

EXPLORING THE OPPORTUNITIES: IMPLEMENTING MIND MAPPING IN SEVENTH GRADE READING STUDENT OF SMP TERPADU MADINATUL ULMUM

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ABSTRACT

The purpose of this study is to outline how mind maps are used to help middle school students learn to read. Case study design is a qualitative research approach used in this research. The research was carried out at SMP Terpadu Madinatul Ulum. Observations, interviews, and document reviews were used to collect data. Meanwhile, triangulation of sources and techniques is used in data validation. Based on data analysis and student comments, the findings of this study indicate that mind maps enhance vocabulary acquisition by offering a visual representation of the content of the text.

Key Wods: Vocabulary learning, mind mapping, and learning reading

INTRODUCTION

The act of reading involves an active process of recognizing, comparing, evaluating, and applying key ideas. When engaging with a paragraph, the reader must strive to grasp the main idea without necessarily comprehending every detail. Reading extends beyond the visual recognition of words as graphic symbols; it involves capturing the meaning word by word or line by line to comprehend the content. In essence, reading is the dynamic process of understanding a text and extracting information. It holds a crucial role in English language learning. As articulated by

Kridalaksana, reading comprises two components: the reader, bringing understanding, and the text, reflecting the author's perspective. According to Syafi'ie, reading is a cognitive process encompassing perception, understanding, and attributing meaning to written text. Readers employ their relevant knowledge and experiences to process information during reading, connecting the written text to appropriate sounds based on the writing system in use. The reader also possesses the ability to anticipate the meaning conveyed by the written text. Reading transcends mere mechanical activity; it involves comprehending and interpreting the meaning embedded in clusters of words conveying significance.

Reading is the skill of comprehending and understanding written text, constituting an indispensable proficiency for academic achievement. Reading comprehension, which involves grasping the meaning of what one reads, is vital not only for students but also entails various components essential for enhancing reading skills. These components encompass (1) vocabulary, (2) pronunciation involving sound, intonation, stress, rhythm, and vocal patterns, (3) comprehension denoting the ability to understand textual meaning and content, (4) fluency entailing smooth and obstacle-free reading, (5) prosody embracing proper intonation, stress, and expression, (6) concentration involving focused attention while reading, and (7) reading strategies, encompassing techniques like skimming, scanning, and reasoning to enhance effective comprehension. It is anticipated that incorporating these components into reading instruction will significantly enhance students' reading abilities.

Conventional school learning often falls short in addressing the challenges students encounter while acquiring knowledge. Students grappling with difficulties, such as reading-related issues, often receive inadequate attention from educators. Sunaryo Kartadinata asserts that educators immersed in daily educational processes may not fully comprehend the challenges faced by students with learning difficulties. Reading problems, being integral to language skills, can impede other learning processes.

Empirical evidence supports the notion that students grappling with such challenges experience a notable and adverse impact on their educational progress. Crowley, Hogan, and Dubas affirm that reading comprehension is closely intertwined with overall academic achievement, with superior reading comprehension correlating with enhanced understanding across all disciplines requiring such skills. Various challenges emerge in the process of learning to read, including difficulty understanding the text, encountering unfamiliar or incomprehensible vocabulary, contending with lengthy reading passages, struggling with concentration and study habits, and lacking effective study strategies. Addressing these challenges necessitates the implementation of effective learning strategies and methodologies for students.

In fact, SMP Terpadu Madinatul Ulum also has the same problem learning English as when learning to read. This is evident from the results of the first observations made by researchers while conducting a lecture program (PLP) for the last 2 months, students at Madinatul Ulum have great difficulty understanding reading texts during learning. After conducting interviews with teachers and students, the researcher concluded that the main reason students have difficulty learning to read is a lack of vocabulary. This is because during elementary school, they rarely get new vocabulary when learning English. When students read texts that are too long, they become tired of reading and understanding the text. In addition, inadequate classroom facilities make it difficult for students to concentrate, and the approaches used by teachers are ineffective in improving students' reading comprehension. Teachers must change their teaching approaches and methods to help students understand and master reading and vocabulary in English to overcome their learning difficulties. In order for learning to be of high quality, teachers can take part in professional training programs to develop teaching abilities. This provides a different classroom atmosphere because of the new methods taught in learning to read. Thus, conscious signs build students' motivation to be more active in expressing what they know, help students think critically, and gain understanding about

reading. Thus, students add new words and improve their reading comprehension.

