Improving the Seventh Grade Students' Reading Comprehension Achievement by Using Mind Mapping Technique at Itisam Wittaya Foundation School

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Abstract
This research focused on Improving the Seventh Grade Students' Reading Comprehension Achievement by Using Mind Mapping Technique at Itisam Wittaya Foundation School this research aims to fill in the gap and focus on investigating the use of mind mapping technique to improve students' reading comprehension achievement on the seventh grade students of Itisam Wittaya Foundation School.

Keywords: Reading comprehension, Mind mapping, Classroom Action Research (CAR)

INTRODUCTION

Reading is one of the important skills in teaching learning process of English. Reading constitutes an activity to understand and gain what the text is about. As one of the language skills, reading contributes to the success of language learning together with the other skills (Bin-Tahir, 2012; Zulfiqar, 2013). Reading is a lifelong skill to be used both at school and throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost. Reading enables students to know how English is actually used in printed and written forms, By reading the students can get information and knowledge from many sources, it can be from an array of texts, ranging from textbooks, newspapers,magazines, advertisements, brochures, and many others. It is supported by Ur (1996:7) who explains that when reading, the readers gather the meaning from what they have read. When students are reading, they do a thinking process. In reading activities, the students use their knowledge and skill to understand what the meaning of the text is. Comprehension is the process of making sense of word, sentences and connected word (Braunger and Lewis (2001: p., 4).

Reading comprehension, or constructing meaning during reading, is not only a cognitive endeavour but also a motivated act (Guthrie & Wigfield, 1999). Given the intentional nature of reading comprehension, motivation to read is a key component of students' reading success (Guthrie & Wigfield, 1999). To improve the reading

comprehension ability in English, Alfassi (2004) states that students should "understand the meaning of text, critically evaluate the message, remember the content, and apply the newly-found knowledge flexibly". Since reading is a complex cognitive process, it is very important for teachers to train students to take active control of their own comprehension processes.

Considering the facts above, there is an urgent need to implement a strategy or technique that can help teachers achieve this goal. There are many alternative strategies to engage students in reading activities (Tahir, 2012; Tahir & Aminah, 2014). One of them is Mind Mapping. Kagan (1992) notes that is a cooperative learning strategy that incorporates a unique teacher-questioning strategy that actively involves students while increasing their academic scores and behavioural outcomes and checking their understanding of a lesson's content (Arends, 2004). Further, Slavin (2005) claims that a simple technique that can be utilized repeatedly with a variety of curriculum materials and be applied to almost all subject areas, to every grade level, and in any places in a lesson.

Based on the previous studies, many researchers use this technique in their research. William, Lisa and Todd (2016) discover that Mind Mapping increases both academic and behavioural outcomes for students with and without disabilities, Khalifah (2017) investigated the effects of the Assurance Relevance Interest Assessment Satisfaction (ARIAS) strategies set with Mind Mapping on students' learning motivation. The results of the research suggest that the learning strategies have an effect on students' motivation. Compared to ARIAS direct learning model, -ARIAS is more potential to improve students' motivation. Nurdiana (2016) investigated the difference between students' reading comprehension achievement on narrative text before and after being taught by using Mind Mapping. The result shows that there was a significant difference of students' reading comprehension achievement on narrative text after being taught by using Mind Mapping technique for experimental class and non-treatment of Mind Mapping technique for control class. Saud (2016) investigated the students' reading comprehension achievement through Mind Mapping technique. The finding showed that the technique was effective in enhancing the students' participation, especially in answering the questions during the answer checking session.

LITERATURE REVIEW

Reading Comprehension Definition

According to Grellet (1996), reading is an active skill that involves guessing, predicting, checking and asking some questions. It means that to understand a text, the readers have to guess, predict and understand to what the message of text from the writer. Then, Klingner et al (2007) explain that reading comprehension is multi component, highly complex process that involves the previous knowledge and strategy use of the reader to the text. It means that the interest in text and types of text are influenced by the reader's feeling. Hennings (1997) states that there are four kinds of reading comprehensions. In this research, the students will be given the reading test covering the four kinds of comprehension. They are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

Word Comprehension

According to Chesla (2001), the specific words of the writers choose to describe people, places and things. A writer's word choice can reveal an awful lot about how the writer feels about his or her subject. In other word comprehending the word is very important when the students read the text.

Sentence Comprehension

Sentence comprehension is very important to understand a paragraph. Grellet (1995) states that a paragraph is not made by one sentence or clause, but a paragraph is built by some sentences which are related each one to other sentences. It means that to understand the information or the main idea of a paragraph, the students should to comprehend the sentences.

Paragraph Comprehension

According to Chesla (2001), the main idea of each paragraph should to work to support the overall main idea of the entire in the text. Comprehending paragraph by paragraph of the text make the students understand the overall, feeling, or thought a writer wants to deliver his or her message.

Text Comprehension

Yunanda (2018) states that comprehending the whole text is the main purpose of a reading text.

Recount Text

Based on the 2006 Curriculum (*KTSP/Kurikulum Tingkat Satuan Pendidikan*) or School-Based Curriculum, recount text is taught in the first and second semester for the eighth grade students. Recount text is a text which tells about experiences that happened in the past (Nurdiono : 2015). According to Wardiman, et al (2008:61), recount text is a text that tells the reader about a story, action or activity. In other words, recount text is a text which retell about a story, action, or activity that happened in the past. The social function of recount text is to entertain or informing the reader about events.

