

Improving Students' Reading Comprehension Through Mind Mapping (A Classroom Research At The 8th Grade O Mts Assalam Bangilan Academic Of Academic Year of 2018/2019)

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ABSTRACT

This research aimed to determine the use of mind map technique in teaching reading comprehension in the 8th grade of Assalam Bangilan. This research is related to the result of a preliminary study showed that the students were still confused to comprehend the passage in reading skill; In conducting this study, the writer used Classroom Action Research (CAR) as the method of the research. She used research design of Kemmis and Mc Taggart which consisted of two cycles and each cycles consisted of four phases, they are: Planning, Acting, Observing and Reflecting. To collect and analyze the data, the researcher gained the information from questionnaire, documentation and the students' achievement in pre-test and post-test in order to support the data collected. The result of this research indicated that there was an improvement of students' scores in reading comprehension through mind mapping technique. It was proved by the data, which showed that the mean of the students in cycle II (93) was higher than in cycle I (70,3) and also in Orientation test (56,3). The writer also analyzed the qualitative data to support this research findings. The qualitative data were taken from questionnaire sheet and documentation to know how mind mapping technique could improve the students' ability in reading comprehension. Based on the finding of the research, the writer concluded that mind mapping had improve students' reading comprehension.

Key words : Reading Comprehension, Learning Method, Mind Mapping.

INTRODUCTION

Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. However, among of all the skills reading is considered as the most important skill. Snow stated that "reading is essential to success in our society. The ability to read is highly valued and important for social and educational advancement." Furthermore, according to Komiyama, "reading supports the development of overall proficiency and provides access to crucial information at work and in school." Therefore, it can be concluded that people's daily life and reading activity are closely related because reading is not only useful in the world of education, but also in social and working life

According to David Nunan "Reading is not an invariant skill, there are different types of reading skills that correspond to many different purposes we have

for reading” (Nunan, 2003). So, in the classroom, in students’ reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide them selves with the knowledge to continue their studies whatever their purpose is. In order to achieve the goal, the comprehension ability in reading is needed. Reading also includes receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear. To achieve the purpose of reading by getting information from the text, the students have to comprehend the text in order to understand the information effectively (Harmer, 1991). Based on the explanation above, the reader must understand the text. Many students in the classroom feel confused when they read a text and they feel reading exercise is difficult.

It is known that students tend to face written texts every day. The written texts are found in magazine, newspaper, books, articles on paper and internet, and other kinds of the written texts. Those written texts give so much information for the learners. In the school setting, texts are widely presented in the learners’ textbooks. In some school setting, the students get some English textbooks which are written in English. These textbooks contain a lot of information related to the subjects the learners learned. In order to access this information, therefore they need sufficient knowledge of English. Especially, they should have the skills of reading because it is written in textbooks so that they could comprehend it well. That is why the reading skills are important to be mastered. However, in some schools the writer found that there were many learners who still had lack of reading skill. It was proven when the writer observed a learning process in a school at Mts. Assalam Bangilan. They faced some reading problems which caused the learners had difficulties in comprehending the information presents in the textbooks.

Reading is a complex process, complex to learn and complex to teach. So there must be a technique which can help them to read effectively and interestingly. Teaching comprehension strategies explicitly was seen as a possible approach to tackle the problems faced by the students. In this case, the writer try to find an interesting and effective way for the students and the teachers so that they can do their reading activity well. One of the techniques which is available is the mind map technique. By using this technique, the students were able to communicate information because it can clarify complex concepts into simple, meaningful displays so that the students can develop a holistic understanding of the content to be learned .

Considering the problems discussed above, the reading has an important role to help the learners to comprehend a text they read. Consequently, it is necessary to conduct a research on improving the students’ reading skills by using the mind map technique. It allows the students to imagine and explore associations between the concepts in a passage they read. Buzan said: “ A mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain (Busan,

1995). It harnesses the full range of cortical skills word, image, number, logic, rhythm. Colour and spatial are awareness in a single uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The mind mapping can be applied to every aspect of life where improved learning and clearer thinking will chance human performance.”