There are various kinds of teaching methods that teachers can apply in learning, such as audio, visual and audiovisual learning media which can speed up learning. There are so many varied methods, teachers can choose several teaching methods that suit the teaching techniques used, for example: lectures, discussions, mind mapping, demonstrations, question and answer sessions, problem solving activities, jigsaw techniques, and contextual teaching and learning (CTL). Apart from that, there are several strategies that can be applied in learning to read, including predicting content, skimming, scanning, using image strategies with text. For educators, reading strategies like guided reading, SQ3R (survey, question, read, recite, review), and Request (reading-question) can be applied to aid their students. The use of mind mapping stands out as a creative method for enhancing reading skills, providing a visually engaging way to analyze reading information by highlighting key points with attractive colors. Porter and Hernack emphasize the effectiveness of mind mapping, which engages both hemispheres of the brain through visual images and graphics, facilitating the absorption of information. While mind mapping serves as an effective tool for assessing reading comprehension, evaluating students' ability to recognize and recall vital information, comprehend texts, and critically analyze reading materials is equally important.

The strategy mind map extends its benefits beyond reading comprehension, impacting various aspects of learning, including planning, communication, creativity, problem-solving, attention, organization, memory, and efficiency. Rooted in Bloom's Taxonomy theory, which classifies educational objectives, tests, and curriculum into levels such as knowledge, comprehension, application, analysis, synthesis, and evaluation, the mind mapping strategy aligns with Bloom's Revised Taxonomy. This revision, including categories like remembering, understanding, applying, analyzing, evaluating, and creating, allows researchers to explore the advantages of employing the mind mapping strategy to

enhance students' reading comprehension skills. Developed by Tony Buzan in the 1970s based on brain activity, mind mapping leverages the brain's tendency to remember information in the form of images, symbols, shapes, sounds, and sensations. By simulating increased brain activity, mind maps are believed to aid memory and are widely used in learning reading, even though there is limited research on their positive effects.

Emelien Merchie's research shows that mind mapping before or after text processing can be beneficial during targeted instruction given the success of reading to learn. If mind maps are presented all at once or not, selective processing methods will work better. The TMM condition had a greater number of free memories and coherence than the other conditions. This method is empirically effective, but its purpose is to help readers process text.

Novia Wulandari's research shows that mind mapping is a useful tool for improving reading comprehension. Although reading comprehension improved, no significant difference was found between the group who learned the Story Mapping technique and those who used the Mind Mapping approach, according to the study. According to the research, both techniques are widely recognized as effective in improving students' reading comprehension.

There is much research in the field of education that shows interest in using mind mapping for learning reading. According to Xiaojun Wang, mind maps improve students' understanding of knowledge. Therefore, mind mapping can be considered a teaching strategy that helps present educational materials, guide knowledge construction, and improve teaching effectiveness. Researchers have also proven that mind maps have applications that go beyond English vocabulary learning. Additionally, mind maps can also be used in other areas of English language teaching, such as grammar, reading, and writing. As more research is conducted in this area, the use of mind maps in education is expected to increase.

According to Amany Abd El-Hameed's research, students who were taught reading comprehension with mind maps did better than students who were taught with a conventional approach. Mind maps also help EFL learners become proficient readers and proficient learners and cooperative learners. This shows that the use of mind maps is very effective in improving EFL students' reading skills.

According to research conducted by Mahmoud Talal, the impact of using electronic mind maps in teaching text reading is relatively small. By using electronic mind mapping statistically, there was a significant difference between the mean scores of the control group and the experimental group in the reading comprehension post-test. The use of electronic mind maps in comprehending texts, analyzing texts, and understanding main ideas and sub-ideas can be attributed to better results for the experimental group in reading comprehension.

Based on the above problems, it can be seen that students have relatively low reading comprehension in English, and the learning techniques and tactics used are not suitable for reading learning. Mind maps in reading learning are an efficient approach to teaching and learning English reading. Teachers can map their thoughts creatively and efficiently by using notes. Mind mapping is an easy to use teaching method. Feedback from students in learning reading is a very important aspect. During the discussion, teachers can give feedback to students to encourage their enthusiasm for learning reading and to develop their reading comprehension and language skills by using mind mapping. The first research was conducted by Evi Puspitasari (2020), entitled "Mind Mapping in CLIL: How It Facilitates Students' Reading Comprehension". Using a qualitative descriptive research design, this study involved 37 fourth semester students. The findings of this study showed that 37 students agreed that mind maps helped them understand English texts, but the process was a little complicated for them.

