ENACTING MIND MAPPING IN LEARNING READING
AT SEVENTH GRADE STUDENT OF
SMP TERPADU MADINATUL ULUM:
EXPLORING THE OPPORTUNITIES

THESIS

Presented as partial fulfillment of requirements
For the degree of Bachelor Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

Verryna Rosita Sari
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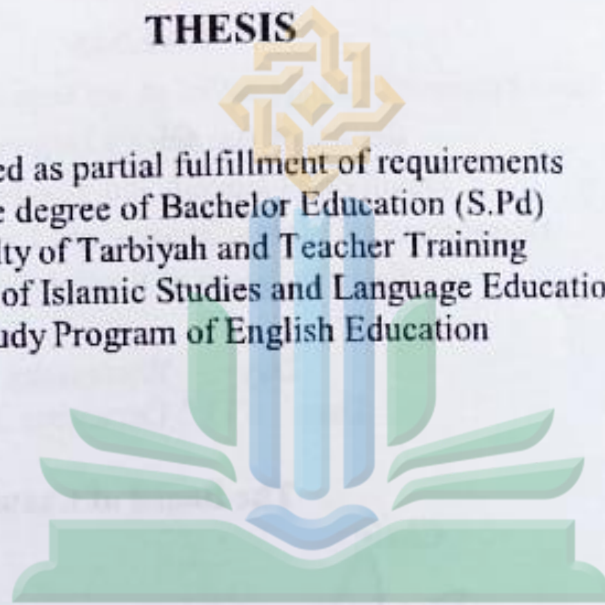**STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
DECEMBER 2023**

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Has been examined and approved as the requirement to obtain a teacher
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The Board of Examiners,
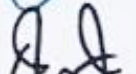
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MOTTO

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ١ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ٢ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ٣ الَّذِيْ عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ٥ (العلق/٩٦: ١–٥)

"Recite in the name of your Lord who created, Created humans from a clinging clot, Read! And your Lord is the Most Generous, Who taught by the pen, Taught humanity what they knew not." (Al-'Alaq/96:1-5) [*]

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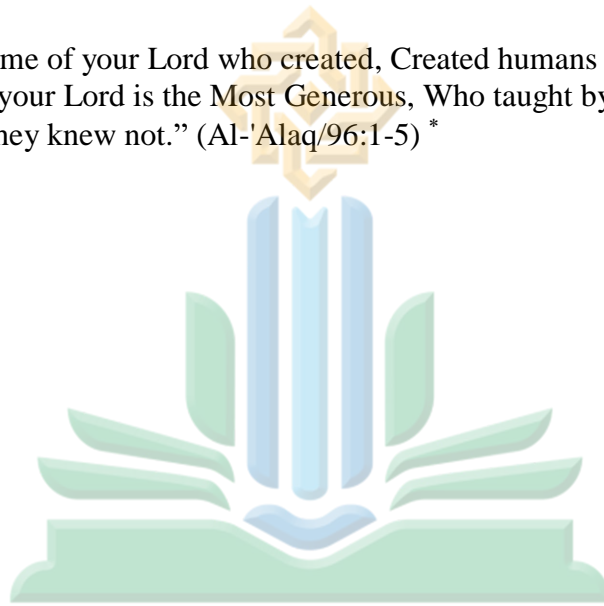
[*] M. Quraish Shihab, Al-Qur'an and its meanings (Jakarta: Lentera Hati 2020), 7.

[1] Kinsella," *Reading in the Content Areas. Strategies for Reading Success*",New Jersey: Pearson Education, Inc., 2000, 10.

[2] Kridalaksana, Harimurti et al., "*Wicara (Introduction to Javanese Language and Culture)*",

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DEDICATION

For my parents (Mamik Isbandi and Erni Rosita), thank you very much for your prayers, support, attention, affection, and everything that has been given to me.

For my teacher (Dr. KH. Ahmad Siddiq, S.E., M.M.) whom I respect and provide support, motivation, and become my inspiration during the recovery process.

For my sister (Jesica Vina Rosita Sari), who always pray and encourage me to finish my final project soon.
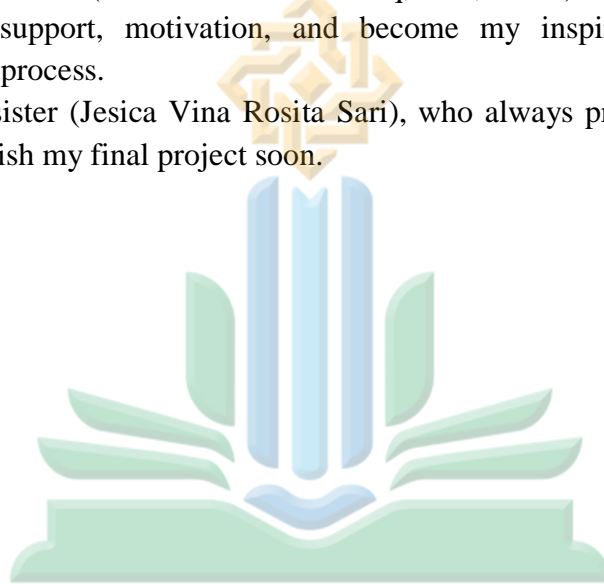
ACKNOWLEDGEMENT

Praise be to Allah SWT, for the abundance of His mercy and grace, sholawat and salam we always pray to our Prophet Muhammad SAW who brought mankind from the age of darkness to the age of light.

So that the author can complete the thesis with the topic: "Enacting Mind Mapping in Learning Reading at Seventh Grade Student of SMP Terpadu Madinatul Ulum: Exploring the Opportunities". This is to fulfill one of the requirements to complete the study and obtain a Bachelor of Education degree in the Tadris English Study Program, Faculty of Tarbiyah and Keguruan, Kiai Haji Achmad Siddiq Jember National Islamic University.

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Finally, the author realizes that the writing of this thesis is still incomplete. Therefore, the author asks for suggestions and constructive criticism for the sake of improvement, and hopefully, it will be useful for all of us. Amiin

Jember, 13 Desember 2023

The researcher

ABSTRACT

Verryna Rosita Sari, 2023: Enacting Mind Mapping In Learning Reading At Seventh Grade Student Of Sekolah Menengah Pertama Terpadu Madinatul Ulum: Exploring The Opportunities

Keywords: *vocabulary learning, mind mapping, and learning reading.*

Reading is a dynamic process of identifying, comparing, evaluating, and applying important ideas. Readers should strive to understand the main idea of a paragraph without necessarily understanding every sentence. Comprehending and understanding written text is an essential skill for academic success. However, school education often fails to address the challenges students face when acquiring knowledge. Students who experience reading difficulties often do not receive enough attention from educators. One of the common obstacles that students with reading difficulties face is a lack of vocabulary. Mind mapping is an important strategy for teaching English as a second language, especially reading. It can also help students strengthen their vocabulary in secondary school.

This research focuses on a one-topic question of how can the enactment of mind maps engage secondary school students in learning reading? . The objective of this research is to describe the enactment of mind maps in engaging secondary school students in learning reading.

This research used a qualitative approach with a case study design. One junior high school in Jember was the subject of this research. The research involved students aged between 13 and 14 who were in seventh grade. For gathering the data, the researcher used participant observation, semi-structured interviews, and document review.

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 and assisting the students' reading comprehension. 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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CHAPTER I
INTRODUCTION

This chapter encompasses various subjects pertinent to the present study, encompassing the research background, research inquiries, research objectives, significance, and the clarification of key terms. The breakdown is as follows:

A. Research Background

The act of reading involves an active process of recognizing, comparing, evaluating, and applying key ideas.[1] 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.[2] 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

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[1] Kinsella," *Reading in the Content Areas. Strategies for Reading Success*",New Jersey: Pearson Education, Inc., 2000, 10.

[2] Kridalaksana, Harimurti et al., "*Wicara (Introduction to Javanese Language and Culture)*", Jakarta: PT Gramedia Pustaka Utama, 2001.

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.[3]

Conventional school learning often falls short in addressing the challenges students encounter while acquiring knowledge. Students

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[3] Burns, P.C., Roe, *"Teaching Reading in Today's Elementary School"*, Boston: Houghton Mifflin Company. 1999.

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.[4] Addressing these challenges necessitates the implementation of effective learning strategies and methodologies for students.

In fact, SMPT 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

[4] Putu Ngurah Wage Myartawan, "*Reading Comprehension Difficulties of Eighth Grade Students of SMP N 2 Singaraja in the 2018-2019 Academic Year*", E journal.undiksha.ac.id, 2019.

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.[5]

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. [6] Rooted in Bloom's Taxonomy theory, which

[5] Porter, De Bobby, Hernacki, and Mike. "*Quantum Learning: Getting Used to Learning Comfortably and Fun*", Bandung : Kaifa, 2017.
[6] Buzan, Tony, *"The Mind Map Smart Book"*, Harper Collins Publisher. Jakarta: PT Gramedia Pustaka Utama. 2001

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.[7] 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. [8] 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.[9]

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.

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[7] Tarigan, Henry Guntur, *"Reading as a Language Skill"*, Bandung: Angkasa. 2019.

[8] Shobeiri, S., Khosravi, F., & Shokrollahi, P. "The *effect of mind mapping on reading comprehension of EFL learners: An investigation of cognitive load*". Journal of Language and Translation, 11(1), 1–14, 2021.

[9] Nurfadillah Yunus, *"The Implementation of E-Mind Mapping in Teaching Reading at Senior High School"*, Pinisi Journal of Art, Humanity, and Social Studies, Makassar, Indonesia, Vol. 2 No. 3, p. 14, 2022.

This method is empirically effective, but its purpose is to help readers process text.[10]

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.[11]

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,

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[10]Emelien Merchie,"*Mind maps asprimers when reading for learning in elementary grades An eye tracking study",* link.springer.com, Januari 2021, 23.
[11]Novia Wulandari, *"Implementation of Story Mapping and Mind Mapping Toward Students' Reading Comprehension Enhancement: A Comparative Study",* Cilacap, Indonesia, 4(1), 23–32.

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.[12]

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.[13]

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.[14]

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

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[12] Xiaojun Wang, "*Using Mind Mapping to Learn English Vocabulary,*", Bali, Indonesia, November 7, 2018.

[13] Amany Abd El-Hameed, "*Using Mind Maps to Develop Efl Preparatory Stage Pupils' English Reading Comprehension Skills*", journals.ekb.eg, Vol 105, Issue 4, January 2019. P. 17

[14] Talal Mahmoud, *"The Impact of Electronic Mind Maps on Students' Reading Comprehension"*,English Languageteaching: Vol. 11, No. 4, March 2018, P.7.

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.

In light of the above, the researcher is interested in conducting research entitled "Enacting Mind Mapping in Learning Reading at Seventh Grade Student of SMP Terpadu Madinatul Ulum: Exploring the Opportunities".

B. Research Question

Based on the background above, the researcher formulated the following research question to be answered in the results of this research: How can the enactment of mind maps engage secondary school students in learning reading?

C. Research Objective

Based on the research question stated above, the objective of this research is to describe the enactment of mind maps in engaging secondary school students in learning reading.

D. Research Significance

The results of this research are expected to provide the following benefits:

1. Theoretically

    a. It is expected that the results of this research can be used as a reference for English language education students in further research and development regarding English learning resources for reading learning.

    b. It can enrich the scientific repertoire, especially innovative learning resources for English education about reading learning.

2. Practically

    a. For Teachers of English Studies

        The results of this development research are expected to provide information for teachers in carrying out effective, efficient, and interesting English language learning, in learning reading.

    b. For Researchers

        Providing opportunities for researchers to apply the theory that has been obtained during lectures and contributing ideas to researchers in expanding the horizons of scientific thinking in English language learning, learning reading, and student reading comprehension.