Mind Mapping Technique

Mind mapping is a reading method which is an appropriate technique in teaching reading comprehension. Mind mapping is a creative note-taking method, which eases us to remember much information (De Porter, et al 1999; as cited in Khudair: 2016). According to McGriff (2009), mind maps are an excellent way to help learners organize knowledge, to empower themselves to better comprehend the key concepts, and principles in lectures, readings, or other instructional materials. It means that the use of mind mapping is hoped to help the students to comprehend texts easily. Buzan (2005) says that mind mapping uses both sides of brain (left and right side of brain) in visual way to get the great result of the lesson. Right brain is for creativity, visualize, and instinctive, whereas left brain is for logical, academic, and business. If the students are using the balance both left and right brain, their brain will work maximumly.Through mind mapping can be used to solve the students' problem in reading comprehension. Then, Buzan (2005) states that mind map is a brilliant route map for memory, allow to organized facts and thoughts in such a way that your brain's natural way of working is engaged right from the start. It means that, by using mind map is help the students to remembering and recalling information of the text easier. In this research, the researcher will focus on the use of mind mapping as an alternative technique for teaching the reading skill to improve the tenth grade students' reading comprehension achievement.

The Advantages of Using Mind Mapping

Mind mapping technique can be good ways for teacher to teach reading comprehension because mind mapping have some advantages that can help students to improve their reading comprehension achievement. According to (Deporter and Hernacky, 2008 as cited in Khudair, 2016) there are some advantages of mind mapping technique. Firstly, mind mapping is flexible. It means that we can put the label and category of something based on our own opinion anywhere in the mind mapping. Secondly, mind mapping is concentrate on the topic. It means that by using mind mapping we can focus on the main idea of the text easily because it keeps focus on the keyword of the reading text. Thirdly, mind mapping can help to increase comprehension. It means that by using mind mapping will make students easier to understand what they have learned and easy to remember the material. Fourthly, mind mapping is enjoyable. Imagination and creativity are unlimited in using mind mapping, so it can be funny to learn. By using pictures and colors, mind mapping makes the brain enjoy and get excited in thinking what we want about the material. It means that mind mapping make the students feel motivated to read the reading text. Fifthly, mind mapping help students are able to memorize better. Therefore, it can be conclude that mind mapping are useful technique to help the students to improve reading comprehension achievement.

The Disadvantage of Using Mind Mapping

According to Adodo (2013), the disadvantage of using mind mapping is the students who are unfamiliar to concept mind mapping may have difficulty in create mind map. Based on the explanation before, the teacher should to prepare how to prevent the disadvantage happen in the class. The way to prevent that disadvantage is the teacher should to monitoring the students along the teaching learning process and giving guidance how to create mind map if students seen having difficulty how to create mind mapping.

The Steps of Creating Mind Mapping

Mind mapping technique can be a good choice to get successful learning. According to Buzan (2005:15), there are seven steps to create a mind mapping. They are as follows: (1) Starting from the center of a blank page turned sideways; (2) Writing an idea given and give a picture related to an idea; (3) Using colors throughout of a mind mapping; (4) Connecting the main branches to the central picture. Then connect the second and third

branches to the central picture. The brain works by association; (5) Making the branches curved not straight lined; (6) Giving the keyword for every branch of mind mapping; (7) Adding the pictures throughout in a mind mapping. In this research, the steps how to teach reading comprehension by using mind mapping will be modified can be as follows:

a) Pre-reading Activities

1. The teacher will explain about recount text.

2. The teacher will show the example and explain

   more about mind mapping.

   3.   The teacher will explain about mind mapping and

      give the example how to create mind mapping.

   4.   The teacher will distribute the reading text and

      ask the students to read the text silently.

b) Whilst reading activities

5. The teacher will guide the students to find the difficult words from the text.

   6.   The teacher will guide the students to categorize

      the text (main topic, sub-headlines, and sub- sub-

            headlines by highlighting the key words)

   7.   The teacher will ask the students to create their

      mind mapping by specifying the relationship

      between the main topic, sub-headlines, and sub-

      sub headlines.

8. The teacher will review the mind mapping of the students

9. The teacher will ask the students to do some exercises.

c) Post-reading activities

   10.   The teacher and the students will check the

      answers of the reading exercises together.

The Students' Reading Comprehension Achievement

The students' reading comprehension achievement deals with the results of the students reading comprehension test which is given after the students have got actions that is cover the indicators of reading comprehension to be measured, namely: word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Then, the

students' reading comprehension achievement will be indicated by the scores of their reading comprehension test. The score will achieve the target at least ≥ 75 in the reading test.

Mind Mapping

In this research, mind mapping technique is a technique that is used to help the students comprehend the content of text easily. It is because the students need a technique that helps them to visualize their imagination and organize the ideas they have imagined. By using mind mapping, the students will more intersted in take a note because mind mapping provides pictures and colors to make the students remember about the concept of text easily.

The Procedures of Teaching Reading Comprehension by Using Mind Mapping

Making mind mapping is very easy. The things needed to make a mind mapping are blank sheet, pen, and color pencils. A mind mapping drew by the students themselves because through handwriting, it will be easier to remember.According to Buzan (2005**)** there are seven steps to create a mind mapping. They are (1) Starting from the centor of a blank page turned sideways; (2) Writing an idea given and give a picture related to an idea; (3) Using colors throughout of a mind mapping; (4) Connecting the main branches to the central picture. Then connect the second and third branches to the central picture. The brain works by association; (5) Making the branch curved not straight lined; (6) Giving the keyword for every branch of mind mapping; (7) Adding the pictures throughout in a mind mapping.

