

STUDENTS' REFLECTION ON MIND MAPPING: A STRATEGY FOR TEACHING READING COMPREHENSION

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ABSTRACT

Reading skill needs to be possessed by students. The students should know exactly what they are reading and find the meaning of the text. One of strategies for teaching reading is Mind Mapping technique. This technique of teaching reading is popularly known by the teachers. However, the students' reflection regarding Mind Mapping is rarely explored. This study discusses what students' reflection on the use of Mind Mapping in reading comprehension of recount texts. The aim of this study is to find out students' reflection on reading comprehension using Mind Mapping which was applied in English class. This study used case study research involving five students from a vocational high school as participants. Data were obtained from learning logs and semi-structured interviews. The results of research revealed that mind mapping provided many benefits for students. They can answer the reading comprehension questions, understand the content of the story, enhance vocabulary, interesting methods, and enable them to get detailed information. Students agreed that mind mapping should be applied in the learning process in the future, especially in reading class.

Keywords: *Mind mapping, reading comprehension, students' reflection*

INTRODUCTION

One of the language skills that students must learn and master to get information from texts is reading (Haerazi & Irawan, 2020). Lei et al. (2010) states that reading is a process of understanding a reading text to obtain information and knowledge. Learning reading, students are not only expected to be able to understand a text but also understand the content of the text (Haerazi & Irawan, 2020). Students must know exactly what they are reading and find the meaning of the text. As Harida (2014) says that the problem that occurs in learning to read is the inability of students to find meaning in the text. Her statement is supported by World Bank "Education in Indonesia - From Crisis to Recovery" that show the fact that Indonesian students' reading comprehension is very low (Dethier et al., 1998). Therefore, it is essential to help students with reading comprehension. One of the techniques that can be useful and effective to improve reading comprehension is mind mapping (Siriphanich et al., 2010).

(Buzan, 2012), who popularized mind mapping, believed that Mind Mapping can be a way to improve students' English skills as Mind Mapping strategies enable students to organize and classify ideas and tasks, and to improve reading, problem-solving, and decision-making skills. Looking to the advantages of mind mapping, many teachers have applied Mind Mapping in their teaching of reading. However, though it is becoming popular among teachers, the reflection on Mind Mapping is still underutilized. With this

in mind, the study tries to figure out the students' reflection on the use of Mind Mapping in the process of learning reading comprehension.

Reading

Experts defined reading differently. Sitti, (2012) states that reading is a way to acquire language, communicate, and share information and ideas. Similarly, Lei et al., (2010) states that reading is the process of understanding a reading text to obtain information and knowledge. In relation to language learning, Krashen (2004) says that reading is the only way, the only way we become good readers, develop a good writing style, adequate vocabulary, advanced grammar, and the only way to the only way we can be good spellers. With refer to the definition of reading, it can be concluded that reading is evidently one of the most important skills to be acquired in language learning (Ismail et al., 2017) Students can increase information, knowledge, and vocabulary through reading. Skill in reading involves the ability to extract the information from the text and link with the information they already have (Zamani & Vahid Dastjerdi, 2017)

To help students comprehend a reading text, teachers can employ several strategies. One of them is mind mapping. Buzan, (2012) states that mind mapping strategies enable students to organize and classify ideas and tasks, and to improve reading, problem-solving, and decision-making skills. In similar vein, Fitria Eka Setiyawati et al., (2019), identifies Mind mapping as an important technique that can improve note taking and support and enhance problem- solving creatively. Through chart in Mind Mapping which show detailed information, major information, and minor information (Langan & Albright, 2019), readers can simplify what they read so that they can understand what the author is explaining in the text. In addition, creating a chart or map allows the reader to remember and learn clearly and easily. In short, Mind Mapping can be used to solve the students' problems in reading comprehension. Through mind mapping, the students can analyze, comprehend, and synthesize the information from the text. It helps the students for remembering easily.

Using Mind Mapping in the teaching of reading, Buzan (2012) uses a more simplified Mind Mapping called Concept Map. It is a concrete graphic illustration that indicates how a single concept is connected to another concept in the same category. In teaching of reading recount text, a text used to retell events that inform and entertain the audience, the teachers can use Concept Map to assist students identify Orientation in the text (introducing characters, time, or place), 2. Events (various events are told chronologically), 3. Reorientation (end of the story, can be in the form of the author's impression or comments about it). the following is the pattern of Mind mapping for Recount text.

