

IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT THROUGH MIND MAPPING TECHNIQUE AT SMA SANTO PETRUS MEDAN

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Abstract

This study is about improving students' reading comprehension on narrative text through mind mapping technique at SMA SANTO PETRUS Medan. The theory applying is Buzan's theory of mind mapping and its method are quantitative and qualitative methods. This research is Classroom Action Research to apply the mind mapping technique in teaching reading. The data are collected through observations, interviews, and documentations. The qualitative data consist of the table of students' scores, and the quantitative data consist of diary notes, interview transcripts, documentations, and students' works. This research consisted of two cycles. It was conducted collaboratively with the English teacher. The subjects of this research were 36 students of class X MIA in SMA Santo Petrus Medan. The result of this study finds that mind mapping technique can improve the students' reading comprehension. It is proved by the students' ability in reading comprehension and the students' scores after the test were given. In the pre-test, the students' mean score is 61,44. Then, in the formative test cycle 1, the students' mean score is 62, and in the post-test cycle 2, the students' mean score is 72. It is conclude by the mind mapping can improve students' reading comprehension achievement.

Keywords : reading comprehension, mind map technique

I. INTRODUCTION

English is one of the most important things to know to be able to participate in globalization, because through this language, people can communicate well through all media, such as electronics, written and spoken materials, in any fields of sciences. For this reason, Indonesian government also suggest that all school from kindergarden to university, english is taught.

To know English, the learners have to know and understand reading besides, writing, grammar, vocabulary. etc, because it is one way to know a lot of information. Reading is a complex cognitive process of decoding symbols in order to construct or get meaning (reading comprehension). Reading ability can improved by teaching how to read for particular purposes. Carnine et.al (1990:3) states that reading is a complex process, complex to learn and complex to teach, so there must be a technique which can help them to read effectively and interestingly. McNamara (2007:6) states *A reading comprehension strategy* is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. Consider a very simple-minded strategy for purposes of illustration. Teachers often instruct students to look up a word in a dictionary when they encounter a rare word with which they are unfamiliar. The context would be a word in the text that has low frequency or (more generally) is not in the reader's mental lexicon.

Mark and Anderson (2003:8) states that narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. A narrative or story is any report of connected events, nonfiction (actual) or fiction (imaginary), presented in a sequence of written or spoken words, or still or motion picture moving images (<https://en.wikipedia.org/wiki/Narrative>).

Based on writer's experience in Teaching Practice Program (PPL) in SMA Saint Petrus Medan, it was found that the students had low motivation and also saw many difficulties in comprehending the text. Many students were unable to complete their reading in good comprehension. The students were able read the text but they did not understand what they were reading. They always read the text from the beginning until the end, and did not understand correctly how to read well and when they found some difficult words, they stopped to read and confused. This condition made the students bored and were not interested in comprehending text. The students' failure may be not only caused by the lack of the students' knowledge, but also by the lack of the teacher's technique in class.

These facts encourage the writer to choose mind mapping technique as a strategy to improve their skill in reading comprehension especially on narrative text. In practice, mind mapping make the students draw what the students thinking and use the students' brain and knowledge. The students read the text and put in paper to draw mind map.

In supporting the writer's research, there are two previous researchers who had conducted this research before. They are Sheira (2014) with the title *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 Parung Panjang-Bogor)*. She uses quasi-experimental design which is aimed to find out whether mind mapping is effective to improve students' reading comprehension achievement. The second is Lani (2015) with the title *Improving Students' Reading Skills by using the Mind Map Technique At Sma N 1 Kretek In The Academic Year Of 2013/2014*. It is conducted to know that the implementation of the mind map is to improve the students' reading skills.

Based on the explanation above, it can be concluded that using mind mapping is effective and can improve students in reading comprehension especially on narative text. Narrative text prefers showing to telling and that the power of narrative. The students will feel what the characters' experience in the text and it will be used to amuse or entertain them. In this research, the writer will teach them how to use mind mapping to prove reading comprehension on narative text. The writer is interested in mind mapping as an alternative technique for students. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.

Based on the background above, the writer is interested in conducting a study entitled *Improving Students' Reading Comprehension on Narrative Text through Mind Mapping Technique at SMA Santo Petrus Medan*.

II. REVIEW OF LITERATURE

2.1 Reading

Reading is the ability to draw meaning from the printed page and interpret this information appropriately. In other words, reading is the ability how to draw meaning and interpret information appropriately. More definitions of reading that emphasize meaning indicate that reading is activated by print. The reader must be able to translate the written words into meaningful language. It is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement (Grabe and Stoller 2002:9).

2.1.1 Types of Reading

Brown (2004: 189) states that there are four types of reading namely:

1. Perceptive

Perceptive reading task involves attending to the components of larger stretches of discourse : letters, words, punctuation and other graphemic symbols. Bottom-up processing is applied.

