IMPROVING STUDENTS' READING COMPEHENSION THROUGH MIND MAPPING

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Abstract: *This study aims to know whether Mind Mapping technique can improve students' ability in reading comprehension or not. To answer this research question, the researchers applied experimental study. Two classes of the first grade students in SMAN 1 Sukamakmur were chosen as the sample of this study. In order to get the data, test was used as the main research instrument. The researcher applied teaching reading comprehension by using Mind Mapping technique in the experimental class only. Based on the result, it was found that teaching reading comprehension by using Mind Mapping technique was better than control class. The result of test revealed that the mean score of pre-test of control class was 39,71 and the mean score of pre-test of experimental class was 43,97. Whereas the mean score of post-test of control class was 72,45 and the mean score of post-test of experimental class was 81,18. Then, t-score of pre-test of both classes was 1,4 and t-score of post-test both classes was 2,61. So, the t-score of post-test was higher than t-score of pre-test. It can be concluded that Mind Mapping can improve the students' ability in reading comprehension at SMAN 1 Sukamakmur, Aceh Besar.*

Keywords : Reading Comprehension, Mind Mapping

Teaching reading comprehension is an activity through some steps: selecting a text, chart, diagrams, picture, explaining the strategy, modeling the strategy, guiding support, independently practicing, and reflecting. However, the students cannot achieve their academic success without comprehending of what they read. To achieve reading comprehension, it requires a process of learning. In comprehending a text, especially at school context, the students should be guided by their teacher. For instance, the roles of teacher in teaching reading comprehension are: the teacher gives the students the list of glossaries based on the text, or asks them to read the text individually or in small groups and so forth.

However, the first grade students still have difficulty to describe what the story conveyed. Some students say that they forgot what the text was about, some would only recall one or two pieces of information and some others only could tell the beginning and the ending of the text. To get a good comprehension ability, students should be trained and be actively participated in the learning process so that they can understand the text

well.

Thus, to solve the problems above, Mind Mapping is believed as an alternative in teaching reading as proven by previous research. For example, a study conducted by Indrayani (2014) entitled "The Effectiveness of Using Mind Mapping in Improving Students' Reading Comprehension of Narrative Text" (A Quasi Experimental Study at The Second Grade of SMA Mathla'ul Huda ParungPanjang-Bogor). The result showed that Mind Mapping technique was effective to use in teaching reading comprehension of narrative text. The score of the experimental class (27.14), was higher than that of the control class (17.71).

In addition, according to Buzan (2006), Mind Mapping is the best tool to help our brains to think regularly. Mind mapping can help students easy to remember things they represent. It can be supported by several things such as colored pencils, paper, pictures, and so forth. Then, it can be connected with lines to make their imagination colorful and more attractive in the diagram or drawing shapes. Therefore this study was conducted to investigate the effectiveness of Mind Mapping in teaching reading comprehension..

LITERATURE REVIEW

Reading is considered as one of the most important abilities in the educational development today, mastery of reading is unavoidable in learning all the school subjects. Since English as foreign language, the students have to read a great number of English reading materials during their learning process, such as passage, text, letter, article, etc.Reading is the activity which involves two aspects: pronouncing the words and comprehending the content of the text.Even though the different aspects exist in reading, the main point is getting the information from the readable source by comprehending the content. According to Spivey & Cuthbert as citied in Komariah & Ramadhona (2015), "Reading is one of the language skills that learners should master, however, reading proficiency is difficult to attain without having adequate skills and comprehension." In mastering reading comprehension, learners should have basic strategies such as scanning and skimming so that when learners find the reading text, they will know what the text is conveyed. Scanning and skimming means that to read the main ideas of the text. When the

learners read the reading text, usually they look what is the text. Further, Hadley as quoted by Khairil & Razali (2013) defines that "Reading as communication since it connects the author and the reader. It involves a mental process of the reader to create her/his comprehension of the text based on her/his purpose of the reading." Widyati (2012) argues that, "By having comprehension, someone can be claimed that he has done the process of reading and by comprehension, people also will get information stated in the text because most of the valuable information is stated implicitly." That is why the process of reading cannot be separated from comprehension because reading without comprehension is useless. In short, the purpose of reading is to explore the content or gist of the writing materials. One way to help students in comprehending the text is by applying Mind Mapping. Mind Mapping is an enormous superior note-taking method. Mind Mapping can develop student's ability in memorizing, brainstorming, learning, as well as creativity. To comprehend a text, the students must have "background knowledge" which is divided into two, background knowledge of the language and background knowledge of the world. This means through Mind Mapping the students are guided to develop their background knowledge of the text they are reading.

RESEARCH METHOD

This research was conducted in SMAN 1 Sukamakmur, Aceh Besar in the form of True Experimental research. Two classes at the first grade were selected randomly; one for experimental class and other for control class. Each class consisted of 19 students. Experimental class was taught reading comprehension by using Mind Mapping, on the other hand control class was taught reading comprehension using other technique. Then, reading comprehension tests were used to measure the students' ability in reading before and after treatment (pre-test and post-test).

RESEARCH FINDINGS

Based on the result of study, it showed that the mean score of pre-test in experimental class was 43,97 and the mean score of post-test increased significantly to 81,18. However, in the control class, the mean score of pre-test 39,71 and the mean score of post-test 72,45. The value of t-score of pre-test of experimental class and control class was 1,4. There is a

score difference between teaching reading comprehension of descriptive text by using Mind Mapping technique and without Mind Mapping technique. The result shows that the value of t-score of post-test of experimental class and control class was 2,61. The t-table for (df) of 38 students 1.697 (1.77) or level significance 5% (0,05). So, if t-score > t-table, the Alternative Hypothesis (Ha) is accepted. This means that there was a significant difference between the students who were taught by using Mind Mapping technique in reading comprehension of descriptive text and without using Mind Mapping technique It proves that Mind Mapping is effective in improving the students' ability in reading comprehension.

CONCLUSION AND SUGGESTION

In conclusion, the implementation of Mind Mapping technique is effective to solve the students' problems in learning reading comprehension. Based on the result of study, the scores of students increased after the implementation of Mind mapping. It also shows that there is a score difference between teaching reading comprehension of descriptive text by using Mind Mapping technique and without using Mind mapping technique. It is proves that Mind Mapping is able to improve students' reading comprehension. The researchers suggest that Mind Mapping technique can be used not only on reading descriptive text but also the other genres of the text. The teacher needs to apply the technique continuously with some changes in the technique so it will not be boring.

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