IMPROVING STUDENT'S READING COMPREHENSION THROUGH MIND MAPPING TECHNIQUE AT A JUNIOR HIGH SCHOOL

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Abstract

The aim of this research is to improve students' reading comprehension through mind mapping technique at second grade students of junior high school. In conducting the study, the researcher involved the English teacher, the school principal, and the students at the second grade of junior high school especially in VIII A class. This research conduct at SMP Taman Dewasa Ibu Pawiyatan Yogyakarta in Academic year 2021/2022 as the subject of researcher. The subjects of this research were consisted 20 students, male 11 and female 9. The research conduct with descriptive design research. In conducting this design research, the researcher divided the design into two study. The researcher collaborated with English teacher in implementing the design. The data of this study were qualitative data. The qualitative data were from observation checklist, interview transcript, diary notes, and documentation. While the qualitative table data were from post-test 1 and post-test 2, the result of students' score shows that the students' average score keep improving in every test. The percentage students score in study 1 (0,077%) and study 2 (0,085%). There were four students who have not passed the minimum mastery criterion (75) in the study 1. In the study 2 all students who passed the minimum mastery criterion (75). Based on the quantitative data above, it can be seen that the students' score showed the improvement from the first to the last test. Furthermore, the qualitative data showed that all the learning activities gave contributions not only improved the students' reading comprehension but also the students' interest, self-confidence, and motivation.

Keywords: Reading comprehension, Mind Mapping Technique, and Descriptive Design Research.

INTRODUCTION

Language plays an important role in our everyday life interactions. It is used by human to do communication with other people in conveying and sharing idea, feeling, emotion, and information both in spoken and written forms. The used of English as an international language is important thinks for people in daily life, especially in the globalization era. It is essential for them to learn English in their daily activities. English declared as the first foreign language. As a foreign language, English is taught from the kindergarten up to university in Indonesia.

In Indonesia, since 2006 a decentralized school level curriculum (School Based curriculum, it is arranged by the units of education based on the content standard (*Standard Isi*) and Graduate Competence Standard (*Standar Kopetensi Lulusan*). According to the Content Standard, the ultimate goal of learning English is to make the students to be able to participate

in discourse or to communicate idea, feelings, etc. In spoken and written English accurately, with other people in the word. Second, writing ability is required in almost in part of jobs. In addition, According the Permendiknas No.23,2006 on the Graduate Competence standard for primary and secondary schools said that:

In the basic competence in the junior high school curriculum, "The students are expected to be able to write some kind of text such as descriptive, narrative, recount or greeting cards". Narrative text is the most common text that we found in junior high school's English book, so they are expected that they can make a good narrative text with a good content and coherence, but based on the preliminary data during Practical Teaching Practice conducted by the researcher, students did not have any ideas to write and didn't know the right tenses to write narrative text also the generic structure. In other words, they had blank minds when they were asked to write a narrative text.

The problems faced by the students and the teacher are caused by some factors that may come from the students, the teacher, media, or technique used in teaching learning process. The students are not so interested in learning English especially writing because English is just considered as a foreign language and used in daily conversations. Method and approach are important thing to attract the students' attention and motivation that can help them develop their creativity and imagination in expressing their idea. The teachers must have a good preparation before teaching. The four main skills of the English language are reading, listening, speaking, and writing. Listening and reading are considered to be receptive skills, whereas speaking and writing are considered to be productive skills.

The aim of the teaching of the receptive skills is to understand meaning conveyed in different text types (recount, narrative, procedure, descriptive, new items, spoof, report, analytical exposition, hortatory exposition, discussion and review texts), while the teaching of productive skills aims at teaching students to express meaning in these text types. Reading is an important skill that need to be developed in learning and teaching activities because people get many knowledges and information by reading. Medina (2012: 81) says that for academic purposes, reading is important because it is one of the most frequently that used language in everyday life to get the information. Reading also has important function for the students in education field. Kyzy eva (2006:1) states reading is the most important academic language skill for foreign language students. It means that, students need to be exercised in order to have good reading skill.