2. Selective

This category is largely an artifact of assesment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short story, stretch of language, certain typical tasks are used: picture-cueed tasks, matching, true/false, multiple-chice, etc.

3. Interactive

Included among interactive reading types are stretchces of language of several paragraphs to one page or more in which the reader must, in psycholinguistics sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings the text a set schemata for understanding it, and intake is the product of that interaction.

4. Extensive

Extensive reading as discussed in this book applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

2.2 Reading Comprehension

Comprehension is the goal of both reading and listening. Carve (in Grabe 2002:21) states that reading for general comprehension is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension. In the words, reading is the most common purpose for reading among fluent readers.

Grabe and Stoller (2002:29) state that reading comprehension is an extraordinary feat of balancing and coordinating much ability in very complex and rapid set routines that makes comprehension a seemingly effortless and enjoyable activity for fluent reader. It means that, reading comprehension a performance that extraordinary and enjoyable activity until to be fluent reader.

Based on Grabe and Stoller (2002:13-15), the purposes of reading are classified into: reading to search for simple information, reading to learn from text, reading to integrate information, write, critique and reading for general comprehension.

1. Reading to search for simple information

Reading to search for information is common reading ability for researchers see it as relatively independent cognitive process. It used so often in reading tasks that is probably best seen as a type of reading ability. Similarly, reading to skim is common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

2. Reading to learn from text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information of a text. Reading to learn is usually carried out at a reading somewhat slower than general reading comprehension (primaly due to reading and reflection) strategies to remember information.

3. Reading to integrate information, write and critique text

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a theoretical frame to accomodate information from multilevel sources. Both reading to write and reading to critique text require abilities to compose, select, and critique from text.

4. Reading for general comprehension

Reading for general comprehension is the most basic purpose for reading, underlying and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension requires very rapid automatic processing of words, strong skills in forming a general meaning representation of main ideas and efficient coordination of many processes under very limited time constraints.

2.2.1 The Level of Reading Comprehension

Heilman et al. (1981: 246) divides comprehension into three levels, namely : Literal comprehension, Interpretative comprehension, Critical comprehension.

1. Literal Comprehension

Understanding the ideas and information explicitly stated in the passage. Abilities: Knowledge of word meanings. Recall of details directly stated or paraphrased in own words. Understanding of grammatical clues-subject, verb, pronouns, conjunctions, and so forth. Recall of main idea explicitly stated. Knowledge of sequence of information presented in passage.

2. Interpretative Comprehension

Understanding of ideas and information not explicitly stated in the passage. Abilities: Reason with information presented to understand the author's tone, purpose, and attitude.

3. Critical Comprehension

Analyzing, evaluating, and personally reacting to information presented in a passage. Abilities: Personally reacting to information in a passage indicating its meaning to the reader. Analyzing and evaluating the quality of written information in terms of some standards.

2.3 Types of Text

Based on generic structure and language feature dominantly used, texts are classified into several types. They are narrative, recount, descriptive, report, explanation, discussion, hortatory exposition, anecdote, and procedure. This study is focused on narrative text in improving students' reading comprehension as stated in the scope of the study.

2.3.1 Narrative Text

Narrative text is a kind of text that is very interesting and able to invite the reader to read the text repeatedly. Narrative text is entertaining readers and make the readers enjoy when reading it. Gerot and Wignell (1994: 204) state that Social function of narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. Chatman (in Avraamidou 2009: 117-118) states

Narrative is basically a kind of text organization, and that organization, that schema, needs to be actualized: in written words, as in stories and novels; in spoken words combined with the movement of actors imitating characters against sets which imitate places, as in plays and films; in drawings; in comic strips; in dance movements, as in narrative ballet and in mime; and even in music.

2.4 Mind Mapping

The mind mapping is an expression of radiant thinking which includes on a nature function of brain. Sheira (2014) says that it is an important technique that improves the way we take notes, and supports and enhances our creative problem solving. The reader can simplify what they have read so that they can understand what is explained by the writer in the text. Buzan (1996:4) states

The mind map is an expression of radiant thinking and is therefore a function of the human mind. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.

Buzan (in Mento 1999 : 2) states that mind mapping is a method to optimize learning capacities and understanding of how the elements of complex structures are connected. Mind mapping is a creativity- and productivity-enhancing technique that can improve the learning and efficiency of individuals and organizations. It is a revolutionary system for capturing ideas and insights horizontally on paper. It can be used in nearly every activity where thought, planning, recall or creativity are involved. Mona & Khalick (in Long Daniel 2011: 298) state that mind maps are a useful tool for helping younger students with the process of building conceptual understanding of content and promoting achievement. It is a creativity- and productivity-enhancing technique that can improve the learning and efficiency of individuals and organizations. It is a revolutionary system for capturing ideas and insights horizontally on paper.

