CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research. The research data were analyzed and discussed based on related theories which are presented in chapter II.

The research findings are divided into two parts namely: 1) students' perception on the use of the mind mapping technique in reading 2) the strengths and weaknesses on the use of the mind mapping technique in reading.

1. Findings on Students' Perception on the Use of the Mind Mapping Technique in Reading

1.1 *The difficulties of students in reading skills*

Based on the data from interview, there were three problems in reading which were encountered by the participants in this research. Consist

Similarly, participant two experienced when she reading English book, journals her main problem was vocabularies. It can be seen in the following statement:

"When reading English books, articles, or journals *my main problem was vocabularies*. There were so many scientific vocabularies that weren't familiar for me. *(R2.007)*

When the words are not familiar, I had to look it up in the dictionary. Sometimes, when I don't understand the sentences I had to understand words by words and later link them into one, in order to understand. (R2.008)

Another participant also stated that she has problem in vocabulary mastering, it can see in the below:

"My vocabulary mastering (R5.011)"

In addition participant six experienced when she read the novel or text there were vocabularies she does not understand. It can be seen in the excerpt of the interview below:

"Maybe because the *vocabulary is difficult to understand*, maybe we do not understand. For example, when we read a novel, there are words like conditional. It is difficult to understand. (R6.006)"

To sum up, participants experienced problems regarding to the vocabularies. In which, they found it difficult to understand the text when there were many vocabularies that were not familiar for them.

1.1.2 Meaning

Most of the participants indicated that they found it difficult to understand the meaning from the text. In this case, there were two participants stated that they are difficult to get meaning in text. Participant three stated that when she reads the long text, she get bored then it will be hard to understand the text. As performed in the following statement:

"It's hard and boring to read books full of texts. Other than that, it is hard to understand what the texts are trying to say. *(R3.011)"*

Similarly, participant five stated that the problem when she reads are meaning it can be seen in the following statement:

"The possibility of meaning."(R5.012)

Shortly, the difficulties of participants in reading are understand the meaning from text.

1.1.3 Plot and main point

There was one participant in this research, commented that his problem in reading are plot and get the main point from the text It can be seen in the excerpt of the interview below:

"As I am a beginner, *it is a bit difficult to identify the main points."(R4.010)*

In addition he also stated that his problem is to know what the reading was told or it can be identify as the plot. It can be seen in the following statement:

"To understand the plots of the text." (R4.015)

1.2   The Strategies in Reading skills

Based on the data from interview, there were strategies in reading comprehension used by the participants before they know mind mapping those are skimming and scanning. Then, there are three participants mentioned that she uses mind mapping in reading. She states the following.

"Ok, I forgot what semester it was, but we did get once. So we were taught how to **mind map** not only for writing but also for reading." (R1.006)

In addition, participants two also stated that she uses mind mapping for strategies in reading, it can be seen in the following statement

"I was taught about *mind mapping too*." (R2.007)

Similarly, participant three expressed that she uses mind mapping in reading, it can be excerpt in the following statement below:

"I was taught about *mind mapping*. " (R3.014)

The other five participants expressed that they use skimming and scanning strategy to solve their problem in reading, to begin with participant one commented that she used scanning and skimming it can be seen below:

" .... Sure, *scanning and skimming*" (R1.007)

Then, participant two also stated that she overcome to solve her problem by skimming and scanning, because her lecturer also taught this method, it can be seen in the following statement:

"Yes, I learned about *scanning and skimming*" (R2.009)

In addition, participant three also mentioned that she used scanning and skimming to solve that problem in reading, as performed in the following statement:

"I use *scanning and skimming methods. (R3.013)*"

Participant four also stated he used skimming to solve his difficulty in reading by skimming:

"So, usually there are some people who read all and some people *do skimming.*" (R4.020)

Similarly, participant six mentioned that sometimes she used scanning and skimming to answer her problem in reading:

"Sometimes skimming or scanning" (R6.007)

1.3 Mind Mapping eases students in understanding reading texts

According to the data analysis, there are four participants stated that mind mapping is a good reading technique because it can ease their understanding in comprehending reading texts. In this case, participant one commented that it was easy for her to understand reading texts when she used the mind mapping technique in reading. It can be seen in the following statement.

