

# IMPROVING STUDENTS' READING COMPETENCY BY USING THE MIND MAPPING TECHNIQUE ON VIII D GRADE STUDENTS OF SMP DWIJENDRA DENPSAR IN THE ACADEMIC YEAR 2018/2019

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## Abstrak

Penelitian ini bertujuan untuk meningkatkan kompetensi membaca siswa dengan menggunakan teknik *mind-mapping* dalam proses belajar mengajar membaca. Penelitian merupakan penelitian tindakan kelas yang terdiri dari dua siklus. Subjek penelitian ini adalah 31 siswa kelas VIII D SMP Dwijendra Denpasar tahun pelajaran 2018/2019. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan tes membaca. Prosedur penelitian terdiri dari perencanaan, observasi, tindakan, dan refleksi. Hasil penelitian menunjukkan bahwa skor membaca siswa mengalami peningkatan dimana pada pre-test rerata nilai siswa adalah 60, dengan ketuntasan klasikal sebesar 64 % mengalami peningkatan pada Siklus I dengan nilai rerata siswa adalah 69,54 dengan ketuntasan klasikal sebesar 80,6%, sedangkan rerata Siklus II sebesar 80,13 dengan ketuntasan klasikal sebesar 93,5%. Dapat disimpulkan bahwa penggunaan teknik *mind-mapping* dapat meningkatkan kemampuan membaca siswa Kelas VIII D SMP Dwijendra tahun pelajaran 2018/2019.

**Kata Kunci:** kompetensi membaca, teknik *mind-mapping*

## Abstract

This study aims at improving students' reading competency through the implementation of mind-mapping technique in teaching and learning process. This study is CAR (Classroom Action Research) carried out in two cycles. The subject of the study is 31 students of VIII D Grade of SMP Dwijendra in academic year 2018/2019. The data were collected through observation, interview, and reading test. The procedure of the study involves planning, observation, action, and reflection. The finding shows that students' reading score improves; the average score on pretest was 60 with classical completeness of 68%, the average score on Cycle I was 69,54 with classical completeness 80,6%, and the average score of Cycle II was 80,13 with classical completeness of 93,5%. It can be concluded that the implementation of mind-mapping technique can improve students' reading competency of VIII D Grade of SMP SMP Dwijendra in academic year 2018/2019.

**Keywords:** reading competency, mind-mapping technique

## 1. INTRODUCTION

English is one of internasional languages used by most people around the world. People are expected to master English so that they can communicate with other people who live in other countries. In mastering English, the students of English should master four skills namely listening, speaking, reading, and writing.

Reading is receptive skill which sometimes determines the competency of the students, especially in academic study in school. Reading is a process when readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009: 5). In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

Other expert defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, & William, 2005:21). The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading. By doing this, sometimes, the readers will get a new conclusion as a new knowledge for them. According to Tarigan (2008:7), states that reading is a process to get message of the writer through words or written languages. (Cahyani 2007:99) states that reading means bringing meaning to and getting meaning from printed or written material.

Reading is a complex process, complex to learn and complex to teach (Carnine, Silbert and Kameenui, 2009), so there must be a technique which can help them to read affectively and interestingly. Teaching comprehension technique explicitly was seen as a possible approach to tackle the problems faced by the students. In this case, the writer tried to find interesting and affective way for the students and the teachers so that they can do their reading activity well.

The challenge in reading competency was faced by VIII D Grade students of SMP Dwijendra Denpasar in academic year 2018/ 2019. Based on the preliminary observation and teaching experiences in VIII D class of SMP Dwijendra Denpasar. There were several challenges found. The first was the students found difficulties to comprehend the reading text due lack of motivation. The second was due to lack of vocabulary; it was hard for them to get the meaning of a paragraph/ text. Furthermore, the average score of students reading competency amounted of 60 with classical completeness 68%.

To overcome these problems, it is necessary to apply an appropriate learning technique that emphasizes active reading of VIII D Grade students of SMP Dwijendra Denpasar in academic year 2018/ 2019. Mind mapping is a learning technique in groups students with the academic ability levels differences people into small a groups to students are taught to be special a skills to be able to work well together in their groups such as explaining to group friends, appreciating the opinion of friends to discussion regularly students who are good at helping are less intelligent in their class.

According to Tsinakos and Balafoutis (2009:1), mind mapping is an important technique that improves the way you take notes, you can quickly identify and understand the structure of a subject and the way that pieces of information fit together, as well as recording the raw fact contained in normal notes.

Mind mapping is a method that uses comprehension or concentration Skill and involves in a note taking by relating each fact or idea. Buzan (2005) states that mind mapping is a creative thinking instrument which reflects natural work brain. Mind mapping enables the brain to use all pictures and its association in radial design. Thus, this study implemented mind mapping technique to improve students' reading competency of VIII D Grade students of SMP Dwijendra Denpasar in academic year 2018/ 2019.

## **2. METHOD**

This study was CAR (Classroom Action Research); it was carried out in two cycles. The subject of the study was 31 students of VIII D Grade of SMP Dwijendra Denpasar in academic year 2018/ 2019. The subject was selected purposively due to their problem in reading competency. The data were collected by observation, interview and reading test. To implement the methods of data collection, there were several instruments utilized namely note-book, interview guide, and test. The data were analyzed using descriptive statistics including mean, median, and mode.

