

# **TEACHING READING COMPREHENSION OF NARRATIVE TEXT USING MIND MAPPING**

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## **Abstract**

In foreign language learning, reading is a skill that teachers expect learners to acquire. Currently, the need for reading comprehension requires teachers to facilitate students through interesting strategy in the learning process. At the junior high school level, students are expected to master several types of texts such as narrative, discussion, and exposition reprimand. Narrative as one type into text that is commonly used in student teaching and the process, let alone used in national examinations studied. But many students who find difficulty in understanding narrative texts. Therefore, in this study the researchers want to apply mind mapping method, which is expected to help students in overcoming problems that occur in the field. This research was conducted in Mts Abu Darrin Bojonegoro in January-February 2018. The method used in this research is descriptive qualitative, to explain how the process of learning reading comprehension using mind mapping and the result of the use of mind mapping in teaching reading comprehension. The instrument that are used in this research are observation, interview and documentation. Result of the study showed that during the process of using mind mapping method in learning English at the second grade student of Mts Abu Darrin Bojonegoro performing very well. It is seen from the use of mind mapping in the classroom, the role of the teacher in the classroom, the role of students in the classroom, and how the interaction happens in the classroom. From the result of the use of mind mapping methods can be categorized into two kinds, namely the teacher's perspective and students' perspective. Based on the result of the use mind mapping methods the authors explains the high interest of the students in the following study reading comprehension.

**Keywords:** reading, comprehension, narrative text, mind mapping

## INTRODUCTION

English as an international language has been used for all over the world in recent years. Harmer states that today English is the world's most widely studied foreign language (1992: 1). In other words, English has important role in people's communication . In Indonesia, English taught in school as a foreign language. This subject is tested in the national exam which show the importance of this subject.

In teaching and learning process of English, there are four skills taught : listening, speaking, reading, and writing. In foreign language learning, reading is a skill that teachers expect learners to acquire. It argues as the most essential skill for success in all education context (Brown, 2004: 185)No wonder, the students can learn many things through reading . In other words, the more they read, the more knowledge they get: hence, a strong correlation between reading and academics success is shown.

The act of reading cannot be sparrated from comprehension. The students cannot achieve their academic success without

comprehending what they read. In comprehending the text, the students should be monitored by their teacher hence the way to each comprehension should be well understood by the teachers. Teaching comprehension is an activity through some steps: selecting a text, explaining the strategy, medeling the strategy, guided support, practicing independently, and reflecting (NSW Department of Education and Training 2010:7). Therefore, it can be concluded that reading comprehension is a long process.

Panatda (2010) states that students who faced English as a foreign language have low ability in reading comprehension; they cannot reorganize and connect the newinformation from the text with their own knowledge. Moreover, most of the students think twice to read comprehend the text given. It can be seen when they prefer to answer the questio given suddenly, without reading the text deeper. In addition, commonly the student are taught through conventional method like delivering the material without any interesting action in teaching and

learning process of reading comprehension. Therefore, students are getting low in their achievements.

Considering the facts, the writer suggest mind mapping as the technique for teaching reading comprehension. Mind mapping is the most effective and efficient way to enter, store and retrieve data from or to the brain, this system works according to the natural workings of our brains, so as to optimize the potential and capacity of the human brain (Edward, 2009: 177).

Finally, based on the background of the study above, the writer entitles this study "Teaching Reading Comprehension of Narrative Text Using Mind Mapping at The First Grade Students of Mts Abu Darrin Bojonegoro"

Based on the background of the research above, the statement of the problem are formulated as follows:

1. How is the implementation of teaching reading comprehension of narrative text using mind mapping at the second grade students of Mts Abu Darrin Bojonegoro?
2. How is the result of the reading comprehension of

narrative text using mind mapping of second grade student Mts Abu Darrin Bojonegoro?

Objective of the Study

1. To describe the process of teaching reading comprehension of narrative text using mind mapping at the second grade student of Mts Abu Darrin Bojonegoro.
2. To know the result of the second grade student reading comprehension of narrative text using mind mapping of Mts Abu Darrin Bojonegoro.

## METHOD

Data are information that have been collected by conducting research. To get the reliable data, the researcher has to do some technique for collecting those data. Data collecting technique is an important step in research, because the aim of the research is to get data. Collecting data can be done in any settings, any source, and any ways. There are five data collecting techniques. Those are observation, interview, questionnaire, and documentation.

In qualitative research, collecting the data mostly is done in participant observation, depth interview and documentation. Sugiyono (2008: 225) stated that fundamental methods relied on by qualitative researchers for gathering information is participant observation, direct observation, in-depth interviewing, and documentation review. In this research, the researcher will use observation, interview and documentation.