Previous Studies

The previous studies dealing with improve reading comprehension by using mind mapping technique aim to be a reference in conduct this research.

First, Suryani (2015) found that mind mapping technique can improve reading skill at SMAN 1 Keretek, Yogyakarta. The result of the research was the students got improvements in the paraphrasing sentence, finding topic sentence, and vocabulary mastery. Moreover, through the mind mapping technique, the students were motivated to be active in the classroom activities. They were actively involved in the process of teaching and learning.

Second, a research was done by Yunanda (2018) entitled "*Improving the Junior High School Students' reading comprehension by using mind mapping technique"* in the classroom action research, it was found that the use of mind mapping technique could improve the junior high school students' reading comprehension at SMPN 11 Jember.

Third, a research from Rizqiya (2013) entitled The Use of Mind Mapping in Teaching Reading Comprehension. Her research result was mind mapping made the students recall their background knowledge and focused on their reading comprehension. Therefore, mind mapping could be considered to be an alternative technique in teaching reading comprehension.

Fourth, the reference from international journal was Teaching Reading Comprehension through concept map by Kalhor and Shakibaei (2012). They found a significant effect in teaching reading comprehension through concept map.

Fifth, another research similar to this research is Antika (2015). She did the same research design that is class room action research entitled Improving The VII-A Grade Students' Active Participation and Their Reading Comprehension Achievement through Semantic Mapping Technique at SMPN 3 Rambipuji. Actually semantic mapping and mind mapping have the same concept that is graphic organizer.

Action Hypothesis

Based on the problem of the research and the related literature review above , the action hypothesis are formulated as follows:

1)The use of mind mapping technique in teaching reading skill can improve the seventh grade students' reading comprehension achievement at Itisam Wittaya foundation School.

2) The use of mind mapping technique can improve the seventh grade students' reading comprehension acievements by improving students' active participation and other reasons

that I will explore in this study.

RESEARCH METHODS

Research Design

This research is a classroom action research as it aims to improve the seventh grade students" reading comprehension achievement by using Mind Mapping technique. According to Mc. Milan (1992), an action research is a specific research, which has a purpose to solve a specific classroom problem. The specific problem of this research is students" reading comprehension achievement on recount text.

Further, Corey (1953) states that an action research is a reflective process and it deals with the practical concerns that are close to the instructors and allow them to make a change. The main aim of an action research is to find solutions to real problems faced in schools and

to search ways to improve students" success. According to Kemmis and McTaggart, (1988), an action research is essentially a series of cycle of reflection, planning, and action. Kemmis and McTaggart (ibid) also developed a concept for an action research in the form of a spiral model comprising four steps; planning, acting, observing and reflecting.

The Design of Classroom Action Research

Action research is all about what happens in the classrooms. Basically it is an approach to improve the teaching practice. It is started with a problem in teaching practice. Based on the design of the research above, the procedures of this research is as follows:

1. Doing preliminary study by interviewing the English teacher of Itisam Wittaya Foundation School to identify the problem that the students faced in reading comprehension test.

2. Planning the action by choosing the appropriate reading material by considering the theme based on the genre of the text that will be taught to the seventh grade students based on Curriculum 2013, constructing the lesson plans for cycle 1, and preparing the observation guide for each meeting of the cycle, constructing the reading comprehension test for the fist cycle.

3. Implementing the actions will be done based on the schedule of English lessons for the seventh grade students of Itisam Wittaya foundation School In this action, I will teach reading a recount text by using "Mind Mapping" technique to improve their active participation. Cycle 1 will be done in two meetings. I will use the first and the second meetings to implement the action. In this step, I will do the activity collaboratively with the English teacher. I do the teaching learning process while the English teacher is doing the observation.

4. Giving the reading test with the materials of recount texts.

5. Analyzing the results of the reading comprehension achievement test and students" participation in the first cycle.

6. Reflecting on the results of the reading comprehension test and the observation in the first cycle. Cycle 2 will be implemented if the results of the observation and the results of reading test have not met the criteria of success.

7. Drawing a conclusion to answer the research question.

Research Context

The research will be conducted at Itisam Wittaya foundation School. This school is

chosen based on some considerations. First, the headmaster and the English teacher have given me permission to conduct the classroom action research. The second, based on the interview with the seventh grade English teacher. It was found that the most problematic case in the class is that the students" still experienced difficulties in reading a text. The teacher said that she never teaches reading to the students by using Mind Mapping technique. In addition, the English teacher has agreed to collaborate with me to conduct the classroom action research in the seventh grade to improve their achievement of reading comprehension by using Mind Mapping technique.

Research Participants

The research participants are students from VII class of at Itisam Wittaya Foundation School. I choose this class based on the suggestion from the English teacher because most of the students of class VII got difficulties in reading and teaching reading. Besides, this class had the low average score of the daily test based on the school"s document. Therefore, the students" reading comprehension achievement in this classroom needs to be improved.

Data Collection Methods

In this research the data will be collected by using reading comprehension achievement test, observation, and documentation.

Reading Comprehension Achievement Test

A reading comprehension achievement test will be used as the instrument to collect the data about the students „reading comprehension achievement after they are taught by using Mind Mapping technique. In the reading comprehension achievement test, there are two descriptive texts and 20 test items consisting of finding the meaning of word comprehension, sentence comprehension, paragraph comprehension and text comprehension. Each correct answer of the test item will be scored 5 points while the wrong answer had will be scored zero. The total score of the correct answers is 100 points. I will use multiple choice in the reading test because it tends to be reliable (Hughes, 2003). The time allocation of doing the test is 40 minutes.

