MIND MAPPING STRATEGY IN IMPROVING READING SKILL AT POLITEKNIK UNGGUL LP3M

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ABSTRACT

This scientific research is aimed at implementing a mind mapping strategy in improving students' reading skills at Politeknik Unggul LP3M Medan. The subjects of the research were 60 students of class AK4C/18 and KA4A/18. In this research, the data were collected through interviews, documentation, and observation. In analyzing the data, the researchers applied the qualitative method and enhanced the trustworthiness as well as the two forms of triangulation. This research consisted of two cycles and the result of the two cycles showed that the use of the mind mapping strategy could motivate the students to be more active in the process of teaching and learning, and it improved the students' reading skill significantly in the paraphrasing sentences, finding topic sentences, and mastering vocabulary.

Keywords: *mind mapping strategy, reading skill*

INTRODUCTION

Background of the Study

It has been known that the students tend to face written texts every day. The written texts could be found in magazines, newspapers, books, articles on paper and the internet, and other kinds of the written texts. Those written texts give so much information to the learners. In the class setting, reading texts are widely presented in the learners' textbooks.

In some class setting, the students get some English textbooks which are written in English. These textbooks contain a lot of information related to the subjects the learners learned. To access this information, therefore they need sufficient knowledge of English. Especially, they should have the skills of reading because it is written in the textbooks so that they could comprehend it well. That is why reading skills are important to be mastered.

However, the researcher found that many English learners still had low reading skills. It was proven when the researcher observed a learning process in Politeknik Unggul LP3M. They faced some reading problems which caused the learners to have difficulties in comprehending the information presented in the textbooks.

The problems of this research could thus be formulated as follows: "How does the use of the mind map technique improve the reading skills of semester IV students in Politeknik Unggul LP3M Medan?"

LITERATURE REVIEW

Reading

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

Reading can be a means of consolidating and extending someone's knowledge of the language. By doing it, the reader can grab any information and pleasure about the subject of the language. This activity also gives some advantages for the readers.

Table1: Reading Skills and the Purposes

No.	SKILLS	PURPOSES
1	Automatic decoding	Students are able to recognize a word at a glance.
2	Previewing and predicting	Students are able to guess what the text is about by looking at the text a quick once over.
3	Identifying purposes	Students are able to predict what the form and context of the text will be.
4	Specifying Purposes	Students are able to know why the text is being read.
5	Scanning	Students are able to find out the specific information in a text by looking at the text very rapidly.
6	Recognizing topics	Students are able to find out what the text tells about after reading and comprehending the text
7	Locating the topic sentences	Students are able to find out a topic sentence in a text.
8	Making inference by use evidence	Students are able to infer main ideas of the text and can show the evidence that supports their inference.
9	Guessing the meaning of unknown words from the context	Students are able to guess the meaning of unknown word from the context.
10	Skimming	Students are able to process a text rapidly at many levels in order to get an overall picture of it.
11	Paraphrasing	Students are able to paraphrase the text to help them understand the text by using their own words
12	Summarizing	Students are able to shorten the text by retaining and re-stating the main idea by leaving out details.
13	Drawing conclusion	Students are able to put together the information from several parts of the text and induce new or additional ideas
14	Reading critically	Students are able to judge the accuracy of the text with respect to what the reader already knows and distinguish facts or opinions.
15	Reading faster	Students are able to read fast enough to allow the brain to process the input.

Having a skill makes the students can solve any problem in reading a written text. The reading skills also can increase the pleasure and effectiveness of the reading activity. When the students master skills of reading, they can be helped in all other subjects and the personal and professional lives. However, being a skilled reader is not a simple effort. They have to struggle and do any activity gradually any time to produce a good reader to be a good concept maker from the information gained from the text read.

RESEARCH METHOD
Type of Research
The type of this research was classroom action research. The research was chosen because it provides a method that can be done by the researcher and the teacher to improve the practice of education by studying issues of problem they face, especially in reading. The researcher in this study focused on implementing a mind mapping strategy in improving students' reading skills at Politeknik Unggul LP3M

Medan improving students' reading skills by using mind mapping. The researcher invited the students of class AK4C/18 and KA4A/18 in Politeknik Unggul LP3M Medan to work collaboratively.

