

IMPLEMENTING MIND MAPPING TO IMPROVE THE STUDENTS' READING SKILL AT THE ELEVENTH GRADE OF SMK MAOSPATI

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¹ RR Retno Kusumastuti, ²Sadino, ³Alfa Alfin Salvatore

^{1,2,3}Universitas Doktor Nugroho Magetan

^{1,2,3}Magetan, Indonesia

E-mail: ¹retnokusumastuti@udn.ac.id

Abstract— This study aimed at improving the students reading skills by using the mind map technique in the process of teaching and learning. This research used qualitative design in the form of qualitative descriptive. The subjects of this research were 26 students of class XI in SMK Maospati. The data in this research were collected through test, interviews, and documentations. The researcher used qualitative method in analysing the data. The result of the two cycles shown that the use of the mind map technique could improve the students' reading skill. The students got improvements in the paraphrasing sentence, finding topic sentence, and vocabulary mastery. Moreover, through the mind map technique, the students were motivated to be active in the classroom activities. They were Thus, the students got more experiences and improved their achievement.

Keywords— Implementing, Mind Map Technique and Reading Comprehension.

I. INTRODUCTION

As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia. To support Indonesian people in order to be able to communicate with other people around the globe, Indonesian government incorporates English into its educational curriculum as one of its compulsory subjects starting from junior high school. Reading is a complex process, complex to learn and complex to teach (Snow, 2020), so there must be a technique which can help students read effectively and interestingly. One of the techniques 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 (Novak & Cañas, 2020).

Consequently, it is necessary to conduct research on improving students' reading techniques, as it allows them to imagine and explore associations between concepts within the text they read (Alqahtani, 2019). 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 analyse the component parts of the text. Therefore, the researcher was really interesting in investigating the students' reading skill by using mind mapping under the title "Improving Reading Skill by the Use of Mind Mapping Technique at the Eleventh Grade Students of SMK Maospati in the Academic Year 2021/2021". In line with the formulation of the problem above, the objective of the study was to know that can mind mapping technique improve the students' reading skills of eleventh grade in SMK Maospati in

II. RESEARCH METHODOLOGY

The research took place at SMK Maospati located at Maospati. Its setting was the English class of second grade at SMK Maospati, the second grade of SMK Maospati which consisted of two classes. The research study was conducted in the second semester of the schooling year of 2021/2022. It was conducted from 28th September to 29th October 2021.

In conducting this research, the research used the qualitative research approach. In this case, according to Creswell and Poth (2019), qualitative inquiry focuses on exploring and understanding the meaning individuals or groups ascribe to a social or human problem, which fundamentally differs from the natural sciences and therefore requires distinct methods and goals of inquiry. The types of research in conducting this research is the descriptive qualitative. Descriptive research is one of the types of research which tried to speak up the problems of the research systematically, based on the accurately facts and the data in a specific area.

The source of the data is contributing the kinds of the data, and the data source which are about what kinds of the data collecting, what are the characteristics of those data and who are as the informants and how to choose those subjects.

1. Primary Data Source

According to Sugiyono (2018:137), *primary data* is data obtained directly from the original source through respondents, either individuals or organizations, and collected specifically to answer research questions.

2. Secondary Data Source

According to Sugiyono (2018: 82), secondary research utilizes data obtained indirectly from existing sources such as books, journals, or reports to support the process of answering research problems.

Data are absolute requirement of a research as it is a means of proving hypothesis. Data are used to either solve or answer the problem of the research. In order to get the appropriate data, the data must be collected by using appropriate technique. "The most common data collection methods used in qualitative research are (1) observation, (2) interview, and (3) document or artifact analysis" (Busetto, Wick, & Gumbinger, 2020).

III. RESULT AND DISCUSSION

FINDING AND DISCUSSION

Finding

This research was divided into the first is before the implementation of Mind Mapping technique, and in the implementation of Mind Mapping technique. The first, before the

implementation of Mind Mapping consisted of four meetings and the second in implementing the Mind Mapping consisted of two meetings. The researcher conducted classroom observation to the English teacher and also the students in the second grade in order to identify the problems of the teaching and learning process of reading class.

The result showed that some of the students were hesitant to read, as they were not confident and felt afraid to make mistakes. They also had limited vocabulary. The researcher did observation to identify the problem that were found in the English teaching and learning process of the second grade students at SMK Maospati of Magetan regency.

