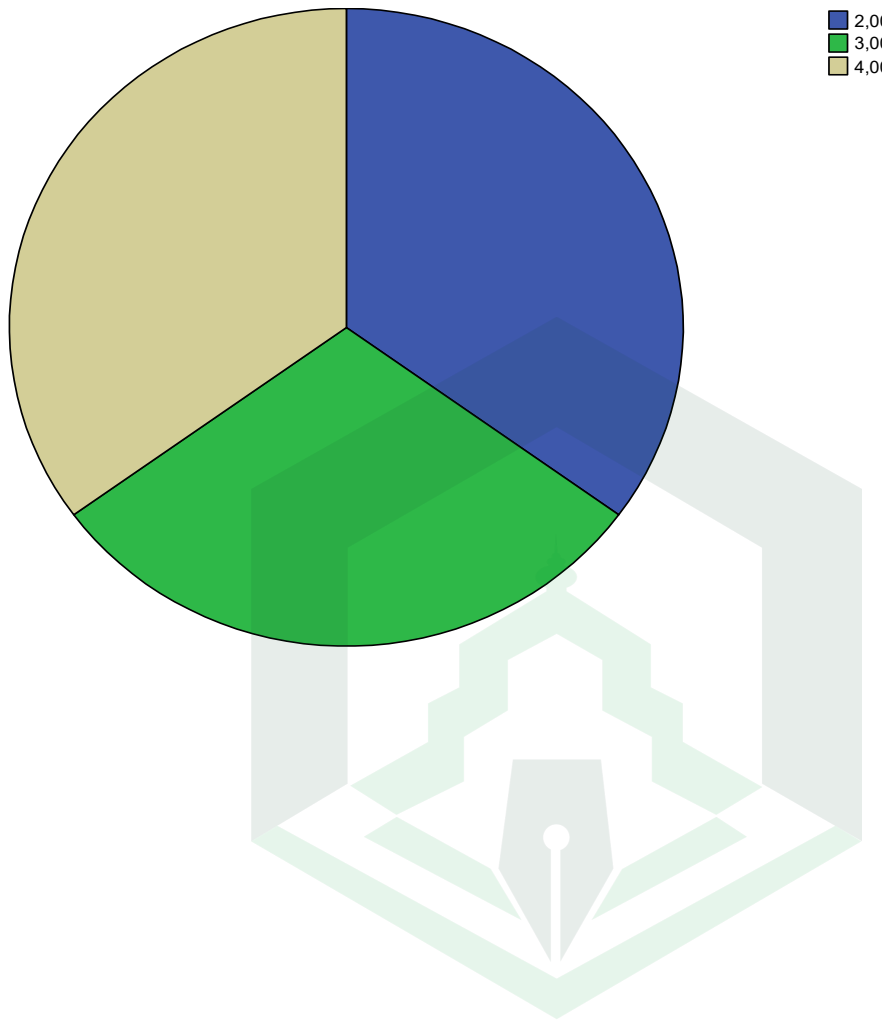
IAIN PALOPO

VAR00014



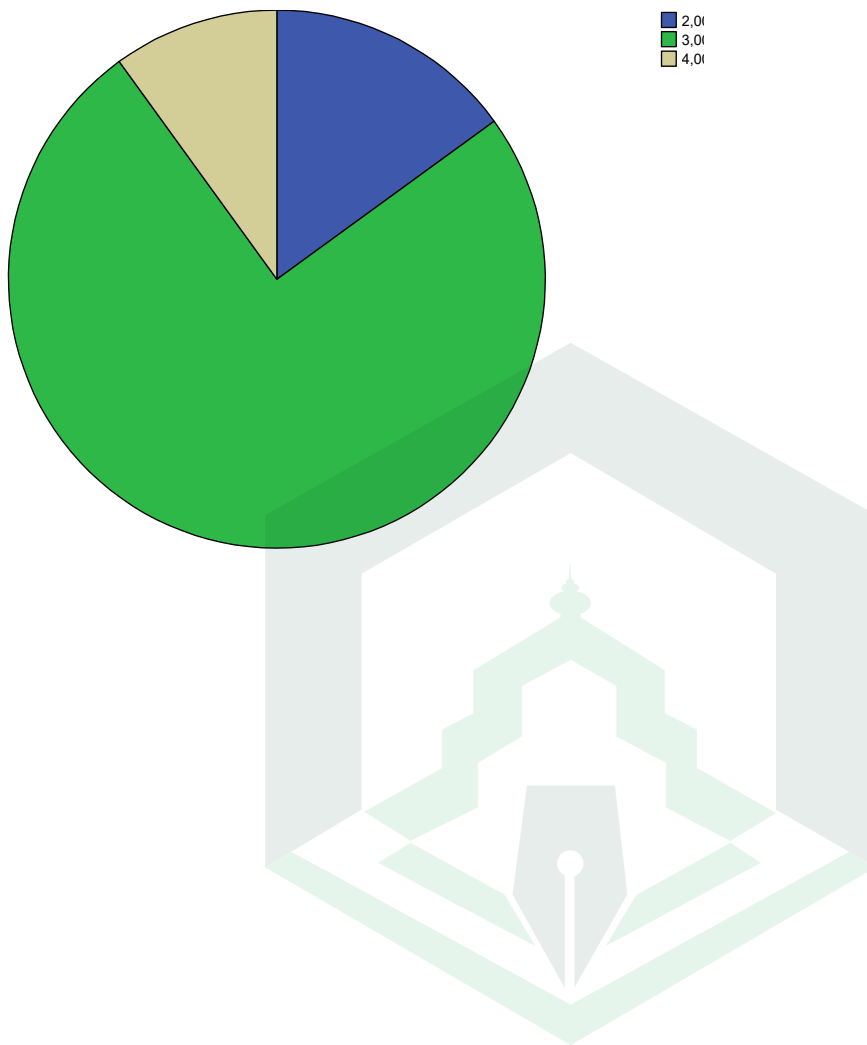
IAIN PALOPO

VAR00015



