

AN ANALYSIS OF STUDENTS' READING SKILLS BY USING MIND MAPPING TECHNIQUE

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ABSTRACT

Although reading has been learned by students since they start to learn the English language but it still becomes the most difficult skill to be acquired than speaking, writing, and listening. It is a possibility caused by the students have a limitation of knowledge about reading roles, different learning styles, lazy to read, and low motivation for effective reading because of a too-long passage and different types of text. Therefore, students must be serious to acquire this skill. In this article, the writers would like to introduce a suitable approach for teaching reading using mind mapping techniques. The results of the data, the researcher concludes that the students' have some difficulties in identifying reading skills and understanding the mind mapping, many of the students have difficulties in this factor because the result shows a high number of percentage give the answer very not good and not good. The last is the result of learning English, most of the students have enough understood about teaching and learning English. After reading this article, the writer expects that this article can help English teachers to apply suitable approach for teaching reading of English texts.

Key words : Mind Mapping, Student Difficulties, Factors Affecting Difficulties.

ABSTRAK

Meskipun membaca telah dipelajari oleh siswa sejak mereka mulai belajar bahasa Inggris tetapi masih menjadi keterampilan yang paling sulit diperoleh daripada berbicara, menulis, dan mendengarkan. Hal tersebut kemungkinan disebabkan oleh keterbatasan pengetahuan siswa tentang peran membaca, gaya belajar yang berbeda, malas membaca, dan motivasi membaca yang rendah karena terlalu panjang dan jenis teks yang berbeda. Oleh karena itu, mahasiswa harus serius untuk menguasai keterampilan ini. Dalam artikel ini, penulis ingin memperkenalkan pendekatan yang sesuai untuk pengajaran membaca dengan menggunakan teknik pemetaan pikiran. Dari hasil data tersebut, peneliti menyimpulkan bahwa siswa mengalami kesulitan dalam mengidentifikasi kemampuan membaca dan memahami pemetaan pikiran, banyak siswa mengalami kesulitan pada faktor ini karena hasilnya menunjukkan persentase yang tinggi memberikan jawaban sangat tidak baik dan tidak bagus. Terakhir adalah hasil belajar bahasa Inggris, sebagian besar siswa sudah cukup memahami tentang pembelajaran bahasa Inggris. Setelah membaca artikel ini, penulis berharap artikel ini dapat membantu para guru bahasa Inggris untuk menerapkan pendekatan yang sesuai untuk pengajaran membaca teks bahasa Inggris.

Kata kunci: Pemetaan Pikiran, Kesulitan Siswa, Faktor-faktor yang Mempengaruhi Kesulitan.

INTRODUCTION

In English subject is taught language skills. Language skills, speaking skills, reading skills, and writing skills. The language skills are not only used in the study subject English language but are also used to study the field of other subjects. Without understanding the language skills, is not impossible to understand the other subjects well (Yuneva, Misna, and Elva Utami, 2018). Learning language covers some elements. One of the important elements is linguistic elements which cover grammar, vocabulary, pronunciation, structure, and so on. Besides those elements, the learners also need to master the skills of the language such as listening, writing, reading, and speaking. However, it should be kept in mind that those skills cannot be learned discretely. Students who are learning English should master those skills integrated. It has been known that the students tend to face written texts every day. The written texts could be found in magazines, newspapers, books, articles on paper and internet, and other kinds of the written texts. Those written texts give so much information for the learners. In school setting, texts are widely presented in the learners' textbooks so that the students develop a holistic understanding of the content to be learned (Siriphanich and

Laohawiriyano, 2010)".

In some school setting, the students get some English textbooks which are written in English. These textbooks contain a lot of information related to the subjects the learners learned. In order to access this information, therefore they need sufficient knowledge of English. Especially, they should have the skills of reading because it is written in the textbooks so that they could comprehend it well. That is why the reading skills are important to be mastered. Nunan (2003) stated that there are eight principles of teaching reading, exploit the reader's background knowledge, build a strong vocabulary base, teach for comprehension, work on increasing reading rate, teach reading strategies, encourage students to transform strategies into skills, build assessment and evaluation into your teaching and strive for continuous improvement as a reading teacher. Those principles will help the students understanding the text, improves student's ability in finding the main idea, generating questions, answering question and making summary. Maria Jovial Wijana Svetaketu (2017).

However, in SMAN 8 Kota Bengkulu, the researcher found that many students still had low reading skills, because when I asked the English teacher at

school, mam Aprilia as an English teacher in SMAN 8 Kota Bengkulu said that many students still have scored average (KKM is 75) and students preferred to learn by listening rather than reading. It's proven when the researcher observed a learning process in a school named SMA N 8 Kota Bengkulu from 07 October 2019 to 28 January 2020. They faced some reading problems which caused the learners to have difficulties in comprehending the information presented in the textbooks.