1. The Implementation of Mind Mapping technique in the Process of Teaching of Reading in the Second Grade Students of the SMK Maospati in the School Year of 2021/2021.

a. First Meeting

In this meeting, the researcher focused on introducing the mind map technique. The researcher then implemented dominantly three actions. There were using scanning and skimming, using interesting topics and pictures, and rewriting information. These actions aimed at improving the students's motivation. So student's can read the text effectively, find information within the text, and help them to paraphrase information using their own words.

Field note of Observation on September 28nd, 2021

The students answered the researcher' question about the narrative text. They scrambled to answer those questions. When they were asked one by one, they were silent because of their lack of confidence in delivering their opinion. Then, the researcher called a few names of them to answer the questions, they could finally answer.

The researcher showed the way it worked in front of the class. She drew the map on the board to make the students understand. Firstly, the teacher distributed blank papers and asked the students to copy the map into the paper so they could know the way to make the map. They could express their feelings by making the map. Then, they had to make a mind map based on the passage they read before. The mind map made comprised information about generic structure of the passage. There were orientation as a main branch which had sub-branches of more detail information, complication or problem which might be more than one problem and then could be made sub-branches for those problems, and resolution. This map helped the students to understand the content of the passage easily. This activity could be seen in this following field note.

Field Note of the Observation on September 28nd, 2021

The researcher lead the students to read at a glance by using scanning and skimming so that they did not need to read all of those words. Furthermore, they were asked to make a mind map based on the text. During the students doing the assignment given by the teacher, the teacher did not sit on her seat. He walked areprocess and work.

There were some students who asked the meaning of words they did not know or the word meanings they had forgot. Some of them asked how to fill the map or confirmed whether the maps they had made were correct or wrong. One of the maps of the students can be seen in appendix 1 about students' words of mind mapping.

In the last of the meeting, the researcher gave a task to the students as homework. There were three pictures which represented three folktales. After that, the researcher invited the students to summarize all the materials that had been learned. Some students gave their responses and showed that they have understood. The researcher promised that the discussion would be continued in the next meeting as the time was up. The researcher ended the lesson by saying a prayer.

b. Second meeting

The second meeting was on Monday, September 3rd, 2021. The lesson was the fifth lesson schedule that usually was not started by a prayer. Then, the researcher asked the students condition this meeting, the researcher focused on involving the students to the process of teaching and learning and building interaction with the students. To reach those things, the researcher used questioning and answering activity and exploration of unknown words using map/chart. Here, in the second meeting, the researcher discussed the homework given in the previous meeting. The teacher checked their work one by one. Some of them finished their homework, while another did not finish their works. They who did not finish their works told the researcher that the homework was too difficult. The researcher motivated them about this.

The researcher called on the students randomly to present their homework in front of their friends. The students did not have confidence to do it. The researcher could not force them to do that. Finally, the researcher invited them to discuss the work together. It was good. They respected this activity by answering some questions although there were some mistakes. Then, the students were grouped so that they could share and discuss with their team easily. The teacher gave them a text for each group. They should discuss the text and make a mind map based on the text. Those activities are presented in the field note and supported by a picture below.

Field Note of the Observation on October 29th, 2021

The researcher divided them into some groups in order to work with their friends in a team. Then, they were given a text to be done in the group. The researcher expected that grouping them could help them to solve their problem together. In the last meeting, the researcher invited some students to make a mind map of a certain topic in the sheet of blank paper. When the researcher called on a student name, she refused to go forward and fill the blank in the frame with the detail information from the text they had. Then, the researcher invited all students to do it together, the students spelled the information

and the researcher wrote it on the board. When the activities had been done, the researcher summarized the lesson and ensured herself that the students got the idea. The researcher ended up the lesson by saying closing greeting.

c. Third meeting

The researcher came in to the classroom. She started the meeting by greeting the students and checking the attendance. The observer was ready to observe in the classroom. This meeting focused on teaching the students how to paraphrase a sentence. The researcher explained some ways at making paraphrase. One of them was changing a passive sentence into an active sentence or doing the opposite. The researcher gave the students some examples on the white board to make them clear. It is able to be seen in the following field note.