E. Definition of Key Terms

To avoid misunderstandings of terms that were used in this research, two terms need to be explained more by the researcher defined as follows:

1. Mind Mapping in Learning Reading

Mind maps can help students in learning to read by helping students analyze and organize important points from the texts they read. Mind maps can also help students create and express ideas into mind maps. In addition, mind maps can help students improve their vocabulary memory and language, reading, speaking and writing skills. In addition, mind maps can help students develop more creative thinking skills.

CHAPTER II
LITERATURE REVIEW

This chapter addresses two main aspects: previous research and the theoretical framework. The section on previous research delves into various studies pertinent to the present research, while the theoretical framework provides an elucidation of the diverse theories underpinning the current study. The following is a detailed overview of the discussion encompassing previous research and the theoretical framework.

A. Previous Research

The current study is not the inaugural exploration into the realm of mind maps. Several prior studies that bear relevance to the present research are outlined as follows:

1. The first research was conducted by Evi Puspitasari (2020), entitled "Mind Mappingin CLIL: How It Facilitates Students' Reading Comprehension".[15] 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.

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

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[15] Evi Puspitasari, *"Mind Mappingin CLIL: How It Facilitates Students' Reading Comprehension"*, Journal of English Education and Teaching (JEET), Volume 4 number 2, June 2020. P. 153.

Examining Its Effectiveness in Improving Students' Reading Skills".[16]
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.

3. 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". [17]
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.

4. The fourth research was conducted by Fernández (2022), entitled
"Graphic Organizers: Mind Maps as a tool to enhance Reading
Comprehension skills".[18] 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

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[16]   Nihta V. F. Liando,*English Teaching Through the Lens of Mind Mapping: Examining its Effectiveness in Improving Students' Reading Skills*, E-Clue Journal of English, Culture, Language, Literature, and Education, published by the English Education Department Faculty of Languages and Arts, University Negeri Manado, Vol. 10 No. 2, 2021, P. 296.

[17] Rini Hendrita Sumitra Putri Dewi*," Implementation of Mind Mapping Technique to Improve Students' Reading Comprehension in Descriptive Text",* Educational Innovation: Journal of Education, 2021.

[18] M. Ángeles Fernández, *"Graphic Organizers: Mind Maps as a tool to improve Reading Comprehension",* rabida.uhu.es, Vol. 1, 2022, P. 13.

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.

5. 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". [19] 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.

6. 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". [20] 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

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[19] Xiaofang Yan, *" The effects of schema strategy training using digital mind mapping on reading comprehension: A case study of Chinese university students in EFL context"*, Cogent Education, 2022, P. 9..

[20] Piyanan, "*Improving Reading Comprehension Skills Using Multimedia Storytelling with Mind Maps for Students with Learning Disabilities in Thailand*", International Journal of Emerging Technologies in Learning,2022, Vol. 17 Issue 8, P.97.

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.

These researches collectively contribute to the understanding of the effectiveness of mind mapping techniques in various educational contexts, including reading learning and reading comprehension

Table 2.1

The similarities and differences from previous

Research and this Research

No.	Research Title	Similarities	Differences
(1)	(2)	(3)	(4)
1.	An article in the journal written by Evi Puspitasari (2020), entitled "Mind Mapping in CLIL: How It Facilitates Students' Reading Comprehension"	Both research projects used a qualitative approach.	The subject of the previous research used 4th semester students, while the subject of this research used 7th grade students.
2.	An article in the journal written by by Nihta V. F. Liando (2021), entitled "English Teaching Through the Lens of Mind Mapping: Examining Its	Both research studies investigate the effectiveness of mind mapping for reading learning.	The previous research used a quasi experimental research design, while this research used a case study as the research design.

	Effectiveness in Improving Students' Reading Skills".		
3.	An article in a journal written by Rini Hendrita Sumitra Putri Dewi (2021), entitled "Implementation of Mind Mapping Technique to Improve Students' Reading Comprehension in Descriptive".	1. Both researches same level, which is junior high school. 2. Both researches use descriptive texts for reading skill learning materials.	The previous research used quantitative methods of experimental design, while this research used qualitative methods and case study

(1)	(2)	(3)	(4)
4.	An article in a journal written by Fernández (2022), entitled "Graphic Organizers: Mind Maps as a tool to enhance Reading Comprehension skills".	Both research studies investigate the effectiveness of mind mapping for reading learning.	The previous research used quantitative methods of experimental design, while this research used qualitative methods and case study.
5.	An article in a journal written by Xiaofang Yan (2022), entitled "The effects of schema strategy training using digital mind mapping on reading	Both research studies investigate the effectiveness of mind mapping for reading learning.	1. The previous research was conducted at a university in China, while this research was conducted at SMPT Madinatul Ulum in Indonesia. 2. The previous research used mixed methods research, while

	comprehension: A case study of Chinese university students in EFL context".		this research used qualitative methods.
6.	An article in a journal written by Piyanan Pannim (2022), entitled "Improving Reading Comprehension Skills Using Multimedia Storytelling with Mind Maps for Students with Learning Disabilities in Thailand".	Both research studies investigate the effectiveness of mind mapping for reading learning.	1. The previous research used quantitative methods, while this research used qualitative methods. 2. The previous research was conducted in Thailand, while this research was conducted in Indonesia.

Source: **Data processing from previous research**

Based on the above, the use of mind maps has been widely researched. However, little research has explored mind mapping to teach students reading by using a colorful pen to make it easier to be understood by the students. Therefore, I fill the gap with the research topic and approach to be explored. Specifically, the previous research used a quantitative approach with an experimental design, while this research uses a qualitative approach with a case study design. The current research

focuses on planning and enacting mind mapping in a learning, reading, and reading comprehension.

B. Theoretical review

1. Mind Mapping

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.[21] 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. Purpose of Mind Mapping

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[21] Buzan, Tony, "Smart Book of Mind Maps for Kids", Jakarta: PT Gramedia Pustaka Utama, 2007, 12.

The basic concept of creating mind maps is that "brilliant thinking is a way of thinking according to the performance of brain cells that are interconnected with each other in information management.[22] For example, if we talk about apples, it is not the letters a, p, e, and 1 that come from the human brain but a collection of a lot of information about the shape, color, taste, and much more about fruits.

1) In the learning process, mind mapping aims to make topics graphically and visually structured, which in turn can help students retain, reinforce, and memorize learned information.

2) Using mind maps in the form of writing with symbols and colors that are versatile shortens the time students spend dealing with the topic. Also, shorter and more efficient learning times make students more creative.

3) Mind mapping is one of the note-taking techniques that develops visual learning styles because it matches the potential action of the student's brain in balance with the participation of both hemispheres of the brain, making it easier for students to organize and remember all types of information, either in writing or orally.

4) The combination of colors, symbols, shapes, and lines in mind mapping makes it easier for the brain to make sense of the

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[22] Arum Putri Rahayu, "The Use of Tony Buzan's Mind Mapping Perspective in the Learning Process", STAI Ma'arif Magetan, Paradigma Journal, Volume 11, Number 1, April 2021, 72.

material received. The mind mapping done will vary between students in each subject. That's because of the different feelings and emotions that arise in the classroom during the teaching and learning process. A pleasant teaching atmosphere is effective in creating mind maps.

Therefore, teachers are expected to be able to create an atmosphere that supports pleasant learning conditions. The learning experience experienced by students depends very much on the learning environment. If the learning environment offers positive stimuli, it has a positive effect on their teaching outcomes. On the other hand, if this learning environment offers negative stimuli and suggestions, they will also hurt learning outcomes. They also hurt learning outcomes.

c. **Advantages and Disadvantages of Mind Mapping**

Every educational model and learning strategy comes with its set of pros and cons. The same holds true for the practice of mind mapping. [23]

1) Advantages

a) It is easy to extract information from students' brains. Words made in the form of a mind map will be more easily understood by the author because they write using their language.

[23] Buzan, Tony, "Smart Book of Mind Maps for Kids", Jakarta: PT Gramedia Pustaka Utama, 2007, p. 20.

b) Students can express their opinions in any way they choose freely because students can develop creative ideas with their ideas and, of course, with their language, which is easier for them to understand.

c) Student notes to focus more on the essence. In making mind maps, not all the material provided by the teacher is written by the students, only the important parts of the material are. In addition, because mind mapping is presented only for one person and one paper, checking the material again makes it easier to research.

d) Individual and group creativity increases Mind maps allow students to contribute their ideas in the form of creative visualizations. Using related images, icons, and keywords encourages and stimulates students' creative minds.

e) Notes in mind mapping are specific and have special meaning to the creator. Mind mapping has certain characteristics, according to its creator. Important things are summarized and recorded with keywords written on a piece of paper with various colors and images. This makes it easier for students to remember and learn information by seeing the relationships formed from the keywords.

f) Fun, mind maps are made with color components, pictures, and lines that are certainly fun for students. Fun activities create a positive atmosphere in classroom learning.

g) Activates all parts of the brain while preparing for mind mapping. The use of both hemispheres of the brain is maximized. Students not only use the left brain, which deals with logical thinking; however, they also use the right brain by using their feelings and emotions in certain colors and symbols.

2) Disadvantages

a) The amount of detailed information the student receives is unknown, it takes a lot of writing utensils. A good mind map requires a lot of colors because the symbols, images, and lines contained in the mind map will be interconnected and become interesting.

b) It takes a long time for students, even though they are not used to it and have mastered how to write and draw interestingly. There will be a sense of doubt. Because it is the first time they create ideas using symbols, lines, and images. So students felt afraid of being wrong and unable to

c) Time-consuming, when students are making mind maps, the teacher will check the results of their mind mapping. There will be more than one mind map on a topic.

d) Relatively difficult to prepare, this shortcoming can be overcome when the teacher understands mind mapping. Teachers are expected to always be involved, help students not to feel difficult, and be interested in making mind mapping.

d. Type of Mind Mapping

Buzan defines mind mapping programs, also known as computer-based mind mapping, as "digital mangsi" that allow users to enter directional data into a computer screen using a digital pencil. This mind mapping program makes it easy to increase personal productivity automatically by creating, correcting, checking, adjusting according to existing displays, directing, including references, creating new versions of mind maps, and updating mind maps into files, presentation documents, and concepts.[24]

1. Handwriting mind mapping

The technique known as hand mind mapping involves creating visual representations of ideas and concepts by

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[24] Buzan, Tony, "Smart Book of Mind Maps for Kids", Jakarta: PT Gramedia Pustaka Utama, 2007, 27.

hand. Handwritten mind maps, which can be created with pen or paper, can be used to organize and structure ideas, talk through thoughts, and plan writing projects. It is a powerful tool for writers to visualize content before writing.

Figure 2.1. The excample of Mind Mapping by handwriting

2. Mind Maping by Software

A mind mapping is a diagram that shows related tasks, words, concepts, or items and is organized around a main concept or subject. It is created using a non-linear graphical layout that allows users to build an intuitive framework around a concept or subject.
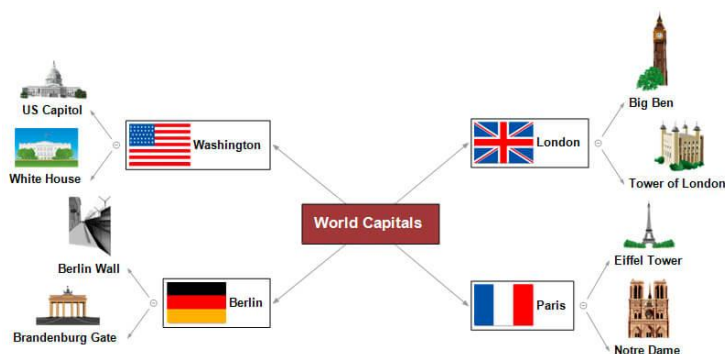
Figure 2.2. The Example of Mind Mapping by Software

2. **Enactment of mind mapping in learning reading**

Reading constitutes a crucial element of education, involving thin terpretation 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.[25]

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

[25] Alya Rohali, "Effect of Reading Learning Outcomes on Learning Outcomes Based on Mind Mapping Technique", providing.unipma.ac.id, Volume 3, July 2022.

