

Improving Students' Reading Comprehension through Mind Mapping Method at First Grade in SMK Purnama Wonosobo

Farkhatun Nurjanah, Arif Widyantoro

English Education Department, Faculty of Language and Literature

Universitas Sains Al Qur'an Jawa Tengah

arifwidyantoro@yahoo.co.id

ABSTRACT

The purpose behind this review is to utilize mind mapping to improve reading conducted at SMK Purnama Wonosobo in the 2022/2023 school year as a research subject. The subjects of this study comprised of 28 students, 9 men, and 19 women. The research was conducted using classroom action research (CAR). Researcher work with English teacher in doing the activity. This research data uses quantitative methods. Quantitative information from the pre-test, post-test I, and post-test II, Show that the typical understudy score keeps expanding each test. The typical score of students in the pre-test was 65.5, there were 10 Students (35.7%) who met the Base Culmination measures (75). In the post-test in cycle I there were 18 students (75.6%) who achieved a score of 75 or expanded to 75. In the post-test in cycle II there were 23 students (82%) who passed the Base Culmination measures (75). In light of the quantitative information above, it very well may be seen that students scores showed an increment from the first to the last test. The mind mapping method shows that all learning exercises contribute not exclusively to expanding students' understanding cognizance yet to addition students' advantage, excitement, certainty, and inspiration.

ABSTRAK

Tujuan penelitian ini adalah menggunakan mind mapping untuk meningkatkan pemahaman membaca siswa kelas satu SMK Purnama. Penelitian ini dilakukan di SMK Purnama Wonosobo tahun ajaran 2022/2023 sebagai subjek penelitian. Subyek penelitian ini terdiri dari 28 siswa, 9 laki-laki dan 19 perempuan. Penelitian ini dilakukan dengan menggunakan metode penelitian tindakan kelas (PTK). Peneliti bekerjasama dengan pendidik bahasa Inggris dalam melakukan kegiatan tersebut. Data penelitian ini menggunakan metode kuantitatif. Informasi kuantitatif dari pre-test, post-test I, dan post-test II. Efek samping dari nilai siswa menunjukkan bahwa rata-rata nilai siswa terus meningkat setiap tes. Nilai rata-rata siswa pada pre-test adalah 65,5, terdapat 10 siswa (35,7%) yang memenuhi tolak ukur Kulminasi Dasar (75). Pada postes pada siklus I terdapat 18 siswa (75,6%) yang mencapai nilai 75 atau meningkat menjadi 75. Pada postes pada siklus II terdapat 23 siswa (82%) yang dinyatakan lulus pada langkah Kulminasi Dasar (75). Mengingat informasi kuantitatif di atas, sangat mungkin terlihat bahwa nilai siswa menunjukkan peningkatan dari tes pertama hingga terakhir. Teknik pemetaan menunjukkan bahwa semua latihan pembelajaran berkontribusi tidak hanya untuk memperluas kesadaran pemahaman siswa tetapi juga untuk menambah keuntungan, kegembiraan, kepastian, dan inspirasi siswa.

ARTICLE INFO

Article History

Received: 10-01-2024

Received in revised: 15-01-2024

Accepted: 30-01-2024

Keywords:

Reading Comprehension,
Mind Mapping Method,
Action Research

Histori Artikel

Diterima: 10-01-2024

Direvisi: 15-01-2024

Disetujui: 30-01-2024

Kata Kunci:

Pemahaman Membaca,
Metode Mind Mapping,
Penelitian Tindakan.

A. Introduction

English is the language with the greatest worldwide utility. Learners can learn English through learning media at school or online through applications and YouTube. For some people, English is a difficult language to learn. Based on the experienced researcher, English is difficult to pronounce, let alone read. Some people's understanding of reading English sentences is difficult. The main factor that becomes their difficulty is the lack of their habit of reading English texts. This happens because some people are rarely to read in English. Having a strong memory is a dream of many people because it is indispensable in life and the learning process. During learning, it's important to have a strong memory and a brain that can handle a variety of knowledge. Learning is an individual's effort to increase intellect or knowledge, practice, alter behavior or responses brought on by experience, and learn as much science as they can. There are at least three brain processes in how a person learns: how to receive or absorb, store, and process information. The easier it is absorbed, the faster the information is stored in the brain. Learning how to use a mind map is one effective method.