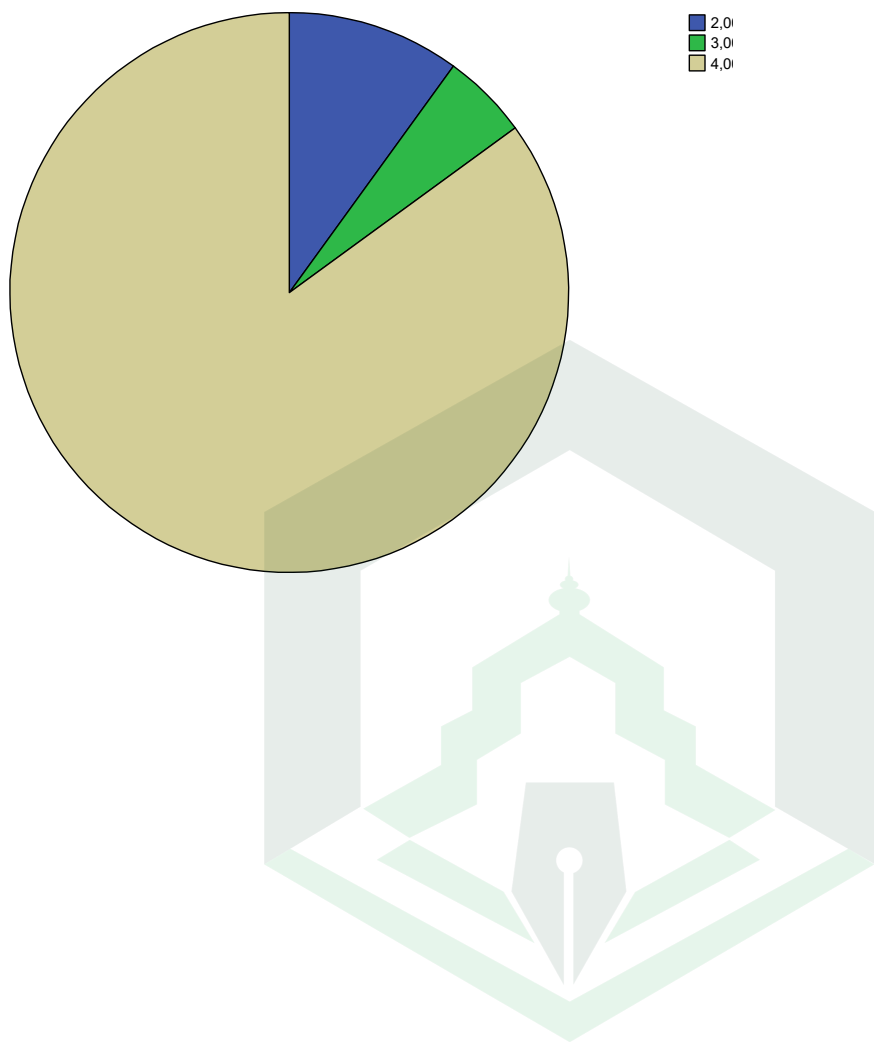
IAIN PALOPO

VAR00016



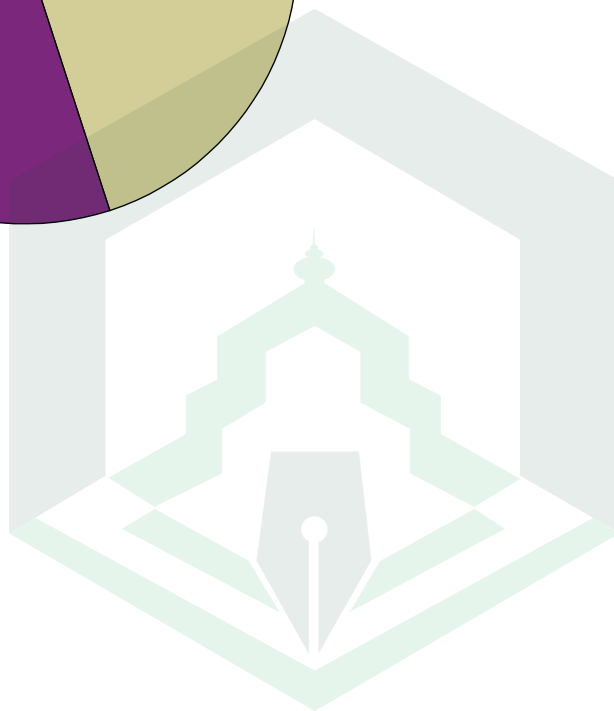
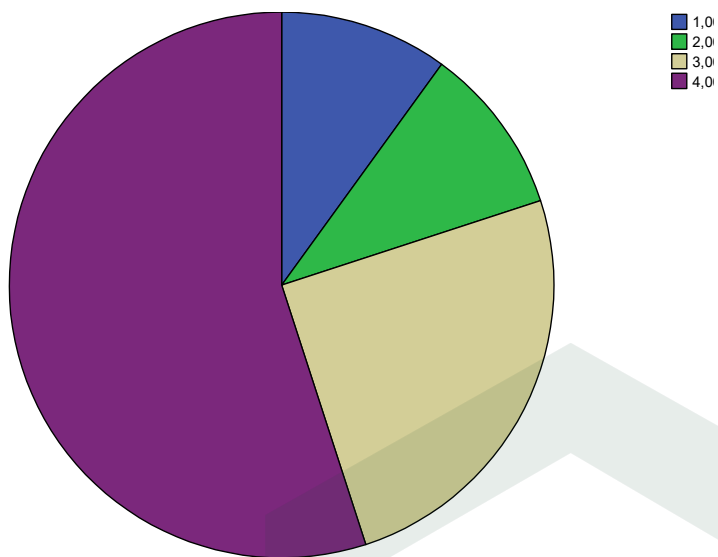
IAIN PALOPO

