

**BLENDING MIMIND AND WHATSAPP TO ENHANCE  
STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT  
(An Action Research at First Grade of a Vocational High School in Cianjur)**

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**ABSTRACT**

Technology always presents in every aspect of life, including in education. Nowadays, in digital era learners can not be separated from gadgets. Automatically, in this digital era the teachers have to support themselves with some applications in transferring material in learning process. Mimind and WhatsApp are the example of the applications. The purpose of this research are to reveal to what extend blending Mimind and Whatsapp help the students in enhancing reading comprehension on Narrative text, to investigate the improvement of class situation in reading comprehension on Nnarrative text and to find out the obstacles faced by the students in enhancing reading comprehension on Narrative text by using Mimind and Whatsapp. The instruments used in this research were classroom observation, students' test, and questionnaire. The site of this research was in SMKN 1 Pacet and the participants of this research were students of the first grade majoring in tourism industry. Classroom action research by Kemmis and Mc.Taggart with two cycles was applied in this research. The findings show that blending Mimind and Whatsapp helped the students in enhancing students' reading comprehension on Nnarrative text about 8.82% in two cycles. The effectiveness of classroom situation is improved up to 23% in two cycles. Improvement was also seen based on the results from the observations that showed positivity and good responses from the students. The obstacle faced by the students in using Mimind and WhatsApp are internet connection and self-control during teaching and learning process such as open other applications. Both applications can help the students to make a digital mind mapping to develop reading comprehension on Nnarrative text.

**Keywords:** *mimind, whatsapp, reading comprehension, mind mapping technique.*

**INTRODUCTION**

Reading is chosen as the problem of this research which is one of the aspects in language that is important to be developed. Many students who learn English are still lack of reading. Therefore, English still becomes a difficult subject to learn for them.

Students who learn a language need to master good reading skill because through this skill they can enrich their knowledge and access more information. The more they read the more their knowledge or information they have. Nunan (1991: 72) states that "Reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation". Thus, students try to understand the texts. It is needed because individual learning is sometimes effective for students. It means that reading is an important activity to develop the students' knowledge. Hence, reading comprehension also important to understand what they read and they were able to deduce the content from the material.

There are many types of reading text in English such as Narrative text, Recount text, Descriptive text, Report text, Explanation, and Procedure. Narrative text is kinds of text that consist of story, or story text. According to Anderson (2003, p.8) the generic structures of

Narrative text are orientation, complication, and resolution. The purpose of this text based on Anderson (2003, p.6) is to amuse or to entertain the reader with a story. Many stories of Narrative are presented on internet. In this case, the applications presented in digital tools are digital instructional media for teaching learning processes. Digital instructional media is the electronic technology that use to implement instruction and facilitate students' achievement of instructional objectives. Many kinds of technology tools can be used by teachers to facilitate students in the learning English. So, the students can use their phones beneficially for teaching learning processes.

One of the applications that can be applied is Mimind to support the millennial students. Mimind is application that can support the students to create a digital mind map. So, the students don't need to use pen and paper to create a mind map. The students are able to use their gadgets to open Mimind application. Mimind is similar to mind mapping. According to Buzan (2007) mind mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas, and of course, note taking. Mind mapping is an important technique that improves the way to record information, supports, and enhances creative problem solving. Mind map encourages creative problem solving, it is a good way for students to make them understand more about English learning especially in reading comprehension.

Another application is Whatsapp. Whatsapp also can be applied as media to share the result from the students to the teacher. Whatsapp is an application to share the material and the result of Mimind. It is also can be used to discuss material both teacher and students with online process.

Some relevant studies of reading and mind mapping were conducted by some researchers; they are Indrayani (2014), Hanifa (2016), and Rahmawati (2018). They investigated teaching reading with mind mapping techniques but they didn't applied any applications to support their research. Then, the other relevant studies are come from Cetinkaya, Gon and Rawekar (2017). They used Whatsapp application in education but they didn't use it for English education especially in reading subject.

The implementation of Mimind and Whatsapp applications in reading especially in Narrative text is still new. Thus, this study examined the blending Mimind and Whatsapp to enhance students' reading comprehension on Narrative text is significant to do.

Referring to the background above, the researcher formulated the problems into the following questions:

1. To what extend blending Mimind and Whatsapp help the students in enhancing reading comprehension on Narrative text?
2. How does blending Mimind and Whatsapp improve the class situation in reading Narrative text?
3. What are the obstacles faced by students in enhancing reading comprehension on Narrative text by using Mimind and Whatsapp?