The second research was conducted by Nihta V. F. Liando (2021), entitled "English Teaching Through the Lens of Mind

Mapping: Examining Its Effectiveness in Improving Students' Reading Skills". Employing a quantitative experimental design with eleventh-grade students, the study demonstrated the effectiveness of the mind map technique in enhancing reading comprehension, with students in the experimental class outperforming their counterparts in the control class.

The third research was conducted by Rini Hendrita Sumitra Putri Dewi (2021), entitled "Implementation of Mind Mapping Technique to Improve Students' Reading Comprehension in Descriptive Text". Using a quantitative experimental design with eighth-grade students, the research indicated the effectiveness of the mind mapping technique in improving reading comprehension, as evidenced by increased pretest and posttest scores.

The fourth research was conducted by Fernández (2022), entitled "Graphic Organizers: Mind Maps as a tool to enhance Reading Comprehension skills". Using a quantitative experimental design with 84 first- and second-year students of Post Secondary Education, the study showed a more precise understanding of the text and the ability to organize ideas more clearly: 82% of students represented key concepts and secondary ideas correctly, while 18% showed different levels of comprehension; The graphical representations of these students did not conform to a pattern; taking into account the two mind maps provided to students, most students would enjoy a significant improvement in visual accuracy and effectiveness.

The fifth research was conducted by Xiaofang Yan (2022), entitled "The effects of schema strategy training using digital mind mapping on reading comprehension: A case study of Chinese university students in EFL context". Using mixed methods research involving twelve Chinese students, the study showed that the use of DMM effectively increased participants' awareness of schema strategies in reading, in addition to the potential of concentrated strategy intervention with a DMM to improve EFL learners' reading literacy.

The sixth research was conducted by Piyanan Pannim (2022), entitled "Improving Reading Comprehension Skills Using Multimedia Storytelling with Mind Maps for Students with Learning Disabilities in Thailand". Using a quantitative design with 36 students with LD from grades 4 to 6 in Bangkok, Thailand. The findings from this experiment clearly showed that the app-based teaching approach accommodated students' weaknesses and built on their strengths in reading comprehension skills, while the results from the second and third groups showed that without interaction with the learning media, students were less interested and focused on learning.

In light of the above, the researcher is interested in conducting research entitled "Exploring the Opportunities: Implementing Mind Mapping in Seventh-Grade Reading Student of Smt Madinatul Ulum".

a. Definition of Mind Mapping

According to Tony Buzan, mind mapping is a creative, efficient way of taking notes that literally "maps" one's thoughts. Mind maps are the easiest way to transfer information to and from the brain. Mind maps use curved lines, symbols, words, and images according to simple, basic, natural, and brain-comparable rules. Mind maps are more visually stimulating than traditional note-taking methods, which tend to be linear and monochromatic.

Mind mapping will help students in many ways, such as planning, communicating, remembering things well, making them more creative in solving problems, focusing attention, organizing and explaining thoughts, and learning things more quickly and efficiently. Based on these definitions, it can be concluded that mind mapping is a creative and effective way to visually record, organize, and stimulate symbols, words, and images compared to rigid and one-color note-taking methods. Mind mapping used the brain's ability to recognize visual images to get maximum results.

b. Enactment of mind mapping in learning reading

Reading constitutes a crucial element of education, involving thin interpretation of signs or symbols within a familiar language. To enhance reading skills and address the need for an effective learning technique, the utilization of the mind mapping approach proves beneficial. Incorporating mind maps into educational settings fosters critical thinking, aiding students in better retention of topics, comprehension of reading materials, and improved task completion. The approach not only encourages active student engagement but also facilitates the rapid idea generation and a deeper understanding of the subject matter. Presently, mind mapping stands as a suitable and effective technique for teaching reading.

The application of mind maps during reading allows students to showcase their comprehension of the material. Additionally, mind maps serve as effective tools for organizing information, visually representing ideas, and tracing thought chains and hierarchical relationships with simplicity. Their effectiveness in conveying information lies in their ability to simplify intricate concepts, enabling students to grasp the material thoroughly. Applying mind mapping to reading is advantageous as students can effortlessly integrate new information into relevant branches and establish connections between different ideas. Nuttall's top-down process theory, as referenced by Brown, supports this approach. The theory underscores the importance of forming connections between text content and prior knowledge as a successful top-down strategy to enhance text comprehension systematically. These strategies, exemplified by the coherent representations within mind maps, contribute to a conscious application of distinct reading strategies, facilitating the overall reading comprehension process.