Observation

I will use observation to gain data about how mind mapping technique works in actual classroom. I will do both direct observation and video observation. The observation will be

conducted collaboratively with the English teacher. The observer will use the observation filed note as the instrument to gather the data about how mind mapping technique works in actual classroom.

Field Note

Field note is a note taking by researcher or observer while the teaching learning process happened in the class. According to Berg (2001) field note is important to remember the effort of the research during the observation period in the field. Field notes in this research were to know how mind mapping technique could help the students to improve their reading comprehension. Berg (2001) mentions that there are two ways to take field note. First, some researcher write the complete record immediately after they left the classroom; second, the researcher takes the brief notes while in the classroom, then rewrite them into complete field notes. This research will use the second ways that is taking the brief notes while in the classroom.

Documentation

Documentation will be used in this research to get the supporting data about the names of the research subjects, and the students" previous reading test scores of the seventh grade students of Itisam Wittaya foundation School from the english teacher.

Data Analysis Methods

Results of the tests

Data collected from the tests will be analyzed quantitatively in the form of percentage. The data collected from reading comprehension achievement test of the recount text are analyzed by using the formula below.

$$E = = \frac{n}{N} \text{x } 100 \text{ \%}$$

Note:

E: The percentage of the students who get score 75

n: The number of the students who get score 75

N: The number of the research participants

Data from Observation

Data analysis is the process of analyzing and arranging the data that has been collected in order to enable the researcher to come up with findings. Data from interview and description of observation will be analyzed through a thematic analysis with six steps prescribed by Braun and Clarke (2006) which is considered as the most appropriate to the topic of the study.

Therefore, the writer will conduct a number of steps to analyze (Braun & Clarke, 2006).

1) Familiarisation with the data: in this step the researcher become intimately familiar with the data; re-reading the data and listening to audio-recorded data.

2) Coding: in this step, the researcher codes every data item and ends this phase by collating all their codes and relevant data extracts.

3) Searching for themes: in this step, the reseracher determind a theme that coherent and meaningful in the data relevant to the research question. The researcher ends this phase by collating all the coded data relevant to each theme.

4) Reviewing themes: the researcher checking that the themes in relation to both the coded extracts and the full data-set. In this step the researcher also reflect on whether each themes related. It may be necessary to add more themes, or to discard the some candidate themes.

5) Defining and naming themes: in this step, the researcher write a detailed analysis of each theme. The researcher identifying the „essence" of each theme and constructing a concise, punchy and informative name for each theme.

6) Writing up: in this last step, the reseacher writing the result involving the analytic narrative and (vivid) data to tell the reader a coherent and persuasive story about the data, and contextualising it in relation to existing literature. I will do this while writing the Chapter 4 of my undergraduate thesis.

RESULTS AND DISCUSSION

The Results of the Action in Cycle 1

The result of the action in Cycle 1 includes the implementation of the action in Cycle 1, the result of the field notes in Cycle 1, the result of the students reading comprehension achievement test, and the reflection of the action in Cycle1.

The Implementation of the Action in Cycle 1

The first meeting was conducted on Monday, 8 March 2021. Because this classroom action research was a collaboratively one, the researcher and the English teacher worked

together in conducting this implementation of the action. We took turn to teach reading comprehension by using mind mapping. Once, the researcher taught the students and the teacher played a role as an observer. The researcher taught reading comprehension by using mind mapping technique with the text entitled "Pangandaran Beach". After that, the students did the exercise which covered comprehension, sentence comprehension, paragraph comprehension and text comprehension. There were 10 questions of reading comprehension with one recount text in the exercise. The students did the exercise by using mind mapping technique. The researcher asked the students to work in groups and divided it randomly. There were 33 out of 35 students who attended the class, so there were 7 groups that consist of 4 to 5 students. Every group had a worksheet, 4 markers with different color, and 12 pencil colors as a tool for making a mind mapping.

At the first meeting, the researcher as the teacher explained about recount text and mind mapping technique. After listening the researcher's explanation, the students could identify the generic structures and language features of recount text. Then the researcher showed the example of mind mapping to make the students understand about mind mapping It made the students motivated in learning reading comprehension by using mind mapping. They followed the steps how to learn reading comprehension by using mind mapping although their mind maps was simple because they never use mind mapping before. Picture 4.1 shows is one of the students mind mapping.

From that picture, we can see that the students need more practice to create mind mapping from recount text. Then, the students did the exercise based on the text and their mind maps. After they did their exercise, they displayed their mind mapping in front of the class. The students looked at all mind mapping and they could compare to make second mind mapping better.

The second meeting was conducted on Friday, 12 March 2021. In the second meeting, the English teacher was the doer in the class because this classroom action research was done collaboratively. The English teacher taught reading comprehension by using mind mapping technique with the text entitled "Wrong Costume". The steps how teach reading comprehension by using mind mapping was same with the first meeting. The students worked

in group and it divided randomly. There were 32 out of 35 students who attended the class, so there were 7 groups that consisted of 4 to 5 students.

At the second meeting, the English teacher just reviewed about recount text and mind mapping technique. The students forgot about the definition and language features of the recount text, they answered the teacher question by looking at their book. The students still motivated in learning reading comprehension by using mind mapping. The steps were same with the first mesting. Their mind mapping was a little complete than the previous one and there were improvenient in their score of the exercise. The more complete the mindmap that the student made, the better they understoof the content of the recount text given.