Susanti (2002) stated that comprehension students the following the capacity of educators is frequently lacking to fulfill the needs of students, particularly those who have high capacities in the language and have learning apparatuses that are more complex than the educator himself. Framework education and learning are frequently repetitive, less different, and less fascinating, so students become exhausted, and not keen on learning. In order to prevent students from reaping the benefits of learning English, teachers frequently teach them only theories, rules, and laws of language rather than how to put those rules and laws into practice.

According to Buzan (2007), mind mapping is a remarkable brain system for storing, accessing, and retrieving data. A mind map is a visual instrument that fills in as a widespread key to the conceivable outcomes of each and every mind. Because it makes use of all the abilities present in both the left and right halves of the neo-contextual region of the brain. It is simpler for a person to manage, process, and display the information that is present in the brain when both hemispheres of the brain are involved.

Using the mind mapping method when learning can make it more straight forward for the learner's memory to filter and store the information obtained. The brain's memory will work longer and memory will improve. Mind mapping also makes it easier for us when solving problems. Ranging from easy to difficult problems. The ability to remember is the key to thinking intelligence. Humans with a variety of thoughts and various brain abilities can improve their reading understanding through the mind mapping method. Where this method provides an overview through mind mapping that can help us learn to read in English. The mind mapping method is a method in which there is a picture of the structure when learners are going to read. This method trains our memory to remember matter more simply but still filtered into our brains.

Students of SMK Purnama Wonosobo found it challenging to learn English. Students consider English to be a foreign language and difficult to understand. They assumed that

learning English was memorizing all English sentences. When in the classroom, they quickly got bored with English lessons because they wrote a lot more than they practice speaking in English. Students had difficulty pronouncing correct and good English. They felt confused about how to learn fun English until finally, they were lazy to learn English.

Students SMK Purnama Wonosobo in difficulty learning of reading English texts. The fact that students looked at an English text makes them dizzy. It happened because students had poor vocabulary and nope know how to read the English text. Besides that, teachers were also one factor that makes students lazy to learn English specifically in reading. The method involved by the educator in showing English is extremely dated and exhausted. At the point when in the class an educator just gave a material to set up on the writing board, and afterward, students account it back in their books. Students became disinterested in learning English and felt bored as a result of this teaching method.

In the world of work, English was needed to review someone's acceptance of work. The better one's ability to speak English then there would be more opportunities for someone to be accepted to work in a quality place. But, in SMK Purnama Wonosobo was less motivated by the teacher so they had little knowledge and interest in learning English. especially in reading English which was considered a difficult lesson.

Reading is able to train to form sentences in a language that combines vocabulary and grammar. Learners is able to understand how the sentence was in the preparation of the text. Improving reading comprehension through the mind mapping method was one of the efforts learners is able to use to hone, process, and apply in learning to read. Reading in English would become easier when learners used the mind-mapping method. Where the information and material learners got from our teacher is able to remember in the mind-mapping picture. The mind mapping that made can be displayed on the wall that learners often see. For example, in the room. By making mind mapping learners will be more interested in learning. Especially with the variety of images, learners make. For example, with pencils of different colors.

B. Method

The examination utilized a system known as Classroom Action Research (CAR) to decide the viability of further developing students' guessing perceptions using the thoughts planning method. The research took one class aimed at determining the mind mapping method effectiveness in further developing students' understanding cognizance. The purpose of Classroom Action Research was to improve and improve quality learned and helped to cheat the teacher in trouble completion at school (Mansur, 2012). Reveals that the purpose of Classroom Action Research was a repair teacher learning practices in class or among lecturers in tertiary institutions' rooms (Rochiati, 2014).