The Pattern of Concept Mapping for Recount Text

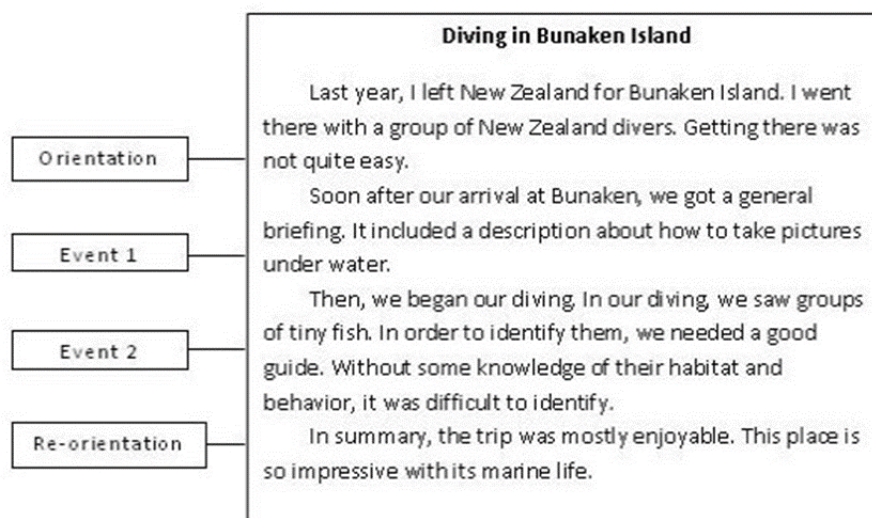


Figure 1. (Brainly, 2017)

Buzan and Mind Mapping, the strategy for teaching reading is popular among the teachers and they frequently implemented it in the classroom. However, the students whom the teachers teach reading using Mind Mapping are rarely asked for their reflection. Students' reflection is actually critical to find out if the teaching strategy worked as expected.

Although, there is no broad consensus on a general definition for reflection (Slepcevic-Zach & Stock, 2018), reflection is taken into account a crucial a part of one's expertise (Lynch, 2000). Consistent with Dirx et al., (2006), reflection refers to the method of questioning assumption, presuppositions, and perspectives about one's own meaning. Reflection here involves individuals (students) who not only have an understanding of the assumptions that govern their actions but also question the meaning of their own strengths and weaknesses, as well as being able to act critically and, on this basis, to recognize the difficulties or possibilities of learning on their own. Supporting the development of students' reflection skills, this study asked students to reflect on their experience using mind mapping to comprehend recount text.

METHOD

This research used a case study design with descriptive data analysis. According to Creswell a case study is a bounded system, which involves understanding an event, activity, process, or one or more individuals (Creswell, 2007), This study specifically focuses on analyzing Student Reflections on the Use of Mind Mapping in Reading Comprehension of Recount Text. To collect data, this study applied Mind Mapping and the participants of this study were namely 5 students of a Vocational High Schools in Batujajar, West Bandung Regency, who were considered lacking in reading comprehension. The instrument used to collect the data are learning logs and interview. The log contains the students' opinion regarding their experience using Mind Mapping and the interview contains questions to confirm the students' reflection of Mind Mapping. The questions in the semi- structured interview can be found in the following table.

Table 1. The list of interview's questions:

No	Questions
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1	What is your experience in using mind mapping in recount text?
2	What are the benefits of using mind mapping in the classroom?
3	What are the weaknesses of using mind mapping in the classroom?
4	Is there any suggestion of using mind mapping in the classroom?
5	Does mind mapping should be applied in the future?

Mind Mapping in this study was conducted to teach reading recount text and it was carried out in three times meeting. In each meeting, the students were asked to fill in the learning log. After Three meetings, the interview was carried out. The following is a list of participants who filled out the Learning Logs at each meeting. Participants here used pseudo names: FNR, HS, AZ, AD, and MTM. The findings of the research can be found in the section to come.

FINDINGS AND DISCUSSION

The teaching of reading using Mind Mapping lasted was conducted in three times meeting. The following is data from the log

Table 2. Students' Learning Logs at The First Meetings
What did you do today?

No	Respondents	Responses
1	FNR	Found something new (Mind Mapping) and think creatively.
2	HS	Easier to find the generic structure of the text.
3	AZ	Easier to understand the content.
4	AD	Understand the content by using mind mapping.
5	MTM	Help to find the generic structure of the text.

The data point out that when Mind Mapping was introduced to students in the first meeting, they think that they find something new in learning, namely the application of mind mapping techniques, which are used as media in helping students understand the contents of recount texts.