There are several concepts of a classroom action research. The researcher chose one of them which are from Kemmis and McTaggart. The steps of action research according to Kemmis and McTaggart (1988) are planning a change, acting and observing the process and consequences of the change, reflecting on these processes and consequences, replanning, acting and observing again, and then reflecting again. Those steps were done to find out the most appropriate actions to improve the students' reading skill of class AK4C/18 and KA4A/18 at Politeknik Unggul LP3M Medan in Academic year 2019/2020.

The Participants of the Research
The participants of this research were students in semester 4 in the campus were divided into two classes. However, the research involved two class of AK4C/18 and KA4A/18. It consisted of 60 students.

Data Collection
Hornby (1995: 294) stated that data are facts or information used in deciding or discussing something. The researchers have collected the data to support this research in deciding some actions so that the students' reading skills improved. In collecting the data, the researcher collaborated with the students. There were three aspects in this collecting data which are presented in the following:

1. Research Instruments of Data Collection
Instrument is the main important tool to collect the data. The instruments used in this research were interview guidelines, narrative observations, and camera

2. Data Collection Technique
In this research, the collected data were qualitative data. To get the data, the researcher used data collection techniques as follows:
a. Interview
b. Observation
c. Documentation

Data Analysis Technique
The researcher used series processes of data analysis proposed by Burns (1999). Those steps are deliberated in the following.

a. Assembling the data	c. Comparing the data	d. Building interpretations
b. Coding the data	e. Reporting the outcomes	

Research Procedures
The researcher used Kemmis and McTaggart"s model in this research as discussed in the beginning point of this chapter. There were three steps in a cycle. They were planning, implementation, observation, and reflection. These steps were involved in cyclical structure. It meant that these steps were possible to re-implement in the next cycle when it was needed to do. It could be 2, 3, or more cycles in a research but the researcher only did two cycles because of some reasons such as time limitation and campus policy of teaching and learning process.

Meanwhile, the interviews were done to make sure and add the data from the observations. The researcher interviewed the students. The research procedure included the following steps:
1. Planning
2. Actions and Observations
3. Reflection

RESEARCH FINDINGS AND DISCUSSION
1. Identification of the field problems
The researcher did observation to identify the problems that were found in the English teaching and learning process of class AK4C/18 and KA4A/18 of Politeknik Unggul LP3M Mean. He interviewed the students to support the information gained through the observation.

After observing the teaching learning process and interviewing some students, the researcher identified some field problems that were found in the English teaching and learning process.

The problems were presented in the table as follows:
Table 2: The Field Problems in class AK4C, Politeknik Unggul LP3M Medan

No.	PROBLEMS	CODES
1	There was no adequate guideline for the students to read a text effectively.	P
2	Students' reading skills was low.	S
3	Students' mastery of vocabulary was low.	S
4	Students found difficulties in understanding the structure of texts	S
5	Students had difficulties in understanding the main idea.	S
6	Students rarely did their homework.	S
7	Students" motivation to read a text was low.	S
8	Students did not pay attention when the teacher explained the materials.	S
9	The students often made noise during the teaching learning process.	S
10	The students rarely checked the difficult words in the dictionary; they waited their teacher explaining the meaning of the words.	S
11	There was no innovation in creating some interesting ways in the teaching and learning process.	T
12	The teacher found difficulties in handling the students who made noise.	P
13	The students were not confident to do assignment	S
14	The students were easily getting bored in the lesson	S
15	The learning process lacked the use of learning facilities	F
16	The teaching and learning process focused on several students	P
17	The students often cheated their friends when doing assignments.	S
18	The students" involvement in the classroom were low	S
19	The students could not paraphrase information from the text in their own words.	S

Remarks:
P: Process of teaching and learning (TL);   T:Technique;
S: Students;   F: Facilities

Based on the problems related to the process of learning and teaching reading, the researcher and the collaborator discussed the main causes of the problems. Those were categorized into the problems on students, process of TL, and technique. Since the focus of this study is on the use of the mind map technique to improve the students' reading skill, therefore, the problems which would be solved were the problems that related to the process of reading teaching and learning.