> "For me, it is very helpful. At that time, I felt I was helped when using the mind mapping either in writing or reading. Why? Since by doing so, *I feel it is easier. It eases me in reading and writing.* " (R1.008)

This statement is in confirmity with Brown (2002) stating that there are some types of reading. One of the types is reading fast. Reading fast is used to improve speed and comprehension in reading. These skills must be appropriate with the main purposes of reading that is comprehension depends on the kinds of reading material.

According to Buzan (1994) who stated that mind mind mapping used both left and right cortical skills, it help learner to organize and get ideas easily. Similarly, participant four stated that by using mind mapping, he could understand reading texts easily. In fact, he can easily get the ideas of the reading texts.

> *"It's easy to understand, readable and decided the main idea."* (R4.029)

Similarly, participant five stated that mind mapping is easier method for the learner in reading can be excerpt from interview:

> "For example it applied in reading, *it because mind mapping is a method that created to make the passage easier.*" (R5.034)

In addition, participant six expereienced when she used mind mapping it can help her understand easily while used this method.

"*It is make me easier in reading and writing*" (R6.011)

1.4　Mind Mapping assists students understand text faster

From the data analysis, there were three participants stated that by using mind mapping she can understand reading text faster as it seen in the following statement. In this case, participant four stated by using this technique he can understand the reading text faster. It can be seen in the following statement.

> "Yes, from that method in my opinion, *the first the method is more fast."* Usually if freshman students or sophomore usually got slowly or thing like that. But after *use the method calling mind mapping, they can be faster.* "(R4.025)

Participant one also explained that when she use mind mapping while she reads it help her faster to understand the text. It can be seen in the following statement:

> "Ehm.. When reading, I think it is easier than reading with ordinary strategies that I normally do. *In fact, when I used this concept, it eases me in reading and make me understand faster about what I read*" (R1.010)

In addition, participant five gives opinion when she used mind mapping in reading it can help her faster to understand the text, it can be seen in the below:

> "The first benefit is easier, more effective, more strategies, faster to remember *and understand the passage faster.* " (R5.034)

This statement is an accordance with Buzan (2003) stated that mind mapping also can be use to summarize information, to consolidate the information from different sources, to think through complex problems and as a way of presenting information that shows to overall structure of the subjects. Maps are also very quick to review. It is easy to refresh information in mind just before it is needed by glancing at once.

1.5　Mind Mapping assists students to get the ideas

From the interviews, there three participants stated that mind assist student to get

get main points when she reads the text because it is supported by diagram. As performed in the following statement:

"It was good because I can know the main points of the text. *Mind mapping technique methods allows us to make graphs consisting of the main points of* the texts which can guide us when reading. So it kind of lead our mind" (R3.015)

In addition, participants two also stated that by using mind mapping method directly she can understand and get the main points in text. It can be seen in the excerpt of the interview below:

"Mind mapping is a technique of reading where we get to make the main points about the text and those main points will be used as maps. We make some kind of links to the points that we got." (R2.011)

Similarly, participant six experienced that when she reads, it does not need to all paragraph, but we only find the main idea of each paragraph. It can be seen in the following statement:

This statement is an conformity with Johnson and Pearson (1978) he stated that mind mapping is graphic arrangement of words and it shows how new words and ideas are related to each other within the text.

To sum up, the participants stated that mind mapping can assist them to get the main ideas from the text, then by knowing the main idea or topic in every paragraph was helped them to understand the text.

