IMRPOVING READING COMPREHENSION USING MIND MAPPING TECHNIQUE AT IX-A GRADE OF SMPN 1 GERUNG IN ACADEMIC YEAR 2023

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Abstract: The problems encountered by students at SMPN 1 Gerung are caused by factors originating from the students, the material, or the teaching-learning process itself. It was found that the students had low ability in reading comprehension. This research activity aims to improve students' reading comprehension in learning English by applying the mind-mapping techniques. This action research class was carried out collaboratively between the English teacher and collaborators in the class IX-A SMPN 1 Gerung, Lombok, consisting of 30 students. The research was carried out in 2 cycles, each cycle implementing the steps of classroom action activities consisting of planning, action, observation, and reflection. By using the mind mapping technique in learning activities, students enchain their reading comprehension and vocabulary acquisition. Mind mapping helps students memorize the information in the text, improves students' creativity in mind mapping, and makes students enjoy the learning process. The assessment results show an increase in achievement learning from cycle 1 to cycle 2. From the average result of 76.17 to 90.50 with an increase in classical KKM completeness from 59% to 86%.

Keywords: reading comprehension, mind-mapping, classroom action research.

INTRODUCTION

The English language contains four skills: listening, speaking, reading, and writing. According to the School-Based Curriculum of 2013, the purpose of English for junior high schools is to develop an understanding and interpretation of texts. Students learn techniques of reading with comprehension, reading different types of texts, using reading strategies, expanding vocabulary, discussing, and writing responses to texts. According to Cahyani (2012), reading cannot be separated from comprehension. Therefore, we need to improve our comprehension in reading. Many English students have difficulty understanding English text. Frequently, they get stuck because of comprehension problems, such as unfamiliar words, lack of vocabulary, inability to understand the context, reluctance, low motivation in reading, etc. Therefore, it can be the reason why the teaching and learning process of reading has not been successful.

The problems encountered by students and teachers are caused by factors originating from the students, the material, or the teaching-learning process itself. It was found that the students had low ability in reading comprehension. Also, on the exam results from the researchers checked, the average student scored below the standard (KKM), while the standard score at SMPN 1 Gerung is 75. The students had some problems with reading comprehension. They did not know how to comprehend and get some information from the text. Even though the students sometimes knew the meaning of the words, they had difficulty conveying the whole paragraph.

The researchers conducted a pre-test to identify the problems dealing with reading. A pre-test was done before mind mapping was used for teaching-learning. The test assessed

students' reading skills. Based on the result, students were not interested in the materials because of their limited vocabulary. Thus, they resisted reading texts. The teacher used course book materials and was lacking in a creative methodology to teach reading comprehension, so the teaching style was monotonous. Due to their disinterest in the content, the students did not understand the text or pay attention to the teaching and learning process. Then, the students had difficulty identifying the social function, language features, and generic structure of label text because the teacher did not explain the material clearly. The students need a technique that could make them enjoy and motivate during the teaching and learning process in the classroom.

According to DePorter and Hernacki (2005), mind mapping helps improve reading comprehension by offering a flexible framework for organizing ideas that enable students to add new concepts and using pictures, symbols, and colors in mind mapping promotes creativity, making learning interesting and inspiring students' imaginations. According to Olivia (2008), mind mapping can improve students' concentration, memorization, and retention of information, also help students summarizing the lesson. Related to the explanation above, the researcher is motivated to find out how can mind mapping improve students' reading comprehension at IX-A of SMPN 1 Gerung?