Table 3: The Problems Related to the Process of Reading Teaching and Learning

NO.	PROBLEMS	CODES
1	There was no adequate guideline to the students to read a text effectively.	P
2	Students' reading skills was low.	S
3	Students' mastery of vocabulary was low.	S
4	Students found difficulties in understanding the structure of texts.	S
5	Students had difficulties in understanding the main idea.	S

6	Students' motivation to read a text was low.	S
7	Students did not pay attention when the teacher explained the materials.	S
8	The students often made noise during the teaching learning process.	S
9	The students rarely checked the difficult words in the dictionary; they waited their teacher giving them the meaning of the words.	S
10	There was no innovation in creating some interesting way in the teaching and learning process.	T
11	The students were not confident to do assignments.	S
12	The students' involvement in the classroom was low.	S
13	The students could not paraphrase the information from the text using their own words.	S

Remarks:
P: Process of teaching and learning (TL);   S: Students;   T: Technique

After determining the problems which were related to the reading process, the researcher discussed the main causes of the problems. These main causes of the problems helped the researcher to overcome the problems. The following table presents the correlation between the main causes and the field problems which were classified before.

Table 4: The Correlation between the Main Causes and the Classified Problems

Main Causes	Problems
a. There was no adequate guideline for the students to read a text effectively	o There was no adequate guideline for the students to read a text effectively. o Students' reading skills was low. o There was no innovation in creating some interesting ways in the teaching and learning process.
b. The students had difficulty in recognizing the topic sentence and information of the text.	o Students found difficulties in understanding the structure of texts. o Students had difficulties in understanding the main idea.
c. The students" had low motivation in the reading activity	o Students' motivation to read a text was low. o The students were not confident to do assignments.
d. The students had limited vocabulary mastery.	o Students' mastery of vocabulary was low. o The students rarely checked the difficult words in the dictionary; they waited their teacher giving them the meaning of the words.
e. The students" involvement in the reading teaching learning process was low.	o Students did not pay attention when the teacher explained the materials. o The students often made noise during the teaching learning process. o The students" involvement in the classroom was low.
f. The students were not able to paraphrasing the text.	o The students could not paraphrase the information from the text using their own words.

Based on the problems above to propose some actions to solve those problems, The researcher found that the actions should be relevant with the condition of the students and the ability of the researcher herself.

2. Determining the actions to solve the field problems
The researcher had identified the urgent and feasible problems which occurred in the process of teaching and learning. Those important problems were chosen because they could give bad effects to the students

if they were not solved soon. Furthermore, the researcher realized that he should do to solve the problems. The researcher made some plans to overcome the problems.

The researcher planned some actions to be done. Those actions are presented below.
a. Using scanning and skimming to support finding out the topic of the text.
b. Rewriting information in the students own words in each branch of the mind map.
c. Questioning and answering activity about the text.
d. Exploring difficult words through map/chart.
e. Using interesting topics and pictures.

3. The Relationship between the Field Problems and the Actions
The researcher had designed some plans which were related to the field problems. The table below showed the relationship between the actions and the problems.

Table 5: The Relationship between the Field Problems and the Actions

NO.	ACTIONS	PROBLEMS
1	Using scanning and skimming to support finding the topic of the text	o There was no an adequate guideline for the students to read a text effectively. o The students had difficulty in recognizing the topic sentence and information of the text.
2	Rewriting information in the students own words in each branch of the mind map.	o The students were not able to paraphrasing the text to help them understand by their own words.
3	Questioning and answering activity about the text.	o The students" involvement in the reading teaching learning process was low.
4	Exploring difficult words through map/chart.	o The students had limited vocabulary mastery.
5	Using interesting topics and pictures.	o The students" had low motivation in the reading activity.

The Implementation of the Actions
1. The Report of Cycle I
a. Planning
There had been discussion between the researcher and the collaborator about the planning of actions. The result of the discussion was the implementation of the action plan in the first cycle. Its focus was to improve the students' reading skills.

The researcher identified that the students did not always have dictionaries when they were in the English class. The researcher also saw a fact in the observation that the students often asked the lecturer difficult words before they checked their dictionary. The researcher decided to prepare a simple planning for them so that they did not face too many difficulties in the classroom. The researcher decided that the mind map technique would be used to solve the problems identified and then improved the students' reading skills. The actions planned were as the following.

The first action which had been planned was using interesting topics and This action was important. It could attract the students to enjoy the activity in the classroom. It motivated the students to give more interest in the process of teaching and learning. When they did activity interestingly and felt at ease, they would be motivated to focus on a subject.

