MIND MAPPING STRATEGY TO DEVELOP READING COMPREHENSION IN NARRATIVE SKILL OF STUDENTS AT MA AL-ISLAH DASAN AGUNG

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ABSTRACT

Basically, this research tries to describe the extent of the use of mind mapping in improving the ability to understand narrative reading texts in class II students at MA Al-Islah Dasan Agung for the 2023-2024 academic year. Where all research processes were carried out at Al-Islah Dasan Agung, research activities were carried out from 17 July to 03 August 2023. As material for obtaining research data, researchers used 2 classes which were divided based on the treatment given, they were experimental group and the control group consisted of 13 students in each group. The approach applied in this research is quantitative pre-test and post-test. From the results obtained, it can be concluded that mapping of mind can improve students' ability to understand narrative text with a score of (20.77) higher than the control group, namely (10.77). A significance value of 0.001 illustrates that Ho is rejected and Ha is accepted.

Keyword: *Mind Mapping, Reading Comprehension, Narrative Text (5-7 words)*

INTRODUCTION

As we know that, international language used in the world is English. Nowadays English is a foreign language that many people learn. In other hand, people were familiar with English as an instrument of communication. In our republic, English has an important and significant impact on our education. So that English is given the top position at all levels of school as a foreign language.

In learning English we will encounter four main English skills, namely speaking, listening, reading and writing. These skills are related to one another. Listening is an activity in obtaining content from non-written language. Speaking is carrying out a communication activity with people so that we can get the meaning of the conversation, speaking is making sounds from the mouth that can be understood by other people and listeners can understand what we say. Reading is an activity that utilizes the senses of sight and mouth to collaborate in looking for something new, by reading someone will have additional insight into something. So by reading a lot of literature, both from print and electronic media, students can develop their knowledge of something and can become a capital that is very important for their future.

This study focuses on the issue of reading where our society is not accustomed to reading culture, which is actually the main capital in navigating global competition. By reading, students can open up their horizons in certain matters according to what they read, the more they read, the more insightful their mindset will be in the future. The reading we

read may not be useful at the moment but one day it will be very useful if We already have broad insight, all problems can be resolved well.

One of the important skills in reading text is comprehension. Brown (1997) state that, the signal will be forced in form of written and it became the essential things in education, that's way the recognition of student's on this part is important. Besides that, comprehension of reading is focused in this research which relate to the natives and to be able to know how they use their language in form of written, s we can understand the content of the text. Therefore, by having the skills of reading are able in increase of student understanding in wrap the text.

According to King and Stanley (2004) mention that, some elements of comprehension of reading process; such as factual finding information, context finding, meaning finding of vocabulary in context, references identifying, and making references. In fact, during the teaching and learning process in the class, students spend a lot of their time on reading and studying the information that contain in a text, because they often difficult recognize the main idea of each paragraph in the text, supporting the idea or detail as well as the topic of the text.

Second of school the main topic to be mastered such as narrative, discussion, and hortatory exposition. One type of text to be mastered is Narrative text narrative text used to give the students to analyze the problem in teaching and learning process with other perspective. Anderson and Kathy (2003) asserted that, Narrative is text which explain the ideas of writer to make the readers entertaining of the story, make the readers follow the story based on their imagination by this text reader can learn to think how to manage their emotional feelings. This theory can make assumed that narrative is easily to learned and studied in some level of education. This is also can make the students motivation to read and learned it.

Based on the researcher observations on 09 May 2023, around 36 students the second grade of MA Al-Islah Dasan Agung are known that learning narrative text comprehension in this school has not shown optimal results as expected. The point comprehension of reading on text narrative tell us if most of learners have ability to understand the narrative text was given then got high of score above the standard KKM in MA Al-Islah.

Most of the students' problems are difficulty in knowing the meaning in narrative texts. The difficulty they face in understanding narrative texts is finding the main elements in the text, namely, characters, conflict, background, goals and conflict resolution in the text through the researcher's eyes. Difficulty in getting the main idea and supporting details is the main challenge for students. So the assumption arises from students that

understanding reading is something that is difficult to do, which makes students have problems in understanding the information provided in the text. This has an impact on the lack of student achievement in the field of reading ability.

One of the reasons that is, the method used by teachers in the teaching and learning process of reading comprehension is still ineffective, because students are taught through conventional methods, namely teacher-centered learning, such as delivering material without any interesting action in the teaching and learning process, students only listen, and record material so that student activity in the classroom is low. This situation make them un enthusiasm to learn because of monton method used by teachers, they have to think twice to leran lot regarding of reading which takes time.

Based on these phenomena, the learning process is still monotonous so that students lack motivation to follow the learning process optimally. And students still look passive and not proactive. One way to increase students activeness during the learning process is that teachers must provide motivation and giving a variety of learning application models that are able to attract the attention of students so as not to feel bored when learn reading comprehension in narrative text. One of the actions that need to be carried out by teachers is to choose the right method in learning so that the reading goal is achieved optimally.

This situation faced by students is what makes researchers provide direction in using the mind mapping approach in understanding the reading that students read. In the theory expressed by Buzan and Barry (2002), the use of mind mapping will visually stimulate the brain more than providing conventional notes and causing boredom in the learning process. Thus, it can be said that using the mind mapping approach is a more creative approach that can motivate students to express ideas, thoughts, stories through key word patterns or certain symbols.

Mind mapping can be used as an alternative approach that educators can use to provide understanding to students which can ultimately improve their academic achievement in the future. and can stimulate their interest in reading, According to Murley (2007) explain that, the design radiates from mind mapping contains of main topic or main idea, with all the main subtopic in it. So that's why it's can help students classify ideas in text after they read.