The Result of the Field Note in Cycle 1

The field notes in Cycle I were obtained from the observation by the researcher. We observed in the first meeting on 8 March 2021. The observation was focused on the students' activity in doing the task by using mind mapping technique. In this Cycle, the students created mind maps in group. There were 33 out of 35 students who attended the class, so there were 7 groups that consist of 4 till 5 students. he results of observation, as recorded on the field note, in the first meeting of Cycle I as follows:

In the first stage, the students found the difficult word. They were unfamiliar with this technique, so there were some students who did not find the difficult words. As the consequence, they had difficulties in creating mind mapping so the other members in the group who did this stage.

In the second stage, the students highlighted the key word to categorize the main topic, sub-headlines, sub-sub-headlines. The students confused how to find the sub- sub- headlines. They walked around to look up their friend's worksheet. There were some students who could follow the instruction well and the other groups need more guidelines. So, the researcher checked up the students' worksheet by observing every group during the teaching learning process and taught them how to find one.

In the third stage, the students created mind mapping. At first, the students did not know how to create mind mapping. They just looked at their worksheet and wait for the instruction. In this case, the researcher provided the main topic and sub- headlines on the students' worksheet, so they just found the sub-sub- headlines. Unfortunately, the students were unfamiliar with this technique, they did not do anything. At the end, the researcher helped the students in finding sub-sub- headlines by showing the example of mind mapping. In their

worksheet, the students gave some of pictures or symbols to illustrate the sub- sub- headlines. As the result, their mind map in this Cycle was simple. During this stage, the class was so crowded because some of the members in the group did not create the mind mapping. They walked around and annoyed the other friends. The researcher tried to ask them to help their friend in creating mind mapping.

The fourth stage was the students do the exercise. While the students did their exercise, they could look on their mind mapping to know the story of the recount text in the exercise. Some students cheated to the other friends because they did not join in creating mind mapping and it made the class crowded.

The second meeting of Cycle I was on 12th March 2021. In this meeting the students still did the task in groups. There were 32 out of 35 students who attended the class, so there were 7 groups that consist of 4 till 5 students. There was the result of the field note in the second meeting of Cycle 1 as follows:

In the first stage, the students found the difficult word. They looked enthusiastic than previous meeting. It could be seen from how actively they were joining this class and almost the students found the difficult words of the text "Wrong Costume" (lesson plan 2). They found words town, neighbor, first time, nervous, journey, stomachache, fortunately, street singer, passengers, queuing, committee, major requirement, gown, desperate, embarrassing."

In the second stage, the students highlighted the key word to categorize the main topic, sub-headlines,sub-sub-headlines. The students still had confusion in highlighting the sub-sub-headlines. Then the teacher helped them by guiding in highlighting the key words.

In the third stage, the students created mind mapping. In this meeting, the teacher did not provide the main topic and sub-headlines so the students created their own mind mapping in group then drew pictures or symbols to Illustrate the words on the mind mapping. Their mind mapping in this meeting was more complete than the previous meeting. It consisted of main topic, 4 sub- headlines, and mostly of them added 3-4 sub-sub- headlines. This meeting was still crowded because some of the members in the group did not create the mind mapping.

The fourth stage, the students did the exercise, in this meeting, the students were still crowded but they got improvement on their score. It happened because they could comprehend the content of the text and they were able to create mind mapping completely.

In sum, mind mapping technique could help the students to comprehend the text by creative taking note. They sometimes laughed at their pictures because it looked funny.

Further, the students could remember the text easily by mind mapping. It could motivate the students to improve their reading skill through mind mapping.

The Result of the Students' Reading Comprehension Achievement Test in Cycle 1

The reading comprehension test was conducted on Monday, 15th March 2021. There were 20 questions of reading comprehension achievement test covering word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The test was in the form of multiple choices with two recount texts. The time allocation was 2 x 40 minutes. The students who join the reading comprehension achievement test were 35 student.The result of the students' score of reading comprehension achievement test in Cycle 1 was attached in Appendix J. The percentage was presented in following table.

Table 4.1 The Percentage of the Students' Reading Comprehension Achievement in Cycle 1

The Percentage of the Students' Reading Comprehension Achievement in Cycle1	
Achieved	Not Achieved
$E\ \frac{16}{35}$ x 100%=45.71%	$E =\frac{19}{35}$ x100%=54.28%

Based on the calculation from Table 4.1, the result of the action in Cycle 1 was not achieved. This research was considered to be success if 75% of the students got score 75.In fact, there only 45.71 % or 16 students who achieved the target score. So, the conclusion of the action in Cycle 1 was failed, thus continued to Cycle 2.

From the students' result of the achievement test, the questions which mostly incorrect were word comprehension especially in unfamiliar word. The students did not know the meaning of the following choices, such as the similar meaning and antonym of the word.

The Result of the Reflection in Cycle 1

The reflection was done by the researcher and the English teacher after having done the implementation of the actions in Cycle 1. There were two kinds of data analyzed in this

Cycle. They were the observation in the form of field note and reading comprehension achievement test.

Based on the results of field notes in Cycle 1, the students showed improvement on their score of reading comprehension task. They could visualize the content of recount text on a mind map. Further, mind mapping gave a new technique for the students, so they could enjoy during the teaching and learning of reading comprehension.