The quality of national education was still concerning compared to Asian countries and even southeast Asia. Therefore, the improvement of the education system national was indispensable for the standard of instruction to improve. One of the endeavors to work on the nature of instruction is to work on the impressive skill of educators. The improvement of educator impressive skill was described by an expansion in capability

that should be moved by the educator, specifically educational capability connected with the administration of students, social skills connected with capacities correspondence, individual ability connected with the instructor's capacity to have a shrewd character, and expert capability connected with the capacity of educators to dominate the information and quality improvement learning. One of the manners in which that can be taken to quality improvement learning was by leading study hall activity research. Classroom Action Research (CAR) was an exploration movement to tackle learning issues. By directing homeroom activity research, educators can further develop the educational experience through an investigation of what was going on in class. This activity provides benefits and is an exploration movement to tackle learning issues. By directing classroom action research, educators can further develop the educational experience through an investigation of what was going on in class, observation, and reflection. Classroom action research thus constitutes one of the capacities that are an absolute requirement for teachers to maintain the professionalism of their performance. This activity allows for improving the nature of realizing, which reduces working on the nature of public training (Widayati, 2008).

From every one of the definitions above, it tends to be presumed that class activity research, which can be completed by instructors, specialists, and educators along with partners, and so on, includes a gathering of students to upgrade the instructing and educational experience or to work on how students might interpret the example. In this instance, the researcher and the instructor will work together.

The researcher carried out the recurrent interaction proposed by Arikunto's model, specifically comprising of four stages: 1) planning; 2) action; 3) observation; and 4) reflection. Each cycle for classroom action research consists of four steps. They can be explained below:

1. Planning

Plan action research by focusing on the who, what, when, where, and how the movement will be performed. The researcher along with the English educator, settled on a few activities to be carried out in class to tackle the issue. Planning will be chosen as a strategy to further develop understanding of cognizance. Then, at that point, a few exercises will be done to further develop guessing cognizance by utilizing thoughts planning.

2. Action

The activity system will be applied in the educating and growing experience. Following the researcher's collection of data from previous steps, the action plan was put into action in this step. Following the performance, students will be observed to assess the impact of their actions in class.

3. Observation

The next step is observation, where data from the action's outcomes are collected and the learning process is closely monitored. The researchers compile observation papers to determine the state of the class at the time of the action, discuss the findings of the observations with their collaborators (English teachers), recognize issues that emerge during the instructing and educational experience, and seek

effective solutions. The researcher observes and records the learning process during this phase.

4. Reflection

Reflection is an assessment of the moves to be made. It keeps a record of such actions and observations. This would be an assessment viewpoint, it calls for activity exploration to gauge insight, judge whether the ideal impact is possible, and propose a creation way. To decide the following game plan for the accompanying cycle, reflection entails analyzing the outcomes based on the data that has been gathered. During this phase, the researcher can observe the activities that lead to any process, the progress that is made, as well as the benefits and drawbacks.

C. Result and Discussion

1. Result

After the implementation of cycle 1, which in the learning process had not used the mind mapping method, the classical completeness criteria of students are at 35.7% with a class average score of 60.5. Then, following the implementation of mind mapping-based learning, the percentage of success classically rose to 82% with a grade point average of 80.5.

As shown in the following table, a comparison of student learning outcomes from cycle I and cycle II is measured.

Table 1.1
 Increasing the Percentage of Observation of Student Learning Outcomes
 from the Pre-test with Cycle I

Number	Observed aspects	Pre-Test	Cycle 1 (post-test)	Increased
1.	Classical completeness value	35,7%	64%	28,3%

Table 1.2
 Increasing the Percentage of Observation of Student Learning Outcomes
 From Cycle I to Cycle II

Number	Observed aspects	Cycle 1	Cycle 2	Increased
1.	Classical completeness value	64%	82%	18%

Judging from the table of increasing the percentage of student learning outcomes classically, it can be presumed that the mind mapping method can expand the typical progress of students. In addition, after learning the mind mapping method, the average class score also increased. In addition, there is an increase in student success scores in cycle I with cycle II which is influenced by better preparation and adaptation from researchers and from the students themselves.

2. Discussion

This research was carried out at SMK Purnama Wonosobo, especially in class XA Pharmacy. The number of students in class XA Pharmacy itself is 28 with 9 of them being male and 19 female. This classroom action research report was created to present the findings of a study aimed at determining how the mind mapping method improved student learning outcomes in English classes at SMK Purnama Wonosobo, particularly in low-performing KKM.

a) Implementation of Pre-test.

Researcher provided pre-test questions that were carried out to decide the degree of comprehension of students before the execution of activities in cycle I and furthermore cycle II. The following were the results of student learning on the pre-test.