RESEARCH METHODS

In this study, the researcher focuses on the third grade of Junior High School, particularly the IX-A class of SMPN 1 Gerung. This research used Classroom Action Research (CAR). Classroom action research is a form of reflective research that takes certain actions to improve or increase learning practices Sujana (2010). The researcher has conducted two cycles of action research in the classroom. Kemmis and Mctaggart Classroom Action Research approach consists of four processes: planning, action, observation, and reflection. This research collected data from student achievement, student creativity in mind mapping, and student learning activities. Data sources are obtained from students, teachers, and documents, and then collecting the data is done through observation, tests (pre-test, post-test I and II), field notes, and documentation.
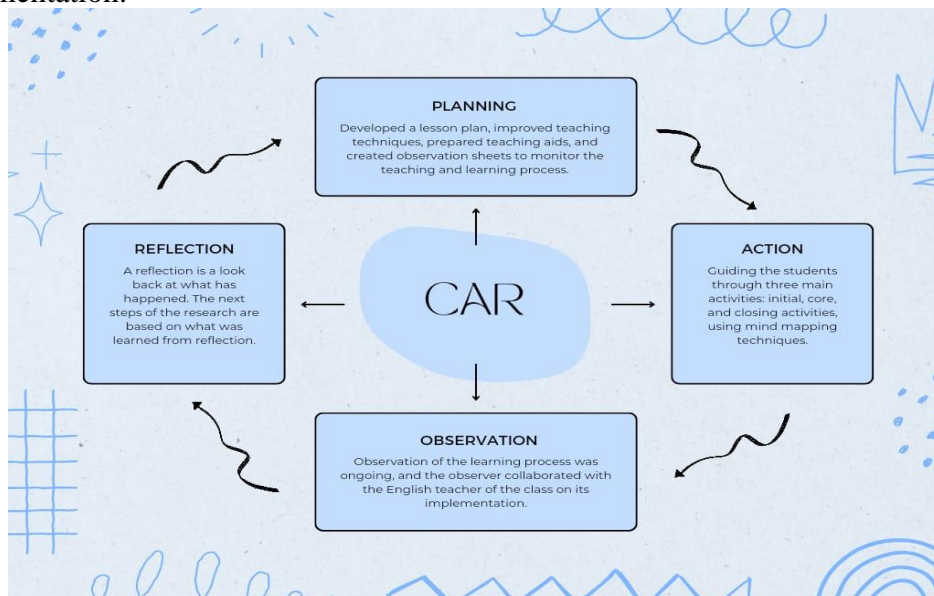

Figure I. Class Action Research

This research aims to achieve a specific goal of having at least 85% of students reach the minimum mastery level of 75, based on the Kriteria Ketuntasan Minimal (KKM) criteria adapted from SMPN 1 Gerung's school agreement.

RESULT AND DISCUSSION

Two research activities were carried out, and each cycle consists of 4 stages: Planning, action, observation and reflection. Here are the results of each cycle.

Cycle I

In the initial phase of the first research cycle, planning was made for implementing the action. The research team included an English teacher and two collaborators. They analyzed the key competencies to be taught, developed a lesson plan on labeling texts related to food, beverages, and medicine, prepared necessary materials and images, and decided to use the concept mind mapping technique in teaching. Additionally, they created a student worksheet for evaluation purposes.

Implementation of Action and Result

To obtain students' understanding of the label text, including its generic structure, language features, and social function. Researchers used mind mapping as a teaching technique to help students understand the topic. The result of the Researcher's actions was an increase in students' understanding of labeled text and their ability to analyze it. In the first meeting, the Researcher starts by discussing the students' favorite foods and drinks, creating a friendly climate and inviting participation. By using mind mapping, students can easily understand the generic structure of label text, and provides a practical example by making the text label "Indomie" on the blackboard. This provides a strong foundation for students' understanding of text labels.

Next, in the second meeting, the Researcher studied the material previously taught and ensured that students mastered the concepts of generic structure, language features, and social functions in food, drink, and medicine label texts. Researchers encouraged students to share their views on creating mind maps by organizing them in groups for discussion. The group discussions and exercises provided help students consolidate their understanding. Mind-mapping increased student participation in learning activities in the beginning. Learning outcomes and responses of students to learning activities showed that observing student activities increased from 63% to 73% and implementing learning improved from 82% to 88%. This data was obtained from observations made by English teachers and collaborators who helped researchers make observations during the teaching and learning process in class. The collaborator provides notes on the observation sheet to the researcher that; the majority of students are able to comprehend and adhere to the learning material well. However, certain students may face challenges in comprehending the lesson well. This observation serves as a reminder for researchers to devise inclusive strategies that cater to the needs of all students, thus creating an optimal learning experience.

