IMPROVING STUDENTS' READING COMPREHENSION THROUGH MIND MAPPING AT THE EIGHT GRADE OF SMP NEGERI 32 BANDAR LAMPUNG IN 2021/2022

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Abstract: This research aimed to investigate improving students reading comprehension through mind mapping. The objective of this research is to know whether there is an improving students reading comprehension through mind mapping and to know the average score of students' reading comprehension, which Is taught through mind mapping higher than which is taught through individual reading. The method of this research was conducted by using Classroom Action Research. The model of research was stated by Kemmis and Taggart which was consisted of two cycles; planning, action, observation, and reflection. Before conducting the cycle, the writer conducted pre-cycle to seek out students' reading comprehension and the problems of students' reading comprehension before the treatment was conducted. In the research, the writer and English teacher collaborated to collect data of students. The data was collected through field note, observation sheet, and test. The research was focused to increase students' learning activities and students' reading comprehension. Based on the result, The improvement of students' learning activities showed mean score of students' learning activities in cycle I was 6.32 with the criteria was less active. While, the mean score of students' learning activities in cycle II was 7.30 with the criteria was quite active. So, the improvement of students' learning activities the first cycle to the second cycle was 0,98 point. The improvement of students' reading comprehension showed mean score in cycle I was 54.71, there were 13 students who achieved score above Minimum Mastery Criteria or 46.42%, and the mean score of cycle II was 73.78, there were 21 students who achieved score above Minimum Mastery Criteria or 75%.
From analyzing data, it could be concluded Classroom Action Research by conducting Mind Mapping Reading strategy improved students' learning activities and students' reading comprehension.

Keyword: *Students' Reading Comprehension*, Mind Mapping Reading Strategy

INTRODUCTION

English is language that has known since it is widely used as a common language by most of the people. In Indonesia, English as the foreign language is being a required subject in the school and university. We have to master English skills, such as listening, speaking, reading, and writing thatare related to one another.

Reading is an important skill that must be mastered by students in studying various science, social, and culture. Furthermore, reading is also a skill that can help the students convey their ideas and help the students communicate well. In communicating it would be better if the students master a lot of reading, if the students are less in reading comprehension, they will find it difficult to communicate and convey their ideas.

In learning English, there are four skills such as listening, speaking, reading, and writing. To master English well, the students have to master the four English language skills. The main element to master the English skills is reading. Through reading, the students can improve their language by learning many words and applying those words when communicating and conveying their ideas.

Reading is one of important skill that must be mastered, because it can be help us to gain information such as general knowladge. Through reading , people can improve their own knowlaedge which is needed to insure the continuing growth and adapt the change in the world. Reading comprehension can help the students to umderstand some English words that they find in the book.

There are several problems in learning reading not easy for Junior High School students. The first problem, the students are lack of English knowledge, because English has differences on spelling and pronounciation from indonesia language. The second problem, the students do not understand the vocabulary of English reading text. The third, most of Junior High School are not interested to learn reading English text. The fourth , the students get difficult when reading each word of text that they do not know how to pronounce it so that they are lazy to read English text.

A Mind Map is the easiest way to put information into your brain and to take information out of your brain - it's a creative and effective means of note-taking that literally 'maps out' your thoughts. And it is so simple. You can compare a Mind Map to a map of a city. The centre of your Mind Map is like the centre of the city. It represents your most important idea. The main roads leading from the centre represent the main thoughts in your thinking process the secondary roads represent your secondary thoughts, and so on. Special images or shapes can represent sites of interest or particularly interesting ideas.

Tony Buzan (2008) introduced mind mapping method to the world with his books and developed a system which would pave the way for many people. Basically, what he did was to give up insisting on using the traditional methods for creative minds, but instead he aimed to reflect the brain functioning of the human.

These maps allow us to reach the incredible potential of our brains easily. Mind maps allow us to group the concepts, re-group again and compare the concepts. The movement of the concepts and synthesizing them

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together in new clusters often reveal new ideas. The mind mapping is an organized brainstorming method. Mind map is a powerful graphic technique.