In this research, mind mapping is used as a teaching technique for leaning reading. Mind maps will support learners' creativity in reading skills, especially reading comprehension. Students will be given two sheets of paper containing the reading text and an example of mind

mapping for reference. To help them use mind mapping in learning to read, they will be directed to create mind mapping on a piece of HVS paper by drawing patterns, circles, squares, or various other shapes by giving different colors to each shape. Then they have to fill in the colored boxes with the information in the text in the form of phrases. Mind maps will allow learners to develop their imagination and convey the ideas they have from the text. At the planning stage, the teacher creates lesson materials, selects descriptive texts about family topics, creates observation tables for student activities, and creates evaluation tests for the material taught.

To make mind mapping easier for students, the following elements should be considered when creating it:

a) Plan

Before creating a mind map or mind mapping, students should think about how it will be created. They should think about the shape, the main ideas to write, and the colors to use. Here is an example of how mind mapping can help students understand a reading text about Family material (Family members).

b) Problem Solving

Word Design aims to help students understand the text read with the help of a dictionary and understand the meaning of words used in mind mapping, specifically to improve mind mapping reading skills.

c) Creative

Making mind mapping requires creativity. Besides making it easier to understand, mind mapping also aims to make learning more comfortable and effective.

d) Focusing attention

The purpose of mind mapping is to form a framework of thought to make it easier for students to improve their reading skills. Therefore, there should be key points in mind mapping.

e) Tools and Materials

Tools and materials are HVS, color pens, dictionaries, and reading texts. If mind mapping is well organized, it can be used as a personal note and presentation tool. Thus, the learning media taught by the teacher can be more varied.

c. Definition of reading

Reading is the cognitive process employed by individuals to extract conveyed messages from written language. This process necessitates readers swiftly grouping words to comprehend individual word meanings, a crucial prerequisite for understanding written text and extracting information. Reading involves interpreting symbols that constitute a language, making it an inclusive cognitive activity employing skills like vision, memory, intelligence, and comprehension to extract information from written symbols.

Considered a foundational skill, reading empowers individuals to acquire knowledge, gather information, and explore diverse ideas and perspectives. It plays a pivotal role in both English language development and personal growth, granting access to a vast repository of literature, ideas, and cross-cultural knowledge. Reading is a lifelong skill, evolving and improving through consistent practice and exposure to diverse texts, contributing to an enriched understanding of the world and the development of critical thinking abilities.

According to Mukundan, reading is a remarkable achievement, given the multitude of levels and elements that must be mastered. It entails comprehending and mastering various textual elements, turning the act of reading into a form of guessing game where the reader's interpretation often surpasses the explicit content. The texts contain a variety of symbols and inscriptions that demand understanding, emphasizing the importance of teaching students to apply existing knowledge to comprehend unfamiliar components, whether they are concepts or simple words. Reading, therefore, holds paramount

significance in language learning, especially in the context of studying a foreign language, offering readers insights into diverse fields such as science and technology.

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of studying a foreign language, offering readers insights into diverse fields such as science and technology.

METHOD

This qualitative research aimed to understand mind maps in the learning reading of SMP Terpadu Madinatul Ulum students. The case study design was chosen due to various factors in the development and explanation of the phenomenon under investigation. The research was conducted at an Islamic junior high school in Jember, East Java, influenced by the researcher's prior teaching experience during PLP. The principal and teachers at SMP Terpadu Madinatul Ulum showed great cooperation and hospitality, allowing the research to take place on the premises. The study involved English teachers and 7th-grade students, with purposive sampling used to select four students out of 30. The students were selected based on their comprehension reading abilities, with one having good comprehension, two having medium ability, and the last having low comprehension.

This research utilized observation and semi-structured interviews to examine the interactions between teachers and students during reading lessons. Observation sheets were created to record every behavior, and data was analyzed to draw conclusions. Semi-structured interviews were conducted to analyze students' perceptions and experiences regarding reading learning. Researchers created questions that could be adapted to the chosen topic, adjusted the time and place for answers, and recorded responses considering their environmental context. Data was then analyzed and conclusions drawn about reading learning. Documentation in qualitative research includes public and private records acquired from websites or participants, such as newspapers, meeting minutes, diaries, personal journals, and letters. These sources provide valuable insights into the lives and perspectives of research participants, aiding researchers in understanding the phenomenon under investigation.