Table 2.1
 Student Score Results (Pre-Test)

Number	Name	Pre-test	Information
1	X1	70	Unsuccessful
2	X2	75	Success
3	X3	60	Unsuccessful
4	X4	55	Unsuccessful
5	X5	80	Success
6	X6	70	Unsuccessful
7	X7	50	Unsuccessful
8	X8	50	Unsuccessful
9	X9	75	Success
10	X10	60	Unsuccessful
11	X11	70	Unsuccessful
12	X12	65	Unsuccessful
13	X13	60	Unsuccessful
14	X14	65	Unsuccessful
15	X15	78	Success
16	X16	76	Success
17	X17	80	Success
18	X18	75	Success
19	X19	80	Unsuccessful
20	X20	79	Success
21	X21	70	Unsuccessful
22	X22	79	Success
23	X23	75	Success
24	X24	60	Unsuccessful
25	X25	45	Unsuccessful
26	X26	70	Unsuccessful
27.	X27	68	Unsuccessful
28.	X28	50	Unsuccessful
Number of Scores		1.836	
Average		65,5	

It can be seen from the table of pre-test results that as many as 28 students who completed minimum learning mastery standard 7.5, there were only 10 with a percentage of 35.7% of students, meaning that as many as 18 students or 74.3% did not complete minimum learning mastery standard. With the grade point average of the class is 65.5. So for classical learning completeness in the pre-test is 35.7%. The following was the student completeness table on the pre-test.

Table 2.2
 Percentage of Student Learning Completeness (Pre-Test)

Number	Completeness Percentage	Level Completeness	Many Student	Percentage Number of students
1.	90-100%	Very High	0	0%
2.	80-89%	Tall	3	10,7%
3.	75-79%	Keep	8	28,5%
4.	60-74%	Low	12	42,8%
5.	0%-59%	Very Low	5	17,8%
Sum				99.8% = 100%

As can be seen from the table above, some students meet both the high and very low assessment criteria. That is, there was a high gap in one class. Students who entered the high criteria were only 3 students or 10.7% and those who were very low criteria amounted to 5 students or 17.8%.

In calculating the completeness of learning classically using the formula set by Aqib (2013), namely:

$$P = \frac{\text{Jumlah Siswa yang Nilai Tuntas}}{\text{Jumlah siswa}} \times 100 \%$$

$$P = \times 100 \frac{10}{28} \% = 35.7\%$$

From the results of classical learning completeness, which is 35.7%, it can be categorized as low learning success because it not reached half of what has been achieved. So based on this, researchers then carry out action stages with two cycles to be able to improve student learning outcomes using the mind mapping method which is expected to help students in learning so that learning outcomes can increase.

b) Implementation of Cycle I

Researcher plan the implementation of cycle 1 in which, the learning process was carried out using mind mapping. This was finished by analyst to figure out the degree of students' capacity to grasp the material. In this cycle students will be given a post-test after the learning process, the post-test will later be compared

with student learning outcomes when the execution of learning is done before using mind mapping.

At the principal meeting, the researcher gave a post-test to measure students' understanding of the material described before the implementation of cycle II. Students are given a written test. The following was a table of post-test scores for class XA Pharmacy students of SMK Purnama Wonosobo in cycle I.

Table 2.3
 Results of Student Scores on Post-Test 1

Number	Name	Post Test	Information
1	X1	75	Success
2	X2	80	Success
3	X3	70	Unsuccessful
4	X4	70	Unsuccessful
5	X5	85	Success
6	X6	78	Success
7	X7	58	Unsuccessful
8	X8	60	Unsuccessful
9	X9	80	Success
10	X10	70	Unsuccessful
11	X11	80	Success
12	X12	76	Success
13	X13	74	Unsuccessful
14	X14	70	Unsuccessful
15	X15	75	Success
16	X16	80	Success
17	X17	80	Success
18	X18	83	Success
19	X19	80	Success
20	X20	70	Unsuccessful
21	X21	80	Success
22	X22	85	Success
23	X23	78	Success
24	X24	80	Success
25	X25	70	Unsuccessful
26	X26	80	Success
27.	X27	80	Success
28.	X28	70	Unsuccessful
Number of Scores		2.117	
Average		75,6	

In view of the table information above, it very well may be seen that in the first cycle activity (Post Test) students who completed the minimum learning mastery standard there were as many as 18 out of 28 students or 64%. That was, there are 10 students, or 35.7% who are incomplete. The average grade point on

the cycle I test post is 75.6 which was still very close to the minimum learning mastery standard score.

