

MIND MAPPING TECHNIQUE TO ENHANCE JUNIOR HIGH STUDENT'S READING COMPREHENSION

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ABSTRACT

This research aimed at recognizing how mind mapping technique could enhance students' reading comprehension. The investigation includes the teachers' strategy in utilizing mind mapping techniques and the students respond to this technique. This research was carried out in one of tutorial course in Bandung. In gaining the research data, the writer gave a pre-test to the 6 students as research participant. Each student represented low, medium, and high achiever level. The data then collected through interview and observation. In its process, the research participants were required to read a text and then make their own mind map. At the end, the researcher conducted a post-test to know the significance. The post-test was in a form of questions related to the text read. In addition, the interview was also conducted to figure out the students' learning experience. The data collected then assessed using High School Reading Comprehension Rubric. The assessment including the students' ability in identifying the theme of the text and supporting details, summarizing the text, making inference, interpreting difficult vocabularies, and analyzing the purpose of the text. The result showed that there was significant different in students' score before and after the treatment given. As well as on the positive responses showed by the students.

Keywords: *EFL teaching, mind mapping, reading comprehension.*

INTRODUCTION

English is a foreign language taught in schools in Indonesia. In learning English, students are expected to be able to master all language skills of English; listening, speaking, reading, and writing. To make the English teaching-learning process successful, Indonesia has applied many kinds of curriculum. Nowadays, the government applies Curriculum 2013 that still proposed Genre Based Approach as the teaching approach in teaching-learning English. According to Lin (2006:2) in (Bobkina, 2021), in Genre Based Approach, teaching and learning focus on the understanding and production of selected genres of texts. Different numbers of reading texts are introduced and taught to the students of Secondary Junior High School. Learning language skills in Junior High School is now more emphasis on reading skills.

One of the objectives of learning English for Junior High School students is to enable students to understand varieties of reading texts. They are expected to understand reading materials about particular themes. In addition, they also should focus on some reading components in comprehending reading texts. Students have to be able to get information from the text, such as: to identify the topic/main idea, social function, generic structure, detail information, the meaning of the word, reference, to find the answer to specific questions, and others.

Reading is an interactive process, in which the reader engages in an exchange of ideas with an author via the text. It is the process of transferring meaning (message) from the writer to the readers. The main purpose of reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read, Anderson and Pearson (1997) in (Ardiana, 2015). (Thinker, 1975) states that reading comprehension is not just reading with a loud voice but also establishing and understanding the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means he/she fails in comprehending the passage. In reading activities, students are required to interpret the meaning of the text. (Grabe, 1995) defines reading as a complex ability to extract, build meaning from a text.

Based on the curriculum 2013, the objective of teaching reading for Junior high school students is to enable the students to identify the main idea of the whole text, vocabularies, and some information of a reading text. Therefore, to make the students able to comprehend the text, they should master the aspects of reading comprehension.

The process will run if the reader can catch the writer's message. Therefore, it is necessary for the students to have a good skill in reading to comprehend the text they read. Since 9th grade students are going to face the final exam in this grade, it is a must for them to be able to comprehend reading material well. Students are expected to analyze the kind of genre text (descriptive, report, narrative, recount, procedures), to know what the text is about and to find the main idea, purpose/social function, the generic structure of the text, the language features and to find the answer of specific questions. The generic structure includes finding detail information and determining the parts of the text. While, the language features include vocabulary, finding references, and understanding the tenses.

However, when the writer interviewed some 9th grade students, they still have difficulties in comprehending texts. Actually, they have done a lot of reading exercises on the previous grade, but they face difficulties in reading the English texts appear in 9th grade textbook and their final test questions. They said that the texts are longer and harder to be understood. They feel confused in understanding the characteristics of the text including the social function, generic structure, and language feature. They are also not familiar with the meaning of new vocabularies. Besides, they think that they do not know what to do when they face the reading material and just wait for the teacher's explanation to understand the text. As a result, they think that reading text is a boring activity. This problem, of course, has to be solved, so that the students reading skills will be better and they can comprehend the text well.

As an effort to overcome the problem, the writer thinks that 9th grade students need a technique in the process of learning to read a passage, so they can comprehend the reading material well. In this case, Mind Mapping technique perhaps can help them to comprehend the text. According to (Buzan, 2007), mind Mapping is a two-dimensional note-taking technique with which a mind map is made using all the relevant knowledge about a specific subject. By mapping out keywords or word pictures (i.e., words that summarize a certain aspect concisely and that serve as a basis for further association) using imagery, drawings, and color we use our full brainpower. Mind Mapping is an effective method that links up perfectly with the function of our brains and makes optimal use of our brain capacity.