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.

The method of using mind maps in learning to read is as follows:

1. Pre-reading

   Students are asked to read the text before creating a mind map and determine the concepts, keywords, or questions to be answered while reading.

2. Text structure

   Text structure to create a mind map that shows the important parts of the reading, such as ideas and sub-ideas so that students can understand the relationship between the parts.

3. Reading concept understanding

   When reading the text, create a mind map for each part of the concept covered. Shapes and colors can be used by students to differentiate between concepts and ideas. This will help make the information more organized and easier to remember.

4. Connections between main ideas

   Use the created mind map to connect the ideas in the text. This will help students understand the related ideas and not have to answer questions.

5. Words or phrases

When reading, pay attention to words or phrases that are considered important so that it is easier to create mind maps, summarize information, and understand the reading better.

6. Visualization of information used patterns, shapes, and symbols in mind maps to show the concepts that have been created to improve reading comprehension, thus improving students' memory and recall ability.

7. Recomprehension

Update the mind map after reading and understanding the ideas in it. It allows students to find answers to their questions by illustrating important concepts, points, and words from the reading. It can also be used for personal notes and presentations.

3. **Reading**

a. **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. [26]

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.[27] 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

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[26] Lindsey, K. A., F. R. Manis, and C. E. Bailey. "*Prediction of first grade reading in Spanish-speaking English language learners*". Journal of Educational Psychology 95(3):482. 2019.

[27] Rahma Al-Mahrooqi, Adrian Roscoe and contributors.," *Chapter Six Readerthon: An Intensive and Extensive Reading Program*", Focusing on EFL Reading: Theory and Practice: 129.

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.

b. Indicator of reading

Teachers should use reading comprehension indicators to assess their students' understanding in reading. According to Westphal, there are several ways to find out if students understand the reading:

a) Vocabulary

Context, which is in the form of words or sentences in the reading, is where questions can be answered by looking at the words, phrases or sentences around the words whose meaning is asked. Guessing the meaning is helped by context.

If readers know the meaning of general words in a sentence, they will also know the meaning of the words in the sentence. Therefore, guessing the meaning through context can be used to determine the meaning of certain vocabulary words asked in the question.

b) Main Idea

Previewing is usually done by reading the first and last sentences of each paragraph to find out the general idea contained in the text, so that the reader gets an impression of

the content of the text. Reading to find out the main idea aims to find out the author's views or intentions. Argument statements in the text can help understand the content of the message. Specifically, the main concepts can be identified from the topics discussed by the author in the text. Types of questions that students can use to identify main ideas: (1) What is the main idea of the text?, (2) What is the topic of the text?, (3) What is the topic of the reading?, and (4) What is the appropriate title?

c) Specific Information

In searching for specific information from a text, readers can use scanning techniques. In the scanning process, questions will be asked to obtain more detailed information from the text.

Three steps that can be used to answer questions are as follows:

(1) Readers should look for relevant words, including nouns, verbs, adjectives and adverbs.

(2) Readers must look for words that have synonyms or antonyms for the words they are looking for. By reading quickly, readers will find the words in question in the text.

(3) Readers must check the sentences that match the sound of the question.

d) Reference

Identifying a referent means finding the relevant actor or pronoun. In most cases, questions begin with a pronoun, such as "it", "he", etc., and the reader is asked to choose the pronoun that best fits the situation. The method of answering this type of question includes identifying the pronouns requested, as well as identifying the pronouns in the question and answer choices. As long as the reader finds the right pronoun, the meaning of the sentence remains the same.

e) Inference

Inference is a question whose information is not stated explicitly in the text, so the reader must rely on information or information that is outside the text. The information contained in the text is usually in the form of certain facts or statements that can be related to each other. Therefore, inferences are made by using facts in the text or the author's opinions to reach a logical conclusion.

c. **Kind of Reading**

According to Diecman, he divides the kinds of reading into five categories: skimming, scanning, speed reading, active reading, and passive reading. [28]

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[28] Verna Diecman Anderion," *Reading in the Language Art*", (New York : The Macmilan Company, 1964), P. 281.

1) Skimming

In the perspective of Syamsul Bahri, skimming refers to a rapid reading approach employed to grasp the general content or specific sections of a text swiftly. This technique proves valuable in swiftly discerning an author's perspective, discerning paragraph organizational patterns, and capturing overall concepts promptly. An alternative definition characterizes skimming as the act of swiftly reading to extract information from a text. It serves the purpose of providing a general and expeditious overview of the content within a text.

2) Scanning

Scanning is a valuable skill that improves reading efficiency, particularly when swiftly seeking specific information during the reading process. In contrast to traditional reading, which involves examining every word in detail, using scanning techniques helps you understand the reading text more quickly. Scanning techniques are useful for quickly finding specific information in a book, or an author's correspondence. However, they may not provide a comprehensive understanding of the material. A deeper reading approach is essential, because scanning involves quickly searching for main ideas to find the necessary meaning. This

technique requires rapid eye movements to look at a specified part of the page to identify a particular phrase.

3) Speed Reading

Speed reading can be used by readers to increase reading speed, however, it is less effective for understanding the meaning contained in the reading. Speed reading skills are very important for students to master in several ways. However, the success of speed reading depends on the characteristics of the reading material. It is regarded as a systematic reading approach designed to achieve a harmonious balance between heightened reading speed and sustained comprehension.

4) Active Reading

Active reading involves active participation on the part of the reader throughout the reading process. This approach encourages readers to interact with the text actively, employing techniques such as note-taking, posing questions, or summarizing content. Such active engagement aids in better understanding, memory retention, and overall content mastery.

5) Passive Reading

Passive reading, in contrast, is a form of reading undertaken purely for entertainment or relaxation without active involvement in the reading process. Readers adopting this approach simply follow the narrative flow, absorbing

information without additional actions such as reflection, connecting with prior knowledge, or note-taking. This technique proves particularly useful for enjoying reading without the pressure to delve deeply into understanding the content.

d. Aspects of Reading

The spectrum of reading abilities encompasses four distinct categories: reading aloud, silent reading, intensive reading, and extensive reading.[29]

a) Reading Aloud

It is imperative to instruct students in the art of reading aloud, considering its significance. Reading aloud involves the reader vocalizing the entire text. Recognizing the foundational role of reading aloud in word pronunciation, teachers should introduce this skill at a fundamental level. Through this practice, students not only enhance their vocabulary but also refine their pronunciation and intonation skills.

b) Silent Reading

Silent reading is the act of reading without vocalizing the words. In the realm of English language education, cultivating proficiency in silent reading is highly significant.

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[29] Nurmi Fitri Suryani, "Improving Reading Comprehension Through Utilization of Reciprocal Teaching to Class II Students of Sungguminasa High School (A Classroom Action Research)", p. 15. 2019.

This type of reading significantly contributes to the improvement of students' overall reading skills, offering them a means to assimilate a substantial amount of information. Once students have attained proficiency in silent reading, educators can then promote reading aloud as a reinforcement to ensure comprehension without encountering difficulties.

c) Intensive Reading

Intensive reading involves the activity of reading texts or passages with the specific purpose of comprehension and analysis. In the course of intensive reading, students engage with texts with the primary objective of understanding and analyzing the content. This form of reading focuses on shorter texts, emphasizing the acquisition of precise information. Intensive reading serves as a method through which students actively participate in the learning process.

d) Extensive Reading

Extensive reading materials are chosen with a lower level of complexity compared to intensive reading materials. Engaging in extensive reading aids students in developing fluent and independent reading skills for pleasure in the target language, without the need for teacher assistance.[30]

[30] Geoffrey brought on Teaching English as a Foreign Language, Second Edition (New York: Routledge and Kegan Paul Inc., 1980), hal. 73.

CHAPTER III
RESEARCH METHODS

This chapter outlines the process of implementing the research, covering various components such as the research approach and type, research location, research subjects, data collection techniques, data analysis, data validity, and the steps involved in the research. The details of each aspect are explained in the following sections.

A. Approach and Type of Research

This research approach uses qualitative research. The qualitative research aims to understand and interpret human and social behavior in certain social settings as experienced by the participants. This is a very personal research that openly recognizes the subjective perceptions and biases of participants and researchers. Qualitative research was chosen because there are several factors in the development and explanation of the phenomenon under research. This was to help researchers get information about mind maps in the learning reading of SMP Terpadu Madinatul Ulum students.

The research design employed in this research is a case study, the method aimed at offering a comprehensive and detailed depiction of social reality and all phenomena within the researched community. The primary goal of this research is to explore the impact of mind mapping strategies on reading comprehension in a reading learning context that had

previously utilized contemplative strategies, leading to student disinterest

in English learning. Consequently, mind mapping was introduced to enhance English reading comprehension in teaching and learning reading in the classroom dealing with the opportunities.

B. Research Location

The research was carried out at one of the Islamic junior high schools situated in Jember, East Java. The selection of this particular school was influenced by the researcher's prior teaching experience during PLP. The principal and teachers at SMPT Madinatul Ulum showed great cooperation and hospitality, allowing the research to take place on the premises. Consequently, the decision to conduct the research at this school was driven by the identified issue in the English learning process, specifically the deficiency in vocabulary mastery during reading lessons. The teachers at the school were actively addressing this challenge by incorporating mind mapping strategies.

C. Research Subject

In the context of this research, research subjects refer to informants who serve as the primary sources of data, providing information pertinent to the research focus. The selection of these informants involves careful consideration of the desired information, the specific individuals deemed suitable as informants or research subjects, and the methods employed for data retrieval and collection. Ensuring accuracy and validity in the data is

crucial, and the choice of subjects is made using appropriate techniques aligned with specific considerations and objectives.[31]

The subjects of this research are English teachers and 7th-grade students at SMPT Madinatul Ulum. The researcher used purposive sampling to determine the research subjects, taking 4 students out of 30 subjects for purposive sampling. The reason the researcher took 4 students was because of the teacher's recommendation. One student has good comprehension reading, two of them have medium ability and the last one has low comprehension in reading. The researcher asked some question to the subjects about the implementation of mind mapping in teaching and learning reading in the classroom dealing with the opportunities.

D. Data Collection Technique

The data collection methods used by researchers are as follows:

1. Observation

This research used observation, researchers looked at the interactions between teachers and students during reading lessons through observation participation. Every behavior shown by teachers and students was recorded quickly in the observation sheet that has been created. After collecting data, researchers were analyzed the data to draw conclusions and identify whether the data was appropriate to the questions that had asked. Next, the researcher wrote a report describing the experience.

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[31] Sugiyono, *Metode Penelitian Kuantitatif, Qualitative, and R&D* (Bandung: Alphabet, 2015), 196

2. Interview

In this research, the researcher used semi-structured interviews. Researchers conducted semi-structured interviews to analyze students' perceptions and experiences regarding learning to read. Researchers create questions that can be adapted to the chosen topic, adjust the time and place that is appropriate and comfortable for students and teachers to answer questions, and record student and teacher answers by considering their environmental context. After collecting data, researchers will analyze the data and ask appropriate questions to draw conclusions about reading learning.

3. Document review

Documentation in qualitative research encompasses both public and private records acquired by researchers from websites or research participants. This category includes items such as newspapers, meeting minutes, diaries, personal journals, and letters. Utilizing these sources offers valuable insights into the lives and perspectives of research participants, aiding researchers in comprehending the phenomenon under investigation in qualitative research.