Moreover, it can help the students to understand the reading materials, encourage their development of listening, speaking, reading, and writing. It means that a mind mapping technique is recommended in comprehending the text. As the explanation above, this study increased students’ responses toward the use of the mind mapping technique. When the students can represent or manipulate a complex set of concepts of the passage in a diagram, they are more likely to understand those relationships, remember them, and be able to analyze the component parts of the text. The writer focuses on reading skills in class 8 of Mts. Assalam Bangilan Tuban because the students’ reading is still low.

METHOD

The design in this research is a Classroom Action Research (CAR) . the research conducted in teaching learning process and purposeely tried to offer the solving for the problem happened. In this research the writer tried to explain some theories related to definition of action research according to the expert. Kemmis and McTaggart stated that: “Classroom Action Research is an alternative research application that easily conducted during teaching and learning processes (Kammis, 1998). Classroom Action Research will sharpened teachers’ skill in teaching with simple methodological research application. Researcher pushed to make notes about classroom activities, doing action, observe and make reflections. ”It is conducted in two cycles. Each cycle consists of planning, implementation or action, observation and reflection.

1. Planning

Planning was the first step in each cycle. The actions will do in each cycle are formulated in the planning. In this stage, the writer will prepare the lesson plans, teaching materials, teaching media, observation sheets, and student’s worksheets.

2. Action

In this step, the writer will do teaching and learning process on reading comprehension through mind mapping method. The writer will divide the students into groups. Each group consisted of six members. After that, the will give number to each student. Then, he distribute teaching material to every group. The students discussed the text in groups. They have 15 minutes. They will be asked to make a map based on the contents of reading text.

3. Observation

The observation is the activity of observing the event and activities during teaching and learning process on reading comprehension through mind mapping method. Based on the observation, the writer can determine what should be done or improved in the next cycles to achieve the aim of the writer want of this research.

The observation in teaching learning process will be documented by a camera, using a note, and observation sheets. The activities observed by the observer are students' activities during the teaching and learning process on reading comprehension through mind mapping method. It is to know the weaknesses

writer used the following techniques, ;they are quantitative and qualitative, in collecting data. The quantitative data were obtained from the post test which is given in the second meeting of the two cycles. The qualitative data come from the result of the observation will do the writer and collaborator during teaching and learning process of reading comprehension through mind mapping method in two cycles. There are two kinds of data that will be analyzed by the writer, the percentage of students' achievement on reading comprehension which is taken from cycle 1 to cycle 2 as quantitative data. While qualitative data mind mapping is the students' activities during the teaching and learning process of reading comprehension through mind mapping method in the two cycles. The quantitative data mind mappings are will be taken from the percentage of each test. To know students' achievements after the actions mind mapping is conducted, the student's mind mappings will be given a test at the third meeting of each cycle. The percentages of the students who mind mapping will count by using the following formula:

1. Test

This research is Classroom Action Research conducts in two cycles. There are pre cycle before the researcher doing an action, it uses to know students' achievement in reading a text. After pre cycle, the writer implement mind mapping technique in every cycle. The writer will collaborate with the English teacher who teaches in VIII B. The researcher used pre cycle test, both of cycle 1 and cycle 2 test after perform each cycle to got the data

$$\bar{X} = \frac{\sum X}{n}$$

Keterangan :

\bar{X} = skor rata-rata

$\sum X$ = jumlah skor X

n = jumlah penilai

The qualitative data were taken from observation sheets, questionnaire sheet, diary notes and interview.

1. Documentation

Documentation were used during the process of teaching and learning narrative text through mind mapping.

- a. Lesson plan
 - b. photograph
2. Questionnaire sheet

Questionnaire sheet was distributed in the last meeting of cycle II. It was used to know the students' opinion about the application of mind mapping during learning narrative text. The questionnaire consisted fifteen statements and it was made up based on liket scale, they are strongly agree (3), agree (2), and disagree (1).