RESULTS AND DISCUSSION

According to the research findings, there are two main benefits or opportunities of enacting mind maps in engaging the

students' reading comprehension, they were: expanding students' vocabulary memory in reading comprehension. Teaching, learning reading by using mind maps is one way done by the teacher as an effort to expand students' vocabulary memory. To achieve this goal, the teacher briefly explained the activities in the English class and the application of mind maps. This is expected to improve students' ability to remember and retain newly learned vocabulary for a long time. In addition, students are also guided to apply mind-mapping strategies that are more interesting and involve the brain to visualize the vocabulary learned. Meanwhile, the researcher became a facilitator to see how each student can understand the use of mind maps in understanding descriptive text. In learning to read in English class, the teacher divided students into groups, each consisting of two students. To make it easier for them to work on the assigned tasks, the teacher divided the tasks for each member, namely note-takers and illustrators. This encouraged the students to improve their memory and add new vocabulary. Meanwhile, the teacher observed how well the mind maps were and ensured that their collaboration was going well. Each group carried out this activity. If students found difficult vocabulary, they could look it up in the dictionary, this helped students to interpret it.

Thus, it can be concluded that students worked together to allocate tasks among their group members and used mind maps as a means to understand the vocabulary of descriptive texts. When learning to read through mind mapping, students work in pairs where one member of the group takes notes and the other illustrators. This technique involves students' active participation in learning, which improves vocabulary in reading comprehension allowing students to use their imagination, creating a stronger connection with the words being learned. It was supported by the result of observation. The researcher confirmed that the students were trying to find some vocabulary to fill in the maps. Sometimes they opened the dictionary to find the words and asked the teacher if they didn't know the meaning of the word. They felt glad when they successfully fulfilled the maps. Sometimes they cried since they were happy to figure the word out-in doing mind maps they connected word by word that could represent the text. They

started from the topic of the descriptive text, then developing it into the branches of word. In creating mind maps, they learnt to comprehend the text by sometimes using a new word, for example they use the phrase "physical appearance" when they tried to explain about long hair, blue eyes, slim body, and pointed nose. Actually, that phrase was not stated in the text, they created it by themselves. Based on the results of interviews and observation, it showed that the use of mind maps as visuals has a positive impact on vocabulary learning and the improvement of English language skills, such as the acquisition of new vocabulary.

Assisting the students' reading comprehension, Mind mapping plays an important role in facilitating the text comprehension. This strategy requires students to analyze and debate the text while using mind maps, thus encouraging deeper thinking and stimulating in-depth discussions. This strategy facilitates logical connections between statements, leading to a clearer understanding of the concepts presented. Ineffective learning, teacher fosters an environment where students can develop their ideas and engage in active learning. One of the effective tools to improve students' vocabulary acquisition is mind mapping. In addition, by encouraging students to create their mind maps, they can expand their vocabulary more creatively. Thus, it can be concluded that using mind maps as a teaching tool benefit students tremendously. When creating thought maps, coming up with creative ideas, and choosing keywords, the kids showed remarkable inventiveness. Through this approach, they were able to improve their understanding of the material and pick up new vocabulary. Their comprehension of the reading material also saw improvement. Alongside demonstrating active participation and a genuine interest in the topic, students utilized mind maps to visualize the content and structure their understanding. This concept-driven and visually organized instructional approach significantly contributed to the enhancement of students' reading comprehension and vocabulary skills. By recognizing patterns in language and comprehending the connections between words, students were able to improve their comprehension by adding contextual information. For example, constructing example sentences or making correlations between

words that appear together in a text. By understanding the context of word use, students can more effectively retain vocabulary and apply it appropriately in various situations. This activity increased students' engagement in the learning process by empowering them to take the initiative in creating their mind maps.

The provision of appropriate materials allows students to use the mind-mapping strategy to expand their vocabulary. Groups receive a text on family and engage in analysis and translation discussions with peers. The researcher observed the students' understanding of the reading material and their ability to answer questions objectively. The students demonstrated active engagement in the learning process, showed great interest in the subject matter, and applied the mind map strategy effectively. The use of mind maps was observed to be conducive to assisting students in understanding the content of the text, and finding the information required to complete the task. Doing mind maps helped students' overall efficiency in reading and answering challenging questions. Thus, it can be concluded that enacting of mind maps as a learning tool assisted students in comprehending the reading material. The students showed high interest in learning, demonstrating a thorough understanding of the text by using mind maps. The application of this strategy not only attracted their appreciation of the context of the vocabulary but also helped their responsiveness to comprehend the text.