The second action was using scanning and skimming to support finding out the topic of the text. This action was trying to solve two problems. These problems were an inadequate guideline in the reading a text effectively and difficulty in recognizing the topic sentence and information of the text. The inadequate guideline could not lead the students to read a text well. As it has been known, reading is not a simple activity. It will not be successful when there is no guideline to the students as reader how to read in an effective way. The effective way would help the students to grasp information in the text they read.

The third action in this study was rewriting information in the students own words in each branch of the mind map. In making a map, the students could not avoid drawing branches. Every branch might consist of word, phrase, or sentence. Those contents represented information of the text which had been read. Paraphrasing a sentence which was done by the students was able to help the teacher to check the students" comprehension about a passage they had read. This also could help the students to answer multiple choice questions that are usually in the form of paraphrases. The fourth action was questioning and answering activity about the text.

This action was able to improve the students' involvement in the classroom activity. It also could invite them to focus on the process of teaching learning in the classroom. This action that would be done by the researcher could build a good interaction and then there would be a good relationship between the Researcher and the students.

b. Actions and Observation
The actions were carried out two times i.e. on March 18th 2020. The narrative texts were chosen as the material of the cycle. The actions were done and focused on the use of the mind map technique to improve the students" reading skill. The researcher did the actions by herself. The researcher acted as a teacher while the collaborator acted as an observer. The following is the description of the first cycle.

1) First meeting
In this meeting, the researcher focused on introducing the mind map technique. She implemented dominantly three actions. There were using scanning and skimming, using interesting topics and pictures, and rewriting information. These actions aimed at improving the students" motivation, guide them to read a text effectively, find information within the text, and help them to paraphrase information using their own words.

The researcher invited the students to recall their memory, anything about narrative text. The students seemed enthusiastic answering some questions from the teacher. Some of them still forget but they listened to what others said. They remembered the purpose of the narrative text, its generic structure, and some other characteristics. It helped the researcher to engage them into further discussion.

Field Note March 25th, 2020

The researcher as the lecturer explained the mind map technique. "Is there any of you who know Mind map?" the researcher asked the students. "May be you have known it in other name like spider web. It is a picture like web of a spider which contains words, phrases, or sentences helping us understand something. It usually comprises a word in the center of the web and has some branches consisting detail words as its sub words". Some students answered they haven't known it. There was a student answered, "I think I ever knew it before, sir". "Yes, Mr. Herman perhaps ever told you about it. Now, we are going to remember it again to help us finish this assignment", the lecturer responded.)

Next activity was reading a text. The researcher gave the students a piece of paper consisting of a passage entitled "Golden Egg". This was a narrative text. The students were asked to read the text. After that, they were demanded to identify its generic structure by marking its paragraphs. Moreover, the researcher also asked them to find more detail information of the passage. The students looked enthusiastic in doing this activity. They tried to find the information. They discussed with their friends and sometimes asked the researcher. This activity is presented in the following field note.

> **Field note March 18th, 2020**
>
> The students answered the researcher's questions about the narrative text. They scrambled to answer those questions. When they were asked one by one, they were silent because of their lack of confidence in delivering their opinion. Then, the researcher called a few names of them to answer the questions, they could finally answer.)

In finding that information in the generic structure, they should read the passage well. Before that, the researcher gave them some unknown words which were taken from the passage to help them to recognize the meanings and asked them to consult the other difficult words with their dictionary. Most of the students did not have dictionary, so the researcher asked them to borrow some dictionaries from the campus library and bring their own dictionary when they joined English class.

The researcher gave them guide of reading, scanning and skimming. The students read the text at a glance. They just identified the information by looking for main idea in each paragraph. They started to read and drew it in a map. Before that, the researcher gave them some unknown words and their meanings.

> **Field Note March 25th, 2020**
>
> ...The researcher led the students to read at a glance by using scanning and skimming so that they did not need to read all of those words. Furthermore, they were asked to make a mind map based on the text.)