These sources are public and private documents.

The data or information received through documentation is:

a. Profile of SMPT Madinatul Ulum

b. Information about teachers and students at SMPT Madinatul Ulum

   c. Photographs of the implementation of activities at SMPT
      Madinatul Ulum

   d. RPP (Lesson Plan)

E. **Data Analysis**

   The data analysis method used in this research is the interaction analysis method. According to Miles, Huberman, and Saldana, "three streams of activities that take place simultaneously in this model are data condensation, data display, and conclusion drawing."[32]

   1. Data Condensation

      Miles says data condensation is the process of selecting, aligning, simplifying, compacting, and transforming data in field notes.[33] Hold that the researcher must do, distinguishing true accuracy from existing inaccuracies. By summarizing the data, researchers can focus on the data to be analyzed. Making it easier for researchers to collect additional data.

   2. Data Display

      In this step, the researcher verifies the information and provides a description of the information obtained to draw conclusions. The description of information and material concerns the implementation of vocabulary learning with a mind mapping strategy that includes

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[32] Miles, Huberman and Saldana, *Qualitative Data Analysis, 3rd Edition (London: Sage, 2014).* 9-10.

[33] Hasnidar, "Students' Perception of Using Online Learning Materials" (A Thesis of the Faculty of Teacher Training and Education at Muhammadiyah University of Makassar in Part Requirement for the Degree of English Department, 2020), 29

learning objectives, learning materials, learning stages, learning evaluation, learning, and learning assessment. Researchers display data using descriptions based on notes from interviews and observations. In the next step, the researcher verifies the collected data so that the collected data can be analyzed again to determine whether the information is in accordance with the researcher's wishes, or the researcher makes another observation if the information presented is less accurate.

3. Conclusion Drawing

The final step is the information inference stage of the results and review. As explained above, this is still inaccurate and was changed if accurate evidence is found on the next stage of data collection.

The following steps were taken by the researcher:

a. Collect the necessary information during the research.

b. Select important information and delete unimportant information.

c. Organize the data according to the type of data.

d. Summarize the information in an organized manner.

e. Present the information with a brief description in the form of narrative text.

f. Summarize and review the information provided during the research.

F. Validation of Data

In this research, triangulation is employed as a technique to authenticate the data. As described by Moleong, triangulation is a validation method that entails cross-referencing and contrasting the data with supplementary information external to the dataset. There are two distinct types:[34]

1. Source triangulation

   Source triangulation involves information derived from primary sources, necessitating compared with alternative sources to affirm the accuracy of the obtained data. In this research, the data gathered from English teachers is juxtaposed with data acquired from students through interview techniques.

2. Technique triangulation

   The triangulation technique is a technique that used the same data source for data collection but uses different techniques. first, the observation technique is carried out, then matched with an interview.[35] In this research, data from interviews with English teachers were compared with data obtained through observation and documentation techniques.

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[34] Lexy Moleong, *Methodology of Penelitian Data Qualitative* (Bandung: Remaja Rosdakarya, 2001), 136.

[35] Bachtiar S.Bachri, *"Meyakinkan Validitas Data melalui Triangulasi pada Penelitian Qualitative,"* Journal Technology Pendidikan 10, No. 1 (April 2010): 56

G. Research Steps

This section outlines the plan for implementing the research, encompassing preliminary surveys, design development, the actual research process, and report writing. The research process involves several stages, as outlined below.

1. Pre-filled step

    The preliminary step involves determining tasks to be completed before commencing research on the chosen object.

    a. Develop research designs

        In formulating this plan, the researcher specifies key elements such as the research title, the reasons for the research, research focus, objectives, benefits, research objects, and the methodology employed.

    b. Choosing research fields

        Prior to the research phase, researchers need to identify a suitable school and class for the study. Grade 7 at SMPT Madinatul Ulum was selected as the research subject.

    c. Permit processing

        Before the research was conducted, the researcher first took care of the approval. Prior approval from the university. Thus, the researcher can complete the steps of the CVC research immediately after obtaining permission to conduct research at the location.

d. Assess the state of the field

After obtaining permission to conduct research, the researcher began to enter the research field to obtain further information about the background of the issue being studied. This is done to facilitate researchers' collection of data.

e. Prepare research equipment

Researchers prepare the equipment needed for research before going into the field, starting with notebooks, papers, etc.

2. Stage of fieldwork

The subsequent phase involves the actual research, during which researchers gather essential data through diverse methods such as observation, interviews, and documentation.

3. Data analysis stage

Upon collecting all the pertinent information, the researcher proceeds to analyze and document the findings in the form of a report. Subsequently, the researcher collaborates with the supervisor to ensure the preparedness of the research results for examination.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents two things related to research results: research findings are information found in the field, while the discussion is the process of making decisions or conclusions regarding the topic of this research, namely learning reading, especially vocab learning. The following information regarding the research findings and discussion is presented:

A. Research Findings

Research must be equipped with data that functions as the main research data to be analyzed. Based on the previous discussion, the researchers used interview, observation, and documentation techniques to collect data using these three techniques. The researcher describes the research findings based on interviews, observations, and documentation as follows:

1. 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. As seen in the figure. 1, students had their job in doing the task. Students discussed the descriptive text together, and then one of the students, as a note-taker, translated the descriptive text into Indonesian. The result of the translation can be seen in figure 2.

Figure 4.1. Note-takers and illustrators
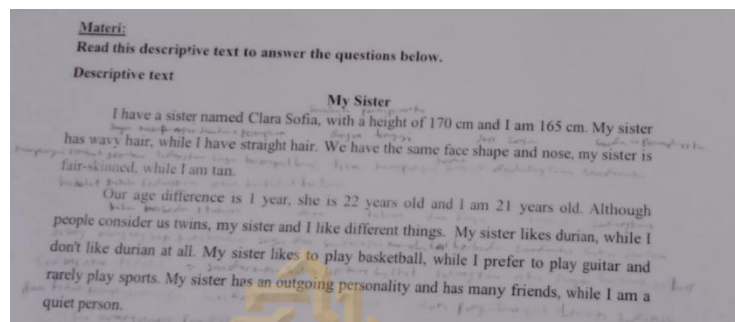
Figure 4.2. The translated descriptive text.

In the other role, the student who played the illustrator drew the mind map and included important vocabulary from the translated text, as shown below in Figure 3. 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.
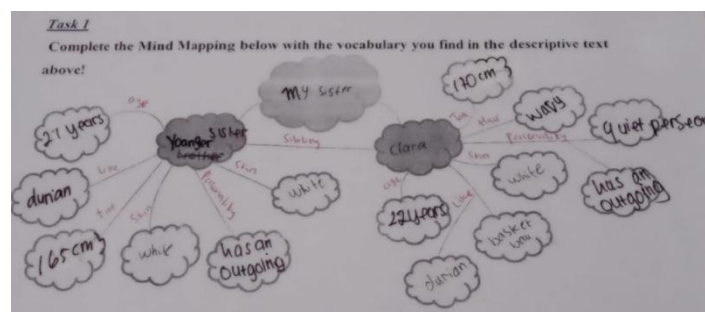
Figure 4.3. Results of creating a mind map image and including important vocabulary.

Researcher: How do you teach reading by using mind mapping?

Teacher: I told the students to work in pairs, with one being the note-taker and the other the illustrator. [36]

She also added. The students in pairs decided what they wanted to be, as note takers or illustrators. The note-taker should translate the descriptive text and the illustrator should create a mind map of the translated descriptive text.

Researcher: How do you learn reading by using mind mapping?

Student 1: During the process of learning reading using mind mapping, we worked in pairs for each group member as a note taker and illustrator. I, as a note taker, would translate the descriptive text, and my friend was in charge of illustrating the vocabulary mind map based on the translated text.[37]

Student 2: I worked together with my friend to learn to read text by using mind maps. I have a role as an illustrating here I should create a mind map of the translated descriptive text while my friend has the role of a note taker she translates the descriptive text.[38]

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

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[36] In-depth interview with Mrs. Afifah, September 2023

[37] In-depth interview, Riska VII-B, September 2023

[38] In-depth interview, Aisya VII-B, September 2023

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.

The following illustration showed interview data with students regarding their responses regarding mind maps being helpful in reading descriptive texts. However, this interview was conducted in Indonesian and translated into English as follows:

Researcher: How do mind maps help you read descriptive text?

Student 1: I think using this strategy is quite interesting, as it helps with reading comprehension by creating mind maps to visualize the text I am translating. I sometimes open my dictionary to find out the meaning of a word.

Researcher: How do you apply mind maps, and how do they help you learn?

Student 1: I will interpret the text, look for difficult vocabulary, look for important vocabulary from the text, make a mind map, and enter important vocabulary into the mind map of descriptive text. While implementing this strategy, it helped me visualize

important vocabulary from descriptive text so that I didn't need to reread it when answering questions.[39]

From the students' answers above, it can be won that they learn vocabulary from the descriptive text by using mind maps. They knew the meaning of some words used in mind maps and also understood the content of the text by mind maps. Students often repeated their vocabulary as they entered words into the mind map. This was an integrated form of repetition, which was effective for improving understanding of information. In addition, it gave students a deeper understanding of vocabulary. When students create connections between words and concepts, they are more likely to understand the true meaning of the words rather than just memorize them. If students don't know the meaning, the teacher would suggest opening a dictionary, and for students who didn't have a dictionary, the teacher prepared a list of vocabulary that could help them interpret the text. This helped students become more actively involved in the learning process, which naturally improves vocabulary understanding.

This interview aimed to elaborate on the first student's question. The student explained how to connect vocabulary visually in the mind map strategy. In addition, she also mentioned that this strategy helped to reinforce new vocabulary. The explanation is as follows:

[39] In-depth interview, Riska VII-B, September 2023

Researcher: What is your opinion regarding the use of mind maps in learning reading especially in vocabulary?

Student 2: I think it's good because it helps in memorizing new vocabulary. Apart from that, mind maps not only help memorize vocabulary but also comprehend the text, understanding, and discussing independently when analyzing texts that have been read in a group. The teacher sometimes helped with difficult words.

Researcher: How do the mind maps develop your reading?

Student 2: I will create a main topic of the descriptive text and then create a main branch about the text. From the main branch, I create secondary branches that represent subtopics or related concepts, such as "family". In each secondary branch, add more details, such as family members, characteristics, or related words. Each branch was connected with lines or arrows to show the relationship between these concepts. So, this helps me understand how the words relate to each other. From doing that I learned to comprehend the text. [40]

Student 3 added: after reading the text, I tried to make mind maps to review the text. First, I wrote a topic of the text in the middle, then I commented on some branches of some words that represented the text, and then I categorized vocabulary into themes or groups, so I

[40] In-depth interview, Aisya VII-B, September 2023

could see the relationships and patterns among words. I learned so many words here.[41]

From the interview, it can be assumed that the students thought that by using mind maps, they could discuss the text easily. By building visual vocabulary, they can be more open-minded to other points of view. This can help students to think critically about the text. In addition, it is seen that connecting vocabulary visually can build strong memories to develop vocabulary in learning.

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.[42]

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[41] In-depth interview, Saskia VII-B, September 2023
[42] Observation

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.

2. **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. 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.

Figure 4.4. Students working on assignments

In addition, data were collected from semi-structured interviews with two students as participants in learning reading through mind map practice. They were asked to participate in learning reading through mind maps.

Researcher: How did you feel while conducting mind maps in learning reading?

Student 1: When doing mind mapping, I feel very enthusiastic and creative. I had the opportunity to experiment with colors and shapes, which helped me expand my vocabulary. This gives me the freedom to think outside the box and generate new ideas that make me easy to comprehend the text

Researcher: Do you feel bored during the activity?