VAR00017



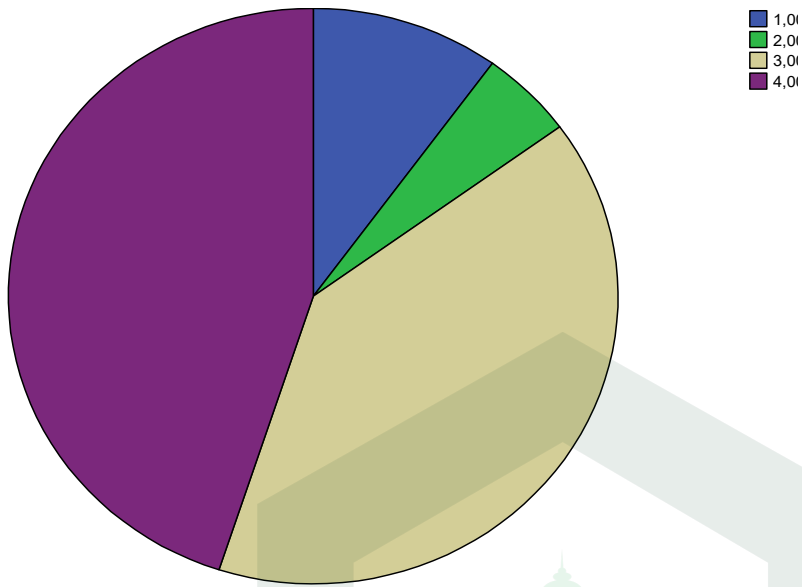
IAIN PALOPO

VAR00018



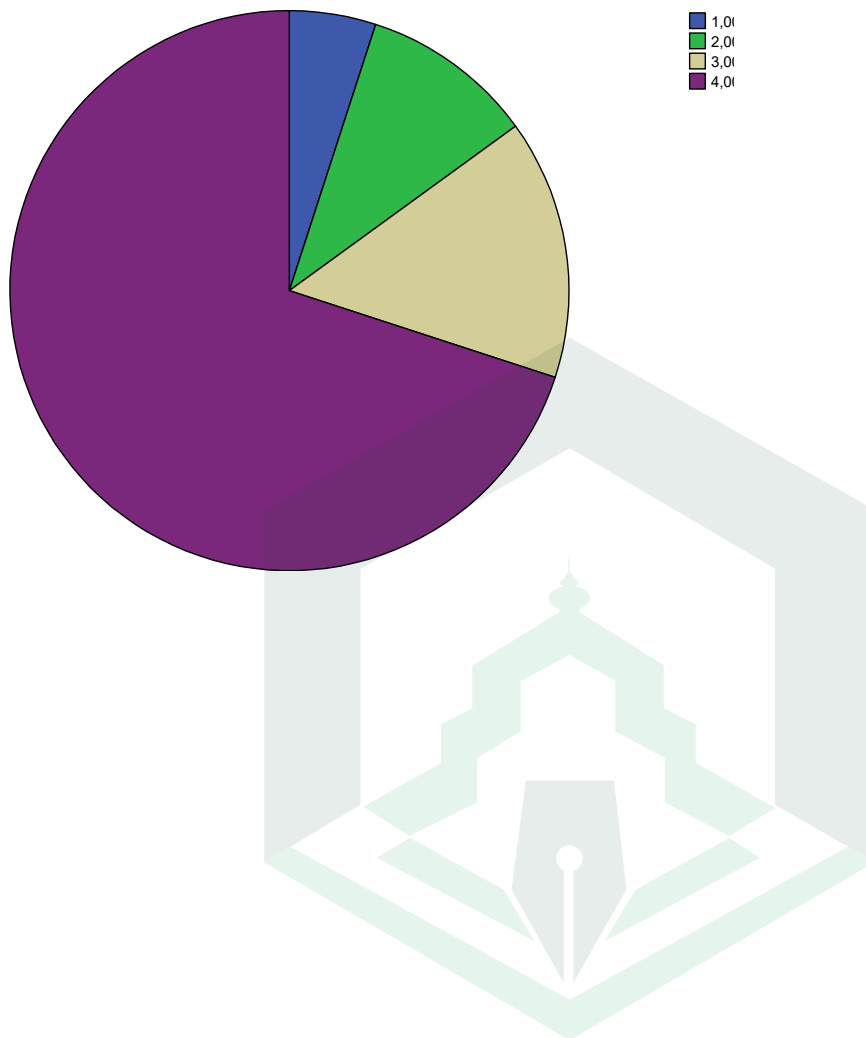
IAIN PALOPO

VAR00019

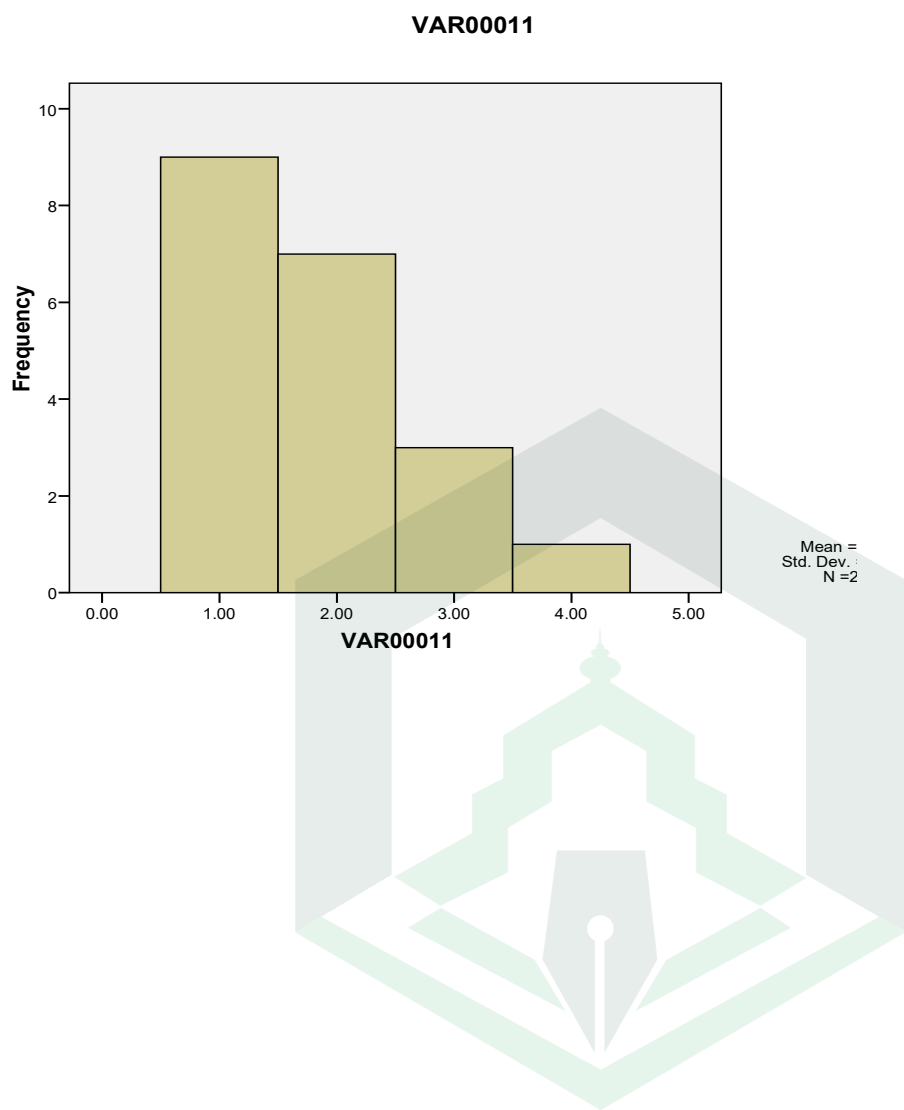


IAIN PALOPO

VAR00020

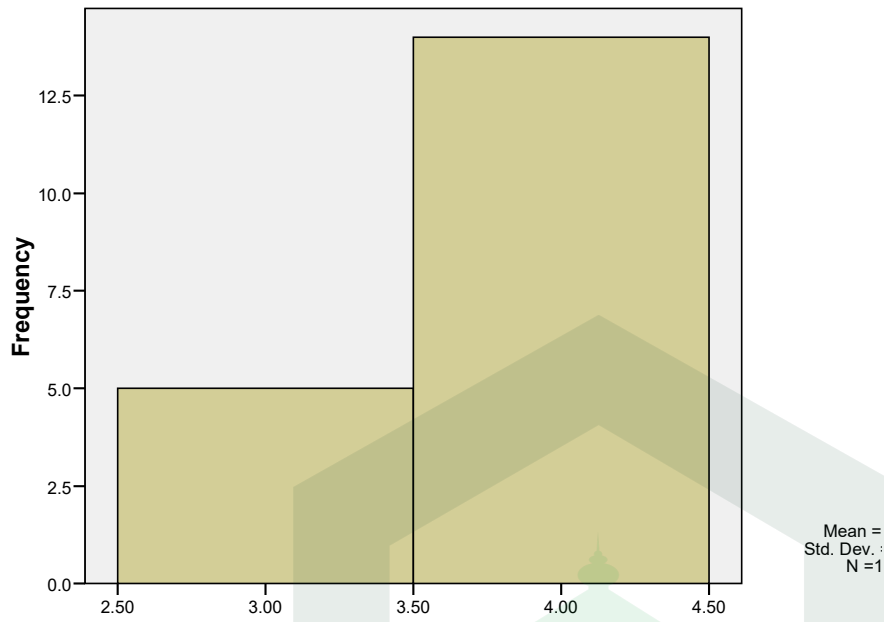


IAIN PALOPO



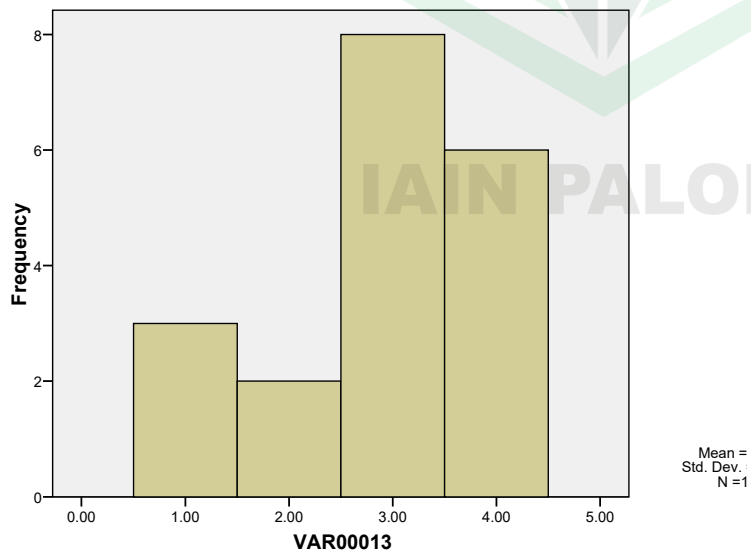
IAIN PALOPO

VAR00012

