

**THE USE OF MIND MAP TO FACILITATE THE STUDENTS'
READING COMPREHENSION IN SMP IT DARUL FIKRI SIDOARJO**

THESIS

Submitted in Partial Fulfillment of the Requirement to the Degree of Sarjana
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**UIN SUNAN AMPEL
S U R A B A Y A**

By :

Rida Rizkiah

D75216065

**ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
SUNAN AMPEL STATE ISLAMIC UNIVERSITY SURABAYA**

2020

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PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini :

Nama : Rida Rizkiah

NIM : D75216065

Jurusan/Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

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NIM. D75216065

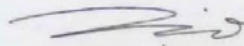
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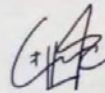
Surabaya, 29 June 2020

Advisor I,



Mokhamad Svaifudin, M.Ed, Ph.D
NIP.197310131997031002

Advisor II,



Fitriah, Ph.D
NIP.197610042009122001

EXAMINER APPROVAL SHEET

This undergraduate thesis by Rida Rizkiah entitled "*The use of Mind Map to Facilitate The Students' Reading Comprehension in SMP IT Darul Fikri Sidoarjo*" has been examined on 29 June 2020 and approved by the board of examiners.



Dean,

Prof. Dr. H. Ali Masud, M.Ag M.Pd.I

NIP. 196301231993031002

Examiner I,

Drs. Muhtarom, M. Ed. Grad. Dipl. TESOL

NIP. 196512201992031005

Examiner II,

Dr. Irma Soraya, M.Pd

NIP. 196709301993032004

Examiner III,

Mokhamad Syaifudin, M.Ed, Ph.D

NIP.197310131997031002

Examiner IV,

Fitriah, Ph.D

NIP.197610042009122001

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**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax. 031-8413300
E-Mail: perpus@uinsby.ac.id

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Nama : Rida Rizkiah
NIM : 075216065
Fakultas/Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address : ridarizkiah98@gmail.com

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ABSTRACT

Rizkiah, Rida. (2020). *The Use of Mind Map to Facilitate The Students' Reading Comprehension in SMPIT Darul Fikri Sidoarjo*. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhamad Syaifudin, M.Ed, Ph.D, Advisor II: Fitriah, Ph.D

Keyword: Mind Map, Facilitate, Reading Comprehension, Teaching Reading, Students' Reading

Reading is a part of English skills which has an important role in learning a language. It is very useful for the students to get the new information and the new vocabulary. But, most of the students still face the problems to get the general information from the whole reading text. This study aims to find the teachers' procedure in teaching English using mind map to facilitate the students' reading comprehension and to know the students' response toward the use of mind map in SMPIT Darul Fikri Sidoarjo. The data was obtained by using observation field notes for the English teacher and questionnaires for the students in 8-C class. The observation field note was analyzed using descriptive qualitative and the students' questionnaires were analyzed using SPSS 18 then written into descriptive qualitative results. This study shows that, there are some teachers' procedures in using mind map for facilitating the students' reading. Those are, 1) The teacher prepared the students to make seating arrangement in a group and introduced the material. 2) Teacher made a group discussion about the descriptive text. 3) The teacher discussed about the students' vocabulary from the descriptive text. 4) Teacher asked the students to make mind map and continued with asking the students to present mind map. 5) The teacher gave the students an exercise about the descriptive text. 6) Teacher evaluated the study. From those activities, students have more positive response because learning using mind map helps them to understand the reading text. In addition, students really enjoy the learning process using mind map, and their reading comprehension increases after the teacher facilitates the learning process using mind map. So that mind map has some benefits for the students in the learning process and impact on the students' reading comprehension.

ABSTRAK

Rizkiah, Rida. (2020). *The Use of Mind Map to Facilitate The Students' Reading Comprehension in SMPIT Darul Fikri Sidoarjo*. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhamad Syaifudin, M.Ed, Ph.D, Advisor II: Fitriah, Ph.D

Kata Kunci: Mind Map, Memfasilitasi, Pemahaman Membaca, Mengajar Membaca, Bacaan Siswa

Membaca adalah bagian dari keterampilan berbahasa Inggris yang memiliki peran penting dalam proses belajar mengajar. Sangat berguna bagi siswa untuk mendapatkan informasi baru dan kosa kata baru. Namun, sebagian besar siswa masih menghadapi masalah untuk mendapatkan informasi umum dari seluruh teks bacaan. Penelitian ini bertujuan untuk menemukan langkah-langkah guru dalam mengajar bahasa Inggris menggunakan mind map untuk memfasilitasi pemahaman membaca siswa dan untuk mengetahui respon siswa terhadap penggunaan mind map di SMPIT Darul Fikri Sidoarjo. Data diperoleh dengan menggunakan catatan lapangan observasi untuk guru bahasa Inggris dan kuesioner untuk siswa di kelas 8-C. Catatan observasi lapangan dianalisis dengan menggunakan deskriptif deskriptif kualitatif dan kuesioner siswa dianalisis menggunakan SPSS 18 kemudian menulis ke dalam hasil kualitatif deskriptif. Studi ini menunjukkan bahwa, ada beberapa langkah guru dalam menggunakan mind map untuk memfasilitasi bacaan siswa. Yaitu 1) Guru menyiapkan siswa untuk membuat pengaturan tempat duduk dalam kelompok dan memperkenalkan materi. 2) Guru membuat diskusi kelompok tentang teks deskriptif. 3) Guru mendiskusikan tentang kosa kata siswa dari teks deskriptif. 4) Guru meminta siswa membuat mind map dan melanjutkan dengan meminta siswa untuk mempresentasikan. 5) Guru memberi siswa latihan tentang teks deskriptif. 6) Guru mengevaluasi pembelajaran. Dari kegiatan-kegiatan tersebut, siswa memiliki respon yang lebih positif karena belajar menggunakan mind map membantu mereka untuk memahami teks bacaan. Selain itu, siswa sangat menikmati proses belajar menggunakan mind map, dan pemahaman bacaan mereka meningkat setelah guru memfasilitasi proses belajar menggunakan mind map. Sehingga, mind map memiliki beberapa manfaat bagi siswa dalam proses pembelajaran dan berdampak pada pemahaman membaca siswa.