Reading is a complex process, complex to learn and complex to teach (Carnine, Silbert, and Kameenui: 1990), so there must be a technique that can help them to read effectively and interestingly. Teaching comprehension strategies explicitly was seen as a possible approach to tackle the problems faced by the students. In this case, the writer tried to find an interesting and effective way for the students and the teachers so that they can do their reading activity well. One of the available techniques is the mind map technique. By using this technique, the students were able to communicate information because it can clarify complex concepts into simple, meaningful displays so that the students can develop a holistic understanding of the content to be learned.

Considering the problems discussed above, the reading has an important role to help the learners to comprehend a text they read. From the preliminary observation done by the researcher, it could be known that in the school, the learners had some problems in reading. Consequently, it is necessary to conduct research on analyzing the students' reading skills by using the mind map technique. It allows the students to imagine and explore associations between the concepts in a passage they read (Davies, 2010). When the students can represent or manipulate a complex set of concepts of the passage in a diagram, they are more likely to understand those relationships, remember them, and be able to analyze the parts of the text. The researcher focused on reading skills in class 11th grade of SMA N 8 Kota Bengkulu because the students' reading skills were still low.

Although reading has been learned by students since they start to learn the English language but it still becomes the most difficult skill to be acquired than speaking, writing, and listening. It is a possibility caused by the students have a limitation of knowledge about reading roles, different learning styles (Melati: 2017), lazy to read, and low motivation for effective reading because of a too-long

passage and different types of text. Therefore, students must be serious to acquire this skill. In this article, the writers would like to introduce a suitable approach for teaching reading using mind mapping techniques. The results of the data, the researcher concludes that the students' have some difficulties in identifying reading skills and understanding the mind mapping, many of the students have difficulties in this factor because the result shows a high number of percentage give the answer very not good and not good. The last is the result of learning English, most of the students have enough understood about teaching and learning English. After reading this article, the writer expects that this article can help English teachers to apply suitable approach for teaching reading of English texts.

METHODOLOGY

This research is classified as case study using descriptive qualitative method. Case study is basically an intensive study of individual or group that is seen having a pericular case. A case study is a single instance of some bound system, which can range from one individual to a *online* class, of an entire community. the data are the result of documenting a certain activity by a researcher through observing, interviewing, and written documents.

The design of this research is descriptive qualitative, where researcher presents data in numerical and descriptive form. Descriptive qualitative is used in tthis research because the data obtined by the researcher based on qualitative data, then the : 23 explains the results of the d descriptive form. The descriptive design is appropriate with this research since it describes the difficulties in improving reading skill using mind mapping technique among the 10 grade students at SMAN 8 Bengkulu, and the factors that cause the students difficulties. The setting of this research is at SMAN 8 BENGKULU. It is located in Jl. Medan Baru, Pematang Gubernur. The subject of this research is the 10th grade students of SMAN 8 BENGKULU in the second semester in the academic year of 2020/2021. The object of the research is the English teaching and learning process in class 10th grade of SMAN 8 BENGKULU.

Interview is one of the techniques of collecting data is done by dealing question directly to the interviewer. Questionnaire is a technique of collecting data by delivering or distributing a questionnaire to the

respondent with the hopes that they will respond the questionnaire.

In this research, the researcher used close form questionnaire, the students were given some question with two alternative answers (SNG, NG, G, SG), which had to be chosen by the students. The questionnaire was distributed after the students did the test. This questionnaire is expected to answer the research question.

The researcher tabulated the data by counting the response from each data. To know the percentage of data from questionnaire, the researcher use formula:

$$p = \frac{f}{n} \times 100\%$$

Where,

P = Percentage

F = Number of frequency of the respondent

Answer

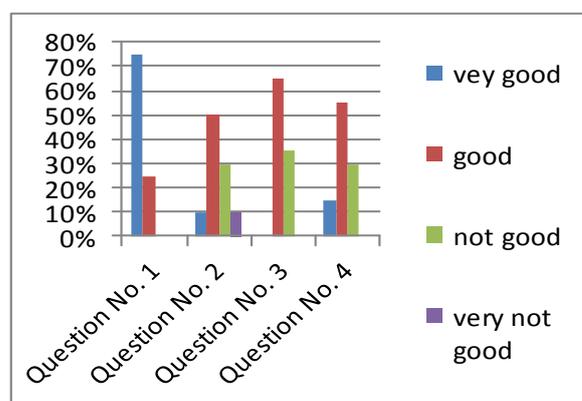
N = Numbers of respondents

FINDING AND DISCUSSION

The Students' Difficulties in Reading Skill by Using Mind Mapping Technique.