During the students doing the assignment given by the teacher, the teacher did not sit on her seat. She walked around the classroom to see the students" process and work. There were some students who asked the meaning of words they did not know or the word meanings they had forgot. Some of them asked how to fill the map or confirmed whether the maps they had made were correct or wrong. One of the maps of the students can be seen below.
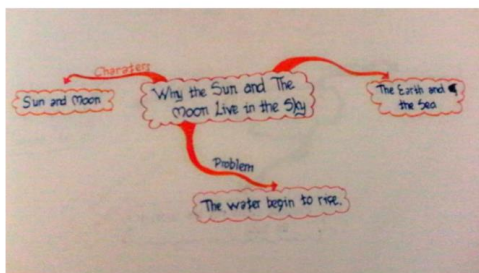

Figure 5: A student's work

In delivering the materials, the researcher sometimes used English. When the students looked confused, the researcher switched into Bahasa. The researcher who was as a teacher in the classroom always

checked the students whether they made mistake or they needed help about the given task. The researcher gave feedback to the students who asked something related to the materials. The researcher often reminded and warned the students to focus on the task and tried to explain that it was important to them when they learned something.

In the last meeting, the researcher gave a task to the students as homework. There were three pictures which represented three folktales. They had to choose one of them. Then, they had to find a text about the folktale chosen from internet or other relevant sources. These are the pictures which the researcher prepared for the homework.

Figure 6: Folktale Pictures

After that, the researcher invited the students to summarize all the materials that had been learned. Some students gave their responses and showed that they have understood. The researcher promised that the discussion would be continued in the next meeting as the time was up. The researcher ended the lesson by saying a prayer.

2) Second meeting

The second meeting was on Monday, 25th March 2020. Then, the researcher asked the students condition and checked the students' attendance. In this meeting, the researcher focused on involving the students to the process of teaching and learning and building interaction with the students. To reach those things, the researcher used questioning and answering activity and exploration of unknown words using map/chart.

Here, in the second meeting, the researcher discussed the homework given in the previous meeting. The teacher checked their work one by one. Some of them finished their homework, while another did not finish their works. They who did not finish their works told the researcher that the homework was too difficult.
The researcher motivated them about this.

> **Field Note April 1st , 2020**
> After that, the researcher started to look at the students' assignment. The researcher asked them one by one about the work. Some students did their homework, some did not because they felt they could do that and it was too difficult. Since this was a problem that the students had, the researcher tried to motivate them to do any assignment whether they could do or not.

The researcher called on the students randomly to present their homework in front of their friends. The students did not have confidence to do it. The researcher could not force them to do that. Finally, the researcher invited them to discuss the work together. It was good. They respected this activity by answering some questions although there were some mistakes.

> **Field Note April 1st 2014**
> The researcher called on a student to present her homework in front of classroom but she refused because of her inconfidence. The researcher could not force her to do what she wouldn't do. Finally, the researcher invited them to discuss this work together. It was successful enough. They responded this activity well. There were some question lists from the last meeting which were used in this discussion. Every question was answered by the students although there were some which missed.

Then, the students were grouped so that they could share and discuss with their team easily. The teacher gave them a text for each group. They should discuss the text and make a mind map based on the text. The researcher also tried to encourage the students to be active in the class by asking questions about the difficulty in their work. They still remembered the materials learned in the last meeting that could be used in doing their assignment.

> **Field Note April 1st 2020**
> The researcher divided them into some groups in order to work with their friends in a team. Then, they were given a text to be done in the group. The researcher expected that grouping them could help them to solve their problem together. This way was successful for some groups.

In the last meeting, the researcher invited some students to make a mind map of a certain topic in the sheet of blank paper. When the researcher called on a student name, she refused to go forward and fill the blank in the frame with the detail information from the text they had. Then, the researcher invited all students to do it together, the students spelled the information and the researcher wrote it on the board. When the activities had been done, the researcher summarized the lesson and ensured herself that the students got the idea. The researcher ended up the lesson by saying closing greeting.

2. The Report of Cycle 2
a. Planning
In the Cycle 1, some actions had been discussed and agreed to be executed in order to improve the reading skills of the students of class AK3C in Politeknik Unggul LP3M Medan. There were some evaluations based on the reflection in the first cycle. Here, in the Cycle 2, the researcher implemented the actions that would improve the weaknesses in the Cycle 1. The researcher realized that there were some obstacles when she did those actions in the first cycle. The researcher would still apply the similar actions done in the Cycle 1 with some adaptations considering the students' condition and based on discussion with the collaborator of the research. The researcher changed the material of the teaching learning process from narrative into spoof text as suggested by the collaborator to follow the teaching program in the campus. The researcher presents the actions for this cycle which had been planned below.

The first action was using scanning and skimming to support finding out the topic. The researcher tried to guide the students in more detail than in the Cycle 1. He would explain the guidance in easier and clearer ways. It needed more practices to do this action.

