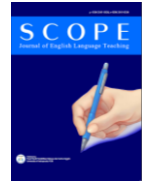




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Research Article

## Developing Students Skill in Comprehending Historical Recount Text through Mind Mapping Technique at Senior High School

*Delani Febrianti<sup>1</sup>, Muhammad Andriana Gaffar<sup>2</sup>*

<sup>1,2</sup> Universitas Islam Nusantara, Bandung 40286, Indonesia

### KEYWORDS

Comprehension;  
 Mind Mapping technique;  
 Recount Text;  
 Historical recount text.

### A B S T R A C T

Reading comprehension is an interactive process that involves the reader and the writer. In this case, the reader tries to interpret the message in the text that was read. So, reading comprehension is one of the important teaching materials of English that given for students. This study aims to analyze the implementation of mind mapping techniques in improving students' reading comprehension in historical recount text. Also, to analyze the students' perceptions towards the implementation of mind mapping technique. This research was conducted at MA Nurul Iman Bandung. The research design is classroom action research. The participant of this study is 10th grade students, which consists of 16 female and 14 male students. The data were collected through observation, interview, and test. The result of this study there was an increase in students' comprehending skills related to their understanding of historical recount text material. The increasing was seen after the implementation of the mind mapping technique to learn historical recount text material. It means that the mind mapping technique was effective in increasing students' comprehension skills related to historical recount text.

### CORRESPONDING AUTHOR(S):

E-mail: febriantidelani@gmail.com\*

## INTRODUCTION

Language has an important role in everyday. Because language is used by people to communicate, such as sharing thoughts, feelings, and emotions and sharing information verbally and non-verbally. Also, the use of language, especially in the global world, English is known as an international language that plays an important role in everyday. Therefore, everyone must know and be passive towards the use of English in everyday, and also English is declared as the first foreign language.

Based on the English Proficiency Index data (2018), shows that Indonesia is ranked 51st in English proficiency. It is

due to the lack of public awareness in Indonesia regarding the importance of the role of English as a foreign language. Moreover, there are factors cause it, such as the lack of quality education in learning English (Sanusi et al., 2022).

According to Ganie et al. (2019) in Indonesia education, English learning is used as a compulsory subject for junior and senior high school students. As a foreign language, English is taught in Indonesia from kindergarten to university. Therefore, it has a very important role for students in Indonesia. In English learning, there are four skills that must be mastered by student. The one of skill is reading. Reading is one of considered the most important language skill. Because through reading, students can learn

and get new information and knowledges (Gaffar et al., 2021).

Reading is a process that is largely determined by what the reader's brain, emotions, and beliefs bring to reading, knowledge or information, strategies for processing the text, moods, fears, and joys (Ganito et al., 2022). Also, Comprehension is understanding the information communicated in words and sentences in a reading text (Marzuki, 2017). According to Medina (2012) as cited in Ganito et al. (2022) for academic purposes reading is one the most frequently activities that used in everyday to get a new information. Therefore, students need to be trained to improve their reading skills (Ganito et al., 2022). Reading is the ability to understand information in a text and interpret it appropriately. Also, is the ability to extract meaning from the printed page and interpret this information appropriately (Grab & Stoller, 2011).

According to Male and Tias (2018) Reading comprehension are the process of understanding and interpreting a text to get specific or detailed information. Futhermore, in reading comprehension there is an interactive process that involves the reader and the writer. In this case, the reader tries to interpret the message in the text that was read. So, reading comprehension is one of the important teaching materials of English that given for students.

In the learning process related to teaching reading comprehension, the teacher only translates the meaning in the text, so that students can know the meaning of the text from the teacher. As long as, it can cause students to feel bored in the reading comprehension process. It is not easy for students to understand a reading material in English. Moreover to solve the problems about reading comprehension in students, the teacher must be choose a teaching techniques are needed that can improve students' reading comprehension skills. The one of technique that can improve students' reading comprehension skills is the implementation of mind mapping technique (Aprilia, 2019).

Recount text is a text that telling an event that happened in the past. According to Masithoh (2017) as cited in Harmiyanti (2019) there are a kind of recount text, such as : Personal recout, Biography recount, Factual recount, Imaginative, and Historical recount. So, for this study the researcher use historical recount. Historical recount text is a text that explains historical events that occurred in the past. Historical recount has a function to tell the reader about the important event who people must know about a historical event.

Mind mapping is a technique that can be applied to improve students' reading comprehension. By using mind mapping, all learning materials can be separated into a part

or ideas so that the learning process or knowledge process can be carried out more effectively (Tatipang et al., 2021). According to Buzan (2010) as cited from Male and Tias (2018) Mind mapping is a brilliant hierarchical thinking technique that allows greater creativity when recording ideas and information, and allows the note-taker to associate words with visual representations.

In order to measure that the mind mapping is one effective way to improve reading comprehension for students, there is the study by Aprilia (2019). The objectives of this research is the improve students' reading comprehension through mind mapping technique at second grade students of senior high school. The research are conducted at MAS Al-Washliyah 22 Tembung. Also, the subject of this research were consisted of 30 students, 20 male and 10 female students. The research design is classroom action research. The instruments of this research are: observation checklist, interview transcript, diary notes, and documentation. Also, the researcher did pre-test and post-test. The result of her research are showed that the mind-mapping technique can help students to improve their reading comprehension. Also, in the teaching and learning process, it can facilitate students to memorize vocabulary and also help students to summarize some information in a text, as well as being able to improve student memory. Furthermore, on the result of students' score shows that the students' average score was improving on each test.

Secondly, study by (Ganito et al., 2022), the aim of the research is to improve students' reading comprehension through reading mind mapping technique at second grade students' of junior high school. The research was conducted at SMP Taman Dewasa Ibu Pawiyatan Yogyakarta as the subject of the research. The subjects consisted of 20 students, 11 male and 9 female. The research design is descriptive. The instruments of the research are: observation checklist, interview, diary notes, and documentation. Also, used pre-test and post-test to measure of reading comprehension by students. Moreover, the result of the research showed that the mind mapping technique can help motivate students in the teaching and learning process in class. Also, can help students to understand a text. It can prove by scores on post-test I and II that there were improvement on the result test. Thirdly, by Tatipang et al. (2021), the research design is classroom action research was conducted to enhance students' reading comprehension by implementing of mind mapping. The participant of this research was 25 students of tenth grade accounting class in SMK BPK II Bekasi. The results of the research showed that mind-mapping techniques can effectively improve students' reading comprehension. Also, the application of the mind mapping technique was able to change students' views on reading

English texts, students who were initially unenjoyable to enjoyable.

Based on the observation by the researcher at MA Nurul Iman Bandung, that found a problem on 10th grades students related to reading comprehension in historical recount text. It can be seen in the low student learning outcomes when understanding a recount text presented by the teacher. Furthermore, students still have difficulty in interpreting the meaning on the recount text. So, related to this problem the researcher wants to give the solution to improve reading comprehension skills in 10th grade students at MA Nurul Iman Bandung, it is by implementing mind mapping techniques. Because, the mind mapping technique is considered of one of the effective and interesting teaching techniques for students to improve reading comprehension skills. Moreover, the objective of this study are to analyze the implementation of mind mapping technique in developing students comprehension skill in historical recount text and to analyze the students perceptions towards the implementation of mind mapping technique.

## METHOD

For this study, the researcher used a qualitative approach. For data collection process, the researcher used a several techniques, such as observation, interviews, and test. Also, the researcher used the classroom action research. In classroom action research, researcher conducted their research in 4 stages such as: planning, acting, observing, and reflecting.

In this study, the researcher conducted study at MA Nurul Iman Bandung. Also, for the participants in this study were students of class 10th IPS 3 consisting of 30 students. Which is consisted with 16 female and 14 male students. The students has several problems, such as : students have diffilcuties for gained the information of the text on historical recount text, students low motivation when reading class, and they can not analyze the choronological an event on the text.

## RESULTS AND DISCUSSION

In this study, the researcher acted as a teacher who taught the class and focuses on the implementetation of mind-mapping techniques to develop students' understanding skills in historical recount text material. The research was conducted in 2 cycles consisted of 2 meetings, starting from April 5 2023 to April 14, 2023. Also, the researcher used the classroom action research for this study. According to Kemmis and McTaggart (2010) as cited in Male and Tias (2018) It is consisted 4 stages, such as : planning, acting, observing, and reflecting. The below is the description of this study.

### *Cycle 1*

In the first cycle the researcher was did the research on four stages, the below are describe the stages of research.

#### a) Planning

At this stage, the teacher rearranged the lesson plan for the second meeting. Lesson plans made by teacher in this cycle already contain mind mapping techniques. Futhermore, the teacher also prepared teaching materials and assignments to be given to students.

#### b) Acting

At this stage, the teacher carried out all the activities contained in the lesson plan. The researcher carries out learning activities by implementing of mind mapping techniques. In the second meeting, the researcher started the activity by checking the condition of the class first and checking the attendance of the students who were present that day. Also, the teacher provides motivation for students to be excited to follow in learning activities at that time.

In the next activity, the teacher starts learning by asking questions to students regarding the material that has been studied in the previous meeting. In this process, it was seen that some students began to be enthusiastic about answering the questions gave by the teacher. After the question and answer process is complete, the teacher asks students to work pair. As long as the researcher explained the material, it was seen that the students focused on listening to the teacher's. After the teacher finished explaining the material regarding historical recount text, the teacher gave a question to one of the students "What is the function of historical recount text?". After that, the teacher gave another question to other students regarding "What is the importance of learning historical stories?". And, the student answered "Learning historical stories is very important because we know the struggles of the heroes and can appreciate their struggles." After the teacher asks other students to give examples of historical events that have occurred in Indonesia. Some students looked enthusiastic for giving their answers.

After that, the teacher began to explain the core material by implemented the mind mapping technique. First, the teacher explains the meaning and benefits of using mind mapping. And when the teacher explained, some students asked about how to make a mind map. After that, the teacher gave an example by making a mind map in class and explaining the stages of making a mind map. After that, the teacher held discussions with students to identify the information contained in the text. In this activity, some students began to share the information they got from the text. Also, the teacher writes down the results of the information provided by the students.

After the discussion process in making mind mapping was completed, the teacher gave students a historical recount text entitled "Bandung Lautan Api". After that, the teacher asks students to sit in pairs and asks them to make a mind map of the text.

c) Observing

During the learning process, the teacher observes students who are discussing in doing the task. During this process, some students seemed more focused and enjoyed it. Also, they were very enthusiastic in using the mind mapping technique in the learning process related to historical recount text material. But also, there were some students who still looked unenthusiastic in following today's lesson. Also, many of students looked that they could be gained the information from the text.

d) Reflecting

Based on the results of the second meeting, it appears that students are more focused and enthusiastic in this meeting. Moreover, it can be seen that the students in this class already understand the meaning, structure, and linguistic elements of historical recount text. And also, students are able to distinguish between different types of recount text. It was also seen that some students began to be able to understand the information contained in the text. As well as, some students have been able to retell the information contained in the text. And also there are some students who are still not confidence in conveying information and asking their friends about their understanding of the text given.

### *Cycle 2*

For the second cycles the researcher used the 4 stages, such as : planning, acting, observing, and reflecting. The below are describe about the stages.

a) Planning

At this stage, the researcher made a lesson plan for the third meeting. The lesson plan was made based on the evaluation of cycles 1 and 2. The other processes were almost similar to the second cycle which included preparing materials and making worksheets and observation sheets.

b) Acting

In the next activity, the teacher asks students to sit with their group. Also, the teacher gave a historical recount text entitled "The battle of Surabaya". Furthermore, the teacher asks students to understand the text in groups. After the teacher asks students to asked their friends about their understanding of the text.

When the students conducted the interview section, it was seen that there were still some students who were still embarrassed to convey the results of their understanding. However, some students also looked enthusiastic in interviewing their friends and they could convey the information that contained on the text. After the interview process is complete, the teacher asks students to start making mind maps of the text in groups. And, students begin to make mind maps according to the steps explained by the teacher.

c) Observing

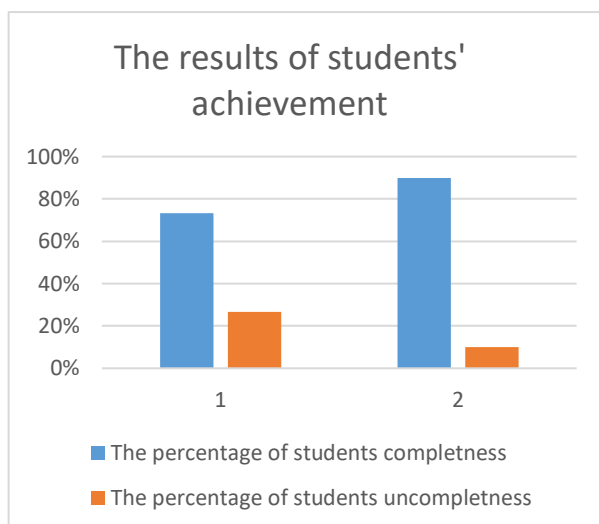
Based on the results of observations at the third meeting, the researcher obtained data that implementing mind mapping can help students to be motivated in participating in learning and it is provide that students feel happy when asked to make mind mapping according to their creativity. And it is seen that they become more interactive when communicating with their friends while made a mind mapping.

d) Reflecting

At this stage. the researcher evaluates that in the third meeting the learning process more conducive. Also, many activities are carried out in accordance with the lesson plan. Moreover, the researcher also achieved significant results compared to the results in the previous meeting.

However, there are things that need to be improved again in the next meeting, such as the teacher must be more able to encourage the self-confidence of students and provide opportunities for other students who are still lacking in their comprehending skills. And also, teachers need to enjoy themselves more in delivering material, so that students do not look nervous when listened to the teacher in class.

Based on observations made by researcher, it was obtained data that there was an increase in students' comprehending skills related to their understanding of historical recount text material. The increasing was seen after the implementation mind mapping technique to learning historical recount text. On the cycle 1 the researcher has implemented the mind mapping technique. Furthermore, the researcher conducted an evaluation in cycle 2. The below is the graphic that shown about the result of the students achievements in cycle 1, and 2.



**Graphic 1.** The result of students' achievement

Based on the data in the graphic 1 above, it shows that the percentage of completeness in students reached 73%, consisted of 22 students out of 30 students. From the results of these percentages, it can be seen that there were increase in students' understanding of historical recount text material. It was occurred while the implementation of mind mapping technique to the learning process on first meeting.

Furthermore, during the learning process, it was seen that some students began to be enthusiastic about participating in learning activities at that time. Also, some students think that in implementing the mind mapping technique they found it easier to understand and analyze the chronology of historical events in the text.

After that, the researcher evaluated students' comprehending skills regarding the use of mind mapping. The researcher did an evaluation for students to see the students' comprehending skill after the implemented of mind mapping technique.

Based on the data in the graphic 2 above, the data obtained is around 90% of students, consisted of 27 students out of 30 students who have increase in their comprehending skills related to historical recount text material. If we are see on the result of previous meeting, there were increase of 17%. Also, in this meeting it was seen that students were getting used to using mind mapping in the process of comprehending a text. Moreover, it also seen that they have been able to understand a meaning on the text of historical events and they are able to explain as briefly regarding the chronology of a historical event.

From the results of this study it was found that the implementation of mind mapping techniques was effective in increasing students' comprehending skills. According to Buzan's (2010) as cited in Ganito et al. (2022) mind mapping is an effective learning tool because it can help a person to easily understand and remember a material. Mind

mapping can be used to simplify a text, so someone will easily to understand the content or meaning of the text. Furthermore, it can make a person creative in receiving the information contained in a text (Aprilia, 2019). Related to this, students can quickly identify and understand the structure of the text and they are able to get the information contained in the text. It can be seen in the difference scores achieved by the students before and after the mind mapping technique was applied. Moreover, the implementation of this technique also helps students to think critically in understanding the information contained in the text. It is related with Hardy dan Stadelhofer (2006) as cited in Polat and Aydin (2020) the implementation of mind mapping allows to remember a broad knowledge of a concept or theme, as well as visualize the relationship between ideas that arise. Also, it is related to Bojana (2002) as cited in Amin and Hina (2018) It is also helps to improve critical thinking, logical attitude, conceptual learning, and enhance the dynamic achievement of students. Also, Sari et al., (2016) the use of the Mind mapping method is a technique of recording (summarizing) the material creatively, effectively, and literally will map our thoughts.

In the implementing of this technique, there was also an increase in the test results given to students. The increase can be seen in the difference test result before and after the implementation of the technique. In giving the test, the teacher also determines the minimum criteria of completeness to measure students' understanding abilities. Before the mind mapping technique was implemented, many students achieved results less than the minimum criteria of completeness and mostly some students who did not take the test given by the teacher. But, after the implementation of the mind mapping technique at the second meeting, it was seen that there was an increase in the results of the tests given to students. Futhermore, when the teacher conducted an evaluation at the third meeting, it was seen that there was a significant increase in the results of the test. It is related to Amin and Hanin (2018) mind mapping can help students in their academic growth and developing positive understanding about the issues and universe.

Futhermore, the teacher also feels that implementing this technique can help the teacher to overcome the problems that occur in students related to the ability to understanding a text. Although in the implementation of the mind mapping technique has several advantages. Such as : it takes a lot of time in its implementation. It is because students need to do skimming and scanning first when reading a text. It is relate to Sizmurand and Osbourne (1997) as cited in the implementation of mind mapping techniques can help someone to solve a problem, especially in the ability to understand and solve problems. However, this technique has disadvantage. Such as taking a long time to search for keywords about the subject are focused on. Also, it takes

quite a long time to make mind mapping and prepare the required visuals (Polat & Aydin, 2020).

Based on Budiyanto (2016) the stages of implementing the mind mapping technique, such as : The teacher conveys the competencies to be achieved, students form groups, asks students to explain the material that has been presented, asks students to interview their friends, and the teacher again explains material that students have not understood. In the process of applying the mind mapping technique the teacher has implemented it according to these stages. In the implementation process, the teacher has implemented the stages proposed by Budiyanto (2016). Only in the second meeting, the teacher was still not able to ask each group to conduct group interviews. Because some students still lack confidence and are afraid to explain the material they have obtained.

In the process of implementing the mind mapping technique, students seem to work together with their group. It can be seen when they are discussing in understanding the meaning contained in the text. And also, they look more collaborative in getting information with their group together in evaluating the information contained in the text, then they look focused when discussing. It is related to Wachanga and Mwangi (2004) as cited in Amin and Hina (2018), the mind mapping technique to be a very effective collaborative activity to ask students to discuss making concept maps together. In this case they not only learn in theoretical skills, but they are also trained in collaboration and social skills (Amin & Hina, 2018).

So, in the process of making mind maps by students, students did it in several stages, such as : starting with each group preparing blank paper. After that, students begin by writing the title in the center of the paper. Next, students draw columns and lines to connect the title with several branches that contain keywords related to the information contained in the text. Also, students develop these keywords by adding the information they get to the text. Finally, students begin to color each line and column. It is related to Buzan (2010) the steps to make a mind mapping are: start from the middle, add thought to the center, and use color, text, and images.

Interview is one of the stages in the application of this technique. It is related to Budiyanto (2016) the one of syntax in implementing of mind mapping technique is interview. Interviews were conducted to determine students' understanding of the text given by the teacher.

From the results of interviews that was conducted by researcher and students, researcher was gained data from students that they were happy with the implementation of mind mapping techniques to historical recount text learning. It is because by using this technique they are able to analyze chronologically an event that occurs in the text,

starting from the beginning of the problem, climaks of the problem, and the end of the problem. Also, they are able to remember some of the new vocabulary they encounter. Also, with the use of mind mapping students are free to make mind maps based on their individual creativity. It is related to Buzan (2010) as cited in Tatipang et al. (2021) the benefits of mind mapping are: helping students concentrate on remembering information, increasing student creativity, summarizing subjects briefly, guiding students to graduate with high scores, letting students enjoy the lesson during learning process and instruct the right brain and left brain to work together.

Also, in the implementing this technique, students become more interactive in discussing with their group. It is related to Micheal (2006) as cited in Amin and Hina (2018) When students learn with this technique, it can gain a critical results in understanding of concepts and effective collaboration among students. Futhermore, they can get support to increase their motivational level by using of mind mapping technique in an educational environment and the implementation of mind mapping technique student was motivated to learning material and many of students to be a confidence to involve during the learning activities. According to Nelson & Debacker (2000) as cited in Amin and Hina (2018) this is a meaningful application that can increase student motivation. It can be proven by students being more interested when shown pictures and maps than just text from books and other sources. Although, in the process it takes time to explain and convey some information quickly.

## CONCLUSION

The research aimed to find out the implementation of mind mapping technique in teaching historical recount text and the improvement of students' reading comprehension skill after using mind mapping technique. The result of this study was the used of mind mapping technique in reading historical recount text was effective and help them to understand the contest of the text.

The conclusion of this study, the most of students improved in reading skill and agreed that the used of mind mapping technique was good in reading learning. Moreover, the students' responses through the used mind mapping technique was good, they enjoyed while the learning processes. Also, on the test result, we can see that every test has different score and on the last test there was an increase of around 90% of students, consisted of 27 students out of 30 students who have increase in their comprehending skills related to historical recount text material. On the first test there was an increase of 17%.

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