IMPROVING STUDENTS' READING COMPREHENSION THROUGH MIND MAPPING AT THE EIGHT GRADE OF MTs NGERI 1 MESUJI IN 2021/2022

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Abstract: This research aimed to investigate improving students reading comprehension through mind mapping. The objective of this research is to know whether there is an improving students' reading comprehension through mind mapping and to know the average score of students' reading comprehension, which Is taught through mind mapping higher than which is taught through individual reading. The method of this research was conducted by using Classroom Action Research. The model of research was stated by Kemmis and Taggart which was consisted of two cycles; planning, action, observation, and reflection. Before conducting the cycle, the writer conducted pre-cycle to seek out students' reading comprehension and the problems of students' reading comprehension before the treatment was conducted. In the research, the writer and English teacher collaborated to collect data of students. The data was collected through field note, observation sheet, and test. The research was focused to increase students' learning activities and students' reading comprehension. Based on the result. The improvement of students' learning activities showed mean score of students' learning activities in cycle I was 69,80 with the criteria was less active. While, the mean score of students' learning activities in cycle II was 81,40 with the criteria was quite active. So, the improvement of students' learning activities the first cycle to the second cycle was 0,38 point. The improvement of students' reading comprehension showed mean score in cycle I was 69,80, there were 13 students who achieved score above Minimum Mastery Criteria or 52%, and the mean score of cycle II was 81,40, there were 19 students who achieved score above Minimum Mastery Criteria or 76%. From analyzing data, it could be concluded that Mind Mapping Reading strategy improved students' learning activities and students' reading comprehension.

Keywords: *Students' Reading Comprehension*, Mind Mapping Reading Technique

A. INTRODUCTION

English is language that has known since it is widely used as a common language by most of the people. In Indonesia, English as the foreign language is being a required subject in the school and university. We have to master English skills, such as listening, speaking, reading, and writing that are related to one another.

Reading is an important skill that must be mastered by students in studying various science, social, and culture. Furthermore, reading is also a skill that can help the students convey their ideas and help the students communicate well. In communicating it would be better if the students master a lot of reading, if the students are less in reading comprehension, they will find it difficult to communicate and convey their ideas.

In learning English, there are four skills such as listening, speaking, reading, and writing. To master English well, the students have to master the four English language skills. The main element to master the English skills is reading. Through reading, the students can improve their language by learning many words and applying those words when communicating and conveying their ideas.

Reading is one of important skill that must be mastered, because it can be help us to gain information such as general knowledge. Through reading, people can improve their own knowledge which is needed to insure the continuing growth and adapt the change in the world. Reading comprehension can help the students to understand some English words that they find in the book.

There are several problems in learning reading not easy for Junior High School students. The first problem, the students are lack of English knowledge, because English has differences on spelling and pronounciation from indonesia language. The second problem, the students do not understand the vocabulary of English reading text. The third, most of Junior High School are not interested to learn reading English text. The fourth , the students get difficult when reading each word of text that they do not know how to pronounce it so that they are lazy to read English text.

A Mind Map is the easiest way to put information into your brain and to take information out of your brain - it's a creative and effective means of note- taking that literally 'maps out' your thoughts. And it is so simple. You can compare a Mind Map to a map of a city. The centre of your Mind Map is like the centre of the city. It represents your most important idea. The main roads leading from the centre represent the main thoughts in your thinking process the secondary roads represent your secondary thoughts, and so on. Special images or shapes can represent sites of interest or particularly interesting ideas.

Tony Buzan (2008) introduced mind mapping method to the world with his books and developed a system which would pave the way for many people. Basically, what he did was to give up insisting on using the traditional methods for creative minds, but instead he aimed to reflect the brain functioning of the human.

These maps allow us to reach the incredible potential of our brains easily. Mind maps allow us to group the concepts, re-group again and compare the concepts. The movement of the concepts and synthesizing them

together in new clusters often reveal new ideas. The mind mapping is an organized brainstorming method. Mind map is a powerful graphic technique.

Mind mapping is used to capture graphically thoughts around a central concept being discussed and/or explored. Their dynamic and fluid nature makes them particularly useful during brainstorming sessions, allowing contributions to be captured and linked into the concept as appropriate. As different thoughts are explored, the additional information can be intuitively added onto the mind mapping diagram. In "Buzan (2008) : mind maps make you smarter," he states that education was designed "for just recording the information and doing withouthinking". By using single words on curvilinear lines, color, and images, learners can map their learning.

In this research, a deep concern is to analyze the perception of English teachers' on mind mapping technique. The researcher wants to know how English teachers' technique using mind mapping, because surely every teacher has a different technique in the use of mind mapping. The teacher only explains what and how the application of the four skills of writing is, without further explanation about using specific techniques that can help students to be more stimulated in choosing their words or forming the correct structure of their writing. Generally there are many types of writing that can be used such as narrative, descriptive, explanation, recount, report, information, exposition, and argumentation.

Based on the preliminary research at MTs Negeri 1 Mesuji
the writer found that the students reading comprehension needs to be improve. The students found some difficulties in comprehending reading text and the teacher had never used Mind Mapping Strategy in teaching reading.