However, the result of reading comprehension achievement test in Cycle 1 not achieved the target of research success. There only 45.71 % or 16 students who achieved the target score. It means that the action in Cycle 1 failed. This failure happened in Cycle I because there were two weaknesses in Cycle 1. They were: (1) the students looked confused during the teaching learning process because they had never experienced in learning reading comprehension by using mind mapping technique; (2) the class became crowded because the students created mind mapping in a group consisted of 4-5 students; and (3) the students shared their markers to get the different color.

From the weaknesses above, the researcher and the English teacher discussed to find the solutions and revised some aspect that made the Cycle 1 failed. The solutions were the teacher need to explain more about how to create a mind mapping and gave the students the example of mind mapping. Then, the students shall to create a mind mapping in pairs, and did the exercise individually. And the last, the teacher asked the students to bring their own marked. That was the way to prevent the class became crowded.

The Result of the Action in Cycle

The result of the action in Cycle 2 included the implementation of the action in Cycle 2, the result of the field notes in Cycle 2, the result of the students' reading comprehension achievement test, and the reflection of the action in Cycle 2.

The Implementation of the Action in Cycle 2

The implementation of the action in Cycle 2 was administered based on the reflection on Cycle 1, then researcher decided to ask the students to work in pairs. This was intended to prevent the class crowded.

The first meeting of Cycle 2 was conducted on Friday,19 March 2021, the researcher reviewed about the recount text and mind mapping with text entitled "My Holiday". The steps and material were same with the Cycle 1. There were 34 out of 35 students who attended the class so there were 17 groups that consist of 2 students.

At the First meeting of Cycle 2, the researcher as the teacher reviewed about recount text and mind mapping technique. In this meeting, the students could explain the definition and generic structures of the recount text but they forgot about the language features of recount text. The students still motivated in learning reading comprehension by using mind mapping. There were some students who brought their own pen colors. The steps were same with the Cycle 1. The students became familiar with mind mapping technique and they could follow the steps well. Their mind mapping was complete than the Cycle 1 and also there were improvement in their score of the exercise. They understand about the content of the text and they could answer the exercise.

In the second meeting of Cycle 2, the English teacher reviewed about the recount text and mind mapping technique with text entitled "My First Experience to Ride Motorcycle". The steps and material were same with the previous meeting. The total numbers of students were same with the previous meeting that was 34 students and they still worked in pairs.

At the second meeting of Cycle 2, the English teacher reviewed about recount text and mind mapping technique and the students remembered the definition, generic structures and the language features. It could be said that the students understand about recount text. The teacher continued the lesson which was ask the students to create mind mapping based on the text given and did the exercise. The students already understood the steps how to created mind mapping. their mind mapping were complete because the students already familiar with mind mapping and also the students more focus on their mind mapping because they created it in a small group. It also made improvement on their score of exercise. Almost the students could answer the question correctly.

The Result of the Field Note in Cycle 2

The field notes in Cycle 2 were obtained from the observation by the researcher and the English teacher. They observed in the first meeting of Cycle 2 was on 19 March 2021. In this Cycle, the students created mind mapping in pairs because it was administered based on the reflection in Cycle 1. There were 34 out of 35 students who attended the class, so there were 17 pairs in the class. There was the result of the field note in the first meeting of Cycle 2 as follows:

In the first stage, the students found the difficult word. The students looked enthusiastic to find the difficult words from the text. They asked the difficult words actively so the class became crowded. The students found difficult words from the text, they were small pool,

scenery, rode, horseback, sea of sand, weather, bubble hat, gloves, foreigners, preserved flower, scary, shawl. Unfortunately, there were four students who sat down in the behind class did not pay attention during this stage. This problem came because another friend who asked about the difficult words was not clear. In the end, the researcher asked to all students that they shall silent when one of the students asked about the difficult words.

In the second stage, the students highlighted the key word to categorize the main topic, sub-headlines, sub-sub-headlines. The students did the instruction well, almost of them could find the key word. The students looked active than the previous Cycle. The students were highlighting the title as the main topic, four sub headlines that following by the sub-sub-headlines from the text

In the third stage, the students created mind mapping. The students could make their own mind mapping well. They could create mind mapping more complete than the previous Cycle. Further, the class was more conducive than before, as it had smaller number of member in creating mind mapping. It also made the students more focus on their exercise. They could answer the exercise correctly and it made their score improved. Besides, the students were more creative in creating mind map and they could draw pictures to visualize the word. Further, they could remember some new words at the end of the lesson.

In the fourth stage, the students did the exercise. The students did the exercise individually in form of multiple choices. The exercise here was to measure how the students can improve their reading comprehension by using mind mapping technique. The result from the students' task of reading comprehension was the students had improvement on their score. Further, they could more conducive in doing their exercise than previous Cycle. By using mind mapping technique, the students also can solve the problem in reading comprehension. The students' problem was they were difficult in understanding the content of the text. Then, they could analyze, comprehend and synthesize the information from the text into mind mapping.

The second meeting of Cycle 2 was on 22 March 2021. In this meeting the students still did the task in pairs. There were 34 out of 35 students who attended the class, so there were 17 groups that consist of 2 students. There was the result of the field note in the second meeting of Cycle 2 as follows:

In the first stage, the students found the difficult word. The condition was same with the previous meeting, the students found the difficult words actively. They were also more conducive than previous meeting. In this meeting the students had text entitled "My First

Experience in Riding Motorcycle". The students found many difficult words than before, they found words price, cheap, unique, thought, persuade, refused, whimpered, village, patient, directions, bravely, fluently, narrow, slippery, ditch, advices, permission.