Due to the theory of Mind Mapping, the writer conducts a research in using mind mapping to enhance students' reading comprehension. Hopefully, with Mind Mapping technique, 9th grade students can organize the information they get from the text and with their knowledge they can enhance their comprehension in reading genre text as their final test preparation.

Relates to the problem above, the objectives of the research are to enhance the 9th grade student's comprehension in reading text on their final test preparation, using Mind Mapping Technique. To reach the aim, this study steered by two research questions; What can the teacher do to elaborate Mind Mapping to enhance student reading comprehension, and what are the students' responses toward the Mind Mapping Technique in the process of enhancing their reading comprehension.

METHOD

Research Design and Participant

This research was conducted to describe whether Mind Mapping technique can enhance student's reading comprehension. This study focused on each participant's experience in using mind mapping to comprehend the reading material. Thus, to reach the aim of this research, the writer utilized a case study. This case study was used to get a detail study of an individual in a small group of Individuals. This case involves 6 participants of a tutorial course in Bandung. They come from several schools and have various levels of achievement in reading comprehension.

Instruments

The instruments used in this study are interview guidelines, copies of reading material, narrative observation form, and camera for capturing the learning situation.

Procedures

The writer did the research in a learning community in Kab. Bandung. Students from different schools join the learning community as their preparation in facing Final Examination. The writer acts as their tutor. This research, then tried to investigate whether the participant can enhance their reading comprehension using Mind Mapping Technique.

This research conducted with an official license from the institution. Besides that, the writer asked the participants' agreement to be involved in the research. It was important so that the research can run well.

The treatment was carried out four times. The research was done through this series of procedures. First of all, the writer gave a reading text to 14 students of 9th grade. The text is a Recount Text, 240 words, about Komodo Dragon. The students were asked to retell the reading material in the form of writing to check their reading comprehension. They also have to answer series of questions to recheck their comprehension. This stage done as a pre-test to find six participants of the research that can represent the low achiever, medium achiever, and higher achiever. The writer did two kinds of assessment, formal and informal, to evaluate students reading comprehension.

On the second treatment, the six participants were introduced to the Mind Mapping Technique, a two-dimensional note-taking technique introduced by (Tony Buzan, 1996). The writer uses the Mind-Mapping Guidelines by (Foreman, n.d.), an artist and creator of mind mapping. The writer uses this model of mind mapping because the steps are simple and easy. Moreover, it represents the topic which going to be explored. In about

30 minutes, students were asked to read the reading material. The text chosen in this term was a descriptive text entitled Borobudur Temple (204 words). The writer gave the text in consideration that the text is similar to the previous one used in post-test. Then, participants had to make a Mind Map based on the information they got from the text. The participants had to retell what they had read with their own words in the form of writing. To recheck the participant's reading comprehension, the writer asked them some questions related to the text orally. From the map they made, with their knowledge of genre text, the participants were asked to analyze the genre text, including the purpose, and the generic structure as well. Participants were also interviewed about their experience in the process of reading comprehension using Mind Mapping. In this stage, the writer did some analyses on participant comprehension after they had been introduced to Mind Mapping technique.

To see the result whether the participants did some progress in reading comprehension using mind mapping, the writer did the third treatment. The text is Procedure text, entitled How to Make Mango Juice? (82 words). This text is shorter and just states the important ingredients and steps. However, through this text, the writer was eager to check if the participants can clearly summarize the text with their own language.

These treatments were repeated 4 times with different texts. The writer analysed both participant achievement and the problem revealed. Interviews with each participant were done after each treatment. Using the data obtained, the writer analyses the participant achievement during the research.

The last treatment was given as a post-test. The participants read a Narrative text, Pinocchio (480 words). The writer chose this longer and more complicated text to recheck whether the participants have a better comprehension of reading various kinds of text and ready to face the Final Examination.

The writer uses a rubric below to analyse participants reading comprehension. Things to be assessed are participants' awareness on identifying the theme of the text, identifying supporting details, summarizing the text with evidence, making inference, interpreting difficult vocabularies, and analysing the author's purpose.

Data Analysis

After the data has been obtained, the writer analyzes the data using several steps, including assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes.