Buzan (in Mento 1999: 2) states that it can be used in nearly every activity where thought, planning, recall or creativity are involved. Starting with a central image and key words, colors, codes, and symbols, mind mapping is rapidly replacing the more traditional methods of outlining and note taking in workplaces around the world. Gemmer et.al (2003:8) state that mind maps are great to texts evaluate quickly and safely, protocols to customize and make notes, learning material to internalize and repeat, to write creative essays and term papers, prepare presentations and present and projects, such as festivals or biking to plan.

A set of mind mapping developed by Buzan (in Mento 1999:7) include: (1) Start with a colored image in the center, (2) Use images throughout your mind map, (3) Words should be printed, (4) All printed words should be on lines, and each line should be connected to other lines, (5) Words should be in one word per line, (6) Use colors throughout the mind map. In summary, mind mapping can be maximized in using through colors, pictures, and connections. These terms will be more useful when the students also use their creativity in the process.

It focusses on headlines and general ideas at this point. A good mind map helps to illustrate the project graphically, and from there on more detail ideas can be easily expanded and developed.

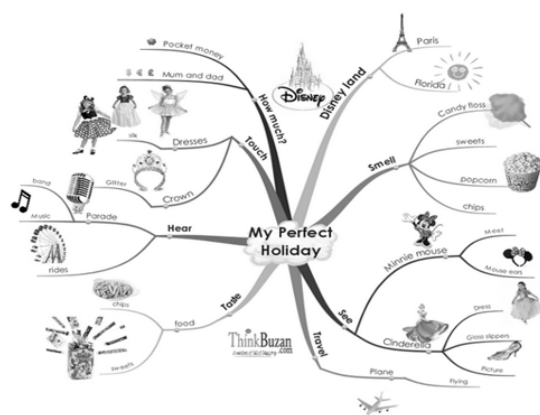


Figure 1. Example of Mind Mapping

2.4.1 The Purposes of Mind Mapping

Generally, the purpose of mind mapping is to associate between ideas, topics or things. There are several specific purposes of mind mapping based on Buzan (2013: 6) : to activates whole brain, to fix the mental tangled, to let the students focus on main explanation, to show

the relationship between the separated information parts, to give clear description wholly and specifically, to let the students to group the concept and compare it.

Based on the explanation of mind mapping above is hoped to help the students in getting better learning process. By activating the whole brain activities, it can be concluded that mind mapping is expected to make the students easier in comprehending the text or written information.

2.4.2 The Procedure of Mind Mapping

Making mind mapping is fun and interesting. Buzan (2013:15-16) states that the students can remember many information.. Here are several steps to make mind mapping:

1. Starting from the center of the blank paper. It is better to rotate the paper, so you can use it horizontally (it helps the brain feels free to spread the ideas).
2. Using picture or photo as the central of the idea. A picture has thousand meanings and help the students to use their imagination. A central picture makes the students focus, concentrate, and feel interested in what they are mapping.
3. Using colors. Colors have same role as pictures, brain will stimulate an idea through colorful form. It gives mind map more alive and adds creative thinking energy for the students.
4. Linking the main branches with the central picture and linking within the supporting branches. An association has important role in brain activity, by linking two or more things will make the students easier to understand and remember.
5. Making curved line, not straight line. The straight line will only make the brain bored.
6. Using only a keyword to every single line. This is used to give flexibility in making the mind map.
7. Using pictures. Every single picture has thousand meanings as same as central picture.

According to Buzan (1988: 11-12) the mind mapping laws are designed to help you more rapidly gain access to your intelligence by giving you specific techniques that are brain-compatible. By following the laws, your memory and creativity will be enormously enhanced.

1. Law One: A Mind Map commences in the center of a page within a multi-colored image or symbol.

Reasons: It commences in the center because this reflects the many-hooked nature of the brain's thinking processes, and allows more space and freedom for developing ideas from the central core. Use image and color because the old adage, "a picture is worth a thousand words" applies here in both memory and creativity.

2. Law Two: Main themes are attached to the central image on six lines using large capital letters.

Reasons: Main themes are attached because the brain works by association, and if the lines are attached the ideas will internally be similarly "attached." The lines are thicker and the printing larger to reflect the importance of these ideas.

3. Law Three: Lines are connected to lines.

Reasons: The connected structure of the Mind Map reflects the associative nature of the brain.

4. Law Four: Words are printed.

Reasons: Printing the words may take slightly longer in execution, but the immediate "photographic feedback" and comparative clarity of the printed word give enormous advantage.

5. Law Five: Words are printed on lines.

Reasons: Printing the words on the line gives them connection and association to the basic structure of the Mind Map. People often find that if they can reconstruct the general skeleton of the Mind Map, the words immediately "pop in" to place.