INTRODUCTION

A. Background of The Study

[illegible]

In this era, the role of the teacher is still dominate and lack of space for the students to discover their idea after having a reading activity which use skimming or scanning techniques in the class. The role of the teacher in the class is more dominant and become a center. Some teachers have an opinion that learning is limited to transfer the knowledge. The teacher measures as an informant while the students are receiving the information

⁵Hastowoadi. (2016). Teaching Reading By Using Skimming and Scanning Technique to Improve Students' Reading Skill on 3rd Semester at the University of Tujuh Belas Agustus 1945 Banyuwangi in Academic Year 2015-2016. *ICTTE FKIP UNS 2015*, 677-679.

The teacher should take the role in the class as a fasilitator and the students in the class as a students-centered. There are many strategies that teachers can use in teaching reading. One of the alternative ways that may be used for the teacher called Mind mapping. Mind map is a model that allows the students to feel free to use their own knowledge and share their information with the fun activity. By having mind map, all the main points and the important information in every learning material may be used by using radiands which match the natural drawing so that the students will be easy to recognize and remember the important part⁷. Another illustration, Lukman⁸ also argues that mind map is a tool that may be able to facilitate the memory and allow to build the general information and ideas, then the natural working of the mind is concerned from the beginning. Some studies applied mind mapping in English reading activity. Wirda⁹, Riska¹⁰ studied about the use of Mind Mapping method

⁷Anggraeni, S. (2012). Pengaruh Media Mind Mapping terhadap Kreativitas dan Hasil Belajar Kimia Siswa SMA Pada Pembelajaran Menggunakan Advance Organizer. *Jurnal Fmipa Unimed*.

⁹Wirida, S. H. (2014). Using Mind Mapping Technique to Improve Reading Comprehension of The Second Year Students. *e-Juornal of ELTS*, 1-14.

From the description, those studies were not focused on the way to used mind map while this study was focused on the way of using mind

¹²Rizqiya, R. S. (2013). The Use of Mind Mapping in Teaching Reading Comprehension. *ELTIN Journal*, 32-43.

B. Research Questions

1. How is the implementation of mind map to facilitate the students' reading comprehension?
2. How are the students' responses toward the use of mind map in facilitating students' reading comprehension?

In accordance with the studies problem above, the objectives of this study are as follows :

1. To find out the procedure of using mind map to facilitate students' reading comprehension.
2. To find out the students' responses toward the use of mind map in facilitating students' reading comprehension.

The researcher hopes that this study has some benefits for the students, teachers and other researchers in teaching and learning.

- [illegible]

The result of this research will provide an overview of what teachers or lecturers should do in facilitating the students' reading comprehension using mind map which may be used in teaching reading.

3. Researchers

The result of this study may be used as a reference to the researchers who will conduct a research about the same topic on the use of mind map for reading comprehension.

E. Scope & Limit of the Study

To prevent misperception and misunderstanding in this study, the researcher gives scope and limitation.

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By determining the scope and limitation, the researcher will easily find out the main focus of this study about the teachers' procedure and the students' responses through the use of mind map to facilitate reading comprehension in the English class.

To avoid misinterpretation about this study, the researcher will illustrate several key terms which are utilized in this research. Those are:

Reading comprehension is a term used to perceive those skills wished to recognize and apply information contained in a written material¹³. In this research, reading comprehension as a term to be used by the teacher from the students' reading skills after they are having reading activity in the class in order to comprehend the information.

Facilitating students' skill is defined in which students are motivated to take the responsibility and take a charge of the learning process. The role of the teacher from provider of

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3. Mind map

Mind map is a strategy for managing information whole in the form of branching for representing tasks, words, items into a colourful which can be made into media both and digital¹⁵. In this research, mind map is a strategy for teacher to facilitate the students' reading skills which as students for making mind map after they are having reading activity in the class. This mind map is as a tool for the students to improve their reading comprehension.

4. Students' Response

Response is a reaction to a question, experience, or other types of stimulus.¹⁶ Students' response refers to students

4. Students' Response

CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter addresses the theoretical framework on students' reading skills, teaching reading, teacher as fasilitator, classification system of reading comprehension, the relationship of mind map to reading comprehension, the advantages of mind map, and some previous studies related to this study.

A. Review of Related Literature

Students need to have reading activity to improve their reading comprehension. There are many ways used for the students reading skills.

1. Students' Reading Skills

Harmer¹⁷ identify some skill in order to improve the students' ability in reading and to help the students when they are reading a text. Those are scanning, skimming, and reading for detailed comprehension.

The students want with a purpose to scan a text for particular bits of facts they are looking for. It means that the students no longer need to read every phrase and line from the complete text. In other hand, the students may be able to skim a text which will get a general information of what the text talking about. Just as with scanning, if they try to acquire all of the element informations, maybe they will difficult to get the general information or general point from the text because they are concentrating too hard on the details information. The readers scan or skim a text depends on what kind of text it is and what they want to get from the reading text.