Mind mapping is used to capture graphically thoughts around a central concept being discussed and/or explored. Their dynamic and fluid nature makes them particularly useful during brainstorming sessions, allowing contributions to be captured and linked into the concept as appropriate. As different thoughts are explored, the additional information can be intuitively added onto the mind mapping diagram. In "Buzan: mind maps make you smarter," he states that education was designed "for just recording the information and doing withouthinking". By using single words on curvilinear lines, color, and images, learners can map their learning.

In this research, a deep concern is to analyze the perception of English teachers' on mind mapping technique. The researcher wants to know how English teachers' technique using mind mapping, because surely every teacher has a different technique in the use of mind mapping. The teacher only explains what and how the application of the four skills of writing is, without further explanation about using specific techniques that can help students to be more stimulated in choosing their words or forming the correct structure of their writing. Generally there are many types of writing that can be used such as narrative, descriptive, explanation, recount, report, information, exposition, and argumentation.

Based on the preliminary research at SMP NEGERI 32 BANDAR LAMPUNG, the writer found that the students reading comprehension needs to be improve. The students found some difficulties in comprehending reading text and the teacher had never used Mind Mapping Strategy in teaching reading.

THEORIES
1. Concept of Reading Comprehension
According to Klinger (2007:2), "reading comprehension is the process of constructing meaning by coordination a number of complex processes including word reading, word and world knowledge, and fluency." It means that interpretation the word, cognition the value, and the relation between thought obtained from the text in ability. Furthermore, in instruction of reading, the teacher has three procedures as followings: delivering, training, and evaluating. The teachers know the students' skill through reading text and assignment.

The writer assumes that a way of reading comprehension is applied in teaching reading to assist the learners understanding on the suit text. It is supported by Judi Moreillon (2007:10) states that "reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts."

According to Grabe and Stoller (2011:23), "reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of processes that makes comprehension a seemingly effortless an enjoyable activity for fluent reader. It means that the process of reading comprehension is complex to determine reader's ability.

Duke and Pearson (2001:423) state that "reading comprehension in which the reader constructs meaning using as

the building materials the information on the printed page and the knowledge stored in the reader's head." It means that the reader and the text have relationship to determine points in the text.

Based on the theories above, reading comprehension is a reader's ability to gain idea, information, and meaning in reading the passage. The teacher helps the students during reading process by applying strategies so that they are easy to make connection with the text.

The writer concluded, Reading comprehension is a key element for increased reading scored. Reading comprehension is a process to recognize or identify the text, then recall the contents of the text. Reading comprehension can also mean as an activity of making a sequence of descriptions or organizing the contents of the text, being able to evaluated as well as being able to respond to what is stated or implied in the text.

While understanding is related to the barrel with speed. Comprehension, or comprehension, is the ability to read to understand: main ideas, important details, and all meanings. Reading comprehension is an important skill to the students. Through reading, The students can get more knowledge and find important information of the text.

2. Factors Reading Comprehension

Snow (2002:11) mentions three elements of reading comprehension as follows:

1. The reader is doing the comprehending.
   It means that the reader has to have wide knowledge to comprehend the passage.
2. The text is to be comprehended.

It means that the reader arranges different description of meaning from the passage during reading.

3. The activity in which comprehension is a part.
   It means reading activity is to know reader's ability and to assess his/her performing in reading.

Based on the theories above, the writer concluded that the reader must have a board ability to understand the meaning of a book in order to be able to assess reading performance.

3. Concept of Mind Mapping

Mind mapping is one of several similar techniques developed by learning researchers. It was popularized by Tony Buzan, who has written extensively on maximizing ones" mental skills, increasing memory, and accelerating learning.

Mind mapping is a technique for handling complex information. According to Murley (2007: 175) defines mind mapping as nonlinear visual outline of complex information that can aid creativity, organization, productivity, and memory. Mind maps graphically show ideas in a relational context, with the main topic at the centre of the map, major subtopic on branches radiating from the main topic, and sub-subtopic around each subtopic, etc.

Buzan (2005: 103) states that mind mapping is a creative thinking tool relecting the brain"s way to work. It enables brain to use all its image and association in pattern of radial and brain internally. It is the easiest way to place information which go out from the brain. Mind mapping is way to write creatively and effectivelly. It will map our ideas literally.

