

The Implementation of Mind Mapping in Reading Narrative Text for Eight Graders

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Abstrak

Tujuan dari penelitian ini adalah mendeskripsikan proses pembelajaran menggunakan *mind mapping* pada materi *reading narrative text* dan persepsi siswa terhadap penggunaan *mind mapping*. Pengambilan data dilakukan pada bulan Juli 2023 di kelas VIII-A SMP Al-Muayyad Wates Kedensari Tanggulangin dan berjumlah 8 siswa. Penelitian ini menggunakan penelitian deskriptif kualitatif, Instrumen yang digunakan dalam penelitian ini adalah observasi, wawancara dan dokumentasi. Peneliti menggunakan teknik observasi untuk memperoleh data pada saat proses pembelajaran *mind mapping* pada materi *reading narrative text* dalam kelas. Siswa memberikan respon positif pada penggunaan *mind mapping* di kelas. Hasil wawancara menunjukkan sebagian besar siswa beranggapan bahwa penggunaan *mind mapping* dapat memberikan dampak positif karena mereka merasa tertarik untuk belajar, dan lebih mudah memahami materi.

Kata kunci

Membaca; *Mind mapping*; Pendidikan Bahasa Inggris; Teks naratif

Abstract

The purpose of this study is to describe the learning process using mind mapping on reading narrative text material and student's perceptions of the use of mind mapping. Data collection was carried out in July 2023 in class VIII-A of Al-Muayyad Middle School Wates Kedensari Tanggulangin and totalled 8 students. This study uses qualitative descriptive research. The instruments used in this study were observation, interviews, and documentation. Researchers used observation techniques to obtain data during the mind-mapping learning process on reading narrative text material in class. Students gave a positive response to the use of mind mapping in class. The results of the interview showed that most students thought that the use of mind mapping could have a positive impact because felt interested in learning and found it easier to understand the material.

Keywords

Reading; Mind Mapping; English Language Education Department; Narrative Text

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Introduction

English is a very important language to learn. The significance of English as a language of international communication has been emphasized due to the rapid development of information technology and globalization (Li, 2024). English has become an international language that is used to communicate between people between countries, for example, there is a tourist from Japan who travels to Bali, and one day he will buy a ticket to return to his home country because he cannot speak Indonesian, he uses international language (English) to communicate, so that there are no misunderstandings so that it becomes a serious problem.

In addition, English has been widely adopted as the official language for international conferences to enhance communication among participants from diverse linguistic backgrounds (Alkasem and Tilfarlioğlu, 2022). In this case, many countries in the world use English as their foreign or second language. Therefore, many countries have adopted English as a compulsory subject in their education system. For students, English is needed to learn knowledge from around the world and provide great opportunities to be able to compete internationally. Therefore, English should be taught at all levels of education. The first foreign language taught in Indonesia is English. In elementary school, it has become local content, and it is taught as early as possible so that they are ready for the era of globalization.

The Indonesian government has determined that English is the main subject in the curriculum, in learning English, students are expected to be able to master the four language skills namely listening, speaking, reading, and writing. The significance of English language classes in the curriculum is underscored by its status as a universal language (Umi Maisarah and Rahmadi Nirwanto, 2024). By using these English skills, students will gain information skills that can help them to explore themselves in accessing many types of information sources abroad such as reading foreign journals which will certainly be very useful for themselves and others.

In the process of learning a foreign language, especially English, reading is a powerful activity that confers knowledge, insight, and perspective on readers therefore reading is a skill that students need (Aebersold and Field, 1997). No wonder many students learn something through reading, the more they read, they will get new knowledge. In addition, reading activities cannot be separated from comprehension. Students cannot achieve academic success without understanding what they read. Therefore, reading is a basic skill that must be mastered by students.

Currently, the need for reading comprehension requires teachers to facilitate students through interesting strategies in the learning process. Students are better motivated to respond to context, and to get their feelings about it rather than just focusing on the construction of the text (Harmer, 2007). The students are used to understanding the text only by reading normally, as is their habit in the learning process. In conclusion, it was stated that students did not experience difficulties in learning reading comprehension because of their habit of reading normally.

At the Junior High School level, students are generally expected to master several types of texts such as narrative texts, which are texts that aim to tell a story and have a series of connected chronological events, such as fables, myths, legends, and so on. Then text procedures are texts that teach readers how to use tools, make something, or do work, such as how to make cakes and so on. There is also recount text, recount text is a text that retells events or events in the past or that have occurred. In this research, the writer will discuss and focus more on narrative text.