Reading for detailed comprehension which the students are searching out for detailed facts or language, must be seen as something very different from two reading skills that have mention before. When students are looking for details information, the teachers count on

¹⁷Harmer, J. (1998). *How to Teach English*. England: Longman.

2. Teaching Reading

Extensive reading activity is reading with an extended text as a whole, which need their ability to understand the component part of the text and their contribution the overall meaning of the reading text. For example, in teaching reading using extensive activity the teacher asks the students to read the whole text without looking out the dictionary to translate the difficult words. Students just read what they have know and enjoy the reading text. The role of the teacher is crucial. Teacher needs to

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applied by the teacher in teaching reading.

White¹⁹ makes some suggestions that are still about the way and technique of teaching reading that may put the skill into a classroom context and apply in the learning.

- 1) The teacher may begin the class by rise u interest and motivation by linking the topic o students' experience or the current knowledge.
- 2) Then, the teacher gives the students some poi the reading text. Or the teacher may ask the st the students points to find out in the reading students propose the points.

White¹⁹ makes some suggestions that are still applicable today about the way and technique of teaching reading that may help the teacher put the skill into a classroom context and apply in the learning process.

- Tomlinson²⁰ suggested five stages of the teaching procedure according to him. First, Readiness activities. It means that teacher helps the students to get ready to read the text by making the students more curious about the reading from activating their existing information or experience. The second is experiential activities, in this stage the teachers

²⁰Tomlinson, B. (2003). *Developing Materials for Language Teaching*. London: Continuum.

manufacturing activities. And the fifth stage, the teachers to move again to the text and to identify the patterns are used inside the text. It called as input response activities.

3. Teacher as a Fasilitator

The criterion of a good lesson is the students' performance of the teacher. This phenomenon can be in the classroom when the students are given tasks to painting the process of the students performance in doing the tasks. In the role of the teacher not as a controller and the authority the teacher is as a fasilitator and a useful resource for the activity.²¹

In the classroom, the role of the teacher may also

The criterion of a good lesson is the students' interest not the performance of the teacher. This phenomenon can be found in the classroom when the students are given tasks to paintings on and in the process of the students performance in doing the tasks. In this condition, the role of the teacher not as a controller and the authority. But, the role of the teacher is as a facilitator and a useful resource for the students to do the activity.²¹

In the classroom, the role of the teacher may alternate from one activity to another, or from one stage to the other stages in the learning process. If the teacher is fluent at making these modifications, the effectiveness as teacher is substantially enhanced. The position of the teacher as a ‘facilitator’ is to suggest the teacher’s function in learner-centered. The way in which facilitator such as prompter, resource, or tutor may well satisfy to this concept.

The teacher as a prompter means that when the students are doing the activity, the teacher want to help them but do not want. This role as a purpose to encourage to be a creative learners rather than wait for every

²¹Harmer, J. (1998). *The practice of English language teaching*. UK: Longman.

In some activities, it is inappropriate for the teachers to take the roles that suggested before. Teachers need to consider the activity that they used in the classroom. Suppose that the students are concerned in a group discussion, or they are involved in preparation for presenting their work. In such situations, the teacher may take apart to control them in the class. However, the students may additionally still need the role of the teacher as resource. For instance, the students want to ask about the word meaning or how to pronounce the word. From this situation, the teacher can be one of the most important resources that the students have.

From the explanation above, all the teachers' roles aim to facilitate the students' progress. Any roles adopted by the teachers are designed to help the students to study and categorized as facilitative.

4. Classification System of Reading Comprehension

Kennedie²² categorizes some type of systems to develop reading comprehension. Those are literal meaning, inferential comprehension, and critical comprehension.

1. Literal meaning

Literal meaning means the readers catch the information from a reading text which remembers what the author says. Here, some information from a text is identified based on the facts that are given in the text, and summarize the details information from the text. To take the literal meaning, the readers can work out from the questions to the clues in the text. The answers always state in the text. For example, in descriptive text about my school. The question asks about Where is my school?. Then, to answer the question the readers need to find out the location of the school that states in the text.

2. Inferential Comprehension

Inferential reading is dealing with extensive reading. The readers need to interpret the information and the clues from the reading text. Inferential question asks the readers to catch the information and draw it with many meanings. The answers can not be found and state directly in the text. For example, Why is the main actress is Raisa?, from this question is asking about the reason. The readers need to interpret from the text to answer the question.

3. Critical Comprehension

Critical comprehension is reading a text in order to evaluate or to make judgments from the information of the text. The answer

²²C. Kennedie, E. (1981). *Method in Teaching Developmental Reading 2nd Edition*. America: F. E. Peacock Publisher.

From the description above, there has not been an extensive support to what strategy that can be used to facilitate the students reading comprehension to allow them share their idea or knowledge. This study has a strategy which can be used for the teachers to facilitate the students to be more creative.

According to Tony Buzan²³ the new computer arrived in here with 1000 pages of manual, moreover when people were born with the brain billions stronger than computer without manual. It changed into then that he started out to visualize an operating manual for the brain and the concepts Mind Map commenced to emerge. Mind map according to him which is also called “clustering ideas”, is a manner of collecting ideas around a selected topic and defining connections. To realize a text the students must have background knowledge which is divided into two, background knowledge of the language and background knowledge of the world, Stanovich²⁴. This means through mind map the students are guided to broaden their background knowledge of the text they are to read. They don't forget the existing knowledge and relate it with the text. By doing this they practice to brainstorming. In addition, Kaufman²⁵ argued that mind mapping is a useful strategy to use as the same time as reading, for

²⁵Kaufman. (2010, March 10). 3 Simple Techniques to optimize your reading comprehension and retention. *The personal MBA*, hal. 1.