A mind map is a powerful graphic technique that provides a universal key to unlock the potential of the brain. It uses the full range of cortical skills (word, image, number, logic, rhythm, colour, and spatial awareness) in a single, uniquely powerful manner. It is an image-centered diagram that represents semantics or other connections between portions of information. By presenting these connections in radial, non-linear graphical manner, it encourages a brainstorming approach to any given organizational task, eliminating the hurdle of initially establishing an intrinsically appropriate or relevant conceptual framework to work within. The uniform graphic formulation of the semantic structure of information on the method gathering knowledge, may aid recall of memories. Based on the definitions above, the writer can conclude that mind mapping is a nonlinear visual outline that reflects natural work of the brain as an aid of creativity, organization, productivity, and memory.

Mapping is supposed to be an interesting alternative technique that will help the studentsto support the reading about the text they have read by their own schema, thusthey can understand the text, not on their creativity. The mind map is help to organize the information in the story into a form that is easily assimilated and remembered. The mind mapping is atechnique to use the whole brain by using visual and other graphic to creat a meaningful impression (DePotter and Hernacki: 2004). By this technique, the readers can quickly to identify the iformation from the text they read by taking the structure of the subject and the way that pieces of information fit together It can help the readers to make a note from the text clearly. Every

piece of the text can be noted and described in a map which consist of any symbol or pictures that connected each other to be complete information.

The mind mapping is an expression of radiant trinking which includes on a nature function of brain. A mind mapp is a diagram used to visually an outline of information which often niade from a single word or textpiaced in the center of an associated ideas, werds, and concepts are added Major categornies radiate from a central node and lesser categories are sub- branches of larger branches. Categories can represent words, ideas, contents or cther items related to a central key word or idea from the text.

Mind mapping is popularized by Buzan (2005) who claims that it is an enormous superior note-talking method. By Mind mapping one can develop their ability in memorizing, branstorming, learning as well as creativity (Ingemann, 2008). This mean though mind mapping the students are guided to develop their background knowledge of the text they are to read. They remember the existing knowledge and re!late it with the text. By doing this they practice to branstorming.

Furthermore, Kaufman (2010) stated that mind map is useful technique to use while reading, since the non-linear format allows you to view the entirety of your notes at a glance, then easily place new information in the appropriate branch or make connections between ideas.

According to Buzan (2000:87), Mind mapping is an application that gives us the meaningfull information to understand in a simple way. Mind map technique prepares the mind in a way that information can be used in logical

and imaginary way to make an image in the brain. In this technique first main idea is specified and then the linear view is explained. That is also nelp for self and group in which it can have more effect than written review. This method is very suitable for teachers and students for the recurrence and easy to understand in diffilcuties topics. In addition, it also promotes student knowledge Tnis is increases the creative power in new concepts and help to increasestudents motivation in study.

Based on the theories above, the writer concluded that mind mapping is a creative thinking tool that reflects the natural work of the brain. Research result shows that the brain does not save the information in a row nerve cells rather submit it in the nerve cells that have many branches. At glance, those seen as the branches of the tree. Thus, if the information being stored like the way of our brain works, the information will be saved successfully and finally it makes learning process run smoothly. In addition, our brain most effectively remembers something using images and associations.

4. The Purposes of Mind Mapping

Everything happens for a purpose: To help students easier to understand in reading comprehensiar that is using mind mapping also has purpose. Generally, the purpose of mind mapping is to associate between ideas, tonics or Things (Davies: 2010). Besides, there are several specific purposes of mind mapping based Buzan (2013) below :
1) Mind mapping activates whole prain
2) Mind mapping fixes the mental tangled.
3) Mind mapping lets the students to focus on the main exposition

4) Mind mapping helps to show the relationship between one with another information parts
5) Mind mapping gives clear description wholly and specifically.
6) Mind mapping iets the students to group the concept and compare it.

Based on the explanation above, ming manping is hoped to help the students in getting better learning process. By activating the whole brain acivities, it can be concluded that mind mapping is expectad to make the students easier in comprehending the text or written information.