The first stage in analyzing the data is to assembly the data. The data from the interview transcript, field notes, and observations are collected. After that, the writer scans the data to show up the data so that the data can be compared and constructed. After that, the writer then coding the data. Coding is a process of attempting to reduce a large amount of data that may be collected to more manageable categories of concepts, themes or types. Then, the writer compares the data before and after the action to know whether the data are repeated or developed across different data collection techniques. This step is not be interpreted yet but it merely displays and describes the data. After the three stages above, the writer will try to think deeply about the data; rethink the connections and develop an explanation of the bigger picture underpinning the research. As the final step of the data analysis process, the writer reported the research outcomes.

FINDINGS

Pre-test Analysis

A Pre- Test was done to a class consisted of 14 students. It was conducted to find six students as the candidates for the research participants. Each participant represents lower achiever, medium achiever and high achiever participants. They will be categorized based on the achievement they got. This research used Borne High School Reading Comprehension Rubric (see table 3.1) to measure the participants' achievement as it can clearly figure out what the participants achieved in the reading activities during the research.

In the beginning, the researcher came to the class consists of 14 students and informed that they were going to be involved in a research. In the first five minutes, the researcher checked the attendance list and had discussion about their opinion and experience about reading activities. Most students said that reading English texts was difficult. Only few of them said that it was quite easy. In this case, the writer reassured them that having a good reading comprehension is important for them as they are going to face the final examination.

Pre- test was given in a form of reading text (report text). The students were required to read the text, entitled Komodo Dragons (see appendix 1). The aim of the pre- test was to find the 6 candidates of research participants. The writer did two kinds of assessment to find the research participants of the lower, medium and higher achiever. First, the students had to answer questions relate to the text (5 questions). Second, to assess the reading comprehension, the students had to rewrite the text using their own words (Students had to tell 15 important contents from the text). The text is a recount text entitled Komodo Dragons (240 words). The writer chose the text as it is a recount text for 9th grade and the students must know what Komodo dragon is. The students quite cooperated in this test even though they said that they did not like reading English text.

After about 20 minutes, the students collected their works. Based on the result of this pre-test, the writer finally found six candidates for the research participants. Referring to Borne High School Reading Comprehension Rubric, the writer categorized the participants based on their achievements.

Table 1. Pre-test achievement

No	Participant	Range of Achievement	Category
1	Participant 1 & Participant 2	<ul style="list-style-type: none"> • They could not identify the theme. • They could not identify supporting details. • They had lack ability to write summary. • They worked with others to understand the inferences. • They could not interpret meaning of unfamiliar words. • They could retell 0-10% of the text content. 	Bellow Basic (Lower)
2	Participant 3 & Participant 4	<ul style="list-style-type: none"> • They could identify theme with guidance. • They could not identify supporting details. • They attempted to summarize but not include necessary details. • They made inferences with guidance. 	Basic (Medium)

No	Participant	Range of Achievement	Category
		<ul style="list-style-type: none"> • They could not interpret meaning of unfamiliar words. • They could retell 20-30% of the text content. 	
3	Participant 5 & Participant 6	<ul style="list-style-type: none"> • They could restate understanding of theme. • They could identify supporting details • They attempted to summarize in own word but lack of some main points. • They made independent inferences. • They interpreted meaning of unfamiliar words. • They could retell 40-50% of the text content. 	Basic to Proficient (Higher Achiever)

After this activity, the writer made discussion with them about their problem in reading English text. From the discussion, the writer identified some problems faced by the students in comprehending the text. Most of the students felt that the text is too long and they were lazy to read. Participants, with below basic category, considered reading as a difficult subject. They were confused with unknown vocabularies. They stated that it was hard for them to answer the question following the text. Participants with basic categories claimed that it was difficult for them to analyze the main idea of the text. The basic to proficient participants stated that they often lost their concentration when they were reading. It is difficult to focus on the text they read. Furthermore, most students were not able to retell the text they read. They showed low achievement in retelling the text. They did not remember well what they had read.

The result showed that the participants needed to enhance their reading comprehension. It means that there should be a method to overcome the students' problem in comprehending a reading text.

For the next step of the research, the writer asked the six participants to be involved in the next activities of the research. They agreed and ready to come on the following day for the next activity.

First Treatment Analysis

Having completed the pre-test and got the six participants to be involved in the research, the writer continued the research to the first treatment. It was conducted a day after the pre-test. The writer intended to introduce mind-mapping technique to the six participants.