### 1. Observation

According to Nazir (2011: 175) observation is collection of data by direct observation or by indirect observation is the way data retrieval

without any other help for this purpose. In addition, according to Nazir (2011: 175) states that the observation is the development of the scientific method has the following criteria:

- a. Observations are used for research and systematically planned.
- b. Observations should be related to the purpose of research that has been planned.
- c. Observations are recorded systematically and linked with the general proportions and are not presented as a set of interest only.
- d. Observations can be checked and controlled on validity and reliability.

In this study, the researcher will use open observation technique with the following indicators:

1. Learning methods
2. Learning steps
3. The student activity
4. The way teachers teach in the classroom
5. The result of learning

## 2. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some question to be answered by interviewee. For additional, Syamsuddin (2011: 95) stated that in qualitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form interview transcript, and second function is as additional strategy for other techniques like participatory observation, document analysis and photography. Then, Creswell (2008: 226) also classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.

Based on the types of interview above, the researcher uses one-on-one interview. According to Syamsuddin (2011: 95) one-on-one interview is data collection process in which the researcher asks questions and records answers from only one participant in the study at a time. In this study, researchers will use a structured interview technique with the following indicators:

- a. Activeness of student learning
- b. The comprehension of students especially in learning English
- c. Many students who like reading lesson
- d. Interest in learning by using a mind mapping
- e. The teacher's role in learning, especially English
- f. Learning curriculum used.

## 3. Documentation

Available source of information in qualitative research can be documentation. Sugiyono (2008: 240) stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc. The function of documentation method is to make credible the result of observation or interview. Besides, this method is used to find out and reveal data of background of the research object, like data of teacher, students, facility, and so on.

## **FINDINGS AND DISCUSSION**

From the research that had been conducted by the authors note that during the learning process using mind mapping obtained some result that is presented below:

Teachers agreed that students should be able to understand the meaning of a passage they read. But in reality, many students who could not understand the meaning of a passage they read.

Students just listened to what the teacher said without knowing what the content and intent contained in the reading because students did not know how to determine the generic structure. Many students who were actually interested in reading a story, but because they found it difficult to determine the parts of the reading, then they felt that teaching reading was a difficult subject.

In the end, the teacher determined to use a method that were considered to facilitate students in learning, especially in narrative text, so that the students were interested in reading can be developed. With the method chosen by the teacher to facilitate the students, it could

express everything they know and understand what was contained in a reading.

This observation lasted all participants, they agreed that mind mapping methods could facilitate students with problems they had in determining the generic structure of narrative text. Here, students could be easy to determine the generic structure of narrative text, other than that they could do this with pleasure. In mind mapping, it is often used a lot of color components to write and make it so that it can be fun for students because they can develop their creativity. In addition, using many colors can help students remember easily each generic structure they have created.

Teachers agreed that during this time, learning reading skill was very boring although the narrative text that normally contains reading that could entertain the reader. But by using mind mapping, learning reading skill can be fun and easy. In the mind mapping they did not have to read very long reading, because mind mapping contains words,

pictures, colors and lines that can make learning more fun for students. Arranging them is not too difficult. They only need to draw the main idea of a passage in the middle of the paper and connect with branches that symbolize the major sub topics. In each branch, they could add small drawings and underlines every word to indicate the level of importance. So, when learning students do not need to open the books are boring, they only need to look at the mind mapping they make.

It is supported by the result of interviews conducted by the writer with classroom teachers, as below:

*“So far everything is well, because I see the children so better than previous learning. If before they get bored when I was teaching, now they are always writing for me to teach, especially the application of this method in the class practically very easy, so that children can easily accept it as well, and this method can also be applied in other learning too, so long as learning takes place more enjoyable.” (Appendix 4)*

During these observations taken place, the students agreed that

they had the same problems in learning reading. They assumed that learning reading was a boring lesson. Especially, if they did not understand the meaning and significance of a story they read. By using mind mapping method they were more interested in learning and following the reading activity. They could develop their creativity, their talent and their confidence. They could convey their thoughts based on their own language.

From interviews conducted by the writer with the students in mind mapping that before they feel tired and bored the reading learning because they only read the contents of the story, other than that they felt that learning reading was too monotonous because teachers usually just explained and told them to read later given the task. But after teacher used mind mapping method for learning reading of narrative text they started to have an interest in following the lessons.

It was in line with students interview listed below

*“Actually, it is still difficult, but not as difficult as it used to be, after using this method during my study to*

*better understand and strangely remember what lessons just given. My first thought when asked to recall the most difficult lesson, but now it can. Ha ..ha..ha..” “The obstacles that we are confused want to make the chart look like. Sometimes it’s continued the idea also did not appear, would sometimes long to do it, but if by chance one group with a creative friend a quick yes do it, we just insert into the chart alone, he..he..he, because I am a little less creative.” (Appendix 7)*

During this observation taken place could easily follow the material presented by the teacher about mind mapping. They could implement a narrative text into mind mapping and then present in front of the class, in order to receive feedback from classmates.

