

## USING MIND MAPPING TECHNIQUE TO IMPROVE THE STUDENTS' READING COMPREHENSION OF RECOUNT TEXT

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### ABSTRACT

Reading is a vital skill for junior high school students as it is tested in the national assessment. Unfortunately, they often experience comprehension difficulties such as confusion about the meaning of words or sentences, inability to connect ideas in a passage, omission of or glossing over details, difficulty distinguishing significant information from minor details, and lack of concentration during reading. This classroom action research aims to improve reading comprehension by using mind-mapping techniques on the eighth graders of SMPIT Insan Permata, Bojonegoro. Field notes, observation checklists, interviews, questionnaires, and reading tests were used to collect data. The results of the field note showed that the mind mapping technique was 96.7% employed properly in the classroom based on the teaching plan. Furthermore, the result of the interview demonstrated that the mind mapping technique could solve their reading problems and help them understand a text. The results of the observation checklist also indicated that all students were actively involved and gave positive responses during the implementation of the mind mapping technique. Meanwhile, results from pre-and post-questionnaires revealed that previously uninterested students became more active, enthusiastic, and motivated in comprehending a text. The results from the preliminary test and the tests of cycles 1 and 2 indicated that the students' average scores kept improving from 53.18, 76.36, and 95.45. In addition, the total number of students passing the minimum score of 75 also kept increasing, subsequently by 2, 7, and 11 students in the preliminary test, test 1, and test 2. In conclusion, the mind mapping technique was successful in improving the students' reading comprehension of recount text.

**Keywords:** mind mapping, reading comprehension, classroom action research

### INTRODUCTION

Reading is the most vital skill to master for English Foreign Language (EFL) learners. People usually say that reading is the window of the world, because reading provides everyone with a wide range of previously unknown knowledge, and it can expand knowledge without going anywhere. (Davis, 2012) stated that reading is essential because it is fundamental to functioning in today's society, a vital skill to develop the mind and the imagination, and helps discover new things.

Reading is an activity to obtain information conveyed by the author in the form of written language (Fitriyah & Fatmasari, 2018). Similarly, (Ahmadi, 2011) defined that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive. It shows that reading is an active process that is purposeful and requires strategy. As stated by Dalman (2014), reading is an activity or cognitive process that seeks to find various pieces of information contained in a written work. Therefore, the reader must comprehend the reading text literally, critically, and creatively. Based on the several definitions of reading, it can be concluded that reading is a process of understanding the meaning of a text.

Comprehension is the ability to relate or associate learned information with a complete "description" in our brain (Widiasworo, 2017). Comprehension can also be described as a process in which the reader gains meaning from the text by combining prior knowledge and experience with information in the text and the reader's view of the text. In line with that idea, Bolukbas (2013) emphasizes that reading is more than just word decoding of the text; it essentially involves understanding and comprehending the full text. (Mckee, 2012) explains that comprehension is a high-level cognitive process that is guided by long-term memory knowledge structure.

According to the definition of reading and comprehension above, reading comprehension can be defined as the ability to manage text by grasping the meaning of the text and integrating it with the reader's existing knowledge.

After conducting a preliminary study with the English teacher in SMPIT Insan Permata Bojonegoro, the researcher found the problems faced by the eight-year-old students in the learning process. The mean score of the pre-test was 53.18. It was under the KKM of SMPIT Insan Permata, which was 75. Based on the interview and questionnaire done in pre-research, the researcher found that the students have low competence in reading comprehension, including (1) students have limited vocabulary knowledge; (2) students are unconfident in understanding long sentences; (3) students are not motivated to read text, and (4) students have difficulties inferring and grasping the meaning of words. So, it can be concluded that the problems are generally caused by internal factors. The internal factors may arise from students who are not interested in the technique applied in the classroom and the bad habits of students in the classroom.

The researcher employs the mind mapping technique to improve students' reading skills based on these major issues. Mind mapping means a technique for maximizing the human mind's capacity by using both the right and left brain at the same time. Mind mapping can make learning and teaching more vivid and thus can promote memory retention as well as enhance the motivation of learners (Liu et al., 2014). The mind-mapping method was introduced by Tony Buzan in the 1970s. A mind map is a diagram that serves as a way to organize ideas and express words, tasks, or other links that arrange a central keyword by branches, typically containing words, colours, short phrases, and pictures (Buzan, 2012).

The mind mapping technique can be used to increase students' reading comprehension by assisting them in comprehending information or getting input

from the texts. In the opinion of Kavinshasi and Zafarghandi (2016), there are three strategies that are commonly used in reading comprehension: skimming and scanning, mind mapping, and summarizing. A mind map involves the use of the entire range of brain abilities and can be used to improve all elements of thinking, including memory, learning, and overall cognitive control. By using mind maps, it can increase students' involvement in the reading process. The students can rapidly recognize and understand the material.

## **METHOD**

This study was designed in a consistent manner using classroom action research, with the goal of improving students' reading comprehension through the mind mapping technique. The subjects of this study were eight years of 11 female students as the subject of the study. The researcher decided to choose the eight-year students because this class has a crucial problem in reading comprehension.

This study is divided into two major cycles. This action research uses the model developed by Kemmis and McTaggart. There are four steps in each cycle for doing classroom action research; planning, action, observation, and reflection. In this classroom action research, the researcher collected the data using qualitative and quantitative methods. The result of the reading comprehension test is interpreted using the quantitative method. While the qualitative method was used to determine the students' conditions, including those of reading comprehension problems. In collecting qualitative data, the researcher used observation, questionnaires, interviews, and field notes.