4. Law Six: Single key words per line.

Reasons: Each key word has its own million-range of possibilities for association. Placing the key word alone on a line gives the brain more freedom to branch out from that word. Phrases trap the individual word, and reduce the possibilities for creativity and the clarity of memory.

5. Law Seven: Use of color throughout the Mind Map.

Reasons: Color is a major stimulator of all forms of thought, and especially enhances creativity and memory. It also appeals to aesthetic sensitivities which increase the brain's pleasure in building the Mind Map, and its interest in returning to, reviewing and using it.

6. Law Eight: Images throughout the Mind Map.

Reasons: As Leonardo da Vinci recommended for appropriate brain training: "Learn the Science of Art." The use of images can raise memory performance to near perfect, multiplies creative thinking effectiveness by as much as ten times, and improves problem solving and communications, et cetera. It also, over time, increases the individual's perceptual capabilities and skills.

7. Law Nine: Use of codes and symbols throughout.

Reasons: Personalized codes using various shapes such as colors and arrows add a "fourth dimension" to a Mind Map. They greatly enhance the Mind Mapper's ability to analyze, define, structure, organize and reason.

III. METHODOLOGY

The type of this research is action research. Burns (1999:2) states that action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher. The research is chosen because it provides a method that can be done by the writer and the teacher to improve the practice of education by studying issues of problem they face, especially in reading. The researcher in this study focuses on improving students' reading comprehension by using the mind mapping.

The writer will conduct this research in two cycles and there are three meetings in every cycle. The writer uses quantitative data to analyze the result of pre-test and post-test. The data are collected by doing observation, interviewing, and giving reading tests (pre-test and post-test). The writer uses qualitative data to analyze the data from the result of observations, interviews, and documentation.

Based on Kemmis and McTaggart (1988:11–14) model in action research can be seen as the following:

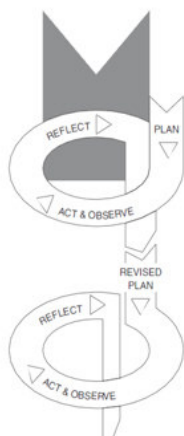


Figure 2. The Action Research Spiral

IV. DATA ANALYSIS AND DISCUSSION

4.1 Data Analysis

This chapter presents data analysis and discussion. This research consists of the quantitative and qualitative data.

4.2 Discussion

Mind mapping technique was applied to improve students' reading comprehension to the tenth grade students of SMA SANTO PETRUS MEDAN Class X MIA. When the writer applied the mind mapping, the students became more serious and focus than before the writer applied the technique. First, the writer analyzed that most of the students did not pay attention to teacher. When the writer did the pre-test, the students' scores were low, just 3 students of 36 students passed of KKM. After applying mind mapping technique, the students' mean score in formative cycle 1 improved. When the writer did the cycle 2, they paid more attention and the result can be seen that students' score improved, where 20 students passed KKM. So from the result it can be said that mind mapping technique can improve students' reading comprehension.

However, the writer found some problems. There were many students in that class who made noisy when the writer wanted to approach other students. The writer got difficulty to manage some of them who made noisy. It was because of the background of their knowledge and the students in that class were not smart. The writer must often gave motivation to them to study hard so they can help their parents and have bright future.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis and discussion, it can be concluded that

1. The writer found that the mind map technique can improved the students' reading comprehension. From the result of the students' scores above, it is concluded that their mean score improved. It is seen from the scores of post-test cycle 1 to post-test cycle 2. In pre-test, the students' mean score was 61.44, then the students' mean score in formative cycle 1 was 62, increasing point was 0,56 points, and in post-test cycle 2 was 72. The increasing point from pre-test to cycle 2 was 10,56 points.
2. The mind mapping technique can improve students' reading comprehension on narrative text and can identify the main and detail ideas of the text. The technique also improve the students' creativity and vocabulary mastery. They have interesting ways of making mind

map, can read texts effectively and this technique makes funny and interesting to increase their capabilities.

5.2 Suggestion

Based on the results of the study, it is found that the mind map technique is one of many reading techniques to improve the students' skills of reading. If they can improve their reading skills, they will be able to understand texts they are reading and find main ideas within the texts easily. This study has proven that the students' reading comprehension were improved after the writer implemented some actions in the classroom.

Based on the conclusions above, there are some suggestions that will be directed to :

1. the English teachers, to use reading techniques in the classroom to make the process of reading learning more effective, enjoyable and funny. This technique can help the students to comprehend a text easily and effectively.
2. the students need more practices to improve their reading skills so that they can comprehend English text easily. When they find difficulties, they can share with their friends or teacher freely. They should also motivate themselves to study hard so they can reach better achievement. The mind map technique is the way to improve the reading skills.
3. the other researcher to learn and to find more variation of actions and use the mind map to improve students' reading comprehension, to conduct this study to other schools in Indonesia who have the same problem.

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