

## **USING MIND MAPPING TO TEACH READING COMPREHENSION IN JUNIOR HIGH SCHOOL**

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### **ABSTRACT**

One of the skills that is essential to master by junior high school students is reading. Reading is the activity to get the meanings from the passage. Mind mapping is the alternative way to assist students to comprehend the text and claimed as one of the techniques that can improve student's ability in reading. This research used qualitative method with observation and close-ended questionnaire to collect the data. Observation and close-ended questionnaire were conducted to the first graders of MTs Nurul Barokah. Through those data collection methods, this research was able to investigate how and why mind mapping could be used to assist students' reading comprehension. Additionally, the details about the strengths and weaknesses of mind mapping use to teach reading comprehension to junior high school students were also successfully gathered.

**Keywords:** *Teaching Reading, Mind Mapping, Junior High School Students*

### **INTRODUCTION**

Reading, as one of the essential skills to master, is the activity to get the meanings from the passage. According to Tarigan (1990), reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. Additionally, Harmer (2007) claims reading as a useful element for language acquisition.

There are several ways to understand the readings. Mind mapping is currently a prominent reading technique. This is since mind-map could help a person to sharp the memory (Buzan, 2005). This reason makes this technique unique to implement since people are led to bite size the texts. Mind mapping promises several benefits. This assists readers to memorize everything permanently, master the fact, number and the formula easily, increase the concentration, and motivation, memorize the names, the events in history, and the drama text, rememorize the information easily, and decrease a half of the studying time (Buzan, 2005). Therefore, mind mapping is one of the many techniques that could help teachers and students improve their reading comprehension.

With this in mind, this study aims at investigating how mind mapping become a best way for reading comprehension. Furthermore, through the research results, there are some information regarding the strengths and weaknesses of the chosen technique from junior high students' perspectives.

### **THEORETICAL FRAMEWORKS**

The Daily Mail has given a favorable review of Tony Buzan's book entitled "The Untimate Book of Mind Maps", stating that "One of the world's great thinkers ... his brain-storming technique has boosted the confidence and abilities of Mind Map users around the world". This proves that mind mapping is an appropriate technique to hone students' brain to be more creative.

Buzan (2005) notes that mind map is the easiest way to put information into the brain and take information out of the brain. In addition, mind map is a creative and effective way of taking notes, and will literally "map" our thoughts. Mind mapping help students to understand what they read easily. This is because they look at the format of the mind mapping that is easy to observe.

Unlike the traditional note-taking techniques, the students only see many paragraphs that potentially make them bored and sleepy.

Additionally, Buzan (2005) notes that using mind map will help students plan more, communicate, be more creative, save time, solve problems, focus, organize and explain thoughts, remember better, and learn faster. Since mind mapping involves planning, what read will continue to stick in the brain, and it will make the students remember the material. However, even though it is very helpful, mind mapping also has several challenges. Spoorthi, Prashanti, and Pandungarappa (2013) state that mind mapping is an adjunct to regular reading and not a substitute to it. Additionally, it is difficult to change from linear system of note taking which everybody is taught since childhood to a very different way. It requires great effort. It is also difficult to develop a good mind map of a completely new subject/ topic. It requires some prior information, then in such cases linear note taking may be a better option. If not planned, creating a mind map may be frustrating because of lack of space, lack of creative thinking, etc.

## **METHOD**

This research applied qualitative research. Denzin and Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach. This means that qualitative researchers investigate objects in their natural environments, seeking to make sense of, or perceive, events in terms of the interpretations that people bring to them. Moreover, Shank (2002) defines qualitative research as a form of systematic empirical inquiry into meaning. What he means by systematic is that the process is employed in a planned, ordered and public manner, following rules agreed upon by members of the qualitative research community. Meanwhile the empirical aspect means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says researchers try to understand how others make sense of their experience.

### **Participants**

Participants of this research are a group of people sampled by researchers. The participants are the first graders of MTs. Nurul Barokah Cianjur. The total number of participants in this study is 15 students.

### **Data Collection Methods**

There were two different methods to gather the data in this study, consisting of classroom observation and close-ended questionnaires. Observation is a complex research method because it often requires the researcher to play a number of roles and to use a number of techniques, including her/his five senses, to collect data (Baker, 2006). In addition, despite the level of involvement with the study group, the researcher must always remember her/his primary role as a researcher and remain detached enough to collect and analyze data relevant to the problem under the investigation.

Meanwhile, a questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis (Babbie, 1990). People ask different questions in their daily life to satisfy their queries. Close-ended questions limit the respondent to the set of alternatives being offered (Foddy, 1993).

### **Data Analysis**

According to Rijali (2019), data collection is an integral part of data analysis activities. Data reduction is an attempt to deduce data, then sorting through data in certain conceptual units, certain categories, and certain themes. Data reduction results are processed in such a way as to look more fully in their figure. It may take the form of sketches, synopsis, matrices, and other forms; it is very necessary to facilitate the explanation and affirmation of conclusions.

## **FINDINGS AND DISCUSSION**

This section reviews the data obtained from classroom observation and questionnaire. The data are functioned to answer all of the research questions. The first research question is how mind

mapping can become a best way for reading comprehension. The second is about the strengths and weaknesses of mind mapping in teaching reading comprehension.

#### **How can mind mapping become a best way for reading comprehension?**

Mind Mapping can be a good way for reading comprehension because there are things to support that makes mind mapping become the best way to improve reading comprehension. This has been proven by the Daily Mail which says that using mind mapping will encourage self-confidence, mind mapping will also help sharpen students' brains to be more creative.

#### **What are strengths and weaknesses of mind mapping in teaching reading comprehension?**

Buzan (2005) states that mind map provides a comprehensive view of the subject matter or a large area and allows us to plan routes or make choices and know where we are going and where we are. Moreover, this reading technique allow readers to Gather a large amount of data from the readings. More importantly, this also can encourage students' problem solving skills.

However, even though it is very helpful, mind mapping also has several challenges. Spoorthi, Prashanti, and Pandungarappa (2013) state that mind mapping is an adjunct to regular reading and not a substitute to it. Additionally, it is difficult to change from linear system of note taking which everybody is taught since childhood to a very different way. It requires great effort. It is also difficult to develop a good mind map of a completely new subject/ topic. It requires some prior information, then in such cases linear note taking may be a better option. If not planned, creating a mind map may be frustrating because of lack of space, lack of creative thinking, etc. Simply put, mind mapping may not always be more intuitive than linear note taking.

#### **CONCLUSION**

Students need to have four basic skills, that are reading, speaking, listening, and writing. The skill that researcher use for research paper is reading. Reading is important for students. However, for making reading easy to learn is a challenging thing to do. In this case, mind mapping can be an alternative to improve reading comprehension. This is because mind mapping will make students easy to understand.

Using mind mapping as a reading technique brings about some advantages. One of the advantages is that this technique creates a fun reading activity that allows students to memorize the information from the text. Despite the advantages, there are some challenges that students might face in using mind-mapping technique for their reading activity. One of the challenges is that it requires some prior information, then in such cases linear note taking may be a better option.

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