The second action was rewriting information using the students own words in each branch of the mind map. The researcher would guide the students to make paraphrase of a sentence. The researcher needed to teach them to rearrange a sentence based of its verb, object and subject, like arranging a passive sentence from an active sentence and so on.

The third action was exploring difficult words through using map/chart. The students would be invited to understand more about the words. The researcher was going to teach the students to recognize an original form from a word, such as its suffix and context of the word and then put them in a map/chart. This way was expected to help them to know the unknown words. The researcher also would still use „guessing words" in this cycle to run the activity. The rest actions, questioning and answering activity and using scanning and skimming, were still implemented in this cycle. These actions were useful to engage the students in the reading activities in the classroom. They could get better improvement when they implemented these actions repeatedly.

b. Actions and Observations

Cycle 2 was done in three meetings; April 8th, and April 10th, 2020. In this cycle, the researcher tried to help the students to make more improvement in the reading skills by implementing the mind map technique. These were the actions done in the Cycle 2.

1) First meeting

To start the lesson, the researcher who still acted as a teacher of this class greeted the students and checked the attendance, while the collaborator was as an observer sat behind the students to observe the process of teaching and learning. In this meeting, the focus of the lesson was improving the students" vocabulary mastery.

The first activity was delivering material about the spoof text. The researcher asked some questions about the kind of text. Some students could answer the questions. To check the students" concentration, the researcher called on some students" names to answer several questions related to the spoof text. This activity did not take long time because the teacher had explained it before but in fact, there were some students who did not understand and forgot it. The students who did not understand yet got detail explanation from the researcher when they were doing a task.

Field Note Friday,April 8th, 2020

The researcher gave explanation about spoof text. There was information from the English teacher that this kind of text had been explained before. It means that the students had ever known this kind of text. The researcher thought that it could help her to explain this material for the students. When the researcher gave a question, the students could answer correctly. Students who had not understood this material well were identified when they were doing a task. Finally, the researcher had to explain the material especially for them.)

After that, the researcher gave the students a text entitled "A Man and a Penguin". After distributing the text, the researcher gave some unknown words from the text. The researcher asked them to find these words in their dictionaries which they took from the campus library or they brought their own dictionary. The researcher made the students to be familiar and close with dictionary that they would need it in every time they would face English text.

They made a mind map containing some words with their detail information. Each group made it in their creativities. The group activity was presented in the following field note and supported by a picture of the students" work.

Field note
The researcher distributed the students into five little groups which consisted of 5-6 students. Each group was supplied a piece of paper in a big size and some colourful tip-markers. The researcher had given a text for each group to read and to understand. To enrich the students" vocabulary mastery, the researcher asked the groups to write down some words in a table. Each word belonged into some categories. This assignment aimed at facilitating the students to know the words and the origin of the words. Besides, the students were asked to work in a team work.)

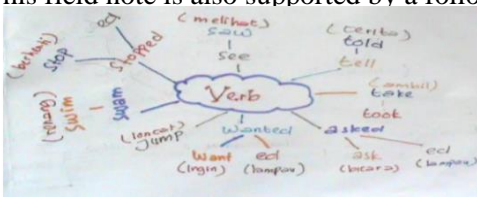This field note is also supported by a following photograph.

Figure 9: The students' work

The students did the assignment well. The researcher hoped that the students would remember those words which they wrote in their work. In the last meeting, the researcher invited the students to summarize what they had done.

2) Second meeting
In the second meeting of the Cycle 2, the researcher focused on the teaching and learning process in improving the students" skills when they were recognizing topic within a text. The researcher acted as a teacher and the collaborator acted as an observer. The researcher still used the spoof text.
The researcher opened the process of teaching learning by greeting. After that, the researcher did not forget to check the students" attendance. The researcher reminded the students the last meeting lesson. They had learned how to know and recognize a word. Then, in this meeting, the researcher demanded them to find a topic within a text. Afterward, the researcher gave the students a text entitled "Didn't Want to Walk Alone". The researcher invited the students to read the text carefully. The students, then, requested to make a mind map based on the passage they had read. When they found difficult words in the text, they had to check these words in their dictionary. They also had chances to ask the researcher. The situation was documented in the following field note.

