STUDENTS’ PERCEPTION TOWARDS THE USE OF MIND MAP TO IMPROVE STUDENTS’ ABILITY IN READING COMPREHENSION

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

RACHMA MAULIA NURAIDA
112012149

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2016
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : RACHMA MAULIA NUKAIIDA
NIM : 112012149 Email : mauliam25@gmail.com
Fakultas : BAHASA DAN SENI Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul tugas akhir : STUDENTS’ PERCEPTION TOWARDS THE USE OF MIND MAP TO IMPROVE STUDENTS’ ABILITY IN READING COMPREHENSION
Pembimbing : 1. VICTORIA USADYA PALUPI, M.A-ELT
2. ATHRIYANA SANTYE PATTIWAEL, M.HUM

Dengan ini menetapkan bahwa:

1. Hasil karya yang saya sahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar kecakapanan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diuji yang telah diketahui dan disetujui oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam masalah dengan menyebutkan nama pengarang dan disentumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya, Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 14 September 2016

[Signature]

RACHMA MAULIA

F-LIB-080
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : RACHMA MAULIA NURAIDA
NIM : 112012149
Fakultas : BAHASA DAN SENI
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul tugas akhir : STUDENTS’ PERCEPTION TOWARDS THE USE OF MIND MAP TO IMPROVE STUDENTS’ ABILITY IN READING COMPREHENSION

Dengan ini saya menyerahkan hak non-eksklusif* kepada Perpustakaan Universitas – Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

☑ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA

☐ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

* Hak yang tidak termasuk harta baga bagi anak, pengasuh, penulis, dan mahasiswa yang menyerahkan hak non eksklusif kepada Repositori Perpustakaan Universitas saat menggunakan hasil karya mereka masih memiliki hak copyright atas karya tersebut.

** Hanya akan menampilkan halaman judul dan abstrak. Pilihan ini harus didampingi dengan penjelasan asal dan tujuan pembuatan halaman (dokumen karya pendukung).

Demikian pernyataan ini saya buat dengan sebenarnya.

Salatiga, 13 September 2016

[Signature]

Mengatasini,

[Signature]

[Signature]

[Signature]

F-LIB-081
PUBLICATION AGREEMENT DECLARATION

As a member of the (UKSW) Universitas Kristen Satya Wacana academic community, I verify that:

Name : Rachma Maulia Nuraida
Student ID Number : 112012149
Study Program : English Teacher Education
Faculty : Language and Arts
Kind of Work : Undergraduate Thesis

In developing my knowledge, I agree to provide UKSW with a non-exclusive royalty free right for my intellectual property and the contents therein entitled:

Students’ Perception towards the Use of Mind Map to Improve Students’ Ability in Reading Comprehension

along with any pertinent equipment.

With this non-exclusive royalty free right, UKSW maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database; transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name is still included as the writer.

This declaration is made according to the best of my knowledge.

Made in : Salatiga
Date : 19 August 2016
Verified by signee,

Rachma Maulia Nuraida

Supervisor

Examiner

Victoria Usada Puspita, M.A.Ed.
Athiraya Santye Pattiwael, M.Hum
STUDENTS’ PERCEPTION TOWARDS THE USE OF MIND MAP TO IMPROVE STUDENTS’ ABILITY IN READING COMPREHENSION

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

Raehma Maulia Nuraida
112012149

Approved by:

Victoria Usdyah Puju, M.Kes.
Supervisor

Ahrityana Santy Putrwa, M.Hum
Examiner
INTRODUCTION

Reading is one of the four skills that are important for us. Reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response (Walker, 2000). Until now, many teachers tend to use a usual technique to teach reading such as by giving them text and ask them to answer the comprehension questions (Nabeel, 1994). However, Barnett (1989) claims that reading is a collaborative process which combine top-down and bottom-up processing. Teachers need to use these strategies to activate their thinking skills in reading and therefore it will improve their reading comprehension.

To understand or to get a message of a text, students need to read the text deeper and that is why reading comprehension is needed. Reading comprehension is a process of constructing meaning from a text. Klinger and Geisler (2008) stated that reading comprehension involves complex coordination of several processes, including word recognition, fluency, besides the integration of background knowledge and previous experience. However many students still fail to accomplish comprehension. This happens when the student does not have proper strategies for reading comprehension (Gerstein, William, Fuchs & Baker, 2011).