A small number of problems still arose during the learning activity process. Given the problems in the initial conditions, the researchers and observers reflected on them so that they could be corrected in cycle I with the hope that all students could improve their learning outcomes.

Finally, in the third meeting, researchers measured students' ability to understand labeled text after applying the mind mapping concept. The results of these observations are in line with the findings obtained by students in the assessment of cycle I.

Table 1 results of the cycle I

No.	Criteria	Cycle I	
		Freq	%
1.	Achieve KKM (75)	16	59
2.	Below KKM (75)	14	19.33
3.	Average	76.17	

The table shows that only 59% of students completed learning with KKM 75 standards after teaching and learning activities in Cycle I, with 19.33% still below minimum completeness. The average achievement is 79.17%, indicating the research activity needs to be continued in Cycle II.

Reflection

After conducting three actions in the first cycle, the researchers with the English teacher and the collaborators reflected. It was done based on observing and assessing the teaching and learning process. From the implementation above, the student's reading comprehension only slightly improved after the researchers completed cycle I. The students still had some issues.

Mind mapping helped the students comprehend text easily. It was shown by the improvement of the student's ability to answer the question given by the researchers. However, the students still had difficulties in making keywords on the map. They have grammatical errors, and they also lack vocabulary. The students also showed positive responses. They said they were interested in mind mapping because it could help students comprehend reading easily and enjoy mind mapping with interesting pictures and colors.

The researchers sometimes should guide the students to decide on the keyword and help them to look for the vocabulary. Although the students could cooperate reasonably and there was an improvement in the teaching and learning process of reading comprehension, they were still confused because they studied using the mind mapping technique for the first time. They were also upset because the teacher never used the mind mapping technique in the teaching and learning process before. They need something that could help them to comprehend a reading text. Then, the researchers decided to continue the cycle into cycle 2 to solve the problems and improve the students' reading comprehension.

Cycle II

The first cycle of actions improved students' reading comprehension through mind mapping, but students still struggled with identifying text types and vocabulary. Some students did improper activities, such as sleeping, talking, drawing, and doing homework. The researcher revised her plans to improve students' ability to identify the text's main idea and referent through more exercises, give more control to students' activities to prevent copying, and encourage students to practice and create simple mind mappings based on their creativity. The revised plans aimed to improve students' reading comprehension and encourage them to respond to the teacher's commands.

Implementation of Action and Result

In the second cycle of the research, the researcher used mind-mapping techniques to enhance students' understanding of food label texts. The first cycle involved students creating mind maps on the whiteboard to understand the generic structure, language features, and social function of "M&M" food label text. The second cycle involved students using "padi mas" cakes as study material, allowing them to express their creativity and make the learning process more enthusiastic. Student participation increased in cycle II after applying mind-mapping

techniques, with results from observing activities increasing from 80% to 86% and from implementing learning from 93% to 98%. This data was obtained from observations made by English teachers and collaborators who helped researchers make observations during the teaching and learning process in class. However, a small number of problems still arise during the learning activity process. Student participation in teaching and learning activities can be seen from student learning outcomes in cycle II.

Students generally gave positive responses to learning activities, expressing enthusiasm and satisfaction with the techniques used, classroom environment, presentation of the material, and the learning techniques they had just received. Overall, the research demonstrated the success of mind-mapping techniques in enhancing students' understanding of food label texts.

The final meeting in the second cycle was post-test 2, which aimed to measure students' comprehension after applying the mind-mapping technique in the previous two cycles. Classical completeness (85%) students obtained KKM value. The evaluation outcomes can be examined in the subsequent table for further elaboration.