Student 2: No, I don't feel bored when doing these activities. On the contrary, I am very interested in what I am doing because the activity is exciting.[43]

Researcher: Which part do you like about learning reading, including vocabulary, through mind maps?

Student 1: I think the process of creating a mind map is my favorite part because I have the opportunity to draw, color, and connect vocabulary in different ways. This can improve reading comprehension and make learning reading more interesting.

Researcher: Do you think mind mapping is an effective activity for improving reading comprehension, especially vocabulary?

Student 1: I think mind mapping also helps me remember information better. Through the use of shapes, visualizations, and colors, I can create interesting and memorable vocabulary notes. Through engaging my visual and spatial senses, mind mapping provides a more memorable and effective learning experience for me.[44]

Researcher: Do you enjoy conducting mind maps when learning to read, including vocabulary?

Student 2: Yes, I think that in the process of learning to read and developing vocabulary, I enjoy using mind maps because they help me organize important points and visualize vocabulary more clearly.

Mind maps also help me connect new words to understand the material better. Plus, creating mind maps is very interesting and creative, and it helps me break down complex text into easier-to-understand chunks.

Researcher: Do you think mind maps build your reading comprehension?

Student 2: In my perspective, mind maps encourage active engagement with the material. When creating a mind map, I am required to critically analyze the text and select important information to include. This process improved my comprehension by requiring me to think deeply about the material and bring the information together in a coherent visual presentation.[45]

Judging from the students' statements, it can be seen that learning reading using mind maps is quite effective in making students more creative and expanding vocabulary mastery in learning. This implies that he enjoys learning vocabulary, he not only learns about vocabulary but also trains his creativity and ability to express his ideas. This made it easy for many students to comprehend the text well.

The researcher noted that students demonstrated creativity in constructing mind maps, displaying enthusiasm in identifying keywords, generating innovative concepts, and effectively presenting information. The utilization of the mind map approach contributed to an enhanced comprehension of the subject matter, with the researcher

[45] In-depth interview, Saskia VII-B, September 2023

observing substantial improvements in students' grasp of the reading material and vocabulary. The students actively participated in the learning process, exhibiting a keen interest in the material, and adeptly employed learning strategies, particularly through the incorporation of mind maps. It has been shown that the effective use of mind maps helps students visualize and arrange their vocabulary, which improves their understanding of word context and increases their memory recall. Notably, because they had created mental maps, students were more comfortable answering questions about the literature. They demonstrated a clear understanding of the important points in the book as well as a thorough comprehension of its subject matter. In conclusion, the use of mind mapping improved the efficiency of vocabulary acquisition and reading comprehension among students.[46]

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

[46] Observation

visually organized instructional approach significantly contributed to the enhancement of students' reading comprehension and vocabulary skills.

Employing a focus on vocabulary and reading guidance, the mind mapping strategy was implemented with seventh-grade students, as depicted in Figure 5.

Figure 4.5. The learning reading process

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.
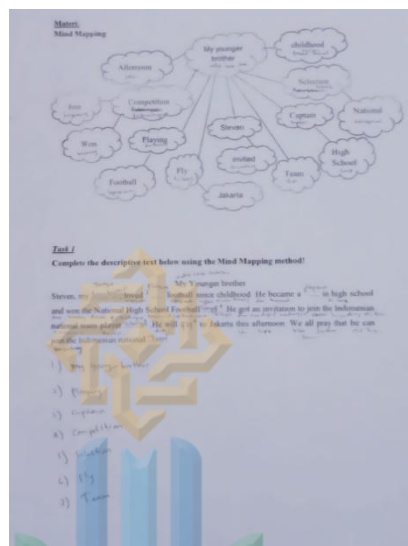
Figure 4.6. The process of using mind maps for reading comprehension

To validate their assessment of learning through mind maps, additional interviews with students and teachers were conducted. These interviews provided data on students' and teachers' perspectives and viewpoints towards the use of mind maps, which were then translated into English for wider understanding.

Researcher: How can using mind mapping as a learning strategy improve students' ability to analyze and summarize information to answer questions effectively?

Teacher: From my perspective as an educator, the utilization of mind mapping empowers students to visually arrange information, discern patterns, and establish connections between concepts. This understanding of information structure enables students to analyze and deduce pertinent data, thereby facilitating more effective responses.

Mind mapping provides a unique structure that enables students to focus on the foundational aspects of the material and generate comprehensive answers.

Researcher: How does incorporating mind mapping enhance students' capacity to comprehend and craft suitable responses to various question types?

Teacher: In my view, mind mapping serves as a visual tool that assists students in organizing information visually, aiding their comprehension of concept relationships and the formulation of well-structured answers. Crafting a mind map offers students a holistic visualization of information, making it easier to generate fitting responses to diverse question types. Mind mapping amplifies information analysis, refining students' comprehension and endowing them with the skills to respond to questions more efficiently.[47]

Researcher: How does mind mapping aid in your analysis and synthesis of information to produce more effective answers?

Student 1: I believe mind mapping helps me visually structure my ideas and conceptual connections. By grasping the overall picture, I can analyze information more coherently and summarize it effortlessly. This streamlined approach makes it simpler for me to respond to questions with well-organized and thorough answers, contributing to a deeper understanding and retention of the material.

[47] In-depth interview with Mrs. Afifah, September 2023

Researcher: In what ways can mind mapping enhance your ability to formulate fitting responses to diverse question types?

Student 1: Mind mapping bolsters my ability to generate appropriate responses by offering a visual depiction of the subject matter. I can navigate the material more effectively by visually perceiving the relationships between ideas. This, in turn, enables me to respond to questions more expansively and comprehensively. Mind mapping provides a clear framework that simplifies the process of creating responses with precision.[48]

Researcher: How does mind mapping support your analysis and condensation of information, enabling you to answer questions more effectively?

Student 2: I sense that mind mapping furnishes me with a visual framework that simplifies the breakdown of intricate information. It allows me to pinpoint the essence of the material and perceive connections between ideas more lucidly. This enhanced clarity enables me to analyze information adeptly and formulate pertinent answers to questions in a more streamlined and effective manner.

Researcher: How can mind mapping improve your ability to formulate appropriate answers to different types of questions?

Student 2: Mind mapping helps me organize my ideas systematically and understand the relationships between complex

[48] In-depth interview, Nadya VII-B, September 2023

concepts. After seeing its visual structure, I can better analyze the information and formulate appropriate answers to different types of questions. Mind mapping helps me understand the material more deeply and formulate more structured answers, so I can answer questions more confidently and accurately.[49]

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.[50]

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.

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[49] In-depth interview, Saskia VII-B, September 2023
[50] Observation

B. Discussion

This research used a case study research design to examine the experiences of secondary school students who participate in mind-mapping strategies for vocabulary learning. Apart from that, this research also looks at how students acquire vocabulary through mind-mapping strategies. 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.[51] 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.[52]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

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[51] Fitri Ramadhani, "The Effectiveness of Using Mind Mapping on the Mastery of English Vocabulary for Class VII D MTS Students, "Negeri 1 Sinjai", Thesis, Muhammadiyah Sinjai Islamic Institute, August 2021.P.21.

[52] Rui Ma," Using Mind Mapping to Teach Reading Comprehension in Junior High School", Skripsi, University of Wisconsin-Platteville, May 2019. P.7.

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.[53]

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.[54] 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

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[53] Ahmad Ali Heidari," The Effect of Mind Mapping on Vocabulary Learning and Retention", International Journal of Educational Investigations, Vol. 2, No. 12:54–72, December 2015. P.11.

[54] Fadhliatul Ghina, "The Use of Mind Mapping Techniques in Improving Students' Reading Comprehension", Journal of Scientific English (JIBI), Vol. IV, No. 3, May 2020. P.7.

shows that students' understanding was influence vocabulary mastery because the two are interconnected in increasing students' word knowledge.[55]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.[56]

Meanwhile, Wigi concluded that students' vocabulary acquisition is not only obtained from stories or texts at school but can also be obtained indirectly by watching films, streaming music, reading foreign magazines, or other appropriate ways for students to acquire new words. Therefore, these studies can use mind-mapping strategies in vocabulary teaching. In addition, Lyuan pointed out that the efficiency of using mind maps lies in the selection of text topics and text types.[57] As research progresses, it is found that the use of mind maps or other strategies can be a tool to provide new challenges and motivation for vocabulary learning. One of the reasons the learning strategy is carried out like this is to provide a renewed atmosphere in the teaching process so that students enjoy the learning that takes place in the classroom.

[55] Eka Yulia, "The Influence of Using Mind Mapping on the Reading Ability and Interest of Students at SMK Negeri 1 Bangkinang Kota", Tambusai Education Journal, Vol. 2, Number 4, 2018, P. 11.
[56] Melisa Van, D., "Teaching Strategies for Independent Vocabulary Development", Encyclopedia of Teaching English TESOL, First Edition, P.17.
[57] Lyuan, D., "Mind mapping complex information". Illinois: Southern Illinois University School of Law Library, 2019. P.31.

Thus, most of the problems faced by students in the vocabulary learning process are due to their lack of interest in learning English, especially vocabulary. This is also related to Umayah's findings, which stated that a person's language skills depend on their motivation. Motivation functions as an active driver or driving force to carry out activities to achieve goals. With strong motivation, a person has an urge that encourages him to do something to achieve his goals. Thus, motivation is a complex psychological condition that directs action toward a goal or incentive. Therefore, it is very important in the learning process that students can achieve their goals quickly. Based on the previous statement, as a teacher, you must know, strategies or methods to create a pleasant learning space so that students' learning activities in developing vocabulary mastery and reading comprehension become better by using mind-mapping strategies to expand vocabulary and improve English language skills.

Furthermore, Molyaningrum stated that to achieve students' interest in learning vocabulary, teachers, and supervisors must support learning facilities to improve students' vocabulary mastery in learning because it influences students' English learning achievement.[58] For example, providing good-quality dictionaries, language labs that are supported by schools, materials that reach students' abilities in learning English, and

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[58] Molyaningrum, "The Influence of Learning Motivation, Learning Facilities, and Vocabulary Mastery on English Learning Achievement of Class VII Middle School Students in the City of Jogjakarta," Eprint.uny.ac.id, November 2022. P. 7.

effective and creative learning methods or strategies such as mind maps. All these learning facilities are designed to make students enjoy learning. Apart from that, Ayeh emphasized that to make English learning more interesting and effective, teachers can use a variety of different learning approaches.[59] Based on the statements above, it can be concluded that the use of learning strategies in language teaching can make students feel challenged and enthusiastic about learning vocabulary.

Although this research produces positive findings and in-depth information about English teaching and learning strategies, it has two significant limitations. First, due to limited research time, researchers cannot always monitor students' learning processes when using mind-mapping strategies. Therefore, it is hoped that future research can fill this research gap with a longer period and a clear structure. Second, there is a lack of accurate assessment of vocabulary mastery. Future research requires a deeper analysis of growth specific to vocabulary acquisition. Therefore, the author suggests to future researchers who wish to conduct further research regarding the use of mind-mapping strategies at the next chapter level

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[59] Ayeh, "Efforts to Improve Mastery of English Vocabulary Through the Application of Contextual Teaching and Learning Methods in Class VII C of SMP Negeri 5 Tasikmalaya", Educational Scientific Journal, Vol. 2 No. 1, January 2016. P. 13.

CHAPTER V
CONCLUSION AND SUGGESTIONS

In the final chapter of this research, two sections are presented: conclusions and suggestions. The conclusions aim to provide a summary of the entire research chapter, while the suggestions are intended as a reference for future researchers. The following are the key points for the conclusions and suggestions sections.

A. 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.

B. Suggestion

At the end of this research, the researcher made the following suggestions for using the mind map strategy to teach vocabulary.