Fireld note

The next activity was reading a text. the researcher distributed a passage for each student. They had to read silently. They were guided to use skimming and scanning to find out idea and topic of the passage. They should not read word by word. They just needed to read at a glance and tried to look for main information from each sentence which they easily understood.

There were some questions related to the text which should be answered by the students. They were able to finish the task faster because they shared their problems with their friends. When they finished the task, the researcher invited one student to read one question and its answer. The researcher guided the student when they did some mistakes.
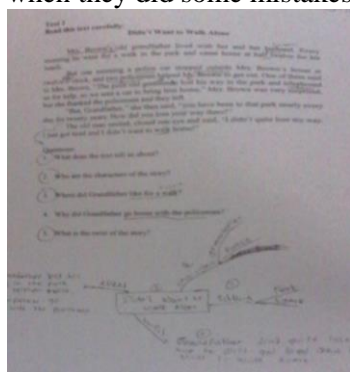

Figure 10: The student's work

After that, the researcher discussed with the students about the activities done in this meeting. In the last activity, the researcher summarized all the activities done in this meeting. The researcher ended the meeting by saying a prayer led by the chairman of the class.

3) Third meeting

The researcher came in to the classroom. She started the meeting by greeting the students and checking the attendance. The observer was ready to observe in the classroom. This meeting focused on teaching the students how to paraphrase a sentence.

The researcher explained some ways at making paraphrase. One of them was changing a passive sentence into an active sentence or doing the opposite. The researcher gave the students some examples on the white board to make them clear.

For further activity, the researcher gave them a text. The students were asked to read the text. The researcher asked them to make a mind map based on the text they read. They were asked to apply the explanation before about paraphrasing in making the mind map.

In the last meeting, the researcher invited the students to resume what they had done. The researcher check their understanding by questioning them related with the paraphrasing a sentence.

Reflections
The Cycle 2 was done in three meetings. After the implementation of some actions; such as making group work, giving clues to the students" questions about some difficult words, making a table to document the difficult or unknown words in order they could remember those words, and improving interaction with the students, the researcher made reflections of those meetings in Cycle 2.

At the end of the second cycle, the research yielded some results. These results were considered to become successful and unsuccessful. The researcher wrote the results of the reflection in Cycle 2. Those were presented as in the following.

1) The successful actions
1) The students could find a topic within a text better when they got a guidance of using scanning and skimming clearly. They found out the topic by looking for the keywords.

> **Interview script**
> R : After you learned to find out a topic sentence, what do you think then?
> S : I finally know, sir.
> R : Thank God. So, when you are asked to find out the topic sentence again, you can do it, can't you?
> S : I hope I still remember this, miss, because I sometimes forget.
> R : Yes, I hope so. Then you have to study hard.
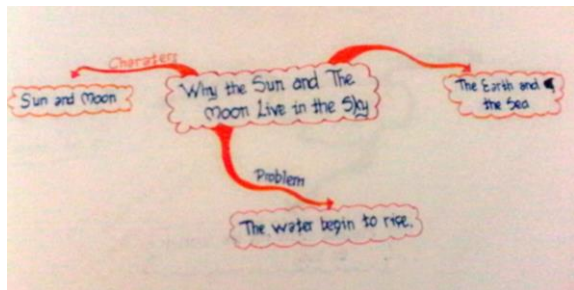> S : Yes, sir.   You are welcome, sir

Figure 12: A student's work

3) The students could paraphrase a sentence. They could derive a sentence into a new form using their own sentence well. It can be seen from one of the student's works below.
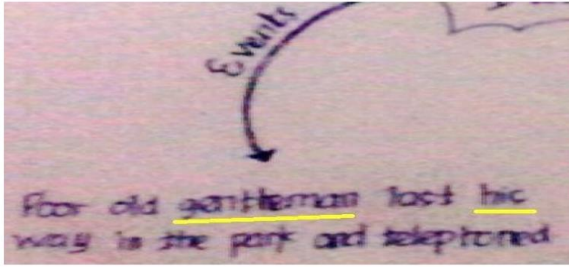
Figure 13: A student's paraphrasing work

2) The unsuccessful actions
1) The students often forgot materials and its explanation delivered by the teacher. One day the teacher delivered a material in the teaching
learning process, unfortunately in the next day, they forgot the materials and the researcher's explanation. They still have to be reminded to repeat what they got from their teacher in the classroom. They needed more practices to maintain their skills so that they could reach good achievement.
2) Some students also did not bring their dictionary into the classroom. They would have dictionary when the researcher asked them to borrow it from the campus library.