Table 2.4
Percentage of Student Learning Completeness (Post-test cycle 2)

Number	Completeness Percentage	Level Completeness	Many Students	Percentage Number of students
1.	90-100%	Very High	0	0%
2.	80-89%	Tall	13	46,4%
3.	75-79%	Keep	5	17,8%
4.	60-74%	Low	9	32,1%
5.	0%-59%	Very Low	1	3,5%
SUM				= 99.8%

On the basis of the information presented in the table above, it is evident that none of the 28 students fell into the very high score category; 13 students, or 46.4% of the total number of students, fell into the high score category. Students who get the medium category are 5 students with a presentation of 17.8% and those who get low scores there are 9 students or 32.1% of the total students. Then those who get scores in the very low category were 1 student or 3.5%. The results of student completeness can classically be calculated using the formula set by Aqib (2013), namely:

$$P = \frac{\text{Jumlah Siswa yang Nilai Tuntas}}{\text{Jumlah siswa}} \times 100 \%$$

$$P = \frac{18}{28} \times 100 \% = 64\%$$

From the calculation of classical learning completeness results obtained by 64%, the post-test 1 criteria for student learning outcomes are categorized as high.. These criteria were determined by Zainal Aqib (2013:p.15) as follows:

Table 2.5
Student Learning Success Rate Criteria in Percent

Success Rate (%)	Category
>80%	Very High
60-79%	Tall
40-59%	Keep
20-39%	Low
>20%	Very Low

c) Implementation of Cycle 2

Implementation of actions on the second cycle for 1x 40 minutes or one lesson hour. The material discussed was reading material. In its implementation, it refers to the CAR that has been made. In this second stage, the learning method

was different from the first cycle. In this second cycle, researchers apply learning methods using mind-mapping media. The purpose of this was to make the atmosphere of teaching and learning in English subjects more fun and more active so that the students' success scores are even better.

This perception movement was completed by scientists to track the progress of the educational experience in cycle II. At the subsequent gathering, scientists gave a post-test to quantify how students might interpret the material depicted after the execution of cycle II utilizing the mind mapping strategy. Students were given a written test. The following was a table of post-test scores for grade XA Pharmacy students of SMK Purnama Wonosobo:

Table 2.6
 Results of Obtaining Student Scores Post-Test Cycle 2

Number	Name	Post Test	Information
1	X1	85	Success
2	X2	92	Success
3	X3	70	Unsuccessful
4	X4	75	Success
5	X5	90	Success
6	X6	87	Success
7	X7	60	Unsuccessful
8	X8	65	Unsuccessful
9	X9	90	Success
10	X10	73	Unsuccessful
11	X11	80	Success
12	X12	76	Success
13	X13	75	Success
14	X14	70	Unsuccessful
15	X15	82	Success
16	X16	80	Success
17	X17	85	Success
18	X18	85	Success
19	X19	88	Success
20	X20	80	Success
21	X21	85	Success
22	X22	90	Success
23	X23	89	Success
24	X24	86	Success
25	X25	75	Success
26	X26	85	Success
27.	X27	80	Success
28.	X28	77	Success
Number of Scores		2.225	
Average		80,5	

As can be seen from the data in the table above, the first cycle action (Post Test) students who completed minimum learning mastery standard there were 23 out of 28 students or 82%. That was, only a small part of the incomplete, namely 5 students or 18%. The grade point average on the cycle I test post was 80.5. The completeness of student learning increased and became 82%. The following was the percentage of completeness of learning outcomes in post-test cycle II.