METHOD

In this case the researcher used a quasi-experimental qualitative approach, where this approach focuses on actions and results, so that all the data used was obtained from the results of the pre-test and post-test to find out whether the use of mind mapping could help improve students' reading comprehension abilities. This research also used two groups, namely the

control group and the experimental group, the control group used another approach but the experimental group used a mind mapping approach, this approach is as described below:

Group	Pre-Test	Treatment	Post-Test
E	T1	X	T2
C	T1	-	T2

Where:

E   : Experiment class
C   : Control class
T1   : Pre-Test
X   : Treatment using Mind Mapping
T2   : POST-TEST

The conceptual framework of this research is described as follow:
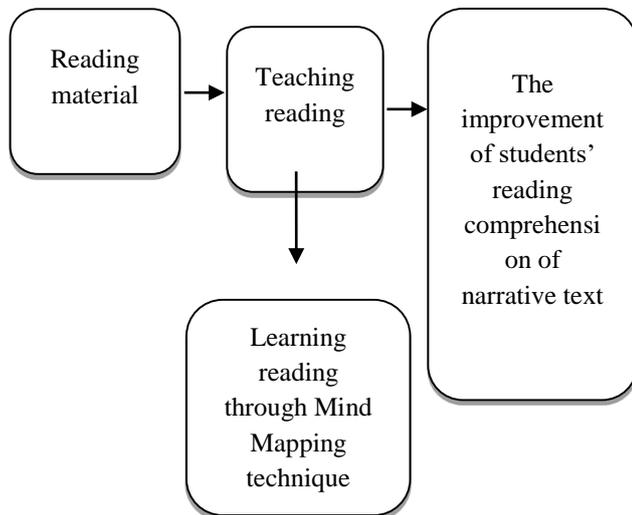
DISCUSSION

Table : The T-Test of Gained Score in the Experimental Class And Control Class

Class	N	Mean	Std Deviation	Std Error Mean
Gained	13	20.77	7.026	1.949
	13	10.77	5.718	1.586

Table : Independent Sample Test

Levene'sTest Equality of Variances		F	Sig.	T-test for Equality of Means		
				T	df	Sig. (2-tailed)
Result of study	Equal variances assumed	.325	.574	3.980	24	.001
	Equal variances not assumed			3.3980	23.049	.001

From the data analysis obtained using the t test, we can assess it that the experimental and control groups show significant independent results (2-tailed) which is 0.001. This proves that the significance value of 0.0001 is smaller than 0.05, thus there are significant results obtained in this research. The data also shows that the score obtained by the control group was 10.77 while the experimental group was 20.77, the difference in the results from these data was 10,000, which means there was a significant difference in the use of mind mapping in providing reading comprehension for students in the second grade at MA Al-Islah Dasan. Agung in the 2023-2024 academic year

The above description can illustrate that the pre-test results of the experimental group, which is 57.30, there is a difference in the results when the treatment is carried out to 78.07. Meanwhile, in the control group, a result was obtained which was 58.07 in the pre-test obtainment, but after being given treatment, the value of x changed to 68.84. From the two results that have been obtained, it can be concluded that the average value in the control group is higher, namely (78.07>68.84). This is due to the provision of mind mapping treatment in the experimental group but in the control group only using a conventional approach.

In the hypothesis made by the researcher after an independent sample test, it was concluded that Ha was accepted and Ho was rejected, which means that the use of the mind mapping approach can improve students' reading comprehension, especially those related to narrative texts.

The responses of students that the use of mind mapping is very helpful for them in understanding the narrative text so that it makes the students more active in participating in the teaching and learning process in the classroom, besides that the use of mind mapping also helps students to improve their memory so that they are able to describe or imagine what they read. Buzan (1990) said that the ideas contained in the brain can be recognized by the branches of the mind tree, this can happen because the branches become one at a certain point so that the ideas of the mind that arise can be clearly described. In other words, the use of the mind mapping approach can make it easier for students to get

the information they need, especially when reading narrative texts. This has also been stated by Colelford (1990) as a feature of the mind-mapping approach.

Reading comprehension in narrative text is hard for student to comprehend the text such as the have to know detail of character, setting, problem, resolutions and coda ore moral value. Mind mapping treatment in the experimental class give change to students to in easier way to understand the content of text and design of mind mapping made student easy to remember the mean idea. In addition, this technique also help students free to draw a framework of mind mapping according to their own understanding of the text read.

Previously, there was research which proved that mind mapping technique could give significance improvement on student reading comprehension such as the research which was conduct by Ana Amalia (2009) with the title "Teaching Reading Comprehension through Mind Mapping at Eleventh Grade of SMAN Demak". The study found mapping of mind method was an effective to improve the learners reading comprehend ability achievement. In other hand, it could be mention that teaching reading with mapping of mind approach can give student good increasing on their ability of reading comprehension.

From the results of the data analysis that has been carried out, the researcher draws the conclusion that the use of mind mapping has a positive impact in improving reading comprehension of narrative texts by class II students of MA Al-Islah Dasan Agung tahun pelajaran 2023-2024.

CONCLUSION

Research results previously with the same problem formulation, it is how to use mind mapping to improve the ability to understand reading narrative texts carried out at MA Al Islah Dasan Agung. Basically, researchers in this study create data and analyze it so that research results are obtained that line with the researchers' expectations and receive positive response. This positive response can be seen from the data presented by the researchers in this study, namely the test score for the experimental group was 78.07, this result was better when compared to the control group. Another thing that can be conveyed by researchers is that there is a very striking comparison between the use of the mind mapping approach and those using conventional approaches. From the Hypothesis results it also shows that Ho is rejected and Ha is accepted, this shows that the use of the mind mapping approach can improve the ability to understand narrative reading texts by class II students at MA Al-Islah Dasan Agung.

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