Reading as a process which is very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/ information (or misinformation, absence of information), strategies for processing text, moods, fears and joys all of it".

The people know that reading always deals with a text which is written in books, newspaper, magazine, and websites. Furthermore, the written text has varieties. Brown (2001: 302) stated that "there are two main categories of the varieties of the written texts. The first is Non-fiction such as reports, editorials, letters, greeting cards, diaries, journals, memos, messages, announcements, newspaper, academic writings, forms, applications, questionnaires, directions, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisements, invitations, directories, articles, and dictionaries. The second is fiction such as novels, short stories, and comic stripes or cartoons" According to Klingner (2007: 2), reading comprehension is the process of constructing meaning by coordinating a number of complex

processes including word, understanding the meaning and the relationships between ideas conveyed in a text.

Furthermore, he summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teacher mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skills successfully.

Reading implies both a writer and a reader. When reading the students need to figure out what is being read. in this research, the writer chose SMP Taman Dewasa Ibu Pawiyatan Yogyakarta as the population. The reason for chose SMP Taman Dewasa Ibu Pawiyatan Yogyakarta especially for eight grade students is because the writer found that the students had problems in learning English especially in reading skill. Based on the writer's interview with one of the teachers of English and preliminary study to the class of the eight grade students at SMP Taman Dewasa Ibu Pawiyatan Yogyakarta, the writer faced that the students often get difficulties in reading for some reasons. Firstly, students got difficulty to comprehend the text because of having lack of vocabulary. secondly, students felt that English text is too difficult in order they were lazy to read the text. The last, students had low motivation in English learning process.

The problems stated above may be caused by an inappropriate teaching technique or strategy used when the teacher attempted to explain reading material. In reading class, the teacher just explained a subject in the text book and asked students to read the text whether silently or loudly, and then students have to answer some questions that follow. Consequently, reading lesson becomes monotonous and boring. The English of teacher needs to think of some ways to improve the condition. In order to develop the learners' reading comprehension, the teachers are hoped to be more creative in choosing the teaching strategies so that the learning goal will be achieved. There are some kinds of strategies that can be applied by the teacher of English in teaching reading.

Regarding this condition, Researcher wants to apply one of the strategies which is called "Mind Mapping Technique, it is developed by Tony Buzan". Mind Mapping Technique is a versatile tool that can assist students with many aspects of their learning. It can help them map out new ideas explore concepts in more detail and facilitate a better understanding of relationships and connections from quality matters.

Mind mapping was invented by a leading author and lecture on learning and thinking techniques named Tony Buzan. His mind maps are revolutionizing the process of absorbing information, overcoming complex problems and designing detailed plans. Traditionally, note taking and planning was done in a linear or list-like manner. But Buzan's research shows that the brain digests information in a multi-dimensional way. Through mind mapping, you can throw away boring and consuming notes in favour of a two-dimensional structure which shows the "shape" of the topic, related ideas and concepts, and the relative importance of all the information. This process engages much more of the brain than conventional note taking and design systems.

By using mind maps, the students can quickly identify and understand the structure of a subject and the way that pieces of information fit together, as well as recording the raw facts

contained in normal notes. More than this, mind maps provide a structure which encourages creative problem solving, and they hold information in a formal that our mind will find easy to remember and quick to review. a mind mapping is a graphic thinking tool that mirrors the way the brain thinks. Mind mapping use the full range of cortical skills and can be applied to all aspects of thinking including memory, creativity, learning, and general control of the cognitive process.

It is important to do the research of improve reading comprehension that is to know how all Students development their capability in reading. To improve better, the students need to reading comprehension in their daily because it helps them to make better in reading. Nevertheless, there are still many problems that can be encountered from the students in reading comprehension technique.