In the beginning of the meeting, the writer discussed the previous activity. The participants still thought that reading was not an interesting activity and reading test was confusing them. At the time, the writer kept reassuring that they had to pay more attention to reading activity because reading text will appear in the coming Final Test.

Related to the reading activity, the writer asked whether the participants knew Mind Mapping technique. On the discussion, they said that they did not know it and asked what it was. The writer then introduced Mind Mapping technique as a technique that can be used in reading activity to organize the information they read. Moreover, the writer showed them an example of mind mapping. It was a new thing for them. They paid attention on it. The writer explained about what mind mapping is and how to make Mind Mapping. The participants listened carefully to the explanation. It was also explained that they could make their own mind mapping to organize the information of the reading text.

To apply Mind Mapping Technique, the writer asked the participants to read a reading text, a descriptive text entitled Borobudur temple (see appendix 4). The texts were given in different genre in order to give them exercise of various genre texts and check their knowledge about the kinds of genre texts.

They started reading and making their own Mind Mapping for the first time. The writer just told them that they could take notes and write the important keywords from the text. The participants looked enthusiastic with the reading activities. Some of them asked about the difficult words and the writer asked them to write it down and to guess what it was, based on the context. They drew line, pictures and wrote the important things related to the text. They finished their Mind Mapping in about ten minutes. After that, the writer took the text from them, and asked them to rewrite the text with they own word. They tried to retell the text using information in their map.

Having used the Mind Mapping technique in reading activity, participant 2 and participant 4 showed a better comprehension in reading. The achievements of the 6 participants' ability in rewriting the text and the measurement of their reading comprehension are figure out in this table:

Table 2. First treatment achievement

No	Participant	Achievement	Category
1	Participant 1	<ul style="list-style-type: none"> • The participant identified themes inconsistently and recognized a summary statement, but had lacks ability to write. He attempted to clearly state author's purpose in simple terms. He made inferences through guidance and attempted to decode unfamiliar word. • The participant could retell 30% of the text content. 	Bellow Basic
2	Participant 2	<ul style="list-style-type: none"> • The participant restated understanding of theme and identified supporting details. She summarized and identified main point of the text. She stated author's purpose in general terms. She made independent inferences and decoded unfamiliar words. • The participant could retell 80% of the text content. 	Proficient
3	Participant 3	<ul style="list-style-type: none"> • The participant restated understanding of theme and identified supporting details. She summarized and identified main point of the text. She stated author's purpose in general terms. She made inferences and decoded unfamiliar words. • The participant could retell 60% of the text content. 	Basic to Proficient
4	Participant 4	<ul style="list-style-type: none"> • The participant restated understanding of theme and identified supporting details. She summarized and identified main point of the text. She analyzed 	Proficient

No	Participant	Achievement	Category
		author's purpose. She made independent inferences and decode unfamiliar words. • The participant could retell 80% of the text content	
5	Participant 5	• The participant restated of understanding of theme and identified supporting details. She summarized and identified main point of the text. She analyzed author's purpose. She made inferences and interpreted meaning of unfamiliar words. • The participant could retell 90% of the text content.	Proficient
6.	Participant 6	• The participant restated of understanding of theme and identified supporting details. She summarized and identified main point of the text. She analyzed author's purpose. She made inferences and interpreted meaning of unfamiliar words. • The participant could retell 70% of the text content	Proficient

An interview to each participant was done after the activities. Most of the students like Mind Mapping Technique. In addition, they stated that Mind Mapping made them focus on the text. Even though some of them still found difficulties, The others said that they could get the gist of the text understand the text so that it was easier for them to rewrite the text. Furthermore, through their mind map, they can figure out the kinds of genre text and tell the purpose of the text.

The activities last for 30 minutes. The writer still assumed that mind mapping can do more than that to enhance student reading comprehension. At the end of the meeting, the writer made appointment to meet the participants again for the next treatment.

Second Treatment Analysis

The first treatment has showed that students' reading comprehension is better than before. However, the writer still needs to elaborate Mind Mapping Technique to enhance student' reading comprehension. Therefore, the second treatment was conducted.

All the participants gathered. This time, they had to read a procedure text, one of genre texts thought in 9th grade. The text is shorter and only states the main points. However, through this text the writer wanted to find out whether the participant could organize the information they got and retell using their own words. They had to make the mapping, and of course rewrite the passage. During the activity, the writer found that all participants started enjoying the activity. They showed their interest in making Mind Map by purposely taking their coloring pencils and pens in various colors. They put color, picture and made their own design with their mind mapping. Some of them asked difficult word, and the writer suggest them to take note of the difficult word on their mapping and guess the meaning (all the difficult words were discussed at the end of the activities). 20 minutes passed and all the students collected their Mind Map.