Table 4.3 The Result of Questionnaire Sheet

NO.	STATEMENTS	CHOICES		
		Disagree Agree (3)	Agree (2)	Disagree (1)
1.	Mind mapping helps me improve my English reading ability in content.	27	6	0
2.	Mind mapping helps me improve my English reading ability in organization.	14	19	0
3.	Mind mapping helps me improve my English reading ability in vocabulary.	25	8	0
4.	My second task is better than the first task by means of mind mapping.	25	8	0
5.	I like to review my classmate's drawing mind mapping.	9	19	5
6.	I like to have my classmates review my mind mapping.	10	21	2
7.	English writing becomes easier by means of mind mapping.	12	21	0
8.	English writing becomes more interesting through mind mapping.	6	26	1
9.	Mind mapping increases my confidence in English reading.	8	25	0
10.	Mind mapping helps me overcome my fear in English reading.	8	24	1
11.	Mind mapping helps me overcome my fear in receiving correction from the teacher.	10	23	0
12.	Mind mapping increases my frequency of checking a dictionary.	22	11	0
13.	Mind mapping increases my motivation to read materials related to reading skill.	18	12	3
14.	Mind mapping also helps me improve my English reading ability.	15	16	2

15.	Mind mapping helps me in reading a text, especially in reading narrative text	33	0	0
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RESULTS AND DISCUSSION

Based on the result of the research that had been done in two cycles (cycle I and Cycle II), it could be gotten the conclusions that there was an improvement. The students' reading skill in narrative text improved after made mind mapping. It was supported by the significance result of students score in the pre-cycle (56,3), Cycle I (70,3) , and Cycle II (92). The using of mind mapping in teaching and learning English was interesting for the students; it could be seen in the result of observation and the result of the test. The writer used mind mapping technique as learning aid because it could motivate students to learn English reading more fun and easily.

Table 4.4 Students' Reading Scores of Orientation test, Cycle I and Cycle II

No.	Students' Initials	Orientation Tesk Score	Cycle I Score	Cycle II Score
1.	AI	62	73	89
2.	AM	56	69	89
3.	AS	59	69	83
4.	AEPA	43	63	86
5.	AS	43	63	89
6.	AAQ	46	66	83
7.	DAR	43	63	99
8.	DNS	59	69	89
9.	DAM	49	63	99
10.	EYS	62	73	93
11.	EES	63	73	89
12.	EKNR	59	63	89
13.	EKNS	63	73	86
14.	FAQN	43	69	83
15.	IAN	49	63	89
16.	IN	46	63	89
17.	JNR	79	89	99
18.	JAF	76	86	99
19.	MH	46	66	93
20.	MAH	46	66	93
21.	MSNS	43	63	100
22.	NNN	63	79	89
23.	NNM	73	83	99
24.	NAL	69	79	93
25.	NFF	69	79	86
26.	NFR	76	86	100
27.	NNZ	53	63	96
28.	RJRH	73	83	100
29.	SZ	46	66	89
30.	SMN	56	66	100
31.	STW	59	69	100
32.	SNA	43	63	89
33.	WAP	46	63	89

	Jumlah	1.858	2.322	3.038
	Rata-rata	56,3	70,3	92

CONCLUSION

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From the discussions mentioned in the previous chapter, the researcher draws some conclusions as the result of the study in the 8th grade A of MTs Assalam Bangilan Tuban in academic year of 2018/2019 on the improving students' reading skill. Mind mapping a technique to improve students' reading skill in a text. The use of mind mapping was very useful in teaching and learning English. The mind mapping technique was easy to use because it did not require any equipment. Moreover, mind mapping technique was the strategy that could make students more interested in the material of reading narrative text. By using mind mapping technique, teacher could stimulate the students to comprehend of descriptive text. Mind mapping technique was an excellent learning aid, the students only developed their understanding of narrative text. Mind mapping was interesting and could motivate students to learn English reading easily.

SUGGESTION

The teacher

The teacher can make the teaching and learning process interesting by using drawing mind mapping in order to make the students easy to understand in learning English. The teacher could evaluate students, how deep they understand the material in each meeting.

The students

The writer hopes that the students can find a way to improve their ability in reading text by various ways for example by using mind mapping technique.

The Further Researcher

The further researcher can use the result of this study as reference to other researches with different skills or subject.

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