The researcher explained some ways in paraphrasing a sentence to the students. One of the ways was changing a passive sentence to an active sentence or doing the opposite. There was another way, such as expressing a sentence using other words which had similar meaning without changing the original information of the sentence. The students were shown the way of changing the passive sentence to the active one on the board. The researcher told them that there were some things important to be concerned. There were subject, object, and verb of the sentence. In the active sentence, the subject was in the beginning of the sentence, the object was after the verb, and the verb was in the active verb. When the students wanted to change it to the passive one, their position should be moved. The object should be in the beginning; the subject should be after the verb, while the verb should be changed into the passive form and needed auxiliary. The researcher also ensured herself that the students understood the explanation.

2. The Improvement of the Students Reading Skill

a. The Result of Students Reading Narrative Text before the Implementation of Mind Mapping Technique

In completing the data, the researcher asked the second grade students as the sample of this research class to do the a test of reading before the researcher implemented the Mind Mapping technique. There were 11 students of class eight followed the test. The detailed of the students' score of reading test could be seen in the following table.

Table 4.1. The Students Score of Reading Test.

No	The Code of Students	Scores
1	DPN	50

2	DR	40
3	HNS	50
4	LM	60
5	MPA	60
6	RKS	60
7	RA	70
8	TI	70
9	TPN	50
10	UH	50
11	AF	50
Σ		610

Mean:

$$\bar{X} = \frac{610}{11}$$

$$= 55$$

Based on the interpretation of the table 4.2 about whole of the students' score above, the research can conclude that there were no students passed the KKM that had standardized by the school curriculum. This because of the scores of KKM which standardized by the school of SMK Maospati was 75. While, the mean of the students total score above was 55.79. Thus, the researcher can conclude that there were 5 (45.5%) out of 11 students were classified into fair category of their ability level, while 5 (45.5%) out of 11 students were classified into poor ability level and there were 1 (9.1%) out of 11 students classified into very poor level ability. Based on the data presented above, then we can know that there were no students have passed the test given of reading comprehension that proposed to know the students' ability level of reading skill in SMK Maospati.

b. The Result of the Reading Test after Implementing the Mind Mapping Technique.

In this phase was the result of the reading test which had given to the students in after implementing the Mind Mapping technique towards the second grade students in SMK Maospati. There were 11 students who followed the test. The detailed of the students' score could be seen in the following table.

Table 4.4. The Students Score of Reading Test

No	The Code of Students	Scores
1	DPN	60
2	DR	50
3	HNS	70
4	LM	73
5	MPA	74
6	RKS	71
7	RA	70
8	TI	76
10	UH	76

11	AF	70
Σ		760

$$\text{Mean: } \bar{X} = \frac{\Sigma x}{n}$$

$$\begin{aligned}\bar{X} &= \frac{760}{11} \\ &= 69\end{aligned}$$

Based on the interpretation of the table 4.4 about whole of the students' score above, the research can conclude that there were only 2 out of 11 students passed the KKM that had standardized by the school curriculum. While, the mean of the students total score above was 69. Thus, the researcher can conclude that there were 2 (18.2%) out of 11 students were classified into good category of their ability level, while 8 (72.7%) out of 11 students were classified into fair ability level and there were 1 (9.1%) out of 11 students classified into poor level ability. Based on the data presented above, then we can know that there were only 2 out of 11 students have passed the reading test given that proposed to know the students' ability level of reading comprehension in SMK Maospati after implementing the Mind Mapping technique.

Discussion

The research was focused on improving mind map technique. This technique was implemented in two process of teaching and learning process. The findings of the research showed that the mind map technique was successful in improving the students' skills. From the observation and interview in the preliminary step in this research, that was reconnaissance, it can be implied that English was one of the difficult subjects according to the students, especially reading. Based on this main problem, the researcher and the English teacher agreed to solve this problem by implementing the mind map technique in combination with some strategies and adaptations considering the students rea and skimming, questioning and answering activity, using map/chart of words, and using interesting pictures and topics. The adaptations were done to simplify the strategies and facilitate the students so that they could understand easily. Those actions taken in the classroom aimed at improving the students rea was expected to be able to help the students to comprehend a text easier and better than before.

The researcher implemented the mind map by asking the students to design a mind map which comprised of information of a text, pictures and symbols. It helped them understand the information of text that they read. Stated that it is the technique to summarize reading resources and then visualize the problems in the form of map to make it easier to comprehend information contained. Generally it will be easier to remember a diagram than a description because the diagram represents the highlight or summary of texts. Implementing mind map in the reading teaching and learning process could train the students to improve their vocabulary mastery. Since the key words were important in making a mind map, the students were trained to find some words which represented an idea and then put in each branch of the mind map. It was

stated in one of the steps in making a mind map proposed by DePotter and Hernack). They stated “write the keyword then develop them with details. It is also select key which words and print said using upper or lower case letters. The researcher also invited th the meaning in a word by teaching the morphological form of the word in a chart/map.