Over past few years, many researchers have found a strategy that make learners successfully remember and retrieve information from textbooks called mind mapping strategy (Hashemain, Jan, & Narak, 2014). Mind Mapping is a graphic technique developed by Tony Buzan in early 1970s to improve note-taking, to enhance memory and problem-solving, to encourage creativity, to organize thinking, and to develop ideas and concepts (Polson, 2004). Mind maps allow students to create a visual image to enhance their learning (Budd, 2004). It
can also be used as a tool that allows them to make connections to material in meaningful ways. Using mind maps also helps the teacher vary their teaching methods which may be more likely to reach diverse learners (Nesbit & Adesope, 2006). The reason why I am interested in doing this study was because nowadays mind map is widely used in academic world and it is used for a variety of purposes and I want to know whether the students perceive this strategy as useful or not so useful in classroom activities.

Therefore, the purpose of this study is to describe the student’s perception toward the use of mind map in reading text. Interview was used to know what the students’ opinion or perceptions about mind map. Moreover, the research question of this study is “What are the student’s perception towards the use of mind map in comprehending texts?”. The result of the study is expected to be useful for the researcher herself and for any teachers who may use this study to understand the students’ needs.

Literature review

This chapter explains about reading, reading comprehension, and mind map. The definition and the purpose of reading will be explained in this chapter.

Reading

Walker (2000) states that reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response. In addition, Barnett
(1989) claims that reading is a collaborative process which combine top-down and bottom-up processing.

Reading is the way we get information and also ideas from written or printed texts through some process. Alfassi (2004) and Zhang (1993) stated that reading is an activity to interpret or get some information in order to survive in the present society. Grabe as cited in Indrayani (2014) deduces the purpose of reading. He mentioned some of the purpose like reading to search for simple information and reading to skim quickly, reading to learn from texts, reading to integrate information, write, and critique texts, and reading for general comprehension. Therefore, by reading we may know a lot of information that can help us to deal with the society, it also gives us new knowledge.

Reading Comprehension

Comprehension is a process of constructing meaning based on the reader’s background knowledge and experience, the information in the text, and the context in which the reading occurs. Mostly, to get the message of a text, the ideas which are found in the text have to be connected one to another. In line with the statement above, Snow as cited by Kurniawan (2013) states that reading comprehension is the process to catch a message of a text by cultivating the reader's background knowledge, relations and involvement into one unit.

Furthermore, Nunan (2003) claimed that reading comprehension is a process of combining information extracted from the text with the current schemes to understand the meaning. It means, to get the message of a text we have to remove unimportant thing or sort it out to get the best one. In line with this, Gerstein, William, Fuchs & Baker, (2011) assumed that students may fail to accomplish comprehension if they do not have proper strategies for themselves.
Based on the definitions above, reading is an important activity that will be more useful if the readers can comprehend what they read. In general, reading comprehension is the ability to collect ideas in written or printed text when the readers really understand what they have read or the main point in the text. Therefore, reading comprehension is an important thing to learn for students to be successful academically.

Mind Map

A recent research by Buzan (1972) said that mind mapping is used in note taking, brainstorming, problem solving, and project planning. As Alamsyah (2009) explained, mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group those certain ideas. Mind Maps work especially well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable.

Brandner (2015) stated that mind map is not only a tool to generate idea or something, but there are some other benefits of using mind map such as to help students structure their thoughts, provides a clear overview of a topic, and enhances memory by utilizing a number of mental triggers such as colours, images and a two-dimensional structure. Another advantage mentioned by Buzan (2010) is that mind map helps students structure and order their thinking by creating a visual representation of concepts and their understanding. The use of mind map is to improve note-taking, to enhance memory and problem-solving, to encourage creativity, to organize thinking, and to develop ideas and concepts (Polson, 2004). Mind maps allow students to create a visual image to enhance their learning (Budd, 2004). The statements by Polson (2004) and Budd (2004) are quite similar about the benefits of
mind mapping in classroom activities which were mind map can be used as a tool that allows the students to make connections to material in meaningful ways and also helps the teacher vary their teaching methods which may be more likely to reach diverse learners (Nesbit & Adesope, 2006).

From the benefits that have been mentioned before, mind map has some advantages that can help the students to improve their reading skills. It can also be one of a way to support their understanding and improve their reading comprehension by asking the students to complete a mind map as part of a review in the learning activities. A mind map can be a great way for students to display their thinking and what they learned from reading a text. It also depends on the student to maximize the benefits of using Mind Mapping technique.

Previous Studies

The first previous study on effectiveness of reading comprehension using mind mapping found that mind map can improve students’ desire in learning reading comprehension. (Indrayani, 2004)

The second previous study about mind map is conducted by Pua & Cheng (2013) who indicated that mind-mapping could be an effective tool that helps students to acquaintance new information to their existing knowledge. (Pua & Cheng, 2013) aim at improving students’ competence in English learning by introducing mind-mapping techniques to facilitate the knowledge acquisition and retrieval process.

The Study
In this section, the setting, the participants, the instruments, and the research procedures are discussed.

**Context of the study**

This study was conducted in Satya Wacana Christian University, Central Java, Indonesia. However, 2 classes have been investigated in this study which is TBSD and Language Assessment class. Those classes were chosen because mind map frequently use for the classroom activities. I have taken those classes, so I know the classroom activities quite well.

**Participant**

The participants of this study were 15 students selected from courses which implement Mind Map in the learning process. The students were selected from 2 classes which are TBSD and Language Assessment class. The participants were from the third year in Faculty of Language and Literature. There is some different level of fluency or understanding in English which categorized as intermediate and advanced students. The participants were selected randomly and the interview was conducted after their class was over.

**Instrument**

The instrument of the study was semi-structured interview to get information about the students’ perception toward mind map and the use of mind map in their classes.

The interview was conducted in English; the interview protocol is as follow:

1. What are your difficulties in reading?
2. Do you understand the concept of mind mapping?
3. How was mind map implemented in your classroom?
4. How did you use mind mapping technique in reading comprehension?

5. What do you think about the use of mind map in your reading class? Why do you think so? Can you give examples?

The interview took 15 minutes included 5 questions and 2 follow up questions.

Data collection procedure

The interview was used in this study. Before the interview was conducted, the participants were asked for their agreement to participate in this study. After that, steps and procedure were explained. In line with this, all interviews were audio recorded and was transcribed later.

Data analysis procedure

After the data was collected, it was coded based on how the participants perceived the mind map in reading comprehension, how they perceived their difficulties and how mind map were used in their learning activities.

Findings and Discussion

Difficulties in reading

From the interview, it was found that the participants experienced some difficulties when reading a text such as in defining new word or unfamiliar vocabulary, length of a text, and also genre. Below, is some of what they said regarding their reading difficulty.

“Yes, sometimes I face difficulties when reading an English text. It happens because there are some vocabulary items that I do not understand” (Participant 3)
“Yes, sometimes I face difficulties when reading an English text. It happens because there are some vocabularies items that I do not understand, for example, if I read a science book, there are some terminologies that I do not understand due to my background knowledge” (Participant 11)

Another participant has different perception that their difficulty is not only in defining new vocabulary, but also in understanding the genre of the text especially academic text. Below are the statements which indicate their difficulty in reading.

“It is hard for me to read academic journals.” (Participant 4)

“Yes I have some difficulties in reading a text, especially when reading academic article or journal (it also academic book, some ED materials like sociolinguistic books.” (Participant 13)

From the statements above, academic journal or text became a problem when reading a text. It might happen because it contained academic vocabulary and perhaps the content of the text was unfamiliar for them. Sometimes, genre of a text might cause some problems in their reading activity. But, there is another problem that they face besides the unfamiliarity of words and genre, which is length of the text;

“I have difficulties when I have to read a text which is too long to read.” (Participant 12)

“Sometimes, I have difficulty reading long text; it makes me bored because when the text is just too long.” (Participant 3)

Based on what participants conveyed, the length of the text became one of a problem that they have when reading a text. It might happened because sometimes it slower them to get the main idea because there is so many things to read. Besides, there are two participants said that they did not have any difficulties in reading. Here are the statements of the participants;
“Basically, I don’t have any difficulty in reading a text as I have already background knowledge of the text I read.” (Participant 5)

“I don’t have any difficulties in reading but... sometimes I have difficulties like... Em if I have a lot, a lot of things to think, it is like my mind is working for several things.” (Participant 6)

That statement shows that their capability in reading a text is advanced. It could be seen that they did not have any difficulty in reading like the other participants such as in defining new vocabulary or unfamiliar word.

In conclusion, the participants use some strategies to overcome the problems in reading like what they have mentioned before. By using not only one strategy in reading such as skimming, scanning, or mind mapping, it can make them easier when reading any kind of text.

Students’ Understanding of What Mind Map is

Mind map as one of the strategy in reading have an important part in the students learning. Not only help learners interpret the sentences, but also create an image and hold it in their mind in order to understand a text. Buzan (2010) states the concept of mind map is not only show to facts, but the structure of a subject and important part of a text. In the collected data, it was found that 33.3% of the participants conveyed that mind map as a visual way to get information. 53.3% assigned mid map as idea connector and 13.4% revealed mind map as a tool to simplify a text. As stated by Participant 7; below is what the participant understood about mind map

Mind map is a visual way to process information. When we read a book or news, our purpose it to get information of that right? Mind map helps us to make us easier to get the information of the text we read by making us think the important sentences of each part (Participant 9)
The statement above showed that mind map has different ways to help him or her grab certain message of a text. This idea is similar with Alamsyah’s opinion (2009). He explained that mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group those certain ideas. Mind map makes them think out of the box, they have to make their own mind map based on their understanding. It may encourage them to memorize all of things they have read.

In addition, another participant said that mind map is an ideas connector because it connects one idea to another;

Yes, it is a tool to help the readers’ comprehension of the text. By picking up several main ideas of the text, we will get ‘the bigger picture’ of the text. Not all information can be put in mind map. Thus, we can only pick up important information of the text. By using mind map, ones will be helped to get the bigger picture of the text. Besides, we also can get clearer idea about how each part is connected to others. (Participant 3)

The participant conveyed that mind map help to get clearer idea of the text and to see how each part is connected. By encouraging people to link apparently different ideas and concepts in this way, Mind Mapping actually promotes divergent and highly creative thinking (White and Gunstone, 1992)80.

Not only as an idea connector and a visual way to process information as mentioned by participant 3 and 7, mind map can also be a tool to simplify a text. Here are the statements about mind map as a tool to simplify a text;

I know it a little…Okay…in my opinion… Mind mapping is a method in reading strategies to simplify the text using a combination between pictures and words. It happens to reduce the works of the brain to memorize the content of the text effectively (Participant 4)
I can adjust to this approach, and I think it is good enough to simplify the content of text so that we as the readers can easily memorize the main point and the important points of the text. It does not require the reader to read every word that may result in slowing down the work of the brain (Participant 8).

Both of the participants uttered that mind map help them to simplify a text as stated by participant 8 and 4. It is true because if the students find a long answer in the text, they try to make it shorter by paraphrasing or summarizing it into the simpler one before they put it to mind map.

**Students’ Activity When Using Mind Map**

There are various ways to work on the mind map. The findings shows two ways the mind map was implemented in the context of this study, such as to highlight or write important ideas and to connect ideas. Mostly, before the participants started to work on the mind map, they combine some strategies, for example scanning or skimming to help them fill out the branches in the mind map. The participants who used mind map by highlight the ideas are the high one which is 72.3% and the rest said that they used the mid map to connect one idea to another. Here are the statements that show how they use it by highlighting or writing the important idea.

“I often write the main idea on each branch, so I don’t have to memorize all the things. I usually elaborate the main idea based on my understanding with my own words.” (Participant 1)
“It is like highlighting the important idea, recognizing how each part is connected, and determining the words that will be used to represent the information.” (Participant 9)

From the interview, the participants mentioned that they highlight or write the important idea when they worked on the mind mapping. Highlighting is one of strategy which is useful to see the important point in the text. After they highlighted the important points or parts, the students connected one part to another. Below is what the participant stated;

“I write the important things from the texts and I map that, and then connect one idea to another.” (Participant 6)

The statement above is about the definition and concept of mind map as an ideas connector. The students will connect one idea to another after they write the important parts in the branches. In addition, some of the participants use both skimming and scanning strategies to work on the mind map.

“I just did not read the entire chapter but just like did skim or scanned the reading texts.” (Participant 11)

**Students’ Technique in Using Mind Map**

In the selected class that the researcher collected the data, mind map is used in two different ways. First, it was done in group and the other one is in individually. Most of the participants said that they used mind map in group because it also made them complete the mind map easily.

“It requires 2-4 students to read the provided materials and fill in the blank space in the mind map.” (Participant 2)
We usually did it in a group. First, the teacher will give us reading materials like book, journal article. After that, we read it in our group, usually in pair or in a group of 3 and then after that we just fill in the blank branches to complete the whole mind map (Participant 15)

The statements above indicated that mind map was usually done in group; this idea is similar to Alamsyah (2009). He said that Mind Map works especially well in groups, since the discussion stimulates the production of ideas, and makes the task livelier and more enjoyable. Saloman and Perkins (1998) assumed that work on mind map in a group not only more fun, but also it decreases their burden when they get a long text to read. Mind map also allow them to develop interaction with their peers. Here are statements from Participant 12;

   It is usually done in group. But only in group consist of 2 or maximum 3 people. So, usually in group, one person write or draws the map, probably find the main point and the other person read and tells the other to write it down the main points. Basically one person does the mind map and the other person grabs the idea

   The flow of communication between group members also contributed to the creative process. However, some of the participants also state that mind map also done individually. As stated by Participant 6;

   “I’m not really sure but sometimes the lecture asked me to do individually, just to complete it.”

   Based on the statement, we could see that in the setting of this study mind map is used not only in a group or in pair but also it is used individually. Some participants think that not all people can work in group, so they choose to do it individually.

   “In fact, I used mind map in my own. It is hard for me to do mind map with others, because each person might have different way in constructing mind map.” (Participant 14)

   From the statements, some people may find it difficult to work with another person so they prefer to do the mind map individually.
Mind map is used in various ways, starting from highlighting until connecting one idea to another. Hence, not all students use this strategy. Therefore, when it comes to the question which one do they prefer between do it in group and individual, the answers are various. In individual, some of the participants said that they were more focus in working on mind map but in a group it can also be beneficial because it decreases the burden when they do the mind map.

Students’ opinion about the use of mind map when reading text

Regarding the use of mind map when reading text, the participant mentioned that mind map was useful. However, some others thought differently by stating that mind map is not very effective. Based on interview with 15 students, the researcher found that 12 of them have agreed that mind map is useful to help them get the message of a text. Here is what one of the participants said about the use of mind map in their class:

I think it is totally useful. The teacher will provide and gave us a mind map and asked us to read the chapter. Mind map made us understand the material or topic easier. We can understand and think better like I said before (Participant 5)

From to the statement, Participant 5 assumed that mind map is totally useful because it made her understand the material more easily. Elmansy (2015) said that mind map helps students to understand and analyze the ideas of a text. He also mentioned that mind map can help students to have a better thinking. Maybe it is way more effective because when the students use scanning or skimming in a text, they will not get the message of the text itself. Another participant also said that mind map is quite useful, as stated by participant 7;

I think it is very useful because we are forced to read, because if we want to fill the mind map then we have to read everything, if we don’t read and we don’t grasp the main point. Then we
can’t make mind map, I think it is very effective and it really forces us to read the material and also forces us to understand material. I think it is very good. For example, I don’t really like reading actually, but because I have to.

She found that mind map is useful because it forced them to read. After they read the chapter given by teacher or lecturer, they will get the main points of the text itself. Furthermore, most of the participants said that they also find mind map is useful when they have exam or test, with the use of mind map; they do not have to memorize the entire chapter. They just need to read the mind map that they have made because it contains the important parts of the text.

On the contrary, some participants said that the use of mind map is not very effective, and here is what they said about mind map;

“I think it is not very effective, since we have to read the whole chapter first before writing them into the mind map chart.” (Participant 9)

The participant assumes that it is not very effective because they have to read the entire chapter. Theoretically, in order to fill in the mind map, the students have to know what is in the text. In order to get the main points of a text, the students need to read each paragraph and connect the main idea that they get so as to catch the message of the text.

Conclusion

This research intended to know the students’ perception toward the use of mind map in reading comprehension. To sum up the findings and to response the question on the student’s perception towards the use of mind map in comprehending texts, this part discusses the findings. Based on the findings, it was found that there is another strategy besides mind
map that the students usually use to make them easier when doing their reading assignment or task. The findings also found that mind map was very useful as it can force them to read, boost up their memory, and many more. A brief summary of the findings was described as follow.

First, it was found that the most difficult part in reading is on defining new and unfamiliar words. The genre of the text also became one of their difficulties. Some of them have no difficulty because they are already had rich vocabulary and background knowledge about the text.

Second, there are 4 majors ideas that the researcher found based on the participants’ explanation about the definition and the concept of mind map which are as an ideas connector, a tool to simplify a text, and a visual way to process information. They assume that when they use mind map, they have to connect one idea to another to gasp the message of the text they read, which is why mind map became an ideas connector. However, not only as an ideas connector, mind map also called as a visual way to process information because it requires the students to think out of the box when they worked the mind mapping. Another thing, as a tool to simplify a text, they have to paraphrased or summarized their answer to fill out the mind map.

Third, there are some ways to work on the mind map such as highlight and connect the ideas, and also combine some strategies to help them do the mind map. It is a common thing to do for the students to highlight the ideas before paraphrasing or summarizing the findings. After that, they connected ideas. Moreover, to make them easier to do the mind map, some students prefer to combine some strategies to help them do the mind map. They mostly use skimming or scanning.
From fifteen students interviewed, it was found that most of the students used mind map in group and the rest worked on it for they own. When they working in a group, the burden may be lessened, but there were students who preferred to do it individually.

Regarding the students’ opinion about the use of mind map when reading a text, they had different, some considered mind map useful and some others thought that mind map was not really useful. Some participants said it is useful because it helped them get the message of a text more easily, but they also mentioned some weakness in some points like it was quite complicated for them to read the entire passage first. However, this strategy still had many advantages due to its ability to boost up their memory and enhance their creativity.

From all the findings explained above, it showed that the students’ perceptions toward the use of mind map to improve their ability in reading comprehension were various. They considered this strategy suitable to use because it was one of the way to forced them to read. Even though every student in the class has different way to overcome their reading difficulties and also to improve their reading ability, with the use of mind map, the students had a chance to have a different kind of learning.

I would like to admit that this study has a restriction, particularly with the data findings. This study only used interview as the instrument of collecting data from the participants. Further research need to be done to explore more about students’ perception toward the use of mind map in class. It is hoped that this study can be a reference for teachers choose a suitable strategy to help the students to improve their ability in reading comprehension.

Acknowledgment
First of all, biggest thank to Allah SWT for the blessing and guidance in giving me strength to complete my thesis. I would express my gratitude to my supervisor Victoria Usadya Palupi for her patience, enthusiasm, response, and knowledge. Her guidance helps me all the time to write this thesis. I also want to show my gratitude to my examiner, Athriyana Santye Pattiwael, M.Hum for providing the time to help me with the inputs and examine my thesis. She also gave me a clear explanation about mind map. I would also thank to the Prof. Astika. Even though he was not my supervisor or second reader, the door to Prof. Astika’s office was always open whenever I had a question about my research. I would like to especially thank the participants who helped me during the data collection and for the time they gave during interview. Their contribution helped me to finish this thesis.

I must express my profound gratitude to my parents and my family for the support they provided me through my entire life. I would like to express my gratitude to Febro Ramadion who gives me an unlimited support and continuous encouragement throughout my study and through the process of researching and writing the thesis. I place on record to Hanna, Putri, and Rency for helping me during these whole times. I also especially thank Anggit, Zul, Arga, and Azka who were always by my side through the up and down and other friends who always motivated me to work on the thesis. Thanks as well to Victoria, Sita and Huri, who always listened to me and motivated me. Finally yet importantly, I would like to deliver my deepest gratitude to all the lecturers in English Teacher Education for teaching me during these whole times I study in Universitas Kristen Satya Wacana.

References


Indrayani, Siera Ayu (2014). The Effectiveness of Using Mind Mapping In Improving Student’s Reading Comprehension of Narrative Text.

Kurniawan, Ashadi. Improving Students’ Reading Comprehension on Narrative Text Through Story Mapping Strategy. Skripsi, Teacher Training and Education Faculty, Tanjungpura University, Pontianak. 2013.