Based on teaching experience at Al Muayyad Middle School when assisted, the researcher found several obstacles experienced by students when learning. They cannot understand and find the main elements of narrative texts including setting, characters, conflicts or problems, goals, and solutions in the text based on the observations. In addition, they cannot get the main idea and supporting details from the text. As a result, most students think that reading comprehension is a difficult activity to do. So, their interest in reading is lacking, of course, it will affect students' abilities.

Some of the problems experienced by researchers during teaching assistance are that students often experience learning difficulties because they cannot understand the meaning, intent, and purpose of English narrative text. So that students do not want to read because they do not understand the meaning and main ideas. Moreover, narrative text usually consists of

several sentences with paragraphs, which makes them even more reluctant to read it because they don't understand what needs to be understood. So many students experience difficulties.

To overcome these problems, the researcher proposes Mind mapping. Mind mapping can be an alternative that is worth a try. In short, Mind mapping is considered a type of graphical organizer to presents a single concept that is placed in the middle and followed by subsections within the main principal branches (Buzan and Buzan, 1996). This visual tool is also supported by colors, images, and symbols that make it easier for students to record the acquisition and development of ideas. For its function, (Zhao, 2003) confirms that mind mapping is used to develop concepts, generate ideas, organize thoughts, memorize information, and of course take notes. Dealing with the functions mentioned by (Zhao, 2003) and the characteristics of mind mapping (Buzan and Abbott, 2006) mentioned above, this tool is certainly a good facility to improve students' comprehension in reading.

Mind mapping uses concise words, pictures and colours to convey the essence of an idea or information. Learners learn to 'fill the gap' and improve their cognitive skills. Mind mapping thus is a complementary tool that helps them think, understand and remember skills. The use of mind mapping is expected to help students understand the text easily. Because students need tools that help them visualize their imagination and organize the ideas they have imagined. In this study, researchers will focus on the problem only of how to implement mind mapping and how students perceive when using mind mapping in eighth-grade Al-Muayyad Middle School. Therefore, the author writes "The Implementation of Mind Mapping in Reading Narratif Text for Eight Graders".

Method

In this study, the researcher uses a descriptive qualitative research design. This research is descriptive, namely displaying teacher action data in the form of pictures or words. The third is that this research emphasizes the process rather than the product. The participants in this study were students of SMP Al-Muayyad Wates Kedensari Tanggulangin Sidoarjo for the 2022/2023 academic year. The researcher chose class 8 A as research participants and this class consisted of 8 female students. To collect data, the researcher uses observations, interviews and documentation.

A. Observation

The researcher can observe student activities when learning takes place. In this case, the researcher will know the learning process in class about students' reading comprehension. After that, the researcher can see how the students respond during class learning.

B. Interview

In this case, the researcher will interview the class teacher, especially the English teacher and the researcher will interview the students. During the interview, the researcher would ask questions about students' learning activities, their understanding of reading comprehension especially in English lessons, how many students like English, their interest in mind mapping, the teacher's role when teaching especially English lessons, and finally about the curriculum they use in school.

C. Documentation

By using this method, the researcher collects data from several existing documents, such as obtaining records related to this research. Such as the description of the school, and the condition of teachers and students, the teacher's lesson plan as a reference for research and it can also be in the form of photos and others. This documentation method is carried out to obtain data that is not obtained from observation or interviews so that the data collected is more complete. The researcher will collect some of the students' work after the learning process using mind mapping.

The instruments used by researchers are observation, interview and documentation. Data collection techniques that will be carried out in this study are using observation, interviews, and documentation. According to Miles and Huberman (2014), activities in qualitative data analysis are carried out interactively and continuously until complete, so the data is saturated. Activities in data analysis according to them include:

A. Data Reduction

In this research, the writer will select the data obtained after observation and interviews as well as documentation.

B. Data Display

The presentation of the data used in this study is in the form of descriptive qualitative.

C. Conclusion Drawing

The researcher will conclude the data that has been obtained from the previous process.