## **3. FINDING AND DISCUSSION**

This study was executed in two cycles; each cycle was divided into four steps. The steps were planning, implementing, observing, and reflecting. The result of this study can be generated from the comparison of pretest and posttest in each cycle. The average score of pre-tests on reading competency amounted of 60 with classical completion 64% or 20 out of 31 students passed the test, meanwhile 36 % or 11 out of 31 students did not pass the test.

Cycle I was carried out in planning, implementing, observing, and reflecting. The planning activity covered determination of the topic, basic competence, and instructional objectives that would

be delivered to the students by applying the use of mind mapping to improve reading competence to strengthen the plan, the researcher made lesson plan by herself, prepared the material and media. The preparation of the instruments (observation, interview, post-test) and determination of determined the criteria of success were employed.

In this procedure, the researcher and the teaching and learning collected the data by conducting the following activities. Greeting students before the lesson begins, but some of students didn't greeting with the teacher. Praying before the lesson begins. Checking student's attendance, some of students absent and sick, preparing of the material Giving explanation of the material some of students disturb friends, and suddenly some of students didn't focus about narrative text because some of students was laugh, noise when learning process in the class room. The researcher divided in the class into five heterogeneous groups, Strengthening the data by making documentation in the form of photos and about teaching and learning process.

The implementation related to execution of lesson planning to implement mind mapping technique in reading competency. The result of the implementation of mind mapping technique was assessed through reading test. The average of students' scores in Cycle I amounted of 69,54 with classical completeness of 80,6% or 25 out of 31 students passed the test and 19,4% or 6 out of 31 students did not pass the test. The result showed that the implementation of mind mapping can improve students' reading competency. However, there were several things need to be improved. Therefore, the planning in the Cycle I needed to be revised before implementing to the next cycle to achieve the criteria of success.

Another reason came from the classroom situation, teaching and learning method, the students' participation, and the students' responses during the English as a foreign language teaching. The same condition could be seen in the teaching and learning English that the students could not increase yet their activeness in the class. Even they seemed hard to focus in learning English. In the students' participation, however, it appeared the difference. It could be shown from the students' attendance that they followed the lesson every day.

From the explanation above, the researcher and the analyzed that there were some obstacles in the Cycle I. Those were the students' scores in the post test could not achieve the criteria of success yet, the students still difficult to focus in learning English, and so forth. On the basis of the weaknesses above, some revision was made to be implementation in the Cycle II were (1) the researcher divided in the class into five heterogeneous groups; (2) the researcher gave to explain of Narrative text to the students how to find idea, information, and words meaning; (3) some students were asked to read the example of Narrative text; (4) in creating the expert team, every group member who get the some question types are gathered with the other group member and discussed to solving the problem; and (5) the teacher discussed together about the answer of the story.

Cycle II was carried out in planning, implementing, observing, and reflecting. Planning in the Cycle II was made based on the revision made after doing reflection in the Cycle I as the researcher chose the different topic in the Cycle II. The researcher also fixed the model of teaching by distributing the materials not a text for a group, but a text for a student. Each student got the materials one by one. To support the implementation of the materials, the media was prepared well. Then, the lesson plan that they have revised applied in the teaching and learning process. The students' followed the instruction better rather than the previous during the class.

The implementation of the developed strategy in the Cycle II was done as it was set in the planning. The activities of implementing of the mind mapping to improve reading competency were done in two meetings. The first meeting was held on Tuesday, April 10<sup>th</sup> 2019 at 11.00 a.m. until 12.40 a.m. In this meeting, the researcher applied the narrative text that they have revised based on the lesson plan in the Cycle I. Here, the researcher distributed the text for each student in the groups. Each student could have a piece of text and it was really easy for them to learn. The text was same with the text in the Cycle I that consisted of two.

The Second Meeting the was held on Tuesday, April 17<sup>th</sup> 2019 at 11.00 a.m. until 1.00 a.m. Here, the researcher reviewed the last material in the first meeting. Not long later, the researcher applied the lesson plan anymore. In the post activity, the researcher distributed students recording form for each student in each group. The researcher also asked them to complete the form after understood either the instructions or explanations from the researcher, included complete the form by using mind mapping

and their native language.

The result of the implementation of mind mapping technique was assessed through reading test in Cycle II. The average of students' scores in Cycle II amounted of 80,13 with classical completeness of 93,5% or 29 out of 31 students passed the test and 6,5% or 2 out of 31 students did not pass the test. The result showed that the implementation of mind mapping can improve students' reading competency. The recapitulation of score each cycle can be seen in following table.

Table 1. Recapitulation of students' reading competency

Cycle	Mean score	Classical completeness (%)
Pre-test	60	54,8
Cycle I	69,56	80,6
Cycle II	80,13	93,5

#### 4. CLOSING

##### Conclusion

The implementation of mind mapping technique could improve students' reading competency of VIII D Grade of SMP SMP Dwijendra in academic year 2018/2019. The result can be seen from the improvement of mean score of each post-test in cycle. Pretest of reading competency was 60 with with classical completeness of 68%, the average score on Cycle I was 69,54 with classical completeness 80,6%, and the average score of Cycle II was 80,13 with classical completeness of 93,5%.

##### Suggestion

The suggestions are aimed to teacher and further researcher. The teacher could implement mind mapping to improve students' reading competency. Further researcher could analyze mind mapping technique in deeper or add intervening variable.

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