5. The Procedures Teaching Reading through Mind Mapping

The explanation below is the procedures of teaching reading through mind mapping By Buzan (2000:87-88).

First: Introduce the procedure of making mind mapping and review about Descriptive text. And than tells the students about the advantage of using mind mapping in learning text.

Second : At the first meeting, divides students into some groups which consist of 4-5 members in each. It is used to help the students laarn first about making mind map logether. The Second meeting, the students are asked to make their mind map indivirdually.

Third: Give students instruction to read and comprehend the text first. After comprehending the story. they have to wrte and draw their comprehension through mind mapping.

Fourth: The students tell their mind map in front of the class, the some others give their opinion; whether they have similar thinking about the text in the second meeting, there are only son students present their mind mapping. it is used to maximalize the used of time.

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Fifth: The students have to answer some questions related to the text, in order to make sure whether their reading comprehension are helped by mind mapping. The questions will be given after the students present their mind maps in front of the class.

6. The Benefits of Mind Mapping

Murley (2007: 176) states that mind mapping offers many advantages over traditional outlines. Mind mapping is more flexible than outlining, for it encourages creativity. Displaying all related topics on the same mind map and connections indicated by images, symbols, colors, will improve memory retention. The radiating design keeps the main topic or idea central with all its major sub-topics close to it. Similarly, sub-topics stay close to their topics. This arrangement keeps big picture in focus and makes relationships and connections easier to see. It helps writers stay focused on the big picture while retrieving and organizing large amounts of information into a coherent composition.

In additions, mind mapping can help teachers accommodate different learning styles. It is helpful for strong visual learners who absorb information better when the material presented via diagrams or similar visual aids than through written text. Visual presentations of complex information also help righthemisphere-dominant students, who may have problems organizing, can get lost in details or may be unable to distinguish between key ideas and tangential information. It also helps the students see connections between prior knowledge and new information, which helps them transfer what they learn and apply it to new situation.

According to DePorter and Hernacki (2005: 172), mind mapping has four benefits. Those are presented below.

a) It is flexible Flexible in case that missing idea can be added in every place in mind mapping.
b) It focuses attention In mind mapping, we do not pay attention in every word. We only mention such word which become ideas. Thus, we can concentrate more in ideas.
c) It increases understanding Mind mapping will improve the comprehension and produce valuable frequent-note later.
d) It is fun Mind mapping does not limit the imagination and creativity. That makes mind mapping become one of the amusing technique in reading

METHOD

The method of research used Classroom Action Research to increase students' reading comprehension through mind mapping strategy. Tomal (2005:5) stated "Action research is a systematic process of solving educational problems and making improvements." The research was implemented to identify problems of teaching and learning reading comprehension.

From the statement above, the writer concluded Classroom Action Research Action was a specific educational design to solve problems in classroom of particular scope.

1. Procedures of the Research

In conducting this research, the writer used classroom action research (CAR). According to Grabe and Stoller (2011: 164-165) state that action research is often used to describe this type of teacher reflection, or teacher-initiated enquiry.

Accoring to Mcniff (2000) state that action research is a term which refers to a practical way of looking at your own work to check that it is you would like to be. It means that in this classroom action research, the writer motivated the students so that they are interested in reading comprehension, and the teacher also has to check the students' assignment.

In this research the writer used two cyles. The cycle consists of planning, action, observation, and reflection. The cycle is from Kemmis and Mc Taggart in burn (2010: 8).
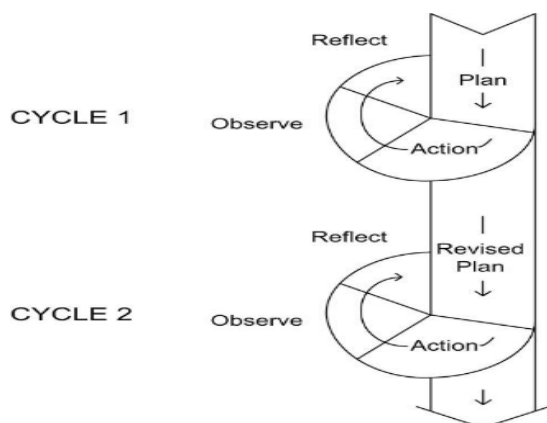

Figure 1
Action Research Spiral, Model from Kemmis McTaggart

Based on the cycle in the figure 1 above, the writer can illustrated the steps in conducting the research, the writer improved students' reading comprehension by using the mind mapping technique in teaching reading. In the below the witer explained each cycle.