Table 2.7
Percentage of Student Learning Completeness (Post-test cycle 2)

Number	Completeness Percentage	Level Completeness	Many Student	Percentage Number of students
1.	90-100%	Very High	3	10,7%
2.	80-89%	Tall	14	50%
3.	75-79%	Keep	5	17,8%
4.	60-74%	Low	5	17,8%
5.	0%-59%	Very Low	0	0%
Sum				= 100%

In view of the information in the table above, it can be seen that students who have extremely high score criteria are 3 students or 10.7%, then for the high category there are 14 students or 50% of the total students. Students who get the medium category are 5 students with a presentation of 17.8% and those who get low scores there are 5 students or 17.8% of the total students. The results of student completeness is able to classically be calculated using the formula set by Aqib (2013), namely:

$$P = \frac{\text{Jumlah Siswa yang Nilai Tuntas}}{\text{Jumlah siswa}} \times 100 \%$$

$$P = \frac{23}{28} \times 100 \% = 82\%$$

From the calculation of classical learning completeness results obtained by 82%, the standards for the degree of understudy learning results in post-test 2 are ordered as extremely high. These criteria were determined by Aqib (2013) as follows:

Table 2.8
Student Learning Success Rate Criteria in Percent

Success Rate (%)	Category
>80%	Very High
60-79%	Tall
40-59%	Keep
20-39%	Low
>20%	Very Low

D. Conclusion

Both cycles of this study have been completed. The investigation started from 2 May to 13 June, 2023. The practice of mind mapping on days 1 and 2 was effective. In the two cycles, the reason for utilizing Psyche Planning was to further develop students' understanding appreciation. This is able to be gleaned from diaries, student opinions, and teachers' opinions on behaviour in interview transcripts. Mind mapping had been proven to help students comprehend what they read. In addition, applying mind maps to the instructing and growing experience can assist students with retaining jargon and offer them the chance to separate data from the substance of materials to work on their mind's memory.

Subsequent to examining the information, the specialist found that students' perusing abilities worked on all through the first and second patterns of the pretest. On the pre-test, the understudy's perusing understanding was beneath the passing score of least learning authority standard is 75. The typical score of the students on the pretest was 65.5. With a total student score of 1836, only 35.7% of students achieve a passing score. In the first cycle, students were still considered weak in reading, with an average student score of 75.6 after test I. With a total student score of 2117, only 64% of students achieve a passing score. Based on data observation using quantitative methods, students' reading comprehension is improving, in any case, there are still a few students who are not keen on learning. At long last, in the subsequent cycle, students' perusing abilities keep on getting to the next level. Students' average score on Post-test II was 80.5. The student's total score was 2225. The percentage of students achieving passing marks is 24, or about 82%. Therefore, post-test Cycle II was classified as successful.

Quantitatively, the learning process is effective. During the learning process, teacher and student activity rise. In conclusion, the implementation of the mind-mapping method has the potential to enhance students' reading comprehension and inspire them to put in more effort when learning English. Research had shown that mind mapping was one of many reading method that can assist students with further developing their understanding cognizance. Students will be able to comprehend the text they are reading and quickly recall the information if the researcher can improve their reading comprehension. This review showed that students' perusing abilities further developed after analysts carried out a few homeroom intercessions.

From the above discoveries, it can be presumed that educator can utilize the Brain Planning Strategy in the educating and growing experience of perusing. What's more, students ought to utilize mind maps during the time spent understanding educating and advancing as a perusing strategy to handily acquire the comprehension to figure out the texts.

E. References

- Aqib, Z. (2013). *Model-model Media dan Strategi Pembelajaran Kontekstual*. Bandung: Yrama Widya.
- Buzan, T. (2007). *Mind map*. 2-3.
- Erwin. H. (2017). *Keterampilan membaca dalam pembelajaran Bahasa*. 2-3.
- Harry. S, Bregje de.V, Theo. B, Rob. M. (2017). *Mind map our way into effective student questioning: a principle-based scenario*. 352-361.
- Hasnunidah, N. (2017). *Metodologi penelitian Pendidikan*. 23-26.
- Susanti, R. (2002). *Penguasaan kosa kata dan kemampuan membaca Bahasa Inggris*. 88-89.
- Riska. D.C, Abdul & Dahlan.R. (2015). *Improving students' reading comprehension through mind mapping*. 18-19.
- Sudjana. (2014). *Penilaian Hasil Proses belajar*. 24.
- Sugiyono. (2017). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. ALFABETA
- Widayati, A. (2008). *Jurnal Pendidikan Akuntansi Indonesia*. 87.