B. METHOD
The method of research used Classroom Action Research to increase students' reading comprehension through mind mapping strategy. Tomal (2005:5) stated "Action research is a systematic process of solving educational problems and making improvements." The research was implemented to identify problems of teaching and learning reading comprehension.

1. Procedures of the Research
In conducting this research, the writer used classroom action research (CAR). According to Grabe and Stoller (2011: 164-165) state that action research is often used to describe this type of teacher reflection, or teacher-initiated enquiry.

Accoring to Mcniff (2000) state that action research is a term which refers to a practical way of looking at your own work to check that it is you would like to be. It means that in this classroom action research, the writer motivated the students so that they are interested in reading comprehension, and the teacher also has to check the students' assignment.

In this research the writer used two cyles. The cycle consists of planning, action, observation, and reflection. The cycle is from Kemmis and Mc Taggart in burn (2010:8).
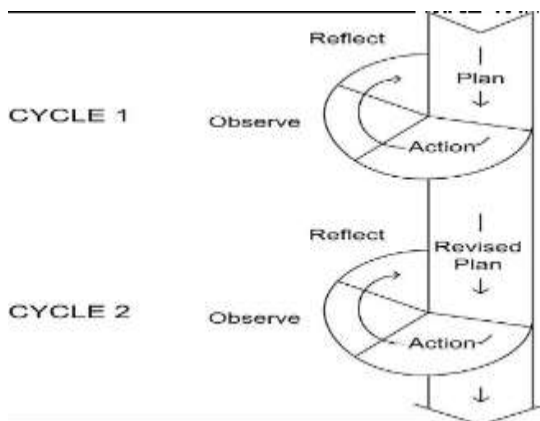

Figure 1
Action Research Spiral, Model from Kemmis McTaggart

Based on the cycle in the figure 1 above, the writer can illustrated the steps in conducting the research, the writer improved students' reading comprehension by using the mind mapping technique in teaching reading. In the below the writer explained each cycle.

2. Quantitative Data Analysis

1. Finding mean scores of students' learning activities The formula was used to analyze the data is:

$$\bar{X} = \frac{\sum x}{n}$$

In which:

$\bar{x}$ = mean of score of students' learning activities

n = number of students

$\sum x$ = sum of means score of all students

2. Finding the percentage

To know the percentage of the classical Achievement, the writer used the following formula:

$$P = \frac{\sum P}{\sum N} \times 100\%$$

In which:

P = The percentage of the students who have passed

$\sum P$ = The total Students who have passed

$\sum N$ = The total of the entire students

C. FINDING AND DISCUSSION
1. RESULT

Table 1
The Result in The Cycle 2 Of The Eight Class At SMP Negeri 32 Bandar Lampung

No	KKM	Cycle I		Information
		The Number of Students	% Completeness	
1	≥ 71	13	52 %	COMPLETE
2	≤ 71	12	48 %	INCOMPLET E

Based on the table and chart above, the students who scored more than KKM (71) was 52% and the students who scored less than KKM (71) was 48% the totals were 28 students. Based on cycle 1 the result of learning English better than preliminary.

Table 2
The Result in The Cycle 2 Of The Eight Class
At SMP Negeri 32 Bandar Lampung

No	KKM	Cycle II		Information
		The Number of Students	**% Completeness**	
1	≥ 71	19	76%	COMPLETE
2	≤ 71	6	24%	INCOMPLETE

Based on the table and chart above, the students who scored more than KKM (71) was 76% and the students who scored less than KKM (71) was 24% the totals were 28 students. Based on cycle 2 the result of learning English better than cycle 1.

Graphic 1
The Improvement of Learning Result of Reading Comprehension in Cycle 1 and 2

Based on the result of cycle 1 and cycle 2 above, the writer conclude that there was an improvement. It showed by the criterion of complete and incomplete. At the first cycle, there were 13 students who passed Minimum Criteria Mastery (KKM) or 52%, while at the second cycle, there were 19 students who passed the Minimum Criteria Mastery (KKM) or 76%. The writer decided to stop at the cycle 2 because the criterion has achieved more than 70% who passed the Minimum Criteria Mastery. According to the criteria, it was good enough and can be said successful.

D. Conclusion

After conducted the research of teaching reading at the junior high School, it can be shown that the application of using the mind mapping can improve the students' reading comprehension and activity. There was several improvements reached by the students, not only on their academic score, but also on their behavior lesson.

Dealing with the score that the students got, there was significant improvement. The use of the mind mapping to improve the students' mastery in learning English especially in reading. It can be seen from the comparison between the mean score of cycle 1 and cycle 2. The mean score of cycle 1 was 69,80. Then, in cycle 2 the mean score of cycle 2 was 81,40. It was higher than the mean score of cycle 1. There was improvement from test cycle 1 to cycle 2.

Related to the students' behavior to the lesson, there were some positive progressions that supported them in teaching and learning reading. On the other, hand using the mind mapping could create more comfortable condition inside online learning. During the teaching learning process, the students were more active, enthusiastic, confidence, responsibility, and also interested to take a part in the lesson. They were not shy anymore and they were more confidence.

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