1.6 Mind Mapping is fun method

Based on the data analysis participants explained that mind mapping is a fun and simple method, in this case participant one commented that she was happy by using mind mapping technique because this technique it is very helpful for her. It can be seen in the following statement

Similarly, participant three commented that when she reads by using mind mapping she cannot bore to read like usually. It can be seen excerpt the interview below:

"Sometimes students think reading is boring, *but this method is very fun and it tells us that reading is not very difficult.*" (R3.018)

2. Findings on the Strengths and Weaknesses on the Use of Mind Mapping Technique in Reading

Based on the data analysis, there are some strengths and weaknesses on the use of mind mapping technique in reading. The strengths of using mind mapping are: recalling students' memory, saving time in reading, building students' imagination. On the other hand, mind mapping also has weaknesses namely: time consuming in drawing, and finding difficulties in drawing the charts.

2.1 Strengths of the Use of Mind Mapping Technique in Reading

Based on the interview results, there are four strengths or advantages of using mind mapping technique in reading. The first is it can recall students' memory. The second is saving time in reading,

2.1.1 *Mind mapping can recall students' memory in reading*

To begin with, the strengths on the use of the mind mapping technique are recalling students' memory. According to Buzan (2003) the first benefit of mind mapping is likely the most effective to remember things. The independence and opportunity in mind mapping technique enables students to visualize their notes into

remembrance. The implementation of picture and color is likely to be active effective

to remember things since students are free to draw any pictures on their imagination.

In this case, there are four participants stated that she draws the chart and color; it

helps her to remember the text that she has read. It can be seen from the following

statement.

> *"I think it (the color) is easier to recall my memory about the text.Personally, I think mind mapping triggers me to recall faster.* When making the mind map graph, red is for the concept, green for the branches of the concept and blue for the further branches. *When studying, just by looking at the graph, I can recall the main points of the text directly. "* (R2.016)

` Similarly, participant four stated by using mind mapping he can remember easily

because students can see the visualization. It can be seen in the following statement:

> "Oh yes, another benefits besides fast, *it also easy to remember like I mentioned before if the students see a visualization or display it will be easier and easy to remember."* (R4.040)

Besides, participant five said that she takes notes the point from the text. By doing

so, she can recall what she has read by looking at the points.

> "Yeah, *the method use mind mapping, from that, we can get several points. From that points we can remember what we have read"*(R5.020)

In addition, participants one also commented mind mapping is kind of

technique to recall her memory because if she reads the same text, she does not read

the text all over again because she just look the map that she has made. It can see in

the following statement:

> "I can use the *recall method so I don't need to read the text all over again because I can just take a look at the mind mapping graph I made.* Even though the graph only consisted of some words and pictures, I can manage to recall and understand the whole part of the text." (R1.023)

To sum up, the participants said mind mapping helps them to recall their memory.

2.1.2 Mind mapping can save time in reading

Another benefit of mind mapping is saving time; Buzan (2003) mind mapping enables students to spend the less time in taking note. Besides offering an exciting way to take notes, mind mapping does not require the reader to read the text.

Based on the data anlysis there are five partcipants commented by using mind mapping they can limited their time. In this case, participant one commented by using mind mapping she can understand reading text faster and make her economize time as it seen in the following statement:

"It takes less time. It means that we summarize only using the charts so it is faster; I mean the understanding becomes faster." (R1.015)

In addition, participant six experienced that she has limited time in reading a thick English book. In this situation, it is impossible for her to read the whole text. However, by using mind mapping she did not need to re-read the whole text, it was enough for her to look at the chart that she made. Then, she can remember the main ideas in the book.

"For example, when we have book with thick pages, we just need a short time. *By reading the mind mapping we can save the time in reading."* (R6.018)

Participant four mentioned that the same opinion that reading by using mind mapping is saving the time. It is proven in this statement.

"In reading especially, first .... *it doesn't take a lot of time"* (R4.039)

Participant five also expressed that the same opinion when she reads by using

mind mapping is saving the time. It is proven in this statement.

"So, *mind mapping is a reading method which is very effective to be used by someone to understand a passage fastly and without waste the time.* "(R5.045)

Similarly, participant two explained that by using mind mapping, when we make mind mapping and add some color for each branches it will help us to saves times. It can be seen in the following statement

"Right! *I can immediately know the main points of the text.* Using scanning and skimming method made me read every points of the text and it can take a lot of time. Moreover, it doesn't guarantee me understanding the main points of the text. *As for mind mapping method, we can directly make the maps and we can make it as colorful as we want.* For example red for the concept and green for the branches of the concept. *It saves time and it is useful for the future uses. We don't have to look at the full text rather only look at the maps we made.*" (R2.015)

In short, the participants agreed that when they used the mind mapping technique in reading, they only need limited time to understand the text.