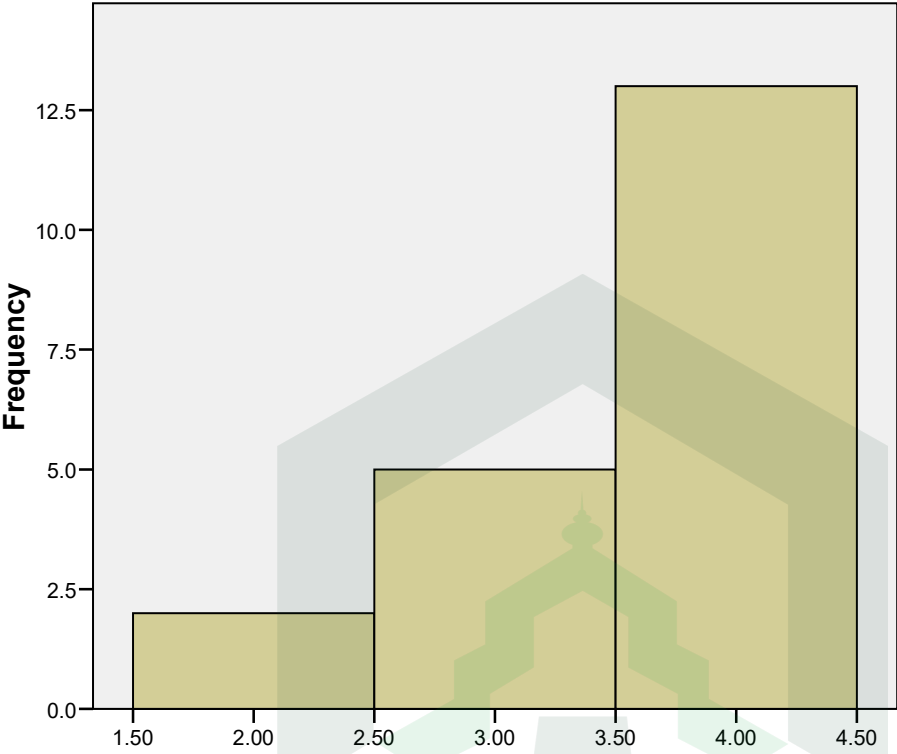


VAR00012

VAR00013



VAR00014

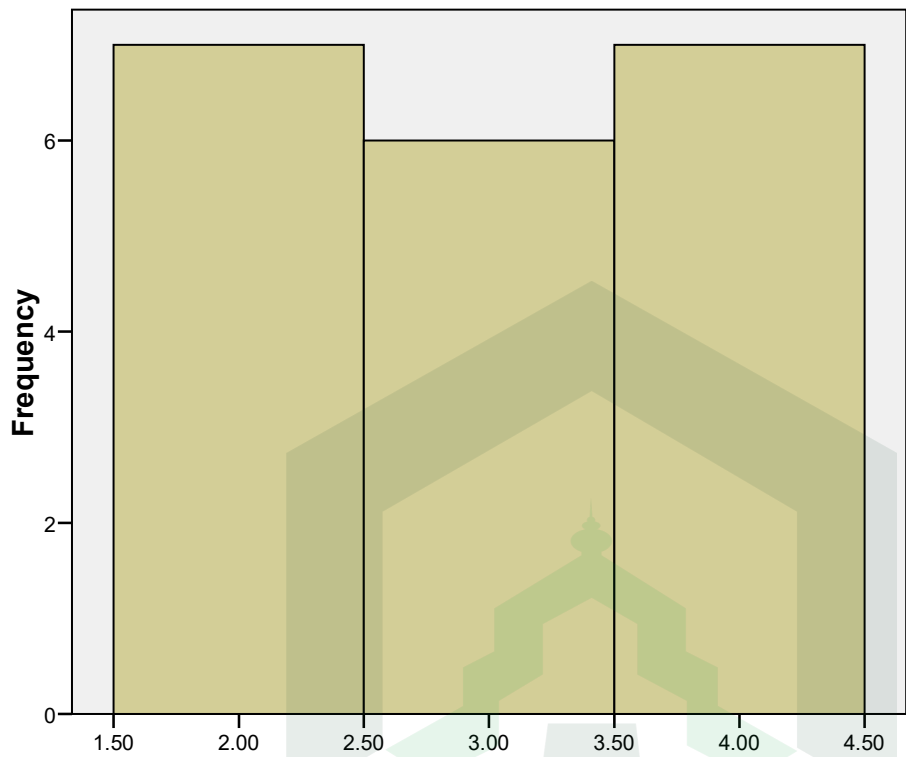


Mean =
Std. Dev. =
N =2

VAR00014

IAIN PALOPO

VAR00015

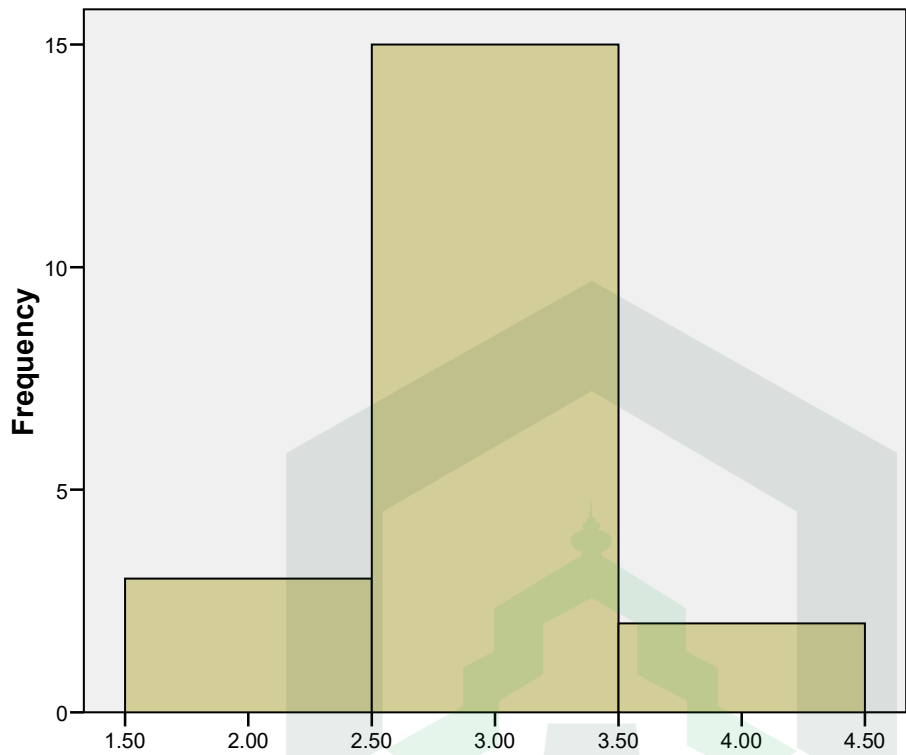


Mean =
Std. Dev. =
N =2

VAR00015

IAIN PALOPO

VAR00016

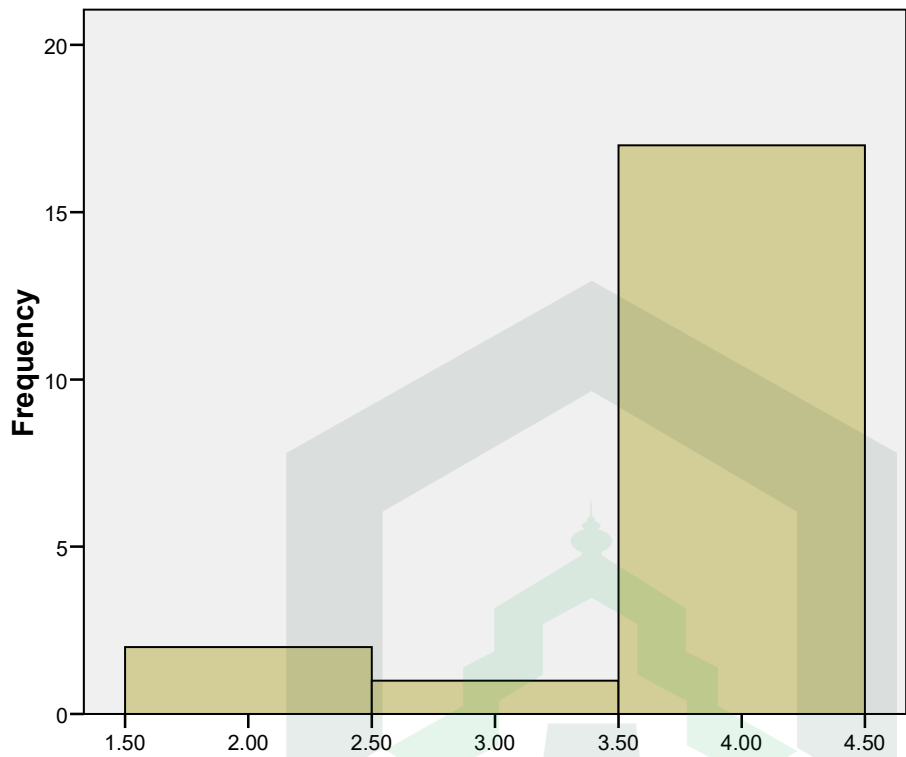


Mean =