Reading comprehension has an important meaning in determining student's communicative competence in target language. Also, having a good ability in speaking will help students to explore ideas and discuss them with interlocutors who can talk in a structured and grammatically. In the process of teaching and learning to read, there are obstacles faced: both teachers and students. For example, students face difficulties in understanding the contents of the reading due to lack of vocabulary and reading practice. On the other hand, the books and media provided by the teacher are monotonous and limited. As a result, students have not developed optimal reading comprehension. For students, lack of vocabulary mastery will be a problem to understand the contents of the book, sometimes they want to understand the title of the book, but they don't understand the English words and many vocabularies that make they neglect tread books.

METHOD

When we do the research, we can use several methods, and as it did so can be used various research design. One of the most important in this research is the research design Suryabrata (1983:71), Thus, researcher used descriptive design in this research because this research is focused on a certain phenomenon in the school environment. In this case the phenomenon is the activities of teaching and learning English. This research also does not need to give the treatment to the object of the research. Then, the researcher observes and describes the phenomena as in the fact as clear as possible without manipulation. Therefore, the appropriate design can be used in conducting this research is descriptive research. Design consists of two stages.

The first is observation to the teacher and the student. The researcher observes the class at school condition and teaching learning process. The second stage is doing the interview with the English teacher. This interview happens after the researcher doing the observation. In this process the interview the researcher ask detail about the strategies that he used for his teaching. The design of this research is descriptive qualitative with the direct observation, interviews, and documentation. descriptive method is a method used to examine the status of human group, an object, a condition, the thoughts, and the events that will occur Sugiono (2008).

In this research, the researcher used case study. according to Jennifer Mason (2002), qualitative research is exciting and important. It is a highly rewarding activity because it engages us with things that matter, in ways that matters. Through qualitative research we can explore a wide array of dimensions of the social words, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social process, institutions, discourses or relationships work, and the significance of the meanings that they generate.

RESULT AND DISCUSSION

The finding of the researcher concerning to improving student's reading comprehension through mind mapping technique at second grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. The kinds of data were analysis by using qualitative analysis. The qualitative data were obtained from interview transcript, observation sheet, diary notes, and photograph (documentation). All these data were taken from a class which consists of 20 students.

It was accomplished in two study which conducted in three meetings. In the first meeting, there are observation, interview English teacher, the second meeting give the students pre-test before conducting the study. The third meeting is post-test in the first study. The fourth meeting is post-test in the second study. And the last meeting, the researcher also interviews students. The steps performed by the researcher in each study were based on the rule of descriptive design research namely Observation, Planning, Action, and Reflection.

Reports of study 1

In this study, the researcher conducted four steps: Observation, Planning, Action, and Reflection. There is one kind of data analysis that researcher describe, they are qualitative data. The qualitative data was analysis from diary notes, interview sheet and observation sheet.

Reports of study II

The three actions done in the first study were quite successful in improving students' reading comprehension ability through mind mapping such as the students' attitude toward reading in the teaching and learning process. But the students still had difficulties in identifying the text type and term of vocabulary to understand an English text. So, the researcher would still implement mind mapping in study II.

The purpose of study II is giving solution to the weakness of study I. The focus of the action in study II which were planned by the collaborators and her were still the same as those in study I. so the researcher would still implement mind mapping in study II. There is one kind of data analysis that researcher describe, it is qualitative data. the qualitative data was analysis from diary notes, interview sheet and observation sheet.

Table 4.2 The Improvement of The Study

Before action	After study I	After study II
The teaching method and technique in delivering materials was monotonous.	The students were interested to use mind mapping	The students participated actively in the teaching and learning process of reading.

The students were no interested in the materials	The students were enthusiastic in the teaching and learning process of reading	The students enjoyed reading and became more interested in reading.
The students can't comprehend the text	The students could comprehend the reading texts easily	The students could answer question well
The students had difficulty in identifying the language features	The students could find the language features in narrative and spoof text	The students could identify the language features in narrative and spoof text more easily
The mean of the students 'score of the pre-test was low	The mean of the students' score of the post-test I was medium	The mean of the students' score of the post-test II test was high

The implementation of mind mapping technique in study II was not performed without many obstructions. Therefore, the researcher reflected on the implementation of the action. The collaborator and the researcher analysis the data from the observations and interviews to evaluate the action, and to find out what worked and what did not work in the actions. In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The researcher could conclude as follows: 1) having checked the students' test, the researcher found that the students' score showed the improvement.