2. Quantitative Data Analysis
1. Finding mean scores of students' learning activities
   The formula was used to analyze the data is:

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

In which:
$\bar{x}$ = mean of score of students' learning activities
n = number of students
$\sum x$ = sum of mean score of all students

2. Finding the percentage
   To know the percentage of the classical Achievement, the writer used the following formula:

$$P = \frac{\sum P}{\sum N} \times 100\%$$

In which:
P = The percentage of the students who have passed
$\sum P$ = The total Students who have passed
$\sum N$ = The total of the entire students

D. FINDING AND DISCUSSION
1. RESULT

Table 1
The Result in The Cycle 2 Of The Eight Class
At SMP Negeri 32 Bandar Lampung

| No	KKM	Cycle I		Information
		The Number of Students	% Completeness	
1	≥ 65	13	46,42 %	COMPLETE
2	≤ 65	15	53,57 %	INCOMPLETE

Based on the table and chart above, the students who scored more than KKM (65) was 46.42% and the students who scored less than KKM (65) was 53.57% the totals were 28 students. Based on cycle 1 the result of learning English better than preliminary.

Table 2
The Result in The Cycle 2 Of The Eight Class
At SMP Negeri 32 Bandar Lampung

No	KKM	Cycle II		Information
		The Number of Students	% Completeness	
1	≥ 65	21	75%	COMPLETE
2	≤ 65	7	25%	INCOMPLETE

Based on the table and chart above, the students who scored more than KKM (65) was 75% and the students who scored less than KKM (65) was 25% the totals were 28 students. Based on cycle 2 the result of learning English better than cycle 1.

Graphic 1
The Improvement of Learning Result of Reading Comprehension in Cycle 1 and 2
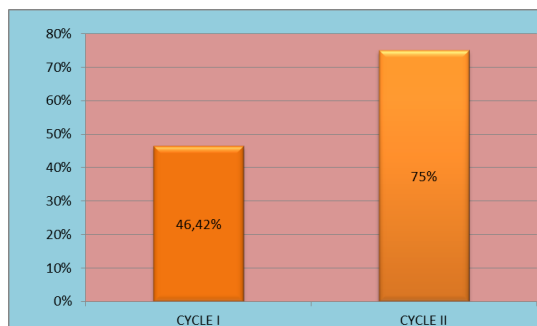
Based on the result of cycle 1 and cycle 2 above, the writer conclude that there was an improvement. It showed by the criterion of complete and incomplete. At the first cycle, there were 13 students who passed Minimum Criteria Mastery (KKM) or 46.42%, while at the second cyle, there were 21 students who passed the Minimum Criteria Mastery (KKM) or 75%. The writer decided to stop at the cycle 2 because the criterion has achieved more than 70% who passed the Minimum Criteria Mastery. According to the criteria, it was good enough and can be said successful.

Conclusion

After conducted the research of teaching reading at the junior high School, it can be shown that the application of using the mind mapping can improve the students' reading comprehension and activity. There was several improvements reached by the students, not only on their academic score, but also on their behavior lesson.

Dealing with the score that the students got, there was significant improvement. The use of the mind mapping to improve the students' mastery in learning English especially in reading. It can be seen from the comparison between the mean score of cyle 1 and cycle 2. The mean score of cycle 1 was 54.71. Then, in cyle 2 the mean score of cyle 2 was 73.78. It was higher than the mean score of cyle 1. There was improvement from test cycle 1 to cycle 2.

Related to the students' behavior to the lesson, there were some positive progressions that supported them in teaching and learning reading. On the other, hand using the mind mapping could create more comfortable condition inside online learning. During the teaching learning process, the students were more active, enthusiastic, confidence, respobility, and also interested to take a part in the lesson. They were not shy anymore and they were more confidence.

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