In the second stage, the students highlighted the key word to categorize the main topic, sub-headlines, sub-sub-headlines. As same with the previous meeting, the students could highlight the main topic, four sub- headlines that following by sub-sub- headlines confidently.

In the third stage, the students created mind mapping. The students were very happy in creating mind mapping because they could express their thought throw pictures. The students who could not draw pictures, they made symbol such as circling the sentence and give emotion smile and sad to express feeling. The students became familiar with mind mapping, they created it confidently than before.

In the fourth stage, the students did the exercise. The students did the exercise without re-read the recount text. They understood the content from their mind mapping so they did the exercise more quickly than previous. The students also confident with their exercise, they believe that they could get good score.

In sum, mind mapping technique created a good atmosphere for students in learning English. Mind mapping made the students easy in remembering the recount text and mind mapping could encourage the students to solve their problem in reading comprehension such as they could comprehend the text and synthesize the information of the text into mind map. Further, mind mapping as an interest note-taking for students which can make the students enjoy during the class.

The Result of the Students' Reading Comprehension Achievement Test in Cycle 2

The reading comprehension test was conducted on Friday, 26th March 2021. There were 20 questions of reading comprehension achievement test covering word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The test was in the form of multiple choices with two recount texts. The time allocation was 2 x 40 minutes. The students who join the reading comprehension achievement test were 35 students. The result of the students' score of reading comprehension achievement test in Cycle 2 was attached in appendix 10. The students had most mistakes in word comprehension that was unfamiliar word. Same with the Cycle 1, the students had many mistakes in word

comprehension because the students should know about the meaning, similar or antonym from the unfamiliar word. The percentage was presented in the following table.

Table 4.2 The Percentage of the Students' Reading Comprehension Achievement in Cycle 2

The Percentage of the Students' Reading Comprehension Achievement in Cycle2	
Achieve d	Not Achieved
$E = \frac{28}{35}$ x100%=80%	$E = \frac{7}{35}$ x100%=20%

Based on the calculation from the Table 4.2, it showed that the result of the action in Cycle 2 was achieved. There were 28 students get score ≥75 or 80%. This research was considered to be success if 75% of the students got score ≥75. The action of this research could be stopped because the research had been reached the research target.

**The Result of the Reflection in Cycle 2**

The reflection was done by the researcher and the English teacher after having done the implementation of the actions in Cycle 2. There were two kind of data analyzed in this Cycle. They were the observation in the form of field note and reading comprehension achievement test.

Based on the results of the field notes during Cycle 2, mind mapping technique could give some good effects for students in reading comprehension, they were: (1) the students could remember easily and visualize what the content told about. That was support from Gillet and temple (1990) mind mapping as a visual representation for the students' current understanding of the concept, to access and activate background knowledge. So, they could answering the exercise without re-read the text; (2) mind mapping gave a good atmosphere for students, so they can enjoy during the teaching and learning reading comprehension. It could see when the students taking note from text into mind mapping, they could focus on their worksheet; (3) the students could solve the problems as Buzan (2005) stated that mind mapping can encourage the students to solve the problem. It could be seen when the students created mind mapping from the text. The students could map all the information of the text.

Further, the researcher asked a question for the students about the text, the students could answer the question well.

Moreover, the result of reading comprehension achievement test in Cycle 2 was achieved the target of research success. There were 80% students got score ≥75. This research was considered to be success if 75% of the students got score 75. The action of this research could be stopped because the research had been reached the research target

Diagram 4.3 The Comparison of the Students' Reading Comprehension Achievement
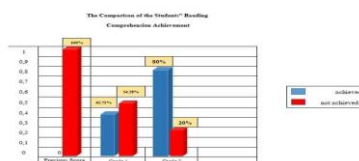
Based on the Diagram 4.3 above, it could be seen the comparison from the previous score to Cycle 1 and Cycle 2 was improved. The percentage of the students' reading comprehension in previous score was 0% who reached the target score. Then the percentage of the students' reading comprehension achievement in Cycle 1 was 45,71 %. In addition, the percentage of the students who reached the target score in Cycle 2 was 80%. The research was stop in Cycle 2 because the result was reached the reasearch target. In conclusion, this research was success in improving the junior high school students' reading comprehension by using mind mapping technique. Thus, the research question which said "Can the use of mind mapping technique improve the junior high school students in improving reading comprehension?" was already answered.

Mind mapping technique made the students motivate in learning English They became enthusiasm when created mind mapping the answering the task The students also active during the teaching learning process, such as answering the teacher's question and following the teacher's instruction. The conclusion of this research was the mean score and the percentage improved. It could be said that this classroom action research success improve the students' reading comprehension at Itisam wittaya foundation School.