Based on the observation sheet, the researcher ability in teaching reading showed improvement too. The researcher could motivate the students score showed the improvement. It can be seen from the mean of the students' scores that was getting improved. Most of students' score improved from the first test to the third test. It made the researcher and the collaborator felt that study could be stopped because the students' ability in reading comprehension was improved by the implementation of mind mapping technique.

This research had proved that mind mapping technique was effective to be used in improve reading comprehension through mind mapping technique. It can be seen in the table of the students' result improvement from post-test I and post-test II in the study. The improvement was because the teacher controlled the class better. Another was because the implementation of mind mapping technique cold helps the students more in comprehend a text. The teacher was also easy to implement mind mapping in technique and learning English.

Teaching reading comprehension through mind mapping technique can increase students' reading comprehension because; Firstly, mind mapping helps the students to understand the text. In line with that, Buzan (2000) states that mind mapping technique can work effectively as a tool for learning because the use of mind map can help someone became easy to understand and remember what the material has been read.

The students do not need to know the meaning of all words which is preserved in the text. They just need to read quicky and mostly focus on the keywords when they start to transfer the information from the text into their mind mapping. Mind mapping makes us easy to get an overview of the entire project to understand a complicated system or structure because sometimes be hard to see the big picture when there are thousands of factors to keep in mind (Buzan, 2000) and headlines contain single words and short phrases in mind mapping are easier

to understand than pure text (Hobartswan,2010) in the order hand, the disadvantage is the students need a lot of time to read and review in deciding sub topics/branches. They still confuse to transfer the important information from the text to be appropriate branches in their mind mapping. According to Hofland (2007), creating mind mapping may take time but, this helps you to recall information and will check your understanding.

Second is mind mapping technique helps the students to remember information. It is because symbols or pictures and even colours used in mind mapping can differentiate keywords or sub topics in their mind mapping. Image can enhance the human's brain to remember in a long-term memory (Hobartswan,2010) because a mind map helps enhance the brain's capacity to recall information (Beare,2009). In the other hand, the use of symbols/pictures can give some problems for some students. the students who are unable to draw may discourage of drawing these symbols or pictures.

Moreover, the disadvantage of the use of symbols/pictures can be difficult for others to understand because those personal symbols or pictures that represent meaning for their creators do not necessarily mean anything to someone who does not take part in the mind mapping creation. In line with that, as described by Hofland (2007) a mind mapping provides a self-explanatory presentation of information and structure only to those participants who took part in the creation of a mind mapping. The last, this technique can increase the student creativity, imagination and motivation in the learning process. When the students are making their mind mapping, they feel challenge to draw appropriate symbols or pictures because each student wants their mind mapping to be the most interesting one.

CONCLUSION

The implementation of mind mapping on the first and second runs effectively. In both "study" the aim of the implementation of mind map was to improve the students' opinions, and the teacher opinion about the action in the interview transcripts. The use of mind mapping is believed to help the students improve the students' reading comprehension. Moreover, the implementation of mind mapping in the teaching and learning process facilities the students to memorize vocabulary and abridges the students to get information from the content of the text and improve memory retention.

The researcher found that the students' reading comprehension was improved from the pre-test to the first study and the second study.in the pre-test, the students' reading comprehension is categorized under the minimum passing grade. Qualitatively, it was found that the students had difficulties in reading English. Then, in the first study, the students' reading comprehension is still considered low. Qualitatively based on data observation, there was an improvement in the students' reading comprehension but many students were still not interested while learning. Finally, in the second study, the students' reading comprehension kept improving. the percentage of the students' who passed the minimum passing grade was 20 students or about 80%. So, post-test of the second study was categorized successful. Qualitatively, learning process ran effectively. There was an improvement of the teacher's and the students' activities during the learning process. To sum up, it can be said that the implementation of mind mapping technique could improve the students' reading comprehension and motivate them to be more enthusiastic in learning English.

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