In this research, the interview and questionnaire are used by the researcher to know the difficulties. The difficulties faced

by 11th grade Students at SMAN 08 Kota Bengkulu, in reading skill by using Mind Mapping technique. The researcher conducted two times (one time in the interview and one time in questionnaire) to ensure the students can answer the interview and the questionnaire. The interview and questionnaire were given on 07 July, 08 July 2020. In the interview and questionnaire students were asked to answer questions based on understanding about Teaching English and Mind Mapping. There are three questions. The questions are about Learning English, Identifying reading skills, and understanding the Mind Mapping.



Graphics 1. Most Highest Results Question No.1-5

From the picture above, the researcher shows the highest percentage of participants answering questions number one to number four. and the results can be seen in the graphic above.

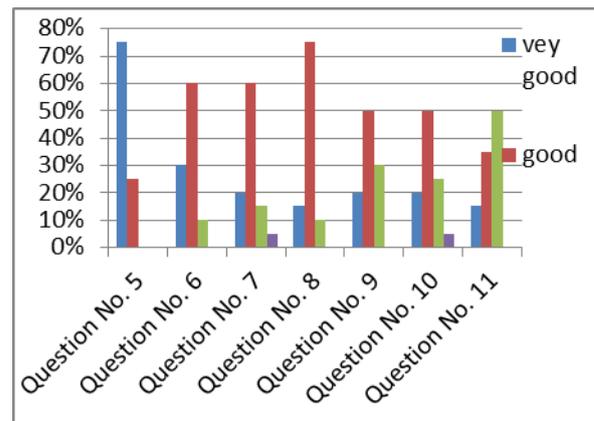
The results of the second questions show that two participants (10%) were answered strongly not good, six participants (30%) were answered not good, ten participants (50%) answered good, and two participants (10%) was answered very good. So half of the participants have difficulties in learning English.

The results of the questionnaire question number three show that seven participants (35%) was answered not good and thirteen participants (65%) was answered good. Since more than half of the participants appropriate to answer the question that indicated the students have fluent in reading English text.

The last results from questionnaire question number four show that six participants (30%) were answer not good, eleven participants (55%) was answered good, and three participants (15%) was answered very good. So that results show fourteen students have a learn English at school and at home.

Identifying Reading Skill

In the second question, the participants were asked to identify their reading skill ability in reading text.



Graphics 2 Most Highest Results Question No. 5-11

From the picture above, the researcher shows the highest percentage of participants answering questions number five to number eleven. and the results can be seen in the graphic above.

There were two participants (10%) answered not good in understanding the content of the reading text easily from books or other by using mind mapping technique, and the other participants were answered good and very good, there twelve participants (12%) answered good and six participants (30%) answered very good in Teaching using mind mapping technique made me able to understand the content of the reading text easily from books or other.

The results of questionnaire question number seven, one participant (5%) give

very not good answer, three participants (15%) give not good answer, twelve participants (60%) give good answer, and four participants (20%) answer very good in Teaching using mind mapping technique made me know the composition of the text in English reading. Twenty participants gave different answers to question number seven.

The results of questionnaire question number eight, two participants (10%) answer not good, fifteen participants (75%) answer good, and three participants (15%) answered very good in answer question number eight about Teaching using mind mapping technique made enabled me to draw the conclusions from the reading texts.

The results of questionnaire question number nine, six participants (30%) answer not good, ten participants (50%) answer good, and four participants (20%) answer very good in guessing the contents of the reading text in English just from reading the main idea. Since half of the participants can guessing the text just from reading the main idea.

The results of questionnaire question number ten, one participants (5%) answer very not good, five participants (25%) answer not good, ten participants (50%)

answer good, and four participants (20%) answer very good at remembering the main ideas of reading English by using mind mapping technique.

The last results are from question number eleven, ten participants (50%) answer not good in helping teach my friends who are less able to understand reading texts, seven participants (35%) answer good, three participants (15%) answer very good. So half of the participants can't help their friend to understand the reading texts.

The researcher is revealed the factors causing the difficulties faced 11th grade Students' at SMAN 08 Kota Bengkulu, in reading skills gained from the result of the questionnaire which consists of five items from questionnaire number sixteen until number twenty and the results from the interview. The results of the data classified into two factors. They are reading skills using mind mapping and the implementation of mind mapping. Below a detailed explanation of those two points. The first factor concerned with reading skills. They are two points to contributing to these factors. They are about the difficulties in understanding reading texts and the application of the main mapping in learning English.

Kuswidyastutik said that "someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions." Therefore, the difficulties faced by 11th grade Students in reading skills by using the Mind Mapping technique can be seen from the percentage of participants who answered on every question on the questionnaire. Based on the result of the data analysis, the researcher found to have difficulties on three points. They are identifying reading skills and understanding of Mind Mapping.