This table shows the participants achievement in this stage:

No	Participant	Achievement	Category
1	Participant 1 and Participant 2	<ul style="list-style-type: none"> • The participants restated understanding of theme and identified supporting details. They summarized and identified main point of the text. They stated author's purpose in general terms. They made inferences and decoded unfamiliar words. • Participant 1 could retell 100% of the text content. • Participant 2 could retell 80% of the text content. 	Proficient
2	Participant 3,4	<ul style="list-style-type: none"> • They restated understanding of theme and identified supporting details. She summarized and identified main point of the text. They analyzed author's purpose. They made independent inferences and interpreted meaning of unfamiliar words. • They could retell 100 % of the text content. 	Proficient
3	Participant 5 & Participant 6	<ul style="list-style-type: none"> • The participants explained theme in own words and identified supporting details. They summarized and identified main point of the text. They analyzed author's purpose with clear rationale or arguments. They made independent inferences and interpreted meaning of unfamiliar words. • They could retell 100% of the text content. 	Proficient to Advanced

Five of six participants could retell the text orally. They tried to speak and tried to tell the procedure. It showed that Mind mapping can organize the information they get so they can remember what exactly they read.

Despite rewriting and retelling activity to measure students reading comprehension, an interview also done to know the students' responses toward mind mapping technique. Based on their experience, they said that Mind Mapping Technique helps them to remember the important point on the text. It also helps them to understand the text. One of the participants said that she wrote the keywords on the text and it helps her to be more focus on the text she read. Some participants said that the text is easier than before. Only two of the six participants admitted that they still had difficulties in comprehending the text. The rest said that they did not find any difficulties. They said that the text was shorter and easier than before.

The result was quite satisfying. Nevertheless, the writer was curious to do the 3rd treatment and analyze whether the participant can comprehend a longer text. Hence, after the interview ended, the participant could have a break first and continue to the third treatment after the break.

Third Treatment Analysis (post-test)

On the third treatment, the text used is a narrative text, entitled Pinocchio (see appendix 8). The text is longer than the previous one but the participants were more relax in facing the text. They read the text and easily draw their Mind Mapping without being asked to.

On the observation, I found that the participants did different way in drawing their Mind Map. Some of them made branch of mapping based on the paragraph. Some others made it with branches of sequence complications and resolution. A participant had a different style, she put colorful branches of important words to remember.

It just took 10 minutes for the participants to finish their works. It seems that they have get accustomed to do it. They collected their Mind Mapping and as usual, they retell the story. We made a discussion then. They stated that the text is a narrative text with a purpose to entertain the reader. The writer tried to recheck their comprehension through series of questions relate to the aspects of reading, such as Main idea of the text, inferences, reference, vocabulary and specific information on the text. Most of them can answer the question correctly. The writer considered this stage of treatment as a post-test. The table below describes the result of the post-test.

Table 4. Post-test achievement

No	Participant	Achievement	Category
1	Participant 1	<ul style="list-style-type: none"> • The participant identified theme inconsistently even though he could identify supporting details. He Attempts to summarized and identified main point of the text. He stated author's purpose in general terms. He made inferences and decoded unfamiliar words. • The participant could retell 60% of the text content. 	Basic to Proficient
	Participant 2,3,4,5 and 6	<ul style="list-style-type: none"> • The participants explained theme in own words and identified supporting details. They summarized and identified main point of the text. They Analyzed author's purpose with clear rationale or arguments. They made independent inferences and interpreted meaning of unfamiliar words. • Participant 2 and 3 could retell 90% of the text content. • Participant 4,5, and 6 could retell 100% of the text content. 	Proficient to Advanced

Based on the result of the last treatment, it stated that participants reading comprehension is much better than it was before the treatment.

DISCUSSION

The research conducted through series of treatments, to find out whether Mind Mapping technique can enhance 9th grade reading comprehension. Each treatment was done to figure out what the teacher can do to elaborate mind mapping to enhance students reading comprehension. The writer also interviewed the 6 participants to know their responses toward mind mapping technique in a process of enhancing their reading comprehension.

Mind Mapping Technique to enhance reading comprehension.