From the research results, the researcher found two outcomes, namely expand students' vocabulary memory and the efficiency of students' reading and vocabulary learning. Winda Mustiani's research supports the use of mind mapping as a teaching technique to improve students' vocabulary acquisition. The research highlights the effectiveness of the mind mapping strategy in building and strengthening students' vocabulary skills. This technique also helps students use their left and right brains when learning vocabulary. Thus, the use of effective approaches such as mind maps can be expected to provide good vocabulary mastery for students. For example, even though there are several types of mind maps, their application has the same impact on gaining vocabulary mastery.

In addition, the activity of acquiring and memorizing a lot of vocabulary becomes an integral part of learning a language, not only English but also all languages in the world. To convey a learning idea, you need to memorize a lot of vocabulary. This is also related to the findings of Fitri Ramadhani who reported that the mind mapping strategy was effective in increasing students' mastery of English vocabulary. Vocabulary learning requires "*deep experience*" or active interaction with the vocabulary being studied. This can be done by learning vocabulary that students like or need. Thus, in each meeting, students need more vocabulary to help them master it. Meanwhile, in the field of mind mapping practice in learning reading, all focus is on vocabulary development. This means that students must understand the context of the content of each reading. Therefore, it can be concluded that mind maps not only help students develop vocabulary knowledge but also other basic English skills such as comprehension. Referring to students' reading comprehension made it easier for them to develop their vocabulary and language skills.

Another finding from this research relates to students' reading comprehension through mind maps. To support this, Rui Ma has carried out a literature review project on the application of mind mapping in teaching reading in junior high schools. Apart from that, he also believes that reading comprehension plays an important role in learning and teaching English and has received a lot of attention from researchers and English teachers. Reading is considered one of the most important ways to learn a language. This is related to this research, but researchers use reading as a place for students to gain more vocabulary knowledge, which makes it easier for students to practice these strategies because they already understand the material. Not only that, but this also has a good impact on their vocabulary mastery. In line with the findings from the interview data, after using the mind map strategy, students were able to gain knowledge about verb vocabulary. In addition, Ahmad Ali Heidari highlighted that vocabulary learning is an important part of language learning and views it as the most important component of language learning. Language learning, both in the first and second languages, begins

with learning the first words. Vocabulary learning is a continuous, gradual, and never-ending process.

This is related to the findings of Fadhliatul Ghina who stated that improving students' reading comprehension abilities allows them to describe and investigate the relationship between new words found in the text. Based on this statement, it can also be seen from the mind map reading activity in class that students try to understand the text by opening a dictionary if they do not know the meaning of the words in the text. Another finding from Eka Yulia added that there are five steps in the reading comprehension process: finding facts, finding the main idea, finding the meaning of vocabulary in context, identifying references, and making references that students must make to understand reading. This shows that students' understanding was influenced by vocabulary mastery because the two are interconnected in increasing students' word knowledge. Apart from that, reading activities as part of a mind mapping strategy also have the opportunity to gain students' knowledge, both vocabulary mastery and reading knowledge such as text structure, reading context, and difficult words in the text.

Conclusions, based on the data analysis, by using mind maps, students' vocabulary learning can last longer. According to students' statements as participants, the mind map strategy in learning to read helped students understand the text because by creating a mind map, they can see the content of the text visually. The researcher would like to provide some recommendations to other researchers who might be interested in carrying out the same research after finishing. For English teachers, in language learning and teaching, the use of learning strategies can be one way to achieve learning objectives. Therefore, it is hoped that implementation of the mind map strategy can serve as a creative and alternative tool for instructing reading, especially vocab in EFL education, thereby fostering a stimulating and invigorating learning environment. In addition, this is intended to serve as a resource for English teachers who wish to teach reading using mind maps. For further researches the researcher aims for the findings of this research to serve as a reference and information resource for future scholars investigating the utilization of mind

maps as strategies for vocabulary acquisition, in teaching learning reading.

CONCLUSION

Based on the data analysis, by using mind mapping, the students were able to remember vocabulary more strongly and understand the text better because they could see the content of the text visually and improve their comprehension.

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