The results of the questionnaire about identifying reading skills show the percentage of the participants who have the problem in reading skills. There fifteen participants (75%) said they agree with the statements about the English reading skills improved after using mind mapping technique, and fifteen participants (75%) stated they agree with the statements about Teaching using mind mapping technique made me able to understand the content of the reading text easily from books or other. So in question number five and six, they don't have the difficulties but they get the improvement in reading skills because the mind mapping technique helps them on learning.

The results of data from questionnaire question number seven until eleven. There the results of data, one participant (5%) said very not good and three participants (15%) said not good in Teaching using mind mapping technique made me able to understand the content of the reading text easily from books or other. Two participants (10%) answer not good in statements about Teaching using mind mapping technique made enabled me to draw the conclusions from the reading texts. Six participants (30%) answer not good in statements about I can guess the contents of the reading text in English just from reading the main idea. One participant (5%) answer very not good, and five participants (25%) answer not good in statements I am able and quite good at remembering the main ideas of reading English by using mind mapping technique. And ten participants (50%) answer not good in statements about I help teach my friends who are less able to understand reading texts. It means they have difficulties in identifying reading skills. Furthermore, reading skill is important for learning English well. Louky (2003) stated that reading is one of the complex and the combination of both lexical and text-progressing skills that are widely be acquainted interactively. So, if they cannot

identify the reading skill they will not be able to understand the whole of English learning and understand the content of the text.

Understanding the Mind Mapping

The results of the data show the students have difficulty in understanding the Mind Mapping. There two participants (10%) answer not good in the statements about in general the mind mapping methods are suitable for my learning. In the next question about using the mind, mapping methods made me smoothly reading the texts two (10%) of the participants answered not good and in the last question about I am faster in understanding English reading texts by using the mind mapping methods one (5%) of the participants answer not good. It shows some of the students are still confused in understanding about mind mapping. So, they make mistakes in understanding mind mapping. Moreover, having enough about understanding the mind mapping is very important because it will support them in learning English.

There are two factors that contributed to the cause of students' difficulties in understanding mind mapping. They are located within reading skills using mind mapping and the implementation of

mind mapping. Therefore, the researcher used those factors to make the question in the questionnaire.

From the questionnaire, the researcher categorizes them into two parts: question number sixteen and seventeen asked about whether or not within reading skill using mind mapping causes their difficulties. Question number eighteen until twenty asked about whether the implementation of mind mapping causes their difficulties.

Based on the result of data analyses that the researcher conducted. It was found that 20% of the causes of the students' difficulties were related to their reading skills. It was because most of the students are not interest in learning reading, and they experienced no desire to learn English.

The other factor that causes difficulties are from the students themselves. They are too lazy to learn English and read the English text. The results of the data show most of the students not interest to learn English because the students learn English is very difficult.

The researcher found the dominant causes in the implementation of mind mapping. 15% of student's difficulties in understanding reading text by using mind

mapping were related to how they make mind mapping framework itself, there are some students who are still not fluent in making the framework. And 25% of the students' difficulties in understanding the concept of mind mapping, actually in understanding the concept of mind mapping is quite easy, it's just that there are still students who do not understand it because of several reasons, even though those who have not understood the concept of mind mapping are less than half of the whole class of students. The last of result data about the implementation of mind mapping, they are 40% of the students' difficulties in making their own mind mapping framework, some students have difficulty in making mind mapping frameworks due to several factors, starting from not understanding the concept of mind mapping itself, not reading about the structure of making mind mapping, and factors from within themselves such as laziness in learning and not listening when the teacher is explaining about the material.

CONCLUSION

The implementation of mind mapping is the factor because it influences the students understanding of the material. , they are (40%) of the students' difficulties in making their own mind mapping framework,

some students have difficulty in making mind mapping frameworks due to several factors, starting from not understanding the concept of mind mapping itself, not reading about the structure of making mind mapping, and factors from within themselves such as laziness in learning and not listening when the teacher is explaining about the material.

The results of the research finding showed that the students in 10 grade of SMAN 8 Kota Bengkulu had the benefits from the mind mapping technique to improve their reading skill ability. Hence, after conducting the research, the researcher has some recommendations for the teachers, students' and further research who want to conduct the research with a similar topic.

There are two factors reading skills using mind mapping. First, (20%) causes of the students' difficulties were related to their reading skills. The second factor is factor causes difficulties are from the students themselves. They are too lazy to learn English and read the English text. The results of the data show most of the students not interest to learn English because for the students learn English is very difficult.

Based on the results of the data, the researcher concludes that the students' have some difficulties in identifying reading skills and understanding the mind mapping, many of the students have difficulties in this factor

because the result shows a high number of percentage give the answer very not good and not good. The last is the result of learning English, most of the students have enough understood about teaching and learning English.

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