In analyzing the qualitative data, the researcher used the qualitative technique proposed by Burns to analyze the qualitative data. He stated there are four stages in analyzing the quantitative data. They are collecting the data, reducing the data, displaying the data, and drawing conclusions. Meanwhile, the quantitative data were analyzed by comparing the mean scores of the pre-test and the post-test to know the students' progress before and after the cycle.

## **FINDINGS AND DISCUSSION**

The researcher conducted a preliminary study to identify the problems faced by the students and the teacher in terms of reading comprehension skills. In this preliminary study, the researcher conducted a pre-test, pre-interview, and pre-questionnaire. The preliminary study was done before implementing the teaching-learning process using the mind mapping technique. The pre-test was used to determine their reading comprehension. The mean of the students' pre-test scores was 53.18. There were only 2 students who reach KKM score. Based on the pre-test results, the researcher identified that the students' reading comprehension was still low because it was below the passing grade for the English lesson (75). In this preliminary study, it was found that the problems faced by students in reading are: they are unable to understand long sentences; they have limited vocabulary knowledge; they have difficulties inferring and grasping the meaning of words; they are not motivated to read text. It was shown from the results of the

students' and teachers' pre-interview that it can also be validated based on the pre-questionnaire results. The researcher used a questionnaire sheet to acquire the students' responses to reading class. The questionnaire indicated that most students give a positive response to the use of the mind mapping technique. Here is the table of students' responses in reading class:

**Table 1 Questionnaire Results**

QUESTIONNAIRE	STATEMENTS	RESULT
Pre-Questionnaire	I like reading a text.	54% Agree
Post-Questionnaire	By using mind mapping technique, I like reading class.	72% Strongly Agree
Pre-Questionnaire	I think reading is a difficult activity.	54% Rather Agree
Post-Questionnaire	By using mind mapping technique, my reading skill is getting better.	72% Strongly Agree
Pre-Questionnaire	I feel fine during reading lesson.	63% Agree
Post-Questionnaire	By using mind mapping technique, I can remember information easily.	90% Strongly Agree
Pre-Questionnaire	I can easily understand the main idea of the text?	63% Agree
Post-Questionnaire	By using mind mapping technique, I easily understand the main idea of the text.	90% Strongly Agree
Pre-Questionnaire	I enjoy the reading class.	45% Agree
Post-Questionnaire	By using mind mapping, I get convenience in completing learning assignments.	72% Strongly Agree

The implementation of teaching reading comprehension using mind mapping in this action research consisted of two cycles. The first cycle consisted of three meetings; two meetings for delivering materials and one meeting for the post-test. The second cycle consisted of two meetings; one meeting for delivering the materials and one meeting for the post-test 2. The implementation of the mind mapping technique was believed to solve the problems in reading comprehension through retold text.

After analyzing the observation and the test results in the first cycle, the researcher discovered the students' improvements in reading comprehension and class environment. The result stated that there were some improvements achieved after the action. Unfortunately, there were several problems that were identified in this cycle. The score of post-test 1 is better than the score of the pre-test. There were 7 students who pass the KKM score. The mean score of students has increased from 53.18 to 76.36 in the post-test 1. Not only did the reading tests improve, but so did the students' attitudes and classroom conditions toward reading. In the first meeting of the cycle, the researcher found some students were sleeping, uninterested in the material, and seemed bored or sleepy. But in the next meeting, they began to actively participate in the learning process. They were brave enough to express their ideas and appeared interested in the new technique used.

Based on the reflection above, it can be concluded that the actions in cycle one resulted in some progress, but there are still some problems. Several students are still involved in improper activities in class, such as cheating, and some of them are not finished with their mind mapping. While the reading test problems are fewer, a lot of students still have difficulty identifying information in the text. According to the problems in the first cycle, the researcher revised her plan: (1) the researcher will give control to the students' activities to make them their tasks in order to ensure the students do not copy their friends' work; and (2) the researcher should improve the students' ability to identify information in a text.

Additionally, the results of the observation and reading tests in the second cycle showed that the class is better than before. All the students are actively engaged in the learning process. They seem more assured of their comprehension. Several students were active in asking about some difficulties with the researcher. The researcher discovered that the use of mind mapping enthused students in the teaching and learning process, and since students know the steps of mind mapping well, they completed the mind mapping more efficiently than in the previous cycle. The researcher ended the cycle, because all the students had earned the KKM score.

The improvement can be seen from the increase in the mean score. The mean score increased from pre-test, post-test 1, and post-test 2. It is described in the table below:

**Table 2 The Mean Score**

<b>Test</b>	<b>The mean score</b>
Pre-test	53.18
Post-test 1	76.36
Post-test 2	95.45

From the table above, it can be seen that the mean score of post-test 1 improved over the score of the pre-test. The result of post-test 2 showed that the students' mean score increased from 76.36 in post-test 1 to 95.45 in post-test 2. Hence, teaching reading by using mind mapping made the students easily comprehend the text.

## **CONCLUSIONS**

From the findings above, this study showed that this technique successfully improves students' reading comprehension. Mind mapping can effectively be used as a technique in teaching reading. Mind mapping has improved the students' reading comprehension and the class climate in the eight-year students of SMPIT Insan Permata Bojonegoro.

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