Result and Discussion

Result

A. Research Finding

1. The Implementation of Mind Mapping in Reading Narrative Text in Eighth-Grade Al-Muayyad Middle School
Based on the observation checklist, the researcher describes the learning process that has been carried out between the teacher and students in implementing mind mapping on narrative text material.

a. Greeting and checking students' attendance

Starting the lesson with a greeting is a beneficial habit for teachers, as it serves as a positive way to show respect and concern for others. The first step the teacher takes is to greet the students, signalling that the lesson is about to begin. Following the greeting, the teacher proceeds with attendance to monitor student presence, which is usually done before or after the lesson. This practice not only establishes a respectful and engaging atmosphere but also allows the teacher to effectively manage and control the learning process by keeping track of student attendance.

b. Providing narrative text material to students

The teacher introduces narrative text material to students to help them understand its meaning and purpose. Initially, when the teacher asked the students about narrative texts, most of them were unfamiliar with the concept. The teacher then provided a definition and explained various genres of narrative texts, such as folktales, fairytales, fables, myths, and legends, giving relevant examples for each. Although the students initially struggled due to the material being in English, they began to understand after the teacher's explanations and examples were reviewed. Observation data revealed that when the teacher posed short questions about the narrative text material, students actively responded, and the teacher supplemented their answers when necessary. This interaction had a positive impact on the learning process, leading to a better understanding of the narrative text material among the students.

c. Explaining simple examples of narrative text material

The teacher gives an example of a simple narrative text entitled "Toba Lake". Then the teacher assigns students to read the text.

d. Students read definitions and examples of narrative text

The teacher assigns students the task of reading definitions and examples of narrative texts. However, the students find this challenging, as they struggle to understand texts written in English. This difficulty leads to a decrease in interest, as some students, like S7, express a preference for reading stories in general but find English texts less appealing. This lack of interest, combined with the confusion that arises from not fully grasping the content, causes some students to become disengaged and display a lacklustre attitude toward reading. Consequently, the learning experience becomes less effective and somewhat tedious for the students.

e. Introducing mind mapping to students

The teacher introduces mind mapping to students by providing clear definitions and highlighting its benefits. After explaining the steps to create a mind map, the teacher demonstrates how it can be applied not only to narrative text but also to various subjects. Initially, none of the students were familiar with mind mapping, but as the teacher explained its use and potential, many became interested in learning more about it. The teacher emphasized that mind mapping could simplify the understanding of complex subjects, including science, by organizing information visually. As a result, students expressed interest in applying mind mapping to different

materials, finding it particularly helpful for subjects like science, where there are numerous concepts and details to memorize. This approach was seen as a valuable tool for making learning easier and more engaging.

f. Giving an example of the implementation of mind mapping with narrative text material

After explaining the narrative text material and the concept of mind mapping, the teacher invites students to create their mind maps. Each student receives a sheet of paper and is instructed to draw a mind map based on the narrative text titled "Toba Lake." The teacher encourages creativity by allowing students to use colours and images, making the activity more engaging. The process begins with students placing the title in the centre of the page, followed by using pictures to represent the central idea. The teacher emphasizes the importance of using colour, connecting branches from the central image, and making curved lines to keep the mind map visually stimulating. Students are instructed to use only keywords, avoid long passages, and add relevant pictures to each branch to aid memory. The teacher guides the students through the process, reading the text and helping them identify key points, which are then translated into branches on their mind maps. By giving students, the freedom to choose colours and images, the teacher allows them to express their imagination while reinforcing their understanding of the material.

g. Provide students into groups and give assignments

The teacher instructs students to form groups to enhance their understanding of the material. Three groups are created, each consisting of 2 to 3 students, and different texts are distributed to each group. The first group receives "Malin Kundang," the second group gets "The Rabbit and The Turtle," and the third group is given "True Friend." By assigning different materials to each group, the teacher ensures that students engage deeply with their specific text. Observations indicate that students are enthusiastic about working within their groups, as the collaborative approach not only speeds up the completion of tasks but also aids in faster comprehension. This group activity proves to be an effective strategy, enabling students to better understand the material they are studying.

h. Asking students to present their group work in front of the class

The final stage of the lesson involves each group presenting the results of their work in front of the class using the mind maps they created. Without relying on reading texts or additional material, students are expected to narrate the content based on the flow of their mind maps. Observations indicate that students successfully presented their work in an organized and sequential manner, demonstrating a clear understanding of the material they had illustrated. The use of mind mapping not only engaged students but also enhanced their enthusiasm for learning, as evidenced by their positive feedback. This method proved effective in capturing students' attention and improving their comprehension of the material.