The improvement the students' reading comprehension could be evidence that mind mapping technique is an effective way to improve the students' reading comprehension. That research was relevant with theory from Buzan (2005:04) that mind mapping is a creative note-taking, effective way and can map all of visualization in minds. During the research began, the students created creative mind mapping and they could remember the content of

the text from their mind mapping. This is the picture of mind mapping created by one of the students.
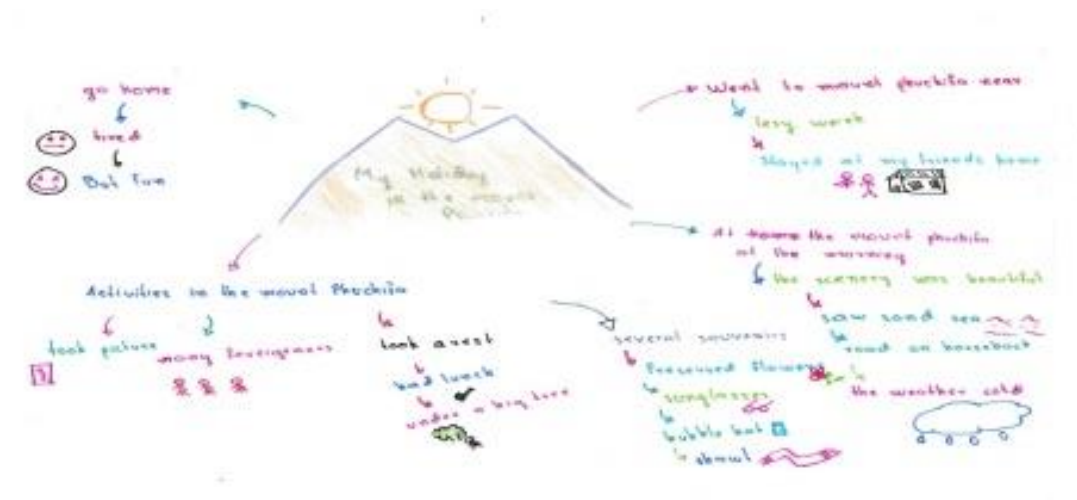

Picture 4.2 The Example of students' mind mapping 2

From that picture, the students could find the main topic, sub- headlines, and sub- sub- headlines. They also add picture to illustrate the information from the text and full of colors Mind mapping also could map ail of the master in their mind

There were three good effects for students of the game students' reading comprehension by using mind mapping technique they were (1) mind mapping as a note taking for the students dancing content (2) mind mapping can encourage the students to save the positioned (3) mind mapping made a good atmosphere for the student du learning process.

For the first feature, mind mapping as a note-takang for the students understanding of the content. While comprchending the whole test the students need to comprehend the word, sentence and paragraph. Then the mud represented them into a mind map. This is another mind mapping by of the students

Picture 4.3 The example of the students and mapping

From that picture, it can be seen how the student drew some pictures that represents some words They found in the text e.g. Bower, bubble hat, shawl. It means that the students understand of the content of the text. That supported Gillet and Temple's (1990) opinion that mind mapping is a cure understanding of the concept. In addition, Ingemann (2015) states that the headlines, pictures, and connection make the students easy to remember Headlines cost of single word, short phrases or sentences, it is easy to remember than pure text. Pictures are easy to remember because our brain has enormous capacity for remember pictures and images than long lines or pure text. And the last, our brain works based on association which is how things are connected. Further, the students wrote the information of text in one page (Buzan, 2005). It made the students easy to see the whole note-taking. Mind mapping also help the students to map all information of the text in one page.

For the second feature, mind mapping can encourage the students to solve the problem. In this chase, the problems are the following question given by the teacher. Buzan (2005) said that through mind mapping, the students can analyze, comprehend, and synthesize the information from the text. Based on the research action, the students could solve the problem easily. They could answer the following questions by looking at their mind mapping. For example is the question of the exercise in lesson plan Cycle 2 in the first meeting. The students could see the answer in the mind mapping above.

3. What kind of souvenirs we could found in Mount Phuchifa?

  a. Bubble hat, shawl, and sandals

  b. Bubble hat, sunglasses, and jacket

  c. Preserved flower, sandals, and bubble hat

  d. Preserved flower, sunglasses, and shaw!

The answer was d, we know from mind mapping that the kind of souvenirs in Mount Phuchifa were preserved flower, sunglasses, and shawl. Further, mind mapping made the students reminding their background knowledge by using related word to the key concept. Therefore, it supported with the research finding from Rizqiya (2013) she said that mind mapping could make the students recall their background knowledge and focus on their reading.

The last feature, mind mapping made a good atmosphere for the students during teaching learning process. This is the same with another research finding from Siriphanich (2010) she said that her students enjoyed working in group and mind mapping was a useful

technique. Besides, from the result of this research mind mapping made the students enjoy during the class, they motivated to be the best in create mind mapping also answering the task easily, so it made the students easy to remember the text and improve their creativity. Based on the observation of the research, the students looked happy and smile. They drew picture related with the keyword then coloring it. sometimes the picture that the students drew was funny.

The previous research from Lani Suryani (2015) found that her students were actively involved in the process of teaching and learning and they got improvement on paraphrasing sentence, finding topic sentence, and vocabulary mastery.

This research result also proved that using mind mapping technique was appropriate for teaching reading comprehension. It was showed by the result of the students who achieved the standard score was doubled from the total number of the students who achieved the standard score before the implementation of the action. Further, the researcher also found some positive behaviors during the teaching learning process. First, the students were more confident in asking the exercise individually because they understood the text and represent them into mind mapping. Second, the students got improvement on their imagination. They tried to draw picture that they never draw before, it makes the students enthusiastic in learning English

On the other hand, this research also found the weaknesses of the use of mind mapping to improve the students' reading comprehension by using. Mind mapping took a lot of time because the students were not familiar with the concept of mind mapping yet. The researcher needed a lot of time to explain how to make mind mapping, then the researcher showed own mind mapping to make the students more understand. This is similar to what Adodo (2013) said that the students used to note - taking in a linear way, so they may have difficulty in interpreting complicated maps. Therefore, it is suggested that the English teacher provide longer time allocation when using mind mapping to allow students to get familiar to this method .

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