## **THEORETICAL FRAMEWORKS**

### **Reading Comprehension**

Reading comprehension is the making of connection between what the readers are reading and what the readers have already known. This connection can be made by itself when the information is essential or interesting to the readers. Moreover, a better understanding of how information is presented in English text and a greater awareness of the cognitive processes involved reading are needed in reading comprehension, so that comprehension will almost certainly be improved (Mikuleccky & Jeffries (2004).

There are many types of reading text in English such as Narrative text, Recount text, Descriptive text, Report text, Explanation, and Procedure. This research focus on Narrative text.

### **Narrative Text**

Narrative text is kinds of text that consist of story, or story text. According to Anderson (2003, p.8) the generic structures of Narrative text are orientation, complication, and resolution. The purpose of this text based on Anderson (2003, p.6) is to amuse or to entertain the reader with a story.

According to Deslita and Eliawati (2013), Narrative text is essentially a story with events that constitute problem from one or more characters who are motivated to confront and solve the problem. It is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; Narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution. It is used in everyday life to explain events, preserve history, and entertainment. In teaching Narrative texts, teacher can use some technique such as mind mapping technique in order to make students more interested and understand about the text.

### **Mind Mapping Technique**

Buzan (2005:6) says that a mind map is a power graphic technique which provide a universal key to unlock the potential of the brain. Mind mapping can be apply in every aspect of life to improve learning and clear thinking well enhance human performance. Mind Mapping is one of the essential technique to improve students' creativity to solve problem, especially to conduct their reading comprehension (Buzan, 2005: 1). In this research, the students applied mind mapping technique digitally by using digital instructional media.

### **Digital Instructional Media**

Digital describes electronic technology that generates, stores, and processes data (Rouse, 2019). On the other hand, Instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. Based on the statement above, digital instructional media is the electronic technology that use to implement instruction and facilitate students' achievement of instructional objectives. The applications used by the students are Mimind and Whatsapp.

### **Mimind**

Mimind is an application to support the students make a mind map with digital tool. Mimind.cryptobees.com (2017) stated that **Mimind** is a mind mapping tool designed to create and share ideas and activities, such as, project planning, brainstorming ideas, designing, thought structuring, summarizing ideas, discussions, poster presentation, project demonstrations and many other creative applications.

Mimind can be applied as a tool for creating digital mind map. The use of mimind seems like creating mind map. The difference is the students have to use their phones to make digital mind map. The students are able to put images, color, line, words, and so on.

Here are several steps to make mind mapping by using mimind:

1. Starting from open the application. This application can use while there is no internet connection or it can be called offline.
2. After the application opened, the students start from the center of blank page as a main or title of the text.
3. Using photo or picture if it is needed.
4. Using color to stimulate an idea and make it interesting.
5. Linking the main branches with the central picture and linking within the supporting branches.
6. Using keywords in every single bubble.
7. After finished creating mindmap, the students have to share or save the file. It can be various format such as JPEG image, PNG image, PDF document, Targa Image and Bitmap Image. It depends on the request of the teacher.
8. Finally, the students can share the result via whatsapp.

Based on the description, it can be concluded that **Mimind** is a mind mapping tool designed to create and share ideas and activities, such as, project planning, brainstorming ideas, designing, thought structuring, summarizing ideas, discussions, poster presentation, project demonstrations and many other creative applications. Several steps of Mimind can help the students to create digital mind map easily.

## **Whatsapp**

Whatsapp is a freeware and cross-platform messaging and Voice over IP (VoIP) service owned by Facebook. The application allows the sending of text messages and voice calls, as well as video calls, images and other media, documents, and user location. The application runs from a mobile device but is also accessible from desktop computers; the service requires consumer users to provide a standard cellular mobile number (Alexa, 2019).

## **METHOD**

The population of this research is the first grade of a vocational high school in Cianjur. The research focuses on one class. There are 18 classes of first grade and the total of the students is about 578 students which consist of 236 females and 342 male students. In this research the participants were 34 students, including 11 males and 23 females.

This study implemented three research instruments, namely reading test, classroom observation, and questionnaire.

Collecting data obtained from the research process then analyzed later referred to as data analysis techniques. Techniques of data analysis applied the theory proposed by Sudjana and Ibrahim (2004) who suggest that the data obtained through the instrument will be used to answer the research questions, then the data needs to be processed and analyzed in order to have meaning in solving the problem.