From the explanation above, it can be concluded that when the teacher is teaching reading, mind map can be used in the learning process to facilitate the students' reading comprehension. For example mind map as a tool in teaching reading, the teacher begins the class with explains the reading text for the students which include the new vocabulary and the type of the reading text. Then the teacher prepares the mind map media which has some branches of the common words from the reading text. Then from the common of the reading text in mind map media, the teacher asks the students to make a sentence related to the reading text. In addition, the teacher may use mind map to facilitate the students' reading comprehension. After the teacher asks to read the text, the teacher can give some questions related to the reading text and students should answer and share their opinion using mind map.

Mel Silberman²⁶ as a psychologist of education argue that when the students are really concentrate to listen the teachers' explanation, the students only catch 50-100 of words. So, if the teacher may speak around 100-200 words in a minute, only 50% of informations that have remembered by the students. Mind map may be used to help the students to make their own simple notes, effective and also interesting from the teachers' explanation. In addition, the process of making mind map that use different colors, curved branches, and illustrations will trigger both the left brain and the right brain to work optimally. It is supported with some experts.

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According to Tony Buzan²⁸, there are some advantages of using Mind map. People all ages will have a better understanding of certain topics because mind maps illustrate the interrelationships of overall topics. By using mind map they really easy to understand the topic because its include the important word which makes them easy to understand. This creates a better understanding and makes the students easy to produce the facts. A creative ability is also stimulated by using mind maps because the brain hemispheres are working together. Another interesting thing is the way the mind map works is the same as how our brain naturally works. It can be shows that the results to be obtained will double because the way we learn is the same as how the brain naturally works. SWThen mind map really become an alternative learning in English both applied in the whole class or individually.

²⁷Depoter Bobbi, H. M. (2011). *Quantum Learning*. Jakarta: KAIFA.

²⁹Buzan, T. (2005). *Mind Maps*. America: Harper Collins Publishers.

With respect to make the students feel free to share their ideas, the study aimed to address the teachers' strategy using mind map in facilitating the students' reading comprehension. This studies focus on the implementation of using mind map in which be the alternative tool in facilitating the students to help them to share their knowledge and to improve their reading comprehension.

7. Previous Studies

There are several research related to this present study. The first previous studies was achieved by Wirda, Hanafie Sulaiman and Wahyudin entitled “using mind mapping technique to improve reading comprehension of the second year students”. The study aimed at finding out that using mind map technique can improve reading comprehension. This studies applied pre-experimental research design for the second year of XII B grade students. This study used observation which analyzed descriptively and the test which analyzed statistically. The result of the study showed that there was a significant differences between the students’ pre-test and post-test. It can be concluded that there was an improvement on the students’ reading comprehension which used mind map technique. And It can be said that mind is an effective technique³⁰

The second previous study was done by Riska Dwi Cahyani, Abdul Asib and Dahlan Rais entitled “Improving students’ reading

The third previous study by Rissa San Rizqiya entitled “The use of Mind Mapping in teaching reading comprehension”. The purpose of this research is to examine the implementation of mind map for first grade students’ of Bandung senior high school. This study used students’ mind map, observation, and questionnaire to analyze the data. From the data, the result showed that there was an improvement between the first meeting and the second meeting. Mind map can help the students’ know their background knowledge on their reading. Although the students’ of Bandung senior high school were unfamiliar with mind map technique, but they were really enjoy in the learning process. It can be said that mind map can be an alternative technique in teaching reading to improve the students’ reading comprehension.³²

³²Rizqiya, R. S. (2013). The Use of Mind Mapping in Teaching Reading Comprehension. *ELTIN Journal*, 32-43

The fifth previous study by Damar Istri Pratiwi entitled “The implementation of mind mapping strategy to teach writing in IELTS Preparation class”. This study is purposed to find out the implementation of mind map in teaching writing of IELTS preparation class. The data instruments were used by using observation, questionnaire for the students, interview for the teacher, and document analysis. To analyzed the data, this study used descriptive analysis. From the data, there are four results that have got from the analysis. The first result is, mind map can increase and build the students’ critical thinking in expressing their ideas.

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The differences for the first previous study to the fifth previous study are, the study used pre-test and post-test for XII grade to enhance their reading comprehension using mind map. The second previous study identified whether the use of mind map improves the reading comprehension. The study used pre-test and post test to check the students significant score. The third previous study focused on the use of mind maps and the students' perceptions of the use of mind map in classroom practices. The fourth previous study focused on identifying the use of mind map in facilitating the students' reading and writing achievement. The fifth previous study used mind map in IELTS preparation class for improving the students' writing skills.

³⁴Damar Isti Pratiwi, A. F. (2016). The implementation of mind mapping strategy to teach writing in IELTS preparation class. *UNNES*, 33-41.

The seventh previous study by Brett D. Jones entitled “The effect of mind mapping activities on Students’ motivation”. This research was examine the students’ motivation in a three different activities. Those are the activity conducted individually outside the class, the activity conducted individually in the class with the teachers’ instruction, and the activity that conducted in the class with the other students. This study used mix method to analyze the data from the students’ questionnaire which used open and close ended questionnaires. The research participants are 40 students of undergraduate students of US University. This study had the result that the students have similar effects on their motivation in three different activities. Their motivations were related to their beliefs and their preferences of mind map activities.³⁶

³⁵Rachma Patria, M. S. (2016). Increasing students' reading comprehension through mind mapping technique from narrative text. *Lampung University*, 1-15.