#### 1. The Process of Teaching Reading Comprehension of Narrative Text Using Mind Mapping.

In this case, learning is essential reading in school, because in reading we can obtain information. It is very important for

students to learn, such as that raised by Harmer (2007: 99), reading also has a positive effect on students’ vocabulary knowledge, their spelling, and on their writing.

It can be said that learning is learning that reading is difficult for students than other learning. In reading comprehension, during this learning method used, it is considered that it was in learning reading very boring so that students were not interested in this lesson. Whereas, reading gives a positive effect on learning such as vocabulary and writing as raised by Harmer above.

Therefore, in this case the writer decided to apply the methods of mind maps to help students improve their reading comprehension. Mind mapping technique is the use of whole brain using visual and other infrastructure to create an impression that is easy to understand or remember to go back maximize learning moments.

Why choose this method because by making our mind mapping can be more creative, saving time learning so that teachers do not have to explain



too long, helping students to remember the lesson received faster, better and more efficient and also an understanding of students increasing in learning reading comprehension of narrative text. Besides mapping ideas contained in this study is one of the simplest form of creative products that can be developed. With the creativity of the mind mapping technique allegedly recorded (creative attitude) students will increase.

In practice, this method has several advantages such as how mind mapping facilitated students to understanding a complicated system or structure, because mind mapping delivered the students to be focused on the idea (Buzan, 2013: 110), but there are also weaknesses in the application of this method, as the students who still do not understand how they have to apply their ideas in mind mapping they make, or students who felt lacked creativity so that they make mind mapping looks simple.

Actually however, the shape and idea that they apply in their mind mapping the important thing

is they have the interest to be able to understand this teaching reading comprehension. Because through learning reading comprehension we can improve also our ability to master the vocabulary and in our ability writing skill.

## 2. The Result of the Students Reading Comprehension of Narrative Text Using Mind Mapping.

From observation and interviews at the initial step in research conducted, it can be implied that English was one of the difficult subject according to the students, especially reading. Based on this main problem, the writer and the English teacher agreed to solve this problem by implementing the mind map technique in combination with some strategies and adaptations considering the students condition.

Those strategies were scanning and skimming, questioning and pictures activity, using map/chart of words, and using interesting picture and topics. The adaptations were done to simplify the strategies and facilitate the students so that they could

understand easily. Those action taken in the classroom aimed at improving the the students reading skills. It was expected to be able to help the students to comprehend a text easier and better than before.

The writer implemented the mind map by asking the students to draw or design a mind map which comprised of information of a text,

Based on data explanation and the result of the research it can be taken some conclusion, as follows:

1. The process of teaching reading comprehension of narrative text using mind mapping gives enough benefit to the eight grade students at the Mts Abu Darrin Bojonegoro, because by using mind mapping method they can train skill of writing and vocabulary mastering. English teachers who teach them uses this method not only in teaching, but also at every time in teaching English at any other skill. Basically, the mind mapping method is used by teachers to attract students to want to read, analyze a story and

pictures and symbols. It helped them understand the information of text that they read. As Sugiarto (2004) stated that it is the technique to summarize reading resource and then visualize

## **CONCLUSIONS AND SUGGESTIONS**

can explore the creativity of the students in the classroom.

2. The result of the second grade students reading comprehension of narrative text using mind mapping of Mts Abu Darrin Bojonegoro is quite good. Based on the observation and interview we know that students can more easily and remembering what they are learn with using mind mapping method. Beside that they can apply this method not only in reading skill but in the other skill too.

Based on the conclusions and the implication outlined above, there are some suggestions that will be directed to the English teacher,

student and other researchers. The suggestions are as follows.

#### 1. To The English Teachers

The English teachers need to vary the use of reading techniques in the classroom so that the process of teaching reading can be more effective. Improving student's reading skill can help the students to comprehend a text easily and effectively. The use of the mind map technique is one of the ways to enrich the students' reading skills in order to facilitate them when they face problems in reading activity. Implementing this technique can help the teacher deliver some reading skills as scanning, skimming, paraphrasing, guessing

meaning of unknown words, and reading critically.

#### 2. To The Students

The students need more practices in improving reading skills so that they can comprehend English texts better. They should find an environment that can support their learning process. When they find difficulties, they can share with their friends or teachers freely. They should also motivate themselves to study hard so they can reach better achievement. The mind map technique is a way of improving reading skills. They need

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