Next, in the making a mind map, the students were asked to elaborate a topic which was represented by a key word on a branch. They were asked to elaborate the topic using their own words. They could do it by following the teacherguidance. Moreover, the mind map also gave the chance to the students to be active. They could share their ideas to their friends or their teacher. When they found difficult words in the text they read, they would consult their dictionary, their teacher or would guess the meaning on their own. Initially, they were passive in some discussions because they were not accustomed to speaking freely. Therefore, the researcher tried to solve those problems by giving them some intermezzos, asking them to read a question, and inviting them to interact in the class discussion or to giveres ponses. Finally, the mind map technique combined with scanning and skimming strategy was able to help the students to find the topic within a passage. They did not need to read the whole words in the texts in detail.

Here were the results of the students reading test before the implementation of Mind Mapping and after the implementation of the Mind Mapping technique. Actually, the first process of teaching and learning process of reading narrative text was an unsuccessful result of students’ improvement in learning reading narrative text then the researcher reflected it and move to the second process of the teaching and learning process which was the successful cycle that can make the students’ ability of the reading narrative text was increased.

1. The Students score of the reading test before the implementation of Mind Mapping technique. Because of the scores of KKM which standardized by the school of SMK Maospati was 75.

While, the mean of the students total score above was 55. Based on the interpretation of the table 4.2 about the students score of reading test above, the researcher can conclude that there were 5 (45.5%) out of 11 students were classified into fair category of their ability level, while 5 (45.5%) out of 11 students were classified into poor ability level and there were 1 (9.1%) out of 11 students classified into very poor level ability. Based on the data presented above, then we can know that there were no students have passed the test given of reading comprehension that proposed to know the students’ ability level of reading skill in SMK Maospati.

2. The Result of the Reading Test after Implementing the Mind Mapping Technique.

Based on the interpretation of the table 4.4 about whole of the students’ score above, the research can conclude that there were only 2 out of 11 students passed the KKM that had standardized by the school curriculum. While, the mean of the students total score

above was 69. Based on the interpretation of the table 4.5 about the students score of reading test after implementing the Mind Mapping technique above, the researcher can conclude that there were 2 (18.2%) out of 11 students were classified into good category of their ability level, while 8 (72.7%) out of 11 students were classified into fair ability level and there were 1 (9.1%) out of 11 students classified into poor level ability. Based on the data presented above, then we can know that there were only 2 out of 11 students have passed the reading test given that proposed to know the students' ability level of reading comprehension in SMK Maospati after implementing the Mind Mapping technique.

IV. CONCLUSION

This research began on 28th September and ended on 29th October 2021. In both teaching and learning process had its' aim of the implementation mind mapping was to increase the students' reading skill. When the students used the the mind map technique, they could read and comprehend the texts easily. In the first process of teaching and learning process, there were successful and unsuccessful process but those unsuccessful result were improved in the second teaching and learning process. It can be seen from the field not opinion about the actions in the interview tanscripts. From the first teaching and learning process, the researcher found that the mind map technique improved the students reading skills. The researcher gave them ways of reading. The researcher also explained how to use a mind map in the process of comprehending of a text in the reading activities. The researcher invited the students to get involved in the reading activities so that they understand more how to solve their reading problems. In the second process of teaching and learning of reading narrative text by the implementation of mind mapping, the researcher found that the the mind map could improve the students' skill of reading narrative text.

Their reading could grasped information skill from a text they read and understood it. They could identify the main and detail ideas of the text. The technique also improved the students creativity and interesting ways of making mind map could make the students read texts effectively and efficiently. They also became good in paraphrasing a sentence which represented their understanding of inform9ation within the sentence. As the implication of this research, it was found that the mind map technique was one of many reading techniques, which encouraged the students to improve their skills of reading. When they could improve their reading skills, they would be able to understand a text they read and grab information within the text easily. This study has proven that the students researcher implemented some actions in the classroom. From the findings above, it can be implied that the teacher should use this technique because it has some benefits in teaching reading because they have mastered the skills of reading. It is also suggested for other English teachers to use this technique in the classroom in

the reading teaching and learning.

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