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students' english vocabulary". This research was to examine the effect of using mind map for the students' vocabulary. The study used experimental design. Those are consist of 25 students in experimental group and 25 students in control group. This study applied post test in every groups. From the data analysis, the finding of this study showed that the students in control group had a significant mean score than the students in experimental group. In addition, the students' vocabulary in the control group was performed well.³⁹

The eleventh previous study by Harry Stokhof entitled "The effect of mind maps to make students questioning effective". The study investigated the use of mind map as a guidance for the students' effective questioning. The research participants are 231 students and 10 teachers. For analyzing the data, this study used pre test and post test to compared the scores. Pre test and post test also to make sure the learning outcomes. From the

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³⁹Shdaifat, S. A. (2019). The Impact of E-mind mapping strategy on improving basic stage students' English vocabulary. *JJML*, 385-402.

24

RESEARCH METHOD

A. Research Design

John W.Cresswell⁴¹ said that one characteristic of research is qualitative that describe most of qualitative study have inductive characteristic with ask the meaning of the data result. Sukmadinata⁴² said that Qualitative research had two principal purposes, the first was to describe and to explore and then the second was to describe and explain. This research used qualitative research because this study explained as describe the procedure of the teaching reading process whole learning was running.

1. Place

⁴²Sukmadinata, N. S. (2007). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.

2. Subject

C. Data and Source of Data

D. Data Collection Technique

1. Observation

[illegible]

In this case, this study needs the students to answer the second research question that is about students' response after the teacher implemented mind map in facilitating students' reading comprehension. Questionnaire that used in this study is close-ended questions. The questionnaire uses a rating scale of Likert scale that consist of five points such as *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*. Questionnaire is the appropriate instrument to obtain the data from many participants. It is better than doing interview to students one by one. (See Appendix 2)

3. The description and the stages of the teaching process activities will compared it with the theories including the situation and the methodology.

1. The teacher distributes a questionnaire sheet for the students at the end of the learning process in the class.
2. The researcher analyzes the students' responses of the questionnaire using SPSS 18 to measure the response of students.
3. The researcher used descriptive statistical analysis by looking for data average (mean)
4. The result will be explain descriptively.

To conduct a research, there some research stages of the study.
The stages are:

In the preliminary study, the researcher went to school targeted and asked to the english teacher whether the teacher ever had mind map or not. This stage is to know that the research may possible to be done or not. Based on the school targeted, the researcher may possible to conduct a research in this school because the teacher ever applied mind map to improve the students' vocabulary.

The researcher started to make a research proposal. And after that, the researcher prepared the form of field note and the questionnaire sheet.

3. Implementing

In implementing the research, the researcher collected the data of study about the use of mind map to facilitate the students' reading comprehension. The study observed 8-C grade students and teacher in implementing mind map for facilitating the students' reading comprehension. In addition, this study also gave a students questionnaires after the process of the teaching and learning conducted in the class.

4. Analyzing Data

In this stage, the researcher processes the collected data. The researcher analyzed the data which got from field note and questionnaire.

5. Concluding

In the last stage, the researcher described and concluded the finding that has been collected in this research.

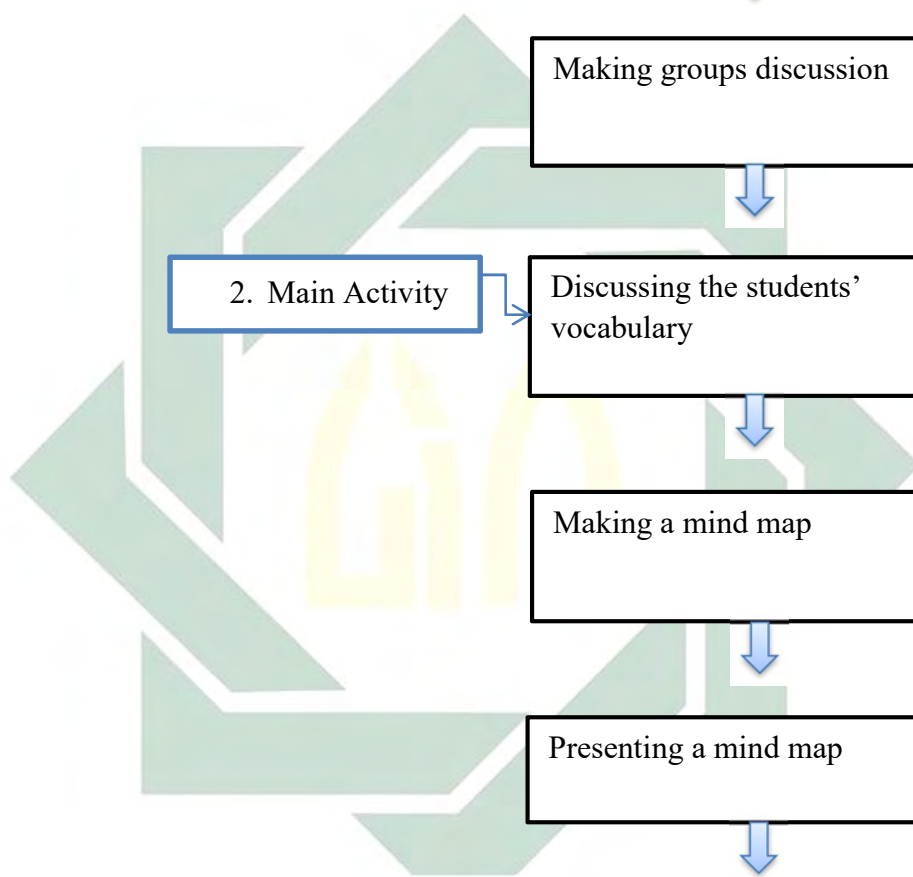
FINDING AND DISCUSSION

A. Research Finding

The structure of this chapter follows research question. The first research problem is to find out the implementation of mind map to facilitate the students' reading comprehension. The second question aims to analyze the students' responses of mind map use. The detail information of the findings follow.