General Findings
1. The technique of the mind map is able to improve the students" reading skills. Formerly, the students had difficulties in finding information from texts. It was because they rarely practiced and were taught by using an adequate way in finding prominent information within the texts.
2. The mind map technique was also able to facilitate the students' in guessing the meaning of the unknown words from the context. The researcher found the best communicative way considering the students capability to invite the students to know or understand an unknown word based on what the text was talking about.
3. This technique could help the students to use scanning and skimming in the reading activities. They did not need to read all of the words in the text they read. They only needed to read at a glance to specific information within the text and then to get the overall picture of it. They need to practice more to improve both skills, scanning and skimming.
4. The technique encouraged the students to read critically especially when they were making a mind map. Some students had prior knowledge about information in a text they read. They should be able to distinguish between their opinion and fact. They might not put their opinion without considering the fact in the text in order to present a comprehensive mind map.
5. The mind map has good effects to the students in comprehending a text. There was an adequate guideline for the students. It helped them understand a text better than before. Those actions which were implemented in the reading teaching learning process when the researcher conducted this research were able to facilitate the students in the reading activities.

D. Discussion
The research was focused on improving students' reading skills using the mind map technique. This technique was implemented in two cycles. The findings of the research showed that the mind map technique was successful in improving the students' reading skills.

From the observation and interview in the preliminary step in this research, that was reconnaissance, it can be implied that English was one of the difficult subjects according to the students, especially reading. Based on this main problem, the researcher and the English teacher agreed to solve this problem by implementing the mind map technique in combination with some strategies and adaptations considering the students" condition. Those strategies were scanning and skimming, questioning and answering activity, using map/chart of words, and using interesting pictures and topics. The adaptations were done to

simplify the strategies and facilitate the students so that they could understand easily. Those actions taken in the classroom aimed at improving the students" reading skills. It was expected to be able to help the students to comprehend a text easier and better than before.

The researcher implemented the mind map by asking the students to draw or design a mind map which comprised of information of a text, pictures and symbols. It helped them understand the information of text that they read. As Sugiarto (2004) stated that it is the technique to summarize reading resources and then visualize the problems in the form of map to make it easier to comprehend information contained. Generally, it will be easier to remember a diagram than a description because the diagram represents the highlight or summary of texts. Furthermore, making mind map also could make the students creative and motivated in the reading teaching learning process.

Implementing mind map in the reading teaching and learning process could train the students to improve their vocabulary mastery. Since the key words were important in making a mind map, the students were trained to find some words which represented an idea and then put in each branch of the mind map. It was stated in one of the steps in making a mind map proposed by DePotter and Hernacki (2004). They stated "write the keywords or phrases in every branch and then develop them with details". It is also supported in one of Buzan's steps in Davies (2010) which said "select key words and print using upper or lower case letters". The researcher also invited the students to understand how to understand the meaning in a word by teaching the morphological form of the word in a chart/map.

Finally, the mind map technique combined with scanning and skimming strategy was able to help the students to find the topic within a passage. They did not need to read the whole words in the texts in details.

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS
Conclusions
From Cycle 1, the researcher found that the mind map technique improved the students' reading skills. The researcher gave them ways of reading. The researcher also explained how to use a mind map in the process of comprehending of a text in the reading activities. The researcher invited the students to get involved in the reading activities so that they understand more how to solve their reading problems.

From the Cycle 2, the researcher found that the mind map could improve the students" reading skills. They could grasped information from a text they read and understood it. They could identify the main and detail ideas of the text. The technique also improved the students" creativity and vocabulary mastery. The interesting ways of making mind map could make the students read texts effectively and efficiently. They also became good in paraphrasing a sentence which represented their understanding of information within the sentence.

Suggestions
a. The English teachers need to vary the use of reading techniques in the classroom so that the process of reading teaching learning can be more effective. Improving students" reading skills could help the students to comprehend a text easily and effectively. The use of the mind map technique is one of the way to enrich the students" reading skills in order to facilitate them when they face problems in reading activity.
b. The students need more practices in improving reading skills so that they can comprehend English texts better. They should find an environment that can support their learning process. They need to deepen their understanding of this advantages for them in the reading activity.

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