Table 2 results of cycle II

No.	Criteria	Cycle II	
		Freq	%
1.	Achieve KKM (75)	28	86
2.	Below KKM (75)	2	4.67
3.	Average	90.50	

The table above shows learning completeness after teaching and learning activities in Cycle II. After teaching and learning activities, only 86% (28 students) have completed learning with KKM 75 standards, and the remaining 4.67% (2 students) are still below minimum completeness (75). The average achievement is 90.50%. The results showed an improvement in students' understanding of label texts. They found the material interesting and considered the mind-mapping technique helpful in understanding and analyzing label texts. The Researcher's actions in the second cycle successfully enhanced students' understanding of food label texts. The mind mapping technique proved to be an effective tool in facilitating active and in-depth learning.

Reflection

The researcher conducted reflections on the implementation of mind mapping in three actions in cycle 2, based on student interviews and observations. The results showed improvements in the teaching and learning process. To begin with, the continued use of mind mapping remains highly effective in enhancing the overall teaching and learning experience. Notably, students maintained a favorable perception of mind mapping as a learning tool. An important development in this cycle was the successful integration of pictures and instructional materials. This approach notably increases student engagement and participation. When presented with pre-questions related to the images, students became notably more active in responding to inquiries. This highest activity was closely tied to their utilization of personal knowledge and experiences to understand and analyze various text types and contents.

Furthermore, exploring the language features of the texts emerged as a valuable strategy for facilitating students' comprehension. This particular approach contributed significantly to their understanding of the text, helping the students memorize the information, the expansion of their vocabulary, and their creativity of making mind mapping. These reflections highlighted the positive impact of incorporating mind mapping and language feature discussions into teaching and learning.

DISCUSSIONS

This section presents the discussion of research findings containing important points from cycles I to II as the final reflection. The use of mind mapping improves the students' reading comprehension. From the result, it could be concluded that mind mapping could improve the students' reading comprehension. The post-test I and post-test II results show that students' reading comprehension marks improved by the time of this action research. The students could reach 100 as the high score and 60 as the lowest score on the test.

Meanwhile, the students' mean score was 90.50% by comparing the post-test I and post-test II data results. It could be seen that the student's achievement increases. The table below is the data obtained in cycles I and II.

Table 3 results of cycle I and cycle II

No	Criteria	Cycle I		Cycle II	
		Freq	%	Freq	%
1.	Achieve KKM (75)	16	59	28	86
2.	Below KKM (75)	14	19.33	2	4.67
3.	Average	76.17		90.50	

The table result of students' scores in post-test I and post-test II showed that the mind mapping technique is a way to write, comprehend and summary the lesson. Supported by Buzan (2005), mind mapping is a technique for writing creatively and efficiently, and it maps the mind. Mind maps help students with organization and understanding of the text by generating, visualizing, structuring, and categorizing ideas. Supported by Siripanich (2010), a mind map is a graphical note-taking method that employs words, colored images, and symbols in a hierarchical or tree-branch format, with ideas branching into their subcategory.

Also, teaching reading through the mind-mapping technique made it easier for the students to understand the text's content. Supported by Olivia (2008), mind mapping can improve students' concentration, memorization, and retention of information. Supported by Puspitasari (2020), All in all, mind maps undeniably had a positive influence on students' reading comprehension through the processes of making the map. Then, supported by DePorter and Henacki (2005), using pictures, symbols, and colors in mind mapping promotes creativity, making learning exciting and enjoyable.

CONCLUSION

By using mind mapping techniques to improve students' reading comprehension through activities such as group work, visual aids, and discussions, mind mapping has been successfully implemented in two cycles, resulting in significant enhancements in students' reading comprehension and vocabulary acquisition. Mind mapping helps students memorize the information in the text, improves students' creativity in mind mapping, and makes students enjoy the learning process.

Although there were initial challenges, such as students struggling to create mind maps and facing difficulties in determining text types, language features, and generic structures, these issues were successfully resolved throughout the research process. In summary, the results of this study demonstrate the successful application of mind mapping in improving students' reading comprehension within the IX-A class at SMPN 1 Gerung.

This research suggests that mind mapping can improve students' reading comprehension in junior high school. Students should encourage creativity and actively participate in teaching. English teachers should use interesting techniques and create a good atmosphere to motivate students. The study's results can be used as a reference for classroom

action research on reading comprehension and other skills. Overall, mind mapping is a valuable teaching technique.

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