In the Pre-test activity, 6 participants were found. The participants felt confused with the texts. They could not retell what they read, and had difficulties in answering questions related to the text. It was hard for them to organize and comprehend the information they

read. Their achievements were categorized as below basic, basic, and basic to proficient (see table 1).

In the first treatment. The writer introduced Mind Mapping Technique as a solution to the problems. Having applied the technique, the participants showed a better comprehension (see table 2). The result of their work showed that they had a better comprehension in reading. It was clearly stated through their worksheet. They could rewrite the information they read more than they did in the pre-test.

The result of the second treatment was surprising. They showed their comprehension on the text. The participants were able to rewrite almost all content of the text. Not only able to rewrite the text, the participants were also able to retell the story orally (see table 3).

The last treatment considered as a post-test. Compared to the result of the pre-test, the post-test result is more satisfying. The participants have better achievements in identifying theme, analyzing supporting details, summarizing, making inferences, interpreting vocabularies and stating the author's purpose (see table 4). Most participants now categorized as proficient to advance achiever.

Table 5. Participants' Achievement Progress

No	Participant	Pre-test Achievement	Post-test Achievement
1	Participant 1	Below Basic	Basic to Proficient
2	Participant 2	Below Basic	Proficient to Advanced
3	Participant 3	Basic	Proficient to Advanced
4	Participant 4	Basic	Proficient to Advanced
5	Participant 5	Basic to Proficient	Proficient to Advanced
6	Participant 6	Basic to Proficient	Proficient to Advanced

It can be assumed that they can comprehend the text well and Mind Mapping Technique can enhance 9th grade student reading comprehension.

Teacher can elaborate Mind Mapping to enhance students' reading comprehension.

Mind mapping enhances memory by utilizing a number of mental triggers such as colors, images, and a two-dimensional structure. The process of mind mapping also deals with cognitive activity. In connection to the statement, reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information. In this case, teacher can elaborate mind mapping to enhance student's reading comprehension. In the beginning, teacher can use mind mapping as an alternative way in teaching reading comprehension to attract students' attention. Mind mapping is perhaps a new thing for the students so it will be more interesting rather than just reading text and answering questions during the reading class. Furthermore, Teacher can lead the students to make mind mapping based on the paragraph they read, so it will be easier for the students to analyze the main idea and supporting details. Teacher can guide the students to write important information on the text, so it can help students to get the specific information from the text and made inferences. From the whole figure of spider-web mapping made by the students, the teacher can direct the students to get the gist of the text, kind of genre and the author's purpose. Through the pictures, colors, and lines in mind mapping, teacher can ask the students to organize the information, memorize them and retell the information using their own words. Teacher can elaborate mind map to enhance students' reading comprehension.

Students' responses toward Mind Mapping Technique.

The writer conducted an interview with the participants in the beginning of the research. Most students said that they did not like reading activity in English subject because reading English text is difficult for them. They said that they often get reading texts when studying English but they still had some problems in reading English texts. New vocabularies made them difficult to understand the text. Most of the students were not able to retell what they read. Answering Question following the text was not easy too. It was hard for them to understand the texts and to focus on their contents. They did not know what to do to make their reading comprehension better. Meanwhile, they have to be ready to face the final test that mostly appears in a form of reading text.

The participants showed their interest on mind mapping technique when the writer introduced it for the first time as a note-taking technique during their reading activity. They said that it was a new thing for them and made them more focus on the text. Mind mapping seems to make the reading activity is more interesting. Some participants put colors and pictures on their map. Those things helped them to focus on the information they read. Other participants made their mapping based on each paragraph so that it will be easier to understand the whole text.

Most participants showed the positive responses toward Mind mapping Technique. They admitted that Mind Mapping helped them to have better comprehension in reading texts.

CONCLUSION

This research is a case study to find out whether Mind Mapping Technique can enhance 9th grade students' reading comprehension. The writer conducted this research due to the problems of reading comprehension that appears among 9th grade students. Through series of treatments, six participants involved in their new experience in comprehending English text using Mind Mapping Technique.

The participants' achievement was observed and assessed using High School Reading comprehension Rubric. The result showed that Participants' reading comprehension enhanced after the treatment. Mind Mapping can make the participants do a better comprehension in identifying the theme of the text, identifying supporting details, summarizing the text, making inference, interpreting difficult vocabularies, and analyzing the author's purpose. Their achievement categories rise significantly.

Referring to all the data gathered during the observation, and result of the research, the writer concludes that Mind Mapping Technique can be used as an alternative way in enhancing students' reading comprehension.

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