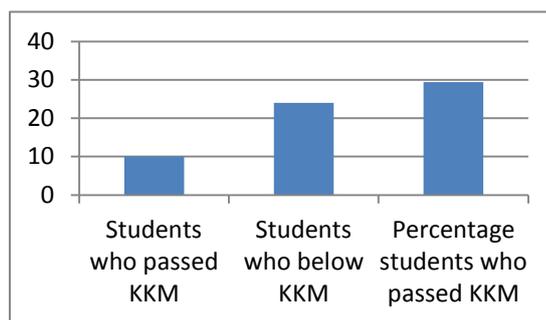
## **FINDING AND DISCUSSIONS**

The researcher held pre-cycle before conducting the research. The first stage in action research is a diagnostic stage or pre-cycle that the researcher analyses the problem (Cohen, et al., 2007). Thus, the research used pre-cycle is aimed to know the pure students' reading comprehension before giving any treatment.

The pre-cycle was conducted in a meeting at 08.30 PM until 10.00 PM on January 30<sup>th</sup> 2019, the researcher gave a test of pre-cycle to each student through free text about legend on internet without any explanation or help from the researcher. The researcher asked the students to answer the questions included essay about Narrative text especially legend. Every group consisted 5-6 students. After reminding the students about Narrative text, the researcher gave students a test of pre-cycle to measure students' basic ability in answering some questions about Narrative text.

The mean of students test of pre-cycle was 62.11. It means that the result was under KKM. Then, there were 10 students who passed KKM for around 29,41%. Pre-cycle test also showed that the students had low reading comprehension. There were 3 problems met some indicators found during the pre-cycle. It comprised the students low motivation to learn and to read English, some students tended to be noisy in the teaching and learning process and the students had low vocabulary mastery. The indicators of the problems are some students did not answer the questions from the teacher, some students chatted with their friends during the teaching and learning process, some students played their phones during teaching and learning process, the students asked the teacher about the meaning of the words and the last was all of the students made mistakes in fulfilling the task.

The data gained from test, observation, and questionnaire. Reading test were applied to answer the first research question. Concerning the first research question, the result of reading test in cycle 1 showed that the mean of students' score was 68.4 with 10 students or 29.41% who passed KKM. There are 24 students who did not pass KKM.

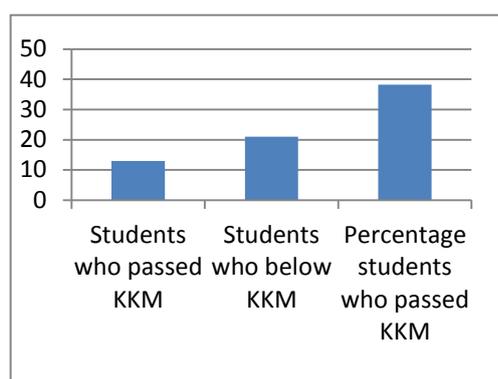


*The Students' Achievement in Cycle 1*

The figure above showed the achievement of students in cycle 1. There were 10 students who passed KKM. The students who gained score below KKM were 24 students. The achievement of students in cycle 1 was good, but they should improve their achievement in the next cycle. It is related to the theory of Kemmis and Mc.Taggart (1988) it should be conducted the second cycle.

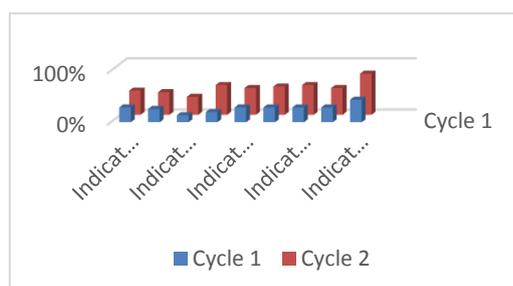
Next, the result of reading test in cycle 2 showed that the mean of students' score was 75.29 with 13 students or 38.23% who passed KKM. There are 21 students who did not passed KKM.

*The Students' Achievement in Cycle 2*



The figure above showed the achievement of students in cycle 2. There were 13 students who passed KKM. The students who did not passed KKM was 21 students. The achievement of students in cycle 2 was improve. They could improve their acheivement from cycle 1 to cycle 2 about 8.82%. It was good improvement.