2.1.3 *Mind mapping assist students to think creatively*

According to (Buzan, 2003) mind mapping really come into their own for encouraging creativity and enabling you to generate new ideas in brainstorming sessions and mind mapping which help us to think inscribe our ideas on paper, make hook or new stripe in our thinking, can manage swiftly, efficient and be more creative. He also stated that the first step in making mind mapping we can add images or pictures for our central idea. Why? Because an image is worth thousand and helps you use your imagination.

Based on the result of the interview, there are three participants stated that by using mind mapping, they can think creatively. In this case, participant three

stated that she is such a kind of person who likes to take notes and draw pictures while reading texts. In fact, by using mind mapping, she can take notes and draw pictures. Thus, she becomes more interested in reading.

> "*I love mind mapping because it allows me to draw creatively.* The pictures in the graph help a lot for me." (*R3.016*)

In addition, participant four explained that she is interested in using mind mapping because it is also supported by charts. It can be seen in the excerpt of interview below.

> "It is very beneficial. *It is easier to understand things when its display is colorful or creative*"(R4.035)

2.1.4   Mind mapping can build students' imagination and visualization

Based on the data analysis, there were two participants stated that mind mapping can build the students' imagination. In this case, participant one commented that when she read, she did not need to make mapping on the paper but she can imagine in her head.

> "*When I use the mind mapping more often, I can predict and draw in my imagination. So it is building my imagination.* "(R1.017)

Similarly, participant five also stated by using mind mapping she can trains her visual. It can be seen in the following statement:

> "*It usually trains our visual*" (R5.025)

The statement of the participants also supported by Buzan (2003) principally mind mapping is simply applies four aspects. They are words, color, lines, and pictures.

enables students to branches. The researcher concluded that by drawing mind mapping the learners can build their imagination by using simple things in making mind mapping.

2.2 Weaknesses of the Use of Mind Mapping Technique in Reading

Though mind mapping technique provides many advantages for the students, students find difficulty in using the technique in reading. There are two weaknesses. The first time consuming in drawing the charts, the second finding difficulties in drawing the charts

2.2.1 Time consuming in drawing the charts.

There was one participant who stated that when she applied the mind mapping technique, at first she needed more time to apply this technique; however she stated again that it only happened in the beginning of drawing the charts. It can be seen from the following statement.

"It took too much time, I think. Yes, that time when taught about it and we were directly given a reading material then asked to make the graph."(R1.019)

In summary, the participants clarified she got confused to use mind mapping particularly, troublesome in making the chart especially when her lecturer in the first time introduced this technique for her.

2.2.2 Finding the difficulties in drawing the charts and get the points

From the data analysis, the participants explained that she got confused to use mind mapping, especially she found it difficult to make the charts. It can be seen from the following statement:

49

"I think the basic obstacle was in the very first beginning I had to make the mind mapping graph. I think I was used to just read and do not have to make the graph. *It was really confusing trying to make the mind mapping graph at first."(R1.018)*

Similarly, participant two also expressed it hard for her to make the graph, it can be seen the excerpt of interview below:

"It was hard to make the graph but when reading the graph it was easy."(R2.020)

In addition, participant two stated that when she does not know the main points from the first, it will be hard to make the graph. It can be seen in the following statement:

"When *reading the graph it may be hard when not understand the points from the very first beginning."* (R2.022)

Participants three also commented that she hard to catch the main point, if each paragraph was same, as performed in the following statement:

"Sometimes *it is hard to catch the main point of some paragraphs when they seem to have the same points".(R3.020)*

Shortly, participants stated that when they used mind mapping technique in reading, they also found difficulties in drawing the charts and get the main