1. 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 the 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.

2. 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.

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MATRIX OF RESEARCH

Title	Variable	Indicator	Source of Data	Research Method	Research Question

Enacting Mind Mapping in Learning Reading at Seventh Grade of Sekolah Menengah Pertama Terpadu Madinatul Ulum: Exploring the Opportunities	1. Reading comprehension
	
	2. Mind map
		1. Reading:
		  a. Vocabulary
		  b. Main idea
		  c. Specific Information
		  d. Referent
		  e. Inference
		
		2. Mind Maps:
		  a. Definition of Mind Mapping
		  b. Purpose of Mind Mapping
		  c. Advantages and Disadvantages of Mind Mapping
			1. Primary Data
			  a. English Teacher
			  b. 7th grade students of Junior High School
			
			2. Secondary Data
			  a. Literature
			  b. Document
				1. Approach of research: Descriptive qualitative research
				Design: Case Study
				
				2. Data collection method:
				  a. Observation
				  b. Interview
				  c. Document Review
				
				3. Data analysis techique:
				  a. Data Condensation
				  b. Data Display
				  c. Conclusion drawing
				
				4. Validation of data:
				  a. Source Triangulation
				
				  b. Technique Triangulation
					1. How can the enactment of mind maps engage secondary school students in learning reading?

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Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   :T20196003
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Semester   : SEMBILAN
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "nacting Mind Mapping in Learning Reading at Seventh Grade Student of SMP Terpadu Madinatul Ulum: Exploring the Opportunities" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Sofyan Nasir, S Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 22 Agustus 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

RENCANA PELAKSANAAN PEMBELAJARAN

Tema/Materi:	Descriptive text (Family)	Kelas/Semester :	VII/Ganjil
Pembelajaran ke :	1	Alokasi Waktu:	2 x 40 menit

Kompetensi Dasar	3.6 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang,binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
Indikator Pencapaian Kompetensi (IPK):	1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda. 2. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar sesuai konteks.

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Menunjukkan sikap spiritual yang semakin baik, antara lain sikap bersyukur dalam bentuk berdoa sebelum belajar dan menghargai perbedaan;

2. Menunjukkan sikap sosial yang semakin baik, antara lain sikap jujur, disiplin, bertanggung jawab, percaya diri, dan kreatif;

3. Dengan menggunakan teknik "Mind Mapping", siswa diharapkan mampu menyusun teks deskriptif sederhana tentang orang dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar.

B. Media Pembelajaran

- white board, board market & penghapus

C. Metode Pembelajaran

1. Approach   : Pendekatan Scientific
2. Teknik/ Strategi   : Discussion, mind mapping, penugasan

D. Langkah-Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Kegiatan Pendahuluan	10 menit
▪ Guru mengkondisikan kelas dalam suasana kondusif untuk berlangsungnya pembelajaran.	

▪ Guru menyampaikan salam untuk membuka kegiatan pembelajaran.	
▪ Guru mengajak siswa untuk berdoa bersama untuk mengawali kegiatan pembelajaran.	
▪ Guru melakukan komunikasi terkait kehadiran siswa.	
Kegiatan Inti	60 menit
▪ Guru menjelaskan materi bab pertama tentang Descriptive text	
▪ Guru memberikan contoh soal dan langkah-langkah untuk menyelesaikan soal yangberkaitan dengan Descriptive text	
▪ Guru meminta siswa untuk melakukan observasi dan mencari informasi untuk memahami Descriptive text (Family)	
▪ Guru meminta siswa untuk membuat kelompok, 1 kelomok terdiri dari 2 anak	
▪ Guru memastikan siswa melakukan analisis kelompok dan pemahaman tentang Descriptive text (Family)	
▪ Guru memberikan kesempatan pada siswa untuk mengajukan pertanyaan mengenai penalaran yang telah dilakukan oleh siswa	
▪ Guru memberikan latihan soal pada siswa untuk lebih bisa memahami berkaitan dengan Descriptive text (Family)	
▪ Guru meminta perwakilan kelompok untuk maju mengerjakan soal yang telah diberikan	
Kegiatan Penutup	10 menit
▪ Guru bersama siswa menyimpulkan materi yang telah dipelajari	
▪ Guru bersama siswa berdoa untuk mengakhiri pembelajaran.	
▪ Guru menutup pertemuan dengan salam.	

E. **Teknik Penilaian**
   Aspek Penilaian   : Pengetahuan (kognitif)
   Teknik   : Tugas tulis
   Bentuk instrumen   : Uraian
Answer:
   1. Melisa Nasrida.
   2. 6 people, consisting of 2 boys and 4 girls.
   3. 3 siblings, one older sister, one younger sister, and one younger brother.
   4. 20 years old.
   5. Farmer.

6. Housewife.
7. Drawing or partners.
8. Sports.
9. He is 49 years old.
10. She is 48 years old.

Mengetahui, 27 Agustus 2023

Kepala Sekolah   Guru Mata Pelajaran
SMPT Madinatul Ulum

M. Sofyan Nasir, S.Pd   Afifah, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

Tema/Materi:	Descriptive text (My Mother)	Kelas/Semester :	VII/Ganjil
Pembelajaran ke :	2	Alokasi Waktu:	2 x 40 menit

Kompetensi Dasar	3.6 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang,binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
Indikator Pencapaian Kompetensi (IPK):	3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda. 4. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar sesuai konteks.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

4. Menunjukkan sikap spiritual yang semakin baik, antara lain sikap bersyukur dalam bentuk berdoa sebelum belajar dan menghargai perbedaan;

5. Menunjukkan sikap sosial yang semakin baik, antara lain sikap jujur, disiplin, bertanggung jawab, percaya diri, dan kreatif;

6. Dengan menggunakan teknik "Mind Mapping", siswa diharapkan mampu menyusun teks deskriptif sederhana tentang orang dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar.

E. Media Pembelajaran

- white board, board market & penghapus

F. Metode Pembelajaran

3. Approach   : Pendekatan Scientific
4. Teknik/ Strategi   : Discussion, mind mapping, penugasan

G. Langkah-Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Kegiatan Pendahuluan ▪ Guru mengkondisikan kelas dalam suasana kondusif untuk berlangsungnya pembelajaran. ▪ Guru menyampaikan salam untuk membuka kegiatan pembelajaran. ▪ Guru mengajak siswa untuk berdoa bersama untuk mengawali kegiatan pembelajaran. ▪ Guru melakukan komunikasi terkait kehadiran siswa.	10 menit

Kegiatan Inti ▪ Guru menjelaskan materi bab pertama tentang Descriptive text (My Mother) ▪ Guru memberikan contoh soal dan langkah-langkah untuk menyelesaikan soal yang berkaitan dengan Descriptive text (My Mother) ▪ Guru meminta siswa untuk melakukan observasi dan mencari informasi untuk memahami Descriptive text (My Mother) ▪ Guru meminta siswa untuk membuat kelompok, 1 kelomok terdiri dari 2 anak ▪ Guru memastikan siswa melakukan analisis kelompok dan pemahaman tentang Descriptive text (My Mother) ▪ Guru memberikan kesempatan pada siswa untuk mengajukan pertanyaan mengenai penalaran yang telah dilakukan oleh siswa ▪ Guru memberikan latihan soal pada siswa untuk lebih bisa memahami berkaitan dengan Descriptive text (My Mother) ▪ Guru meminta perwakilan kelompok untuk maju mengerjakan soal yang telah diberikan	60 menit
Kegiatan Penutup ▪ Guru bersama siswa menyimpulkan materi yang telah dipelajari ▪ Guru bersama siswa berdoa untuk mengakhiri pembelajaran. ▪ Guru menutup pertemuan dengan salam.	10 menit

H. Teknik Penilaian

Aspek Penilaian : Pengetahuan (kognitif)

Teknik : Tugas tulis

Bentuk instrumen : Uraian

Answer:

11. Tina.
12. Beautiful woman.
13. 155cm.
14. Javanese language.
15. Tan.
16. Black.
17. Long and wavy hair.
18. Got angry.
19. Role model.

Mengetahui, 27 Agustus 2023

Kepala Sekolah   Guru Mata Pelajaran

SMPT Madinatul Ulum

M. Sofyan Nasir, S.Pd   Afifah, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

Tema/Materi:	Descriptive text (my Sister)	Kelas/Semester :	VII/Ganjil
Pembelajaran ke :	3	Alokasi Waktu:	2 x 40 menit

Kompetensi Dasar	3.6 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang,binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
Indikator Pencapaian Kompetensi (IPK):	5. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda. 6. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar sesuai konteks.

I. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

7. Menunjukkan sikap spiritual yang semakin baik, antara lain sikap bersyukur dalam bentuk berdoa sebelum belajar dan menghargai perbedaan;

8. Menunjukkan sikap sosial yang semakin baik, antara lain sikap jujur, disiplin, bertanggung jawab, percaya diri, dan kreatif;

9. Dengan menggunakan teknik "Mind Mapping", siswa diharapkan mampu menyusun teks deskriptif sederhana tentang orang dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar.

J. Media Pembelajaran

- white board, board market & penghapus

K. Metode Pembelajaran

5. Approach : Pendekatan Scientific
6. Teknik/ Strategi : Discussion, mind mapping, penugasan

L. Langkah-Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Kegiatan Pendahuluan ▪ Guru mengkondisikan kelas dalam suasana kondusif untuk berlangsungnya pembelajaran.	10 menit

▪ Guru menyampaikan salam untuk membuka kegiatan pembelajaran. ▪ Guru mengajak siswa untuk berdoa bersama untuk mengawali kegiatan pembelajaran. ▪ Guru melakukan komunikasi terkait kehadiran siswa.	
Kegiatan Inti ▪ Guru menjelaskan materi bab pertama tentang Descriptive text (my younger brother) ▪ Guru memberikan contoh soal dan langkah-langkah untuk menyelesaikan soal yang berkaitan dengan Descriptive text (my Sister) ▪ Guru meminta siswa untuk melakukan observasi dan mencari informasi untuk memahami Descriptive text (my Sister) ▪ Guru meminta siswa untuk membuat kelompok, 1 kelomok terdiri dari 2 anak ▪ Guru memastikan siswa melakukan analisis kelompok dan pemahaman tentang Descriptive text (my Sister) ▪ Guru memberikan kesempatan pada siswa untuk mengajukan pertanyaan mengenai penalaran yang telah dilakukan oleh siswa ▪ Guru memberikan latihan soal pada siswa untuk lebih bisa memahami berkaitan dengan Descriptive text (my Sister) ▪ Guru meminta perwakilan kelompok untuk maju mengerjakan soal yang telah diberikan	60 menit
Kegiatan Penutup ▪ Guru bersama siswa menyimpulkan materi yang telah dipelajari ▪ Guru bersama siswa berdoa untuk mengakhiri pembelajaran. ▪ Guru menutup pertemuan dengan salam.	10 menit

M. **Teknik Penilaian**

Aspek Penilaian	**:** Pengetahuan (kognitif)
Teknik	**:** Tugas tulis
Bentuk instrumen	**:** Uraian

Answer:

1. Descriptive text
2. My sister / my older sister
3. Clara Sofia
4. 22 years old
5. Basketball
6. Durian

7. 170 cm
8. 165 cm
9. outgoing personality and queit person
10. fair-skin and tan-skin
11. 21 years old

Mengetahui, 27 Agustus 2023

Kepala Sekolah   Guru Mata Pelajaran

SMPT Madinatul Ulum

M. Sofyan Nasir, S.Pd   Afifah, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

Tema/Materi:	Descriptive text (My younger brother)	Kelas/Semester :	VII/Ganjil
Pembelajaran ke :	4	Alokasi Waktu:	2 x 40 menit

Kompetensi Dasar	3.6 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang,binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
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	8. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar sesuai konteks.

N. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

10. Menunjukkan sikap spiritual yang semakin baik, antara lain sikap bersyukur dalam bentuk berdoa sebelum belajar dan menghargai perbedaan;

11. Menunjukkan sikap sosial yang semakin baik, antara lain sikap jujur, disiplin, bertanggung jawab, percaya diri, dan kreatif;

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O. Media Pembelajaran

- white board, board market & penghapus

P. Metode Pembelajaran

7. Approach : Pendekatan Scientific

8. Teknik/ Strategi : Discussion, mind mapping, penugasan

F. Langkah-Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Kegiatan Pendahuluan ▪ Guru mengkondisikan kelas dalam suasana kondusif untuk berlangsungnya	10 menit

pembelajaran.	
▪ Guru menyampaikan salam untuk membuka kegiatan pembelajaran.	
▪ Guru mengajak siswa untuk berdoa bersama untuk mengawali kegiatan pembelajaran.	
▪ Guru melakukan komunikasi terkait kehadiran siswa.	
Kegiatan Inti	60 menit
▪ Guru menjelaskan materi bab pertama tentang Descriptive text	
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▪ Guru meminta siswa untuk melakukan observasi dan mencari informasi untuk memaham Descriptive text (My younger brother)	
▪ Guru meminta siswa untuk membuat kelompok, 1 kelomok terdiri dari 2 anak	
▪ Guru memastikan siswa melakukan analisis kelompok dan pemahaman tentang Descriptive text (My younger brother)	
▪ Guru memberikan kesempatan pada siswa untuk mengajukan pertanyaan mengenai penalaran yang telah dilakukan oleh siswa	
▪ Guru memberikan latihan soal pada siswa untuk lebih bisa memahami berkaitan dengan Descriptive text (My younger brother)	
▪ Guru meminta perwakilan kelompok untuk maju mengerjakan soal yang telah diberikan	
Kegiatan Penutup	10 menit
▪ Guru bersama siswa menyimpulkan materi yang telah dipelajari	
▪ Guru bersama siswa berdoa untuk mengakhiri pembelajaran.	
▪ Guru menutup pertemuan dengan salam.	

G. Teknik Penilaian

Aspek Penilaian : Pengetahuan (kognitif)
Teknik : Tugas tulis
Bentuk instrumen : Uraian

Answer:

20. Younger brother.
21. Playing.
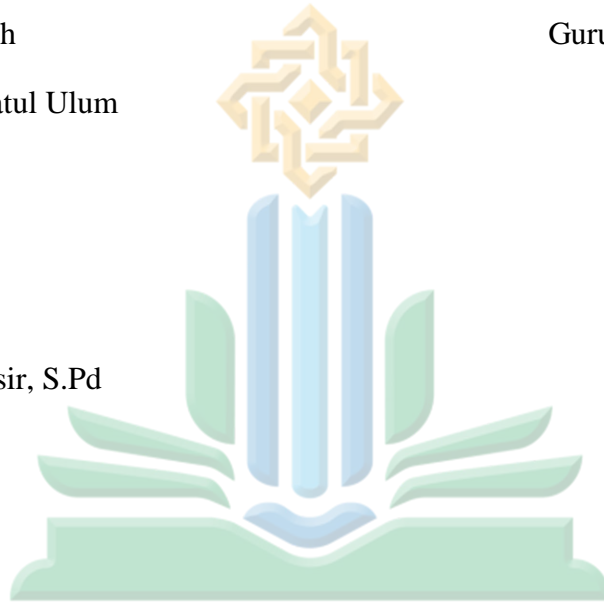22. Captain.
23. Competition.

24. Football.
25. Fly.
26. Team.

Mengetahui, 27 Agustus 2023

Kepala Sekolah   Guru Mata Pelajaran

SMPT Madinatul Ulum

M. Sofyan Nasir, S.Pd   Afifah, S.Pd

Materi:

Read this descriptive text to answer the questions below.

Descriptive text

MY LOVELY FAMILY

My name is Melisa Nasrida. I am twenty years old. I have one older sister, one younger sister and one younger brother. My mother is a housewife and my father is a farmer. My parents are very strict and discipline. My siblings are dependent to do daily activity. They wash their clothes and so do I. We are bought to be bough and independent since we are kids. I learn many things from my parents.

My family is a simple family. My family consist of six people. We are consist of two men and two women. My mother is a housewife who manages family finances. My mother is not very modern. My father's name is Nasrulloh, he is 49 years old. My mother's name is Dahlina. She is 48 years old.

My parents concern on their children religion foundation. My siblings and I go to the same school. My siblings are very clever in drawing or partners. However, I have a different hobby from them. I do not like drawing or painting. I like sport.

Task 1

Make a Mind Mapping as creative as possible from the vocabulary you find in the descriptive text above!

Example:
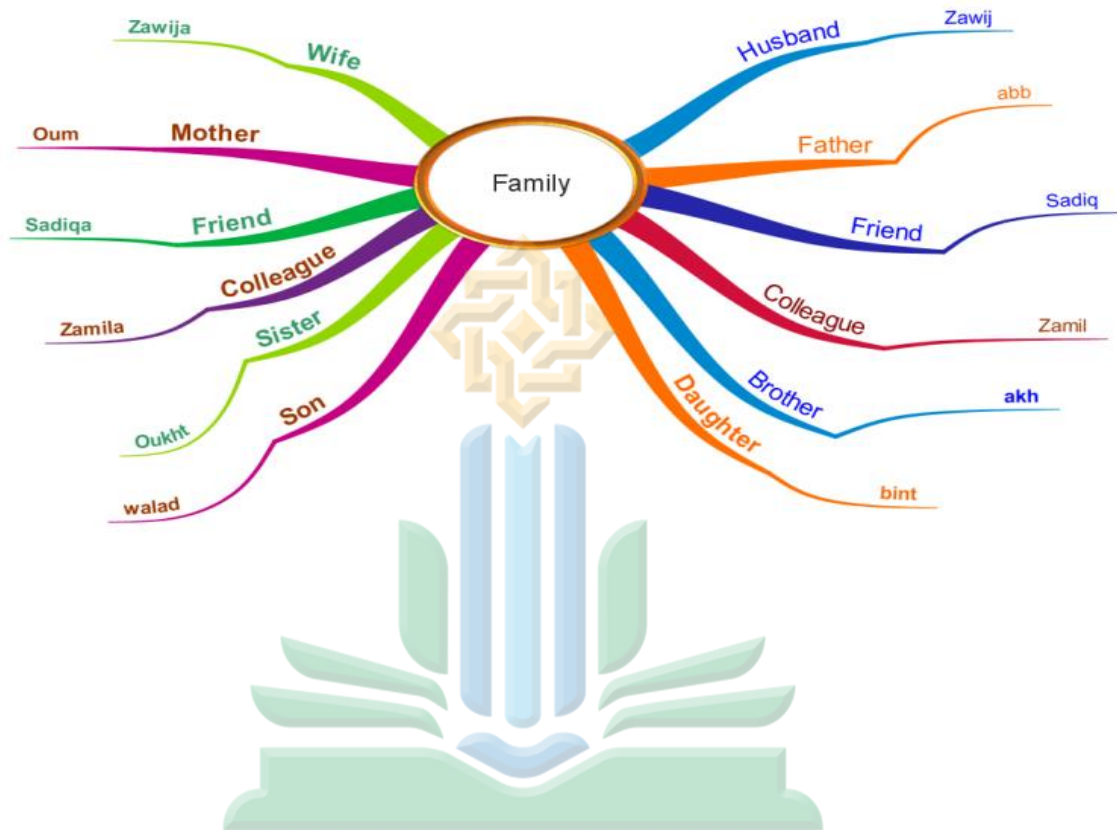
Task 2

Answer this question using the mind mapping method!

1. Who is telling the story in the text?
2. How many members are in Melisa's family, please tell me?
3. How many siblings does Melisa have?
4. How old is Melisa?
5. What does Melisa's father do?
6. What does Melisa's mother do?
7. What are Melisa's siblings' hobbies?
8. What are Melisa's hobbies?
9. How old is Melisa's father?
10. How old is Melisa's mother?

Please answer here!

You're great, thanks ☺

Materi:

Read this descriptive text to answer the questions below.

Descriptive text

My Mother

My mother's name is Tina. My mother is a beautiful woman. My mother's skin is tan with long, black, wavy hair. My mother also has a distinctive aroma and is very fragrant, I love being around my mother. Compared to me who is 16 years old, my mother is shorter than me. Maybe my mother's height is about 155 cm. A very typical Central Javanese accent comes out when Mother is talking.

My mother often speaks in javanese language with fine manners when talking to me so that I am familiar with the Javanese language of fine manners or krama halus. My mother is also not the type of mother who often gets angry. When my sister or I irritated her, my mom rather cried than got angry. That's why my sister and I try not to irritate and grieve. I really love my mother, she is a hard worker who helps my father support the family. My mother is a role model in my life.
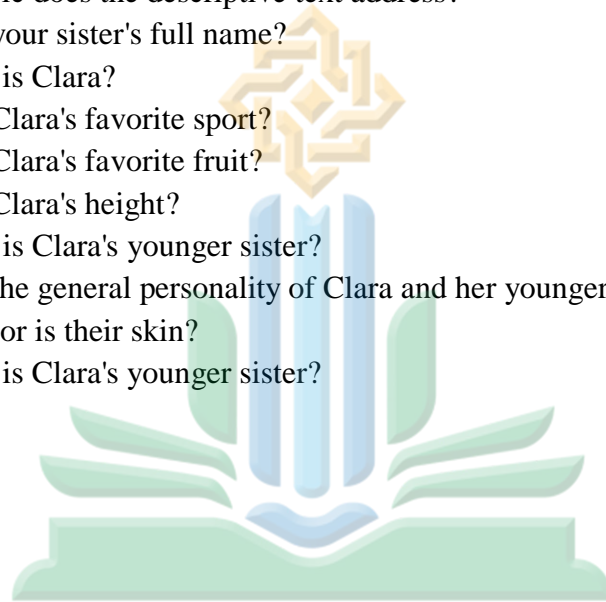
Task 1

Make a Mind Mapping as creative as possible from the vocabulary you find in the descriptive text above!

*Task 2*

Answer this question using the mind mapping method!

1. What is the name of the mother in the text?
2. What kind of woman is my mother?
3. How tall is my mother?
4. What language does mom speak?
5. What color is my mother's skin?
6. What color is my mother's hair?
7. What does mom's hair look like?
8. My mother never ...... …… even though my sister and I upset her.
9. In my life, mom is ....

Please answer here!

You're great, thanks ☺

Materi:

Read this descriptive text to answer the questions below.

Descriptive text

My Sister

I have a sister named Clara Sofia, with a height of 170 cm and I am 165 cm. My sister has wavy hair, while I have straight hair. We have the same face shape and nose, my sister is fair-skinned, while I am tan.

Our age difference is 1 year, she is 22 years old and I am 21 years old. Although people consider us twins, my sister and I like different things. My sister likes durian, while I don't like durian at all. My sister likes to play basketball, while I prefer to play guitar and rarely play sports. My sister has an outgoing personality and has many friends, while I am a quiet person.