2. Student perceptions of The Implementation of Mind Mapping in Reading Narrative Texts in Eighth-Grade Al-Muayyad Middle School

Based on the results of interviews conducted by researchers with students, the results of positive perceptions of mind mapping were used by the teacher as a tool for teaching English on narrative text material to students. Some positive perceptions are described by researchers as follows:

a. Students are interested in mind mapping

Students' interest in learning methods or techniques plays a crucial role in achieving effective and positive learning outcomes. Mind mapping fosters a positive learning environment and captures students' attention, making the learning process more engaging. The responses from various students reflect their enthusiasm for mind mapping, as it allows them to combine drawing with studying, making the material easier to understand. This method not only encourages creativity but also helps students stay focused and alert during lessons, as they are actively engaged in visualizing and organizing their thoughts on paper. The use of mind mapping has had a positive impact, as students express that it makes learning more enjoyable and enhances their comprehension of the material. The creative aspect of mind mapping, such as drawing pictures and using different colours for each branch, further aids in understanding and retaining the information presented by the teacher.

b. Students think learning using mind mapping is easy

Mind mapping enhances students' understanding of narrative texts by simplifying the learning process and making it more engaging. Students reported finding the material easier to grasp after implementing mind

mapping, with many expressing that this technique not only made learning simpler but also more enjoyable. The creative freedom allowed in mind mapping helps students better organize their thoughts and retain information. Additionally, students noted that the process is like summarizing, which aids in remembering and comprehending the material more effectively. While some students mentioned the need to first identify key conclusions in the text, they also acknowledged that this step ultimately facilitates a deeper understanding of the important information within the narrative. Overall, mind mapping proves to be an effective tool in improving students' comprehension and making the learning experience more interactive and fun.

c. Using mind mapping makes learning more fun

Fun learning is essential for teachers to ensure that students can engage with and understand the material effectively. When the learning environment is enjoyable and memorable, it piques students' interest and encourages active participation, leading to the optimal achievement of learning objectives. This positive impact is evident in the students' responses after using mind mapping. They expressed happiness and enjoyment, particularly appreciating the freedom to use colours and images to visualize their ideas. The creative aspect of mind mapping allows students to engage their imagination, making the learning process not only effective but also enjoyable. This positive emotional response contributes to a more immersive and fulfilling educational experience.

d. It is easier to understand narrative text using mind mapping

Narrative texts are designed to entertain, but students often struggle to understand them due to language barriers, particularly when the text is in English. However, the use of mind mapping has proven to help students grasp the flow and content of the story more effectively. By incorporating images and colors into each branch of the mind map, students become more engaged and find the text easier to comprehend. This method not only aids in understanding but also enhances students' interest in the material. The use of visual elements like pictures and symbols helps students remember the meanings more easily and expands their English vocabulary. Additionally, the creative process of mind mapping allows students to visualize and imagine the story, making the narrative more accessible and enjoyable. Overall, mind mapping significantly improves students' ability to understand and appreciate narrative texts.

Discussion

Based on the results of observations and interviews conducted by researchers during the learning process, many positive responses were found. Students began to actively ask questions and approached the task of making mind maps with enthusiasm. Most students reported that using mind mapping helped them better understand narrative text material. They were provided with information about mind mapping and shown examples, which piqued their interest in learning through this method. The students expressed that learning with mind maps was enjoyable and made the material easier to grasp. This suggests that the use of mind mapping not only stimulates students' interest in learning but also facilitates comprehension and makes the learning process enjoyable. Research has shown that the mind-mapping method can enhance students' reading and writing achievement, and it also has positive effects on learning outcomes. Overall, mind mapping positively impacts both teachers and students by making learning more engaging and effective.

Conclusion

Based on the research findings, the researcher concludes by showing the results of the observation sheets and interviews with the students. From the description of the process of the implementation of mind mapping in reading narrative text, which is carried out in the eighth grade of SMP Al Muayyad. The initial step taken by the teacher is to greet and take attendance of the students, then to provide narrative text material to students, explain simple examples of narrative text material, the student reading narrative text, introduce mind mapping to students, provide examples of the implementation of mind mapping with narrative text material, provide students to form groups and are given assignments, and the last is for students to present their group assignments in front of the class.

Based on the interviews between the researcher and students, most of the students gave positive responses and answers to mind mapping. Among them are that many students are interested in mind mapping, besides that students also feel that learning using mind mapping is easier. Then the students also said that using mind mapping made learning more fun, and finally it was easier for students to understand narrative text using mind mapping. From some of the remarks and answers they gave; it can be concluded that mind mapping is a method or technique and even a tool that can make students understand the material better and make learning more fun.

Conflict of Interest

There are no potential conflicts of interest relevant to this article.

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