The researcher did observation toward teaching learning process for two meeting in order to know the teachers' implementation of using mind map to teach reading text. The observation was conducted in SMPIT Darul Fikri Sidoarjo 8-C class that consist of 32 students. The researcher analyzed the use of mind map that the teacher apply in English learning process by taking field note and video recording with the teachers' permission. Based on the class observation, the researcher found some steps in the use of Mind map. The researcher categorized the steps into theree main steps. Those are opening, main activity, and closing. The steps are described in the figure.

Step implementing mind map



a) Opening

The first step in opening that the teacher did was preparing the classroom environment. Before the learning process,

text. When the teacher asked the students directly about what they have learned in the last meeting, the students directly answered the teachers' questions together.

Before the teaching and learning process starting, the teacher introduced to continue the material about the description of text using mind map. The students' condition was not suitable when the teacher introduced the students to learn reading using mind map because they ever used mind map in other learning before. Before the learning process, the teacher asked the students to prepare them to study. In this stage, the teacher began by asking one of the students to lead the prayer in the classroom. Then, the teacher asked the students a seating arrangement in which students should make a group. The teacher divided the class into

text using mind map. The students' condition was not stable when the teacher introduced the students to learn reading mind map because they ever used mind map in other learning before. Before the learning process, the teacher asked the students to prepare them to study. In this stage, the teacher began by asking one of the students to lead the prayer in the classroom. Then the teacher asked the students a seating arrangement in which students should make a group. The teacher divided the class into

The second step in opening was making groups discuss. The teacher taught the students about Descriptive text material. Then, the teacher asked the students to open their coursebook and find descriptive text material on page 41. While students were preparing their coursebook, the teacher looked around to the class to ensure that all of the students brought their book in the class.

After that, the students continued to discuss with the students in a group about their new vocabulary and the vocabulary that they felt difficult based on the descriptive text. In discussion time, most of the students were doing active in group. Although some students felt sleepy in the class, the teacher tried to ask the students to work together in a group. After students discussed in the group, teacher asked students to give the understanding about the new vocabulary in their book.

b) Main Activity

explanation and most of the students wrote the meaning in their book. For this activity, the teacher used the time around 10 minutes.

The second step was making a mind map. In this step, the teacher distributed one paper for every group. Then, the teacher asked the students to make a mind map from the descriptive text with their groups. The teacher gave the students some instructions for making a mind map which consists of six branches based on the total of the paragraph. Every branch should explain one paragraph. Because the topic of the descriptive text in the learning process was about an animal so that the teacher asked the students to identify what paragraph talking about such as a physical appearance, lifestyle, living, or foods. Then, students have to put the key words for the answers in every branch. After the teacher explained the instructions, the students started to make a mind map.

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answers the students' questions if they found any difficulties making a mind map. Most of the students were doing active making a mind map. And they were interested in coloring mind map and enjoyed during making a mind map. The stu-

The next step was presenting a mind map. From the result of the students' mind map, the teacher asked the students to present their mind map in front of the class. Every group presented their mind map and showed their mind map to the other friends in the class. The teacher asked the students to explain their mind map by speaking using English. Every student should explain what the descriptive text talking about alternately. When the teacher was welcoming the group to presenting their mind map, some of the students were not confident to present it. But, the teacher tried to motivate the students. Then, all of the students presented their mind map result with their group. The mind map was really helpful for the students to presented and explained the descriptive text.

In this stage, the first step that the teacher did was doing an exercise. The teacher gave the students some exercises to know the students' understanding of the material. For the exercises, the students did multiple choice questions in the below of the descriptive text in their coursebook. The students did an exercise individually but, the teacher allowed the students to discuss with their group or ask the teacher if they found any difficulties. While the students were doing the exercises, the teacher played the music song in the class in order to make the classroom atmosphere

about the reading. text while the teacher-facilitated by using a map. Most of the students said that they felt happy during the learning process and enjoy it when they were making a mind map in the class. Then, the teacher gave feedback and some conclusion from the materials. And the learning process ended with a reflection together.

2. The Students' Response Toward The Use of Mind Map

In this section, the researcher describes the student's response toward the use of mind map. The researcher used closed-ended questionnaire to know the students response toward using mind map. The question includes the positive response and negative response which is divided into 10 items.

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Here, the researcher divided the explanation into two. The first section presents the students positive response of using map then the second section presents the students negative response using mind map. The researcher calculated the mean of the data using SPSS to know the students concurrence of the statement questionnaire. According to Al-Nouh, there are divided into ranks of average value (mean). The first is low mean rank consists of 1.00 until 2.33 mean. The second is medium mean

There are 10 statements that cover the use of mind map. The 10 statements of the questionnaire are coded into term RS (Response of students).