Task 1

Complete the Mind Mapping below with the vocabulary you find in the descriptive text above!
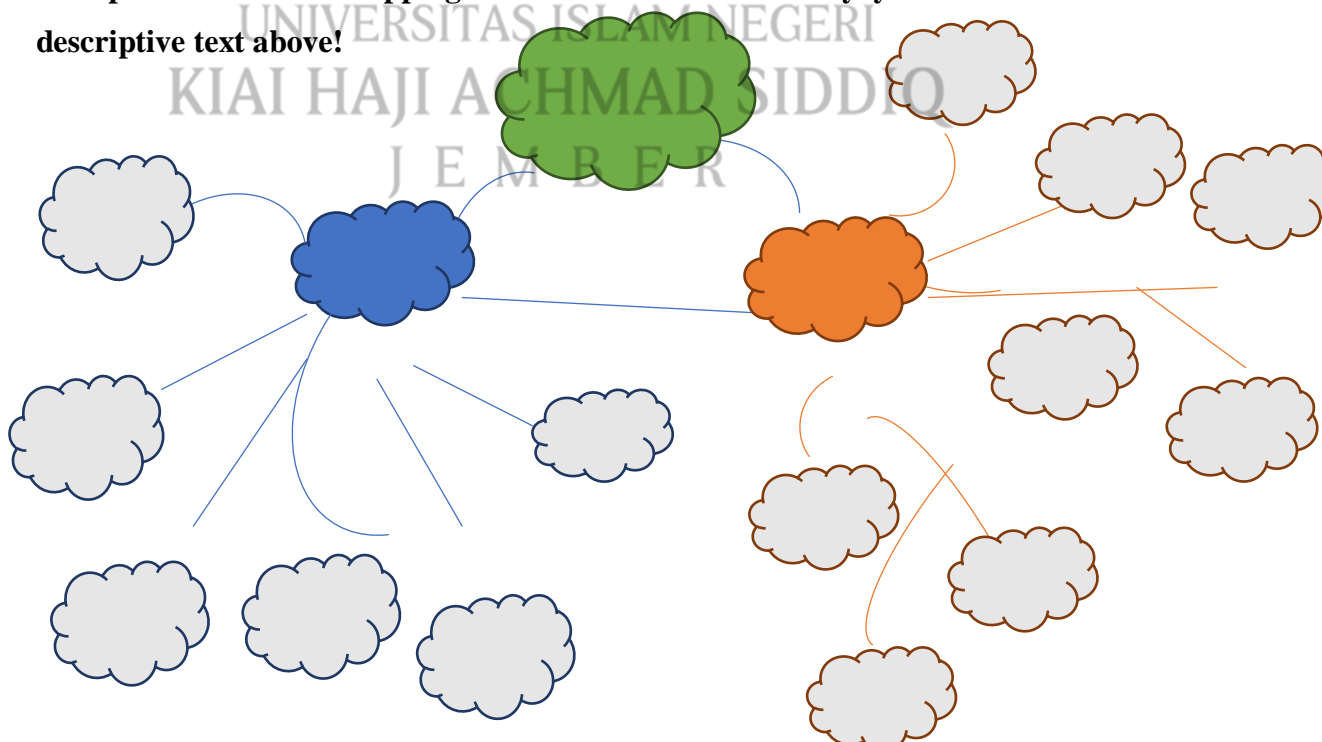
Task 2

Answer this question using the mind mapping method!

1. What is the name of the text?
2. What topic does the descriptive text address?
3. What is your sister's full name?
4. How old is Clara?
5. What is Clara's favorite sport?
6. What is Clara's favorite fruit?
7. What is Clara's height?
8. How tall is Clara's younger sister?
9. What is the general personality of Clara and her younger sister?
10. What color is their skin?
11. How old is Clara's younger sister?

Materi:
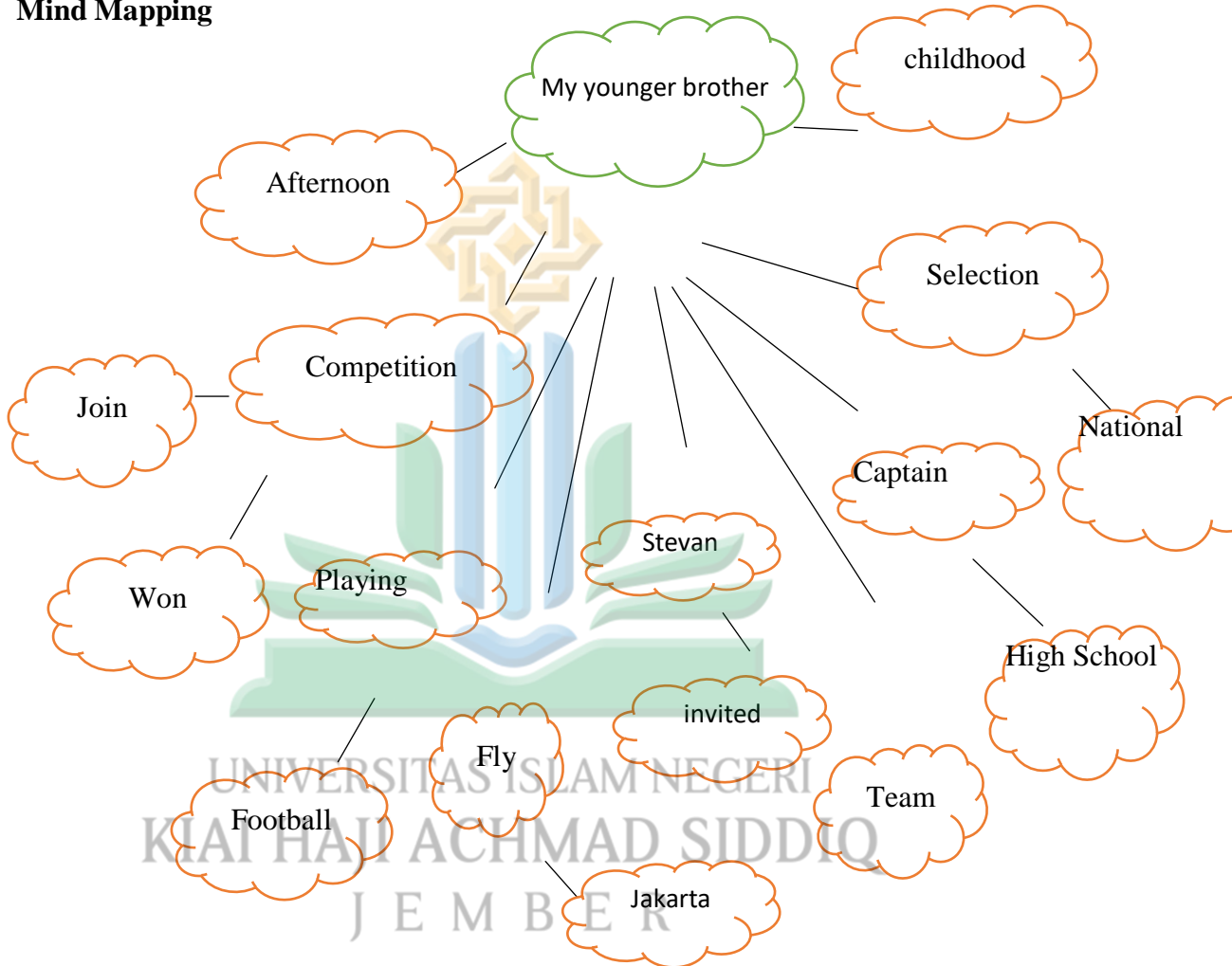
Mind Mapping

Task 1

Complete the descriptive text below using the Mind Mapping method!

My Younger brother

Steven, my [1] ...., loved [2] ...... football since childhood. He became a [3] ..... in high school and won the National High School Football .... [4]. He got an invitation to join the Indonesian national team player .... [5] .He will ......[6] to Jakarta this afternoon. We all pray that he can join the Indonesian national ....[7.]

Semi-structured interview instrument

Date   :
Place   :
Time   :
Participant :

No	Question	Answer
1.	How do you teach reading by using mind mapping in learning reading?	
2.	How do you learn reading by using mind mapping?	
3.	How do mind maps help you read descriptive text?	
4.	How do you apply mind maps, and how do they help you learn?	
5.	What is your opinion regarding the use of mind maps in learning reading especially in vocabulary?	
6.	How make the mind maps develop your reading?	
7.	How did you feel while conducting mind maps?	
8.	Do you feel bored during the activity?	
9.	Which part do you like about learning reading, including vocabulary, through mind maps?	
10.	Do you think mind mapping is an effective activity for improving reading comprehension, especially vocabulary?	
11.	Do you enjoy conducting mind maps when learning to read, including vocabulary?	
12.	Do you think mind maps build your reading comprehension?	
13.	How can using mind mapping as a learning strategy improve students' ability to analyze and summarize	

		information to answer questions effectively?	
14.		How does incorporating mind mapping enhance students' capacity to comprehend and craft suitable responses to various question types?	
15.		How does mind mapping aid in your analysis and synthesis of information to produce more effective answers?	
16.		In what ways can mind mapping enhance your ability to formulate fitting responses to diverse question types?	
17.		How does mind mapping support your analysis and condensation of information, enabling you to answer questions more effectively?	
18.		How can mind mapping improve your ability to formulate appropriate answers to different types of questions?	
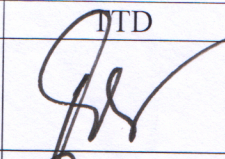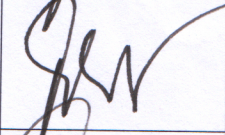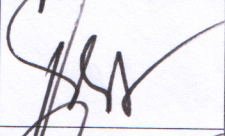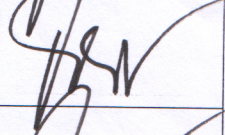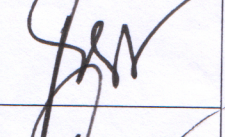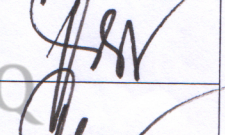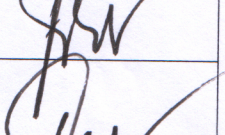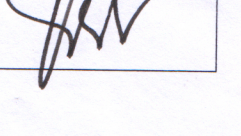
JOURNAL OF RESEARCH

Researcher   : Verryna Rosita Sari

NIM   : T20196003

Research Title: Enacting Mind Mapping in Intensive Reading Classroom: A Case Study of Vocabulary Learning in Secondary School

No	Day/Date	Activity	TTD
1.	Tuesday, August 22, 2023	The research looks at the location and environmental condition of SMPT Madinatul Ulum	
2.	Wednesday, August 23, 2023	The research confirms the research permission	
3.	Sunday, August 27, 2023	Observe the classroom activity in learning	
4.	Saturday, September 2, 2023	Interview with the English teacher about the method used in the learning process	
5.	Sunday, September 3, 2023	Interview with students	
6.	Saturday, September 9, 2023	Observe the classroom activity in learning and Interview with students	
7	Sunday, September 10, 2023	Complete the research data and documentation	
8.	Thuesday September 14 , 2023	The researcher asking for a letter research finishing	

Mengetahui,

Kepala Sekolah SMPT Madinatul Ulum

M. Sofyan Nasir. S.Pd.

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Universitas   : UIN KHAS Jember

Telah selesai melaksanakan penelitian di SMP Terpadu Madinatul Ulum selama 1 bulan, terhitung mulai tanggal 22 Agustus 2023 sampai dengan 14 September 2023 untuk memperoleh data dalam rangka menyusun skripsi yang berjudul " ENACTING MIND MAPPING IN LEARNING READING AT SEVENTH GRADE STUDENT OF SEKOLAH MENENGAH PERTAMA TERPADU MADINATUL ULUM: EXPLORING THE OPPORTUNITIES

Demikian Surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya

Jenggawah, 14 September 2023
Kepala Sekolah

M. SOFYAN NASIR, S.Pd.

DECLARATION OF AUTHORSHIP

The undersigned below:

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Program	: English Education

State that the thesis entitled "**Enacting Mind Mapping in Learning Reading at Seventh Grade of Sekolah Menengah Pertama Terpadu Madinatul Ulum: