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## Student Interest In Learning Reading Comprehension Of Expository Text Toward Mind Mapping Technique

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### **Abstract**

This research aimed to know the students' interest of learning reading comprehension of expository text toward Mind Mapping technique. This research used quantitative approach by using survey design. The researcher conducted this research in the eleventh grade of SMA Negeri 8 Takalar in 2017/2018 year. The Population of this research that consisted of six classes with the number of population was 93 students. Since the number of population was large, the researcher used cluster random sampling technique. The number of sample of this research was 32 students. To analyze the test of result and the questionnaire, the researcher used percentage technique analysis. The use of percentage technique analysis was to see the percentage of students' interest by using Mind Mapping technique. To validate the questionnaires of interest and to find out the mean score, standard deviation and the percentage of students' interest, the researcher used SPSS 17.0 program.

The result of this research was the use of Mind Mapping technique in teaching reading comprehension was very interested, it showed that 29 students (90.63%) felt strongly positive, 3 students (9.37%) of the students felt positive, and none of the students felt neutral, negative and strongly negative. The mean score of students'

Kata kunci :

*Interest, Reading Comprehension, Expository Text, and Mind Mapping Technique*

interest of Mind Mapping technique in teaching and learning of reading comprehension was 89.56 which were categorized as *very high interest*. The percentage of students' interest of reading comprehension of expository text toward Mind Mapping technique was 90.63 (very high category).

### **Abstrak**

*Penelitian ini bertujuan untuk mengetahui minat siswa dalam belajar membaca pemahaman teks ekspositori terhadap teknik Mind Mapping. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan desain survei. Peneliti melakukan penelitian ini di kelas XI SMA Negeri 8 Takalar tahun 2017/2018. Populasi penelitian ini yang terdiri dari enam kelas dengan jumlah populasi 93 siswa. Karena jumlah populasi besar, peneliti menggunakan teknik cluster random sampling. Jumlah sampel penelitian ini adalah 32 siswa. Untuk menganalisis tes hasil dan kuesioner, peneliti menggunakan analisis teknik persentase. Penggunaan teknik analisis persentase adalah untuk melihat persentase minat siswa dengan menggunakan teknik Mind Mapping. Untuk memvalidasi kuesioner minat dan untuk mengetahui skor rata-rata, standar deviasi dan persentase minat siswa, peneliti menggunakan program SPSS 17.0.*

*Hasil penelitian ini adalah penggunaan teknik Mind Mapping dalam pengajaran membaca pemahaman sangat menarik, hal ini menunjukkan bahwa 29 siswa (90,63%) merasa sangat positif, 3 siswa (9,37%) siswa merasa positif, dan tidak ada siswa. merasa netral, negatif dan sangat negatif. Nilai rata-rata minat siswa teknik Mind Mapping dalam pengajaran dan pembelajaran pemahaman membaca adalah 89,56 yang dikategorikan sebagai minat yang sangat tinggi. Persentase minat siswa dalam membaca pemahaman teks ekspositori terhadap teknik Mind Mapping adalah 90,63 (kategori sangat tinggi).*

## Introduction

Reading is the easiest and the cheapest way of getting information. Through reading, the readers can enrich their knowledge, broaden outlook and make them understand more about nature (Johnson and Morrow, 1987: 87). Learning to read is an important educational goal. For both children and adults, the skill to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as reading newspaper, job listing, instruction manuals, maps, and so on (Pang, 2003: 6).

Rivers (1981: 259), the most important activity in any language class is reading. It is not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending knowledge of a language. In other words, reading activity brings many benefits for students such as information, pleasure, and knowledge. In this way, the students not only read but they also able to comprehend the written text or reading materials given from books, magazines, newspaper, and to study science and technology. Development of science demands people to read a lot. Many text books written in English and reading skill will aid students to fulfill their need. Habit in reading English can also enrich vocabularies, so it will facilitate students to understand the content of the reading text.

So, reading is one of aspects of the language skills that is a very useful activity for everyone, especially for students, because by reading students can extend the concept of knowledge, improve their language skill, and enlarge their insight from the information which they get from reading materials. In this way, the students do not only read but they are also able to comprehend the written text or reading material that they read, that is reading comprehension.

Comprehending a text in reading is essential for students because they can understand information from the English materials, if they have skill of reading comprehension that is able to be developed by practicing reading more and more, and leading the questions to estimate what contains in that written text actually. Also, it is supported by Crane (2001: 28), comprehension is what is understood of a term by someone who grasps it. The point is to understand information from the reading material/written text given is “reading by comprehending the content of text”.

In reading English text, many learners consider that they have to know all the words in the text in order to understand the text (Tomlinson in Masuhara, 2003:341). It seems that the text cannot be reached its true information if any difficult words. English

texts are not all easy to understand, some are very difficult and confusing texts, and so in reaching comprehension, it depends on the reader's own techniques and concentration to focus on a text.

In reality, most of students especially in Senior High School have low skill and interest in reading especially reading comprehension. For them, reading English text is difficult and boring activity of lesson. It makes them less motivation to learn English, especially reading. It supported by Susilawati (2010: 3), according to her, most of students said that English is a very difficult course compared to other courses. In addition, the students said that reading comprehension is boring and make them unmotivated to comprehend English texts. It happens because they cannot understand English texts which they read and answer the comprehension question of English texts. So, it is able to be stated that having several difficulties and less of motivation are hard by most of students in learning reading, especially in Senior High School. It is also found in SMA Negeri 8 Takalar, students are unmotivated and unenthusiastic to read and comprehend an English text given, they think that are in the boring English class. In other words, it could be stated that students have a low interest of learning reading comprehension.

Therefore, it is needed an effective technique, in order to the students are able to concentrate, to understand, to read quietly and enjoyably, to find information out quickly and effectively of reading English text, especially reading comprehension. A technique must be effective, efficient, enjoyable, and possible for helping students to comprehend easier of English text and for making more relaxed to join reading lesson, it is the English teacher's responsibility especially in Senior High School for creating an interesting reading lesson in the class that provides opportunities, and for stimulating students to be interested in English subject especially in reading comprehension of English texts.

This research solely focuses on Mind Mapping technique in teaching reading, according to Brown, a mind map uses visual thinking to create an organized display of the plan, problem, or project—a diagram that mirrors the way our brains naturally processes information. Information and tasks radiate out from a central theme or goal, rather than falling below a header, as in a list. Related items link with connecting lines. New items can be captured randomly and then organized into the larger scheme, with new ideas flowing naturally as the map gains detail. Information can be illustrated with symbols, words, color, images, links, and attachments to add context, helping to reveal new directions, greater clarity, and big ideas (2008). It is able to stated that Mind Mapping is a teaching technique which using brain to obtain information by putting various colors, giving many

images, and symbols on a map, it is purposed to make someone understand more easily, remember the words, sayings, and sentences, increase understanding of materials given, and obtain a new knowledge. Why it must put color, image, and symbol? because the brain gets and reminds information from image, sound, feeling, and mind in a mixture, and also categorize them into linear form. Mind Mapping is like brain performance, it is right minded to be used for learning especially for reading comprehension.

The reason why the researcher chooses Mind Mapping technique as a good learning technique to improve reading comprehension, because it is designed to stimulate learning for organizing the ideas, finding a problem solving, boosting critical thinking, recalling existing memory, and improving memory comprehension by using the power of the right and left human brain. It is supported Faste's (1997: 2), there are many reasons to use mind maps, When addressing an issue they may be used: to reveal your thinking to yourself and perhaps to others; to flesh out the components of the subject; to figure out what is going on; to remember what you know about something, and to explore what you don't know; to contextualize a situation, problem or need; to explore what is left out, taken for granted, assumed, overlooked, or intentionally obscured; to find patterns, recurring themes, surprising connections; to explore where action is needed, or a new design might make a contribution; to reveal conventional wisdom, then to question it; to use as a tool that can be tentative, exploratory, and not draw definitive conclusions; to hang out with ideas; to organize thoughts prior to presenting them in a linear format such as an essay or a speech.

Mind Mapping technique is effective and efficient in improving students' reading comprehension of expository text, especially students' interest in learning reading. Expository text is that is a text which has a purpose to inform and explain something for broadening the reader's knowledge without inviting or exhorting. It supported by Hikmat and Solehati (2013) states that expository text is a text that informing a theory, techniques, tips, or clues so that people who read it will increase insights. Also it is a type of text that explains a concept, explain how, strip, or explain something. Expository text is a text type that is used in conveying scientific concepts so that it's often this type of text in the newspaper which tends to be fulfilled of new things. The text expository also commonly is used in books which convey tips or ways.

Interest is very crucial in learning and teaching process, because it makes students motivated and enthusiastic to learn. If students become motivated and enthusiastic, they are able to learn effectively, to understand the materials given easily, and to do the task carefully, especially reading comprehension. It supported by Schiefele (1999), interest is

believed to be learners' preference in doing one job or activity instead of others, and it is showed with accrued attention and emotional engagement of learners. Based the explanation above, the researcher wanted to know the students' interest in Learning Reading Comprehension of Expository toward Mind Mapping Technique.

## Method

### 1. Research Design

In this research, actually the researcher applied quantitative approach by using survey design.

### 2. Sample and Population

The population of the research was the eleventh grade students of SMAN 8 Takalar in 2017/2018 year. It had six classes with the number of population is 93 students. Since the number of population was large, the researcher used cluster random sampling technique. The number of sample of this research was 32 students.

### 3. Technique of Data Analysis

For scoring the students' interest was classified by using Likert Scale as shown below:

Table 3.1. Interval of Questionnaire

Positive statement score	Category	Negative statement score
5	Strongly agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5

(Arikunto, 2006: 229)

The rating scores range from 20 to 100 (interval 80). Since the questionnaire employs five categories, the interval which was used to determine the category of the students is  $80: 5 = 16$ . The choices of the statements were the data of the students' interest and ranged into five categories as shown below:

Table 3.2. Rating Interval Score of the Students' Interest

Range	Category
85-100	Very high
69-84	High

53-68	Moderate
37-52	Low
20-36	Very low

(Sugiyono, 2008: 182)

To calculate the Students' interest into percentage, the data gained from the students was analyzed into percentage with the following formula:

$$P = \frac{Fq}{N} \times 100\%$$

P = Percentage from questionnaire

Fq = Number of frequency

N = Total Samples

(Arikunto, 2006: 239).

To calculate mean score of the students' interest, the data of students' interest was analyzed using descriptive statistic through SPSS program version 17.0.

## Result And Discussion

### 1. Finding

The questionnaires were distributed to the students to know their interest toward Mind Mapping technique in teaching reading comprehension of expository text at SMA Negeri 8 Takalar. The students' score interval of questionnaires can be shown in table 1.1 .  
Table 1.1 The Percentage of the Students' Interest toward Jigsaw Mind Mapping technique

Interval Score	Category	Interest toward Mind Mapping Technique	
		F	%
85-100	Very high	29	90.63
69-84	High	3	9.37
53-68	Moderate	0	0
37-52	Low	0	0
20-36	Very low	0	0
Total		32	100

The data of the students' interval score based on the questionnaire in table 4.17 indicates that the use of Mind Mapping technique in teaching reading comprehension was very interested, it shows that 29 students (90.63%) felt strongly positive, 3 students (9.37%) of the students felt positive, and none of the students felt neutral, negative and strongly negative.

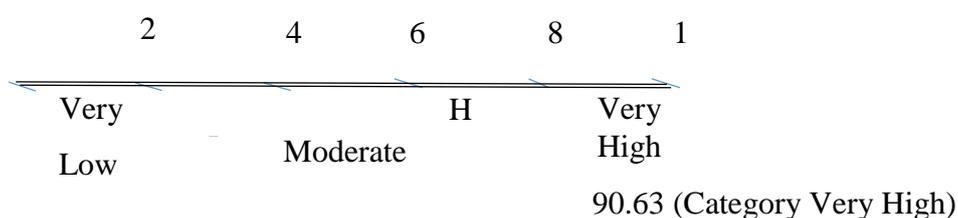
Table 1.2 The Mean Score and Standard Deviation of the Students' Interest

c.

	Mean	Standard deviation
Mind Mapping Technique	89.56	4.42

Further analysis showed that the mean score of Mind Mapping technique in teaching reading comprehension was 89.56 which were categorized as *very high interest*. So that, the students' interest toward the application of Mind Mapping technique and also can be seen in the Figure below:

Figure 4.5 Percentage of Students' Interest toward Mind Mapping Technique



## 2. Discussion

The analysis showed that use of Mind Mapping technique in learning reading comprehension of expository text influenced significantly the students' interest. It was proved that the result of students' interest twenty nine students or 90.63 % out of thirty two students were strongly agree or interested, and three students or 9.37 % were agree or interested. The mean of students' interest was 89.56 which is categorized as a very high interest, means that there is a good applicable technique in teaching reading comprehension, in other words, the students' interest is the indication of a degree of success that a foreign language student is likely to have in real given foreign language setting.

In this research, the interest of students was considered as output because they were expected to have interest category toward the use of Mind Mapping technique can improve their interest in the process of learning. Most of the students agree to apply the Mind Mapping technique because it is able to improve the students' motivation in learning reading comprehension of expository text.

Brown (2001: 75) states "motivation is highest when one can make one's own choices". If is associated with learning, it can be said that the students should get the opportunity to understand the assigned material, process information in accordance with his own ideas, construct prior knowledge with the new information and conclude it based on his own ideas, in another sense, students do the learning process more independent, which they as student centered. It drives the students to have a high interest for learning reading comprehension by using Mind Mapping technique. It supported by Harmer (1991: 3), he states that there are two factors can affect students' interest as well as their interest in learning namely: extrinsic and intrinsic motivation. Also, Keller (in Brown, 1994: 152) argues that motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to particular action.

Mind Mapping is a technique that allows students learn based on their own creative thinking that giving motivation to learn. Buzan (2005) defined that mind mapping is an effective way for students to remember what they have read and recall it easily when they need it. They will be able to organize ideas on paper structurally. This strategy will facilitate the students to speak or present their thought in front of class easily. Also, it is mentioned that Mind Mapping is a good tool to improve students' ability in recording information and enhancing creative thinking. Thereby, it could be said that Mind Mapping technique gives students a chance to create their own thinking for understanding the material by making colorful scheme of Mind Mapping in learning, it makes them having a high motivation, in other words, they are interested in how to teacher teach them. So, it is able to be concluded that Mind Mapping technique has given motivation to students in learning reading comprehension of expository text, is proved the obtained data, which describes that the category of students' interest in this research is *very interested*.

## **Conclusion**

The students were strongly interested in the use of Mind Mapping technique, is proved from the mean score of Mind Mapping technique in teaching reading comprehension was 89.56 which were categorized as *very high interest*. So that, it could be

stated that the students were interested in the application of Mind Mapping technique to improve their ability of reading comprehension of expository text.

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