Std. Dev.
N =2

VAR00016

IAIN PALOPO

VAR00017

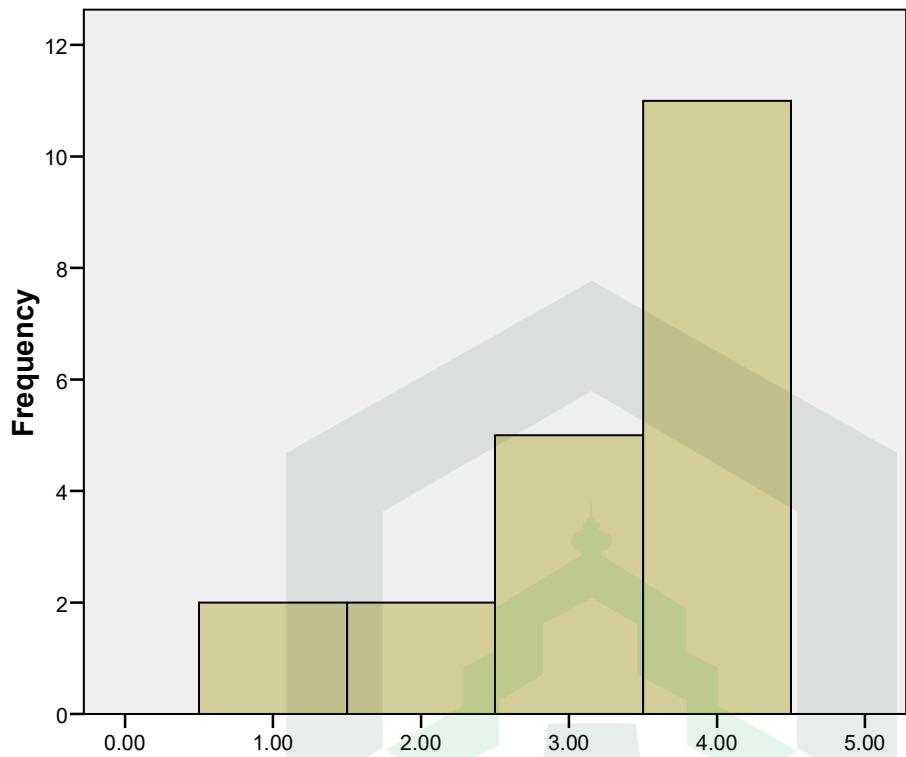


Mean =
Std. Dev. =
N =2

VAR00017

IAIN PALOPO

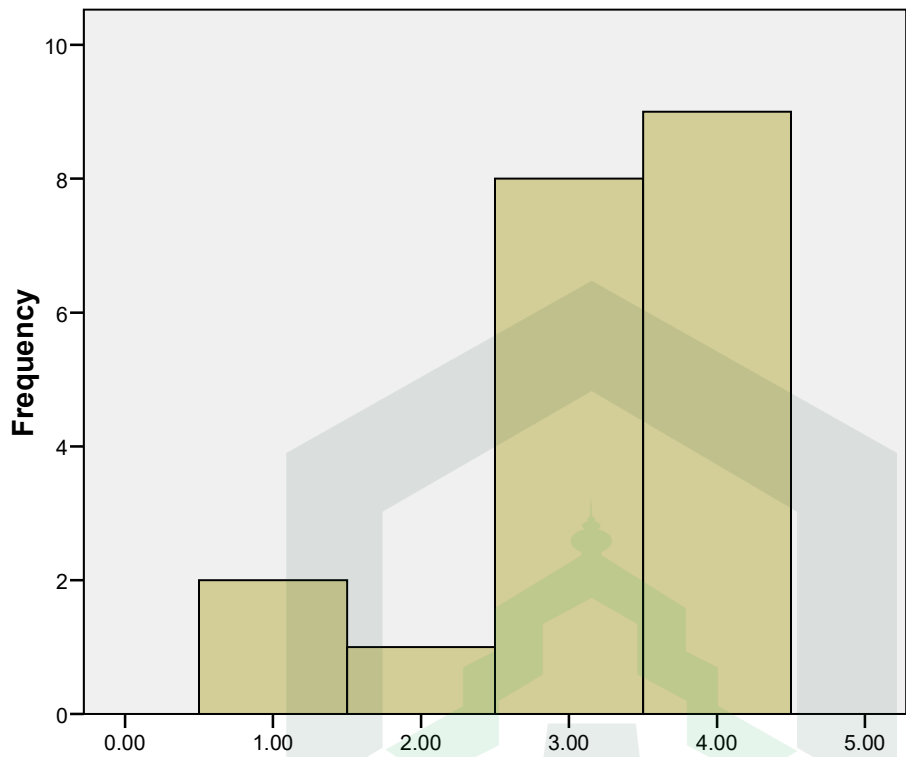
VAR00018



Mean =
Std. Dev.
N =2

VAR00018

VAR00019

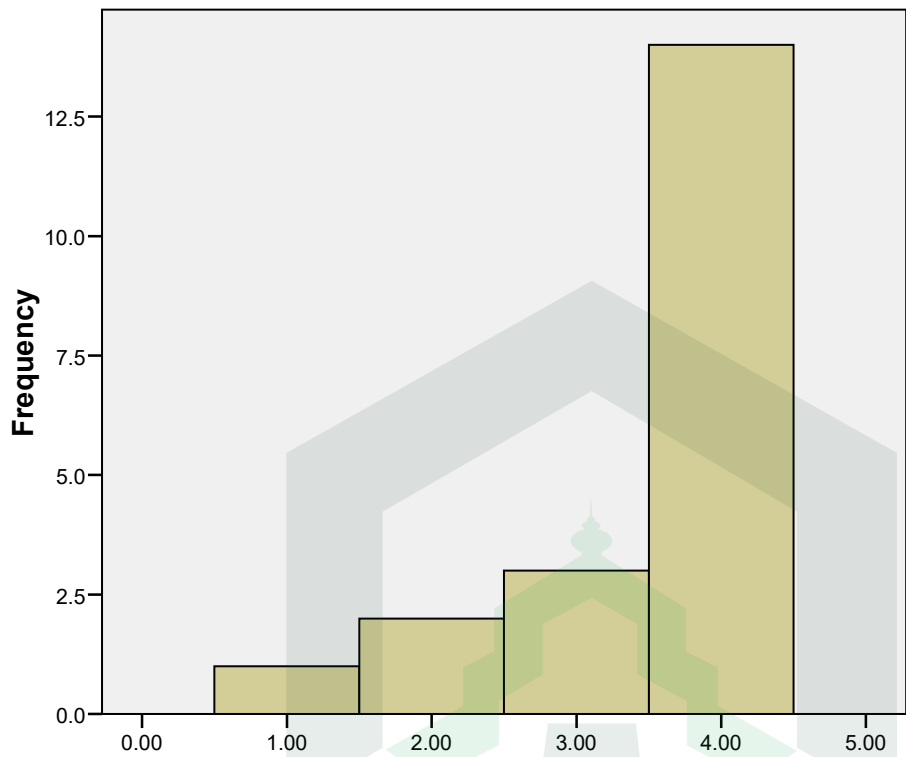


Mean =
Std. Dev. =
N =2

VAR00019

IAIN PALOPO

VAR00020



Mean =
Std. Dev. =
N =2

VAR00020

IAIN PALOPO

AUTOBIOGRAPHY



Her name is Miftahul Khair. She was born in Palopo, February 28th, 1992. Her father's name is Muhammad Anshar Naim and her mother's name is Nurhadia. She is the second child in their family. She has one brother and six sisters.

She started her school at kindergarten DDI Palopo, and graduated in June 10th, 1998. Then, she continued her study at Elementary School (SD Muhammadiyah 1 Palopo) and graduated in 2003, Junior School (MTsN Model Palopo) in 2006, and Senior High School (MAN Palopo) in 2009.

Furthermore, she continued her study at The State College of Islamic Studies (STAIN) Palopo. Her major was English Department. She was really grateful because her thesis had been finished and she was very grateful because she knew about Islam deeply from LDK FORMASI STAIN Palopo (Muslimah Hizbuttahrir Indonesia) and joined with it, and finally she graduated from STAIN Palopo 2014.

IAIN PALOPO