Statement	Mean	STD
I more easily understand the reading text using mind map	4.03	.897
My reading comprehension increase when the teacher asks to make mind map	3.72	.634
I like learning using mind map because It helps me to understand the reading text	4.22	.553
I really enjoy the learning process using mind map	4.28	.523
My reading comprehension increase after the teacher facilitates the learning process using mind map	4.25	.622

It is found from the table 4.1, all items which showed students positive response of mind map are all categorized as high mean value. The fourth statement (RS4) received the highest score. The mean value of the fourth statement “I really enjoy the learning process using mind map” which is 4.28, categorized high mean value. This is supported by Chart 4.3 that more than 90% students answers either

⁴⁴Nowreyah A. Al-Nouh, e. (2015). EFL College Student's Perception of Difficulties in Oral Presentation as a Form of Assessment. *International Journal of Higher Education*, Vol.4 No.1

Chart 4.3 The Students' Response in Using Mind Map

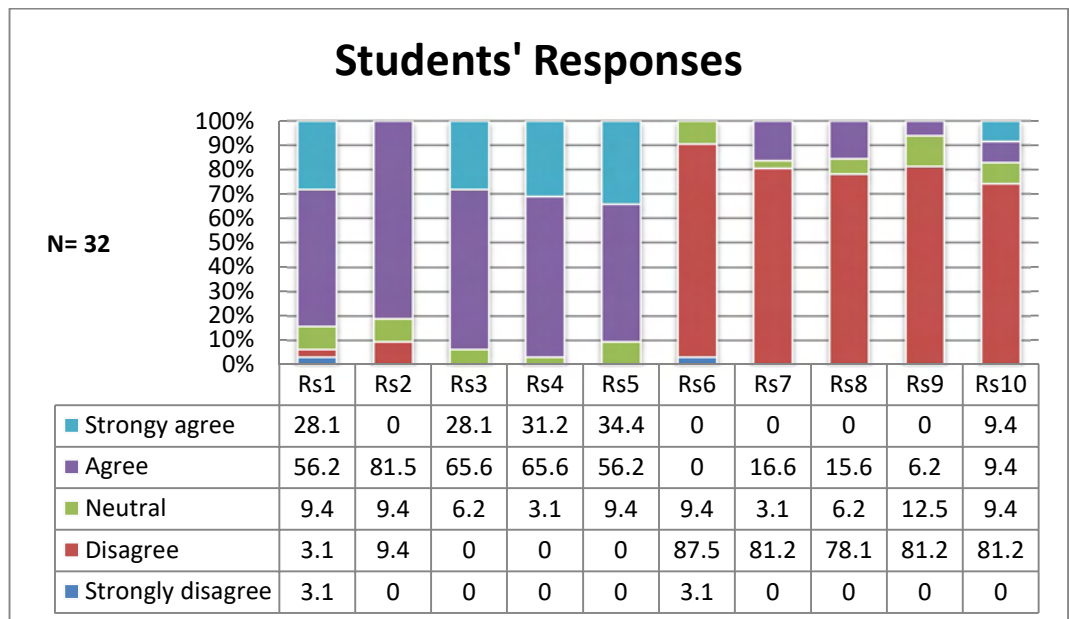


Chart 4.3 showed the result of the percentage on the students' positive response and the students' negative response. The chart explain that the response of students which are coded into RS1, RS2, RS3, RS4, RS5 focus on positive response of using mind map. The five items showed that more than 90% students answer either strongly agree or agree. Meanwhile, response of students which are coded into RS6, RS7, RS8, RS9, RS10 focus on negative response of using mind map showed that not more than 10% students strongly agreed or agree. So that, it indicated that students' positive response of using mind map was higher than negative response. It means that most of students agreed that mind map facilitate the students' reading comprehension.

B. Discussion

In this section, the researcher presents the main findings at this study and discuss them with previous studies and theories related the use of mind map to facilitate the students' reading comprehension.

1. The Implementation of Mind Map

Applying mind map in the learning process for facilitating the students' reading comprehension to make fun and attractive English teaching and learning process for junior high school. As described in the study, mind map was one of the technique that make the students enjoy and focus on reading the texts material in teaching learning process so the students not bored about the lesson.⁴⁵ In teaching reading with the use of mind map for facilitating students' reading, the teacher used some strategies to create enjoyable classroom atmosphere.

The strategy that the teacher used in implementing mind map is making seating arrangement. The teacher chooses by divided the class into some groups. It is because most of the teachers' activities were conducted in a group. Having a modular arrangement or group sitting arrangement has a good impact on the students' interection. It is supported by McCroskey studies, the modular arrangement is advocated for classess which student-student interection is most important.⁴⁶ In this study, the teacher also used brainstorming strategy to encourage the students to come up with thoughts and ideas. The teacher gives the opportunity for the students to discuss with their friend in a group and share their idea. Therefore, this may have

⁴⁵Rizqiya, R. S. (2013). The Use of Mind Mapping in Teaching Reading Comprehension. *ELTIN Journal*, 32-43.

⁴⁶McCorskey. (1978). Classroom Seating Arrangements: Instructional Communication Theory Versus Student Preferences. *Communication Education*, 99-111.

technique to make the students' easier to read the re
finding of the study entitled "*The Analysis of Skimming
Technique to Improve Students in Teaching Reading*".
In the previous study, the teacher used scanning
technique to improve students' reading comprehension
the result, skimming and scanning are best technique
idea, keyword, and content of the text without reading
text.⁴⁸ So that the students would be easy getting the m
reading text because they do not need to read the wh
the important information from the text. Furtherm
strategy to help the students' reading comprehesion
applied introducing vocabulary strategy in order to hel
identify a difficult word. It supported with Harmer th
of introducing new words is for the students to read t
the students' new vocabulary, they need to know the n

Technique to Improve Students in Teaching Reading

In the previous study, the teacher used scanning technique to improve students' reading comprehension. As the result, skimming and scanning are best technique to find idea, keyword, and content of the text without reading the whole text.⁴⁸ So that the students would be easy getting the main idea of the reading text because they do not need to read the whole text. They only get the important information from the text. Furthermore, the teacher used scanning strategy to help the students' reading comprehension. The teacher applied introducing vocabulary strategy in order to help the students to identify a difficult word. It supported with Harmer that the main purpose of introducing new words is for the students to read the text. To know the students' new vocabulary, they need to know the meaning of the word.

⁴⁸Intan Rani Aritionang, L. S. (2018). The Analysis of Skimming and Scanning Technique to Improve Students in Teaching Reading Comprehension. *Professional Journal of English Education*, 101-106.

Hartnett, J. (1995) *The practice of English language teaching*. UK: Longman.

reading text.

Then, the fifth strategy that applied by the teacher is the teacher as fasilitator. In this study, the teacher facilitates students to make mind map for their reading comprehension related with the theory of fasilitator according to Harmer. The teacher as fasilitator is the students give the responsibilities to do the task and do the task in the class.⁵¹ In this condition, the role of the teacher is not as a controller and the authority. But, the role of the teacher is as a fasilitator and a useful resource for the students to do the activities.

and do the task in the class.⁵¹ In this condition, the role of the teacher is not as a controller and the authority. But, the role of the teacher is as a facilitator and a useful resource for the students to do the activities.

The next strategy in order to know the students' reading comprehension is giving the students some multiple questions to be answered by the students. The students just need to find the correct answer from the reading text. It means that the teacher applied the strategy of reading comprehension to know the students' reading comprehension. Reading comprehension means the readers catch the information from the text.

answer from the reading text. It means that the teacher applied comprehension to know the students' reading comprehension. Comprehension means the readers catch the information from the reading text which identified based on the facts that are given in the text.⁵² While the students are doing the exercise, the teacher used the song in order to make the students more enjoy and have motivation to do the exercise. Song has a positive effect

⁵¹Harmer, J. (1998). *The practice of English language teaching*. UK: Longman.

for the students. Decisions about the way to react overall performance will depend on the stage of the lesson, the activity, the type of mistake made and particular student who is making that mistake.⁵⁴

2. Student's Responses Toward The Use of Mind Map

Based on the table 4.1, all statements of the use of mind map obtained high mean rank. (See chart 4.1) It indicated that the students have more positive response than negative response to the use of mind map. It is supported by Rahmad Fadillah who also found that mind map is an effective way in learning process.⁵⁵ In line with the study entitled "*Using Mind-Mapping to improve reading comprehension and writing achievements of the 4th semester students of Curup*" which found that the students showed positive response towards the use of mind mapping.⁵⁶

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The students showed the positive response for some reasons. The first reason learning using mind map help them to understand the

⁵³Nihada, A. (2016). The effect of using songs on young learners and their motivation for learning english. *NETSOL*, 40-54.

⁵⁴Harmer, J. (1998). *The practice of English language teaching*. UK: Longman.

⁵⁵Fadillah, R. (2019). Students' Perception on the use of mind mapping application software in learning writing. *CELTIC*, 58-64.

⁵⁶ Kusmaningrum, M. (2016). Using Mind-Mapping to Improve Reading Comprehension and Writing Achievements of the 4th Semester Students of STAIN Curup. *Journal of English Literacy Education*, 187-201.

Another reason why the students have preferred using mind map because in the learning process they really enjoy the using mind map. The finding was supported with the study of San Rizqiya entitled "*The use of Mind Mapping in increasing comprehension*" which found that the students of senior high school are unfamiliar with mind map technique. The students are enjoy to study with it.⁵⁸ It makes the students like to use mind map because they can feel free to use their own understanding to make a map which can put some colours and branches.

The last, the students believed that their comprehension is increase after the teacher facilitate the learning process using mind map. This is evidenced by the students' responses during the implementation of mind map. Students

because they can feel free to use their own understanding to create a mind map which can put some colours and branches.

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⁵⁷Buzan, T. (2005). *Mind Maps*. America: Harper Collins Publishers.

⁵⁸Rizqiya, R. S. (2013). The Use of Mind Mapping in Teaching Reading Comprehension. *ELTIN Journal*, 32-43.

⁵⁹ Wirda, S. H. (2014). Using Mind Mapping Technique to Improve Reading Comprehension of The Second Year Students. *e-Juornal of ELTS*, 1-14.

students' reading comprehension and the class situation.⁶⁰ So, toward the use of mind map the students' reading comprehension may improve than before.

⁶⁰ Riska Dwi Cahyani, A. A. (2015). Improving Students' Reading Comprehension Through Mind Mapping. *JoLLIET*, 18-23.

CONCLUSION & SUGGESTION

A. Conclusion

1. The implementation of mind map to facilitate the students' reading comprehension began by preparing the students to make seating arrangement in a group and introduced the material. Second, teacher made a group discussion about the descriptive text. Then, the teacher discussed about the students' vocabulary from the descriptive text. The next, teacher asked the students to make mind map and continued with asking the students to present mind map. Furthermore, the teacher gave the students an exercise about the descriptive text. The last, teacher evaluated the study.

2. The student's response toward the use of mind map showed more positive response rather than negative response. The questionnaire result indicated that the students have more positive response because learning using mind map help them to understand the reading text, they really enjoy the learning process using mind map, and their reading comprehension is increase after the teacher facilitates the learning process using mind map. So, in this case, mind map has some benefits for the students in the learning process. And it is impact in the students' reading comprehension.

B. Suggestion

Based on the conclusions explained above, some suggestions are compiled by the researcher as follows.

1. Suggestion for teacher

The use of mind map during the class can be an alternative technique for teachers to improve the students' reading comprehension. However, the teacher needs to consider the students' class in order to choose the appropriate reading topic which will be used to improve the students' reading comprehension.

2. Suggestion for further research

This study only investigates the implementation of the use of mind map as teaching and learning technique to improve students' reading comprehension. Thus, it is needed for other researchers who are interested to do research in this field to gain more details in a different term of mind map topic. Besides, the further researchers may try to discover more evidence relating to the students' responses and the factors behind those responses.

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