After the media was implemented to the students and the analysis the result of each cycle was presented, there was improvement of student from reading test in each cycle after being taught using Mimind and Whatsapp. This media was easy media to comprehend and to answer the questions that related to the text and by using this media it could give the influence to students' comprehension in reading a text. Moreover, the data from observation used to answer the second research question about how blending Mimind and Whatsapp would improve the class situation in reading Narrative text.



### ***The Comparison of Classroom Observation***

Based on the result of the figure above, showed that the percentage of each indicators was improved in each cycle. The students were enthusiastic when they got the new material. They also enjoyed the reading comprehension on Narrative text by using Mimind and Whatsapp, because the media could help them to comprehend the text and to answer the question that related to the text.

Relevant to the findings from classroom observation, the findings of questionnaire showed that Mimind and Whatsapp is effective to use in the class or it is not effective to use in the class. There were two reasons that the students answered Mimind and Whatsapp is very effective to use. One, it is very effective because many students use their smartphones during learning activities. Two, the use of application can make students learning simpler than the use of books and pens that make them bored. On the other hand, one of the students was felt uncomfortable when using the applications. The student answered that applications made the students less communicative.

Next, the use of Mimind and Whatsapp could create work in group well. Several students answered "yes". It was because every group can do their works with the same portion. In opposite, the students who answered "no", it was because their partners use their smartphones for other applications like instagram, facebook, youtube and twitter. Then, another question is Mimind and Whatsapp can enhance the students focus. The answers were fifty fifty. The students used their smartphones are not only for Mimind and Whatsapp, sometimes they use another application. So, it created the students became unfocus for that reason. Last question concerned the creative effect in using Mimind and Whatsapp. All students strongly agree due to the items of Mimind and Whatsapp application. Concerning the third research question, it explained the obstacles faced by the students in enhancing reading comprehension on Narrative text by using Mimind and Whatsapp. Questionnaire was given to 34 students after the activities in cycle 2 was did, there were 10 questions to answer by 34 students that related to the reading comprehension on Narrative text by blending Mimind and Whatsapp application.

After doing several stages from pre-cycle, cycle 1 to cycle 2, the researcher took all students to get questionnaire. The majority of students responses that the obstacle of blending Mimind and Whatsapp to enhance students' reading comprehension Narrative text was about the internet connection and self-control during teaching and learning process such as open other applications.

### **CONCLUSION**

The process of learning process of reading comprehension by using Mimind and Whatsapp application in X UPW 2 of SMKN 1 Pacet had improved in each cycle. There were two cycles that researcher used which each cycle the students did the worksheet. The score of the process was obtained by the assignment of answering some questions that related to the text. In cycle 1, the mean score of student learning process was 68.4; and cycle 2 was 75.29. The media helped the students to comprehend the text especially on Narrative text by using Mimind and Whatsapp, so they need to create the point of the text. It helped the students to find the key point each paragraphs.

Data from observation in cycle 1 and cycle 2, there were 10 students (29%) students in cycle 1 and 16 students (47%) in cycle 2 who got seriousness in teaching learning process. They were already to get the material from the teacher and also to understand the material. The students' attitude in using Mimind and Whatsapp was improvement from 9 students (26%) to 15 students (44%) who could control their attitude, only 8 students who felt bored with the classroom condition, so they chose to use their mobile phone to open other applications while the teaching learning process was running. The next indicator was about the activeness the students in teaching learning process. There was improvement from 10 students (29%) to 18 students (52%) who were active in teaching learning process. There were 12 students (35%) who had positive responses to

the reading text. The attention indicator in cycle 2 there were 20 students (58%) who got attention in reading the text. In cycle 2, there were 19 students (55%) who had positive responses to the teacher's question. They were had positive responses when the teacher gave some questions. The activeness in giving opinion was improvement from 10 students (29%) in cycle 1 to 20 students (58%) who were active in giving the opinion. Only several students were just kept silent, whether they understood or not. There were 18 students (52%) who understand about the material before they got the task from the teacher. It improved from cycle 1 which only 10 students (29%) who understood the material before they got the task. The last indicator was about the seriousness of the students when doing the task. There were 21 students (61%) who had seriousness when they did the task.

The data from questionnaire showed that mostly, students faced the obstacle in implementing Mimind and Whatsapp to enhance students reading comprehension on Narrative text was about internet connection and self-control during teaching and learning process such as open other applications. The media could help in reading comprehension when the internet connection was good. So the students didn't need to find any difficulties in using Mimind and Whatsapp applications. The students need to control theirselves during teaching and learning process. So, the students are able to focus on the subject by using Mimind and Whatsapp applications.

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