Table 3. Students' Learning Logs at The Second Meetings
What did you do today?

No	Respondents	Responses
1	FNR	Help better to make understand the content.
2	HS	Quite helpful to finding the contents.
3	AZ	Mind mapping helped understand the content.
4	AD	Finding the organization in the text.
5	MTM	Helpful to organize text into lines.

With refer to the Learning log at the second meeting, it can be seen that most students share similar perception regarding Mind Mapping. They think that Mind Mapping helps them understand the text and its content. the students said that it was easier for them to find generic structures or organizational structures in the text.

The data from interview supported the findings from learning log. The Interview was conducted by cell phone and recorded using a smartphone recorder. The results of the interviews can be seen in the following table:

Table 4. Benefits of using mind mapping in the classroom

No	Respondents	Responses
1	FNR	Helpful to know the main points.
2	HS	Easier to get detailed information

3	AZ	Helpful to consider some points and keywords.
4	AD	Easier to understand from general to specific.
5	MTM	Easier to find the content and generic structure in the text.

Here the participants gave various answers related to the benefits of Mind Mapping. Nevertheless, all participants basically agreed that Mind Mapping is helpful.

Table 5. Students' experience in using mind mapping in recount text

No	Respondents	Responses
1	FNR	It is to make.
2	HS	Just make the web and put some words.
3	AZ	I put some new vocabulary.
4	AD	I make colorful Mind Mapping.
5	MTM	It is little bit complicated.

In terms of their experience using Mind Mapping, the students responded variously. Some students find Mind Mapping easy to use but some others think that Mind Mapping is little bit confusing to make.

Table 6. The weaknesses of using mind mapping in the classroom.

No	Respondents	Responses
1	FNR	Undetailed information.
2	HS	Unenthusiastic student.
3	AZ	No weakness.
4	AD	Lack of knowledge about Mind Mapping.
5	MTM	Students need more time to think.

Responding to the third question of interview which talks about the weakness of using mind mapping in the classroom. It can be indicated that there are three weaknesses in using mind mapping, they are undetailed information, and students find difficulties in deciding what to write in Mind Mapping Web and arranging the information in Mind Mapping into paragraph so the students think much in creating web or in using Mind Mapping.

Table 7. The suggestion of using mind mapping in the classroom.

No	Respondents	Responses
1	FNR	Makes student easy to understand the topic.
2	HS	Teacher's creativity in using mind mapping technique.
3	AZ	Intensive use of mind mapping.
4	AD	Can organize the idea.
5	MTM	Useful for reading class.

The respondents gave different suggestions, but all respondents indicated that mind mapping made it easier for them to understand topics and organize ideas. They also suggest that teachers must be more creative in using Mind mapping so that, the Mind Mapping looks more attractive and to help students get familiarize with Mind Mapping, the teacher must use Mind mapping intensively.

Table 8. Should mind mapping be applied in the future?

No	Respondents	Responses
1	FNR	Has the keyword.

2	HS	Can change the way teacher and student read the text.
3	AZ	The best way to explain.
4	AD	Too interested in reading.
5	MTM	Good media for reading class.

All respondents agreed that mind mapping should be applied to the future learning process especially in reading class because Mind Mapping allows student to identify the keywords, to scan the text and to comprehend the text better.

The students' reflections on the use of mind mapping indicated that Mind Mapping enables students to understand the content of the story; enhance vocabulary; interesting methods; get detailed information; identify some points and keyword so that students can remember the information in detail. These findings support the idea of Buzan (2007) who says that Mind mapping is an effective strategy for teaching reading. The teacher, on the other hand, should be creative in using Mind mapping. The teacher can make Mind mapping interesting by making it colorful, putting clear classification, or breaking Mind mapping into concept mapping. Besides, its advantages, Mind mapping also has weakness. The students faced some challenges in comprehending Mind Mapping. it may happen because Mind Mapping just gives slot for words or phrases. This mean, students actually should have ability in note taking to read or to make Mind Mapping.

CONCLUSION

The reflection of students revealed the advantages of Mind Mapping in helping students comprehend the reading text especially recount text. However, the effectiveness of Mind Mapping as a strategy for teaching reading depends on the teacher. The teacher should able to make Mind Mapping with clear concept that allows students to identify and classify the information of the text. In addition, to enable students to use Mind Mapping properly, the teacher should also teach note taking. In short, teachers hold the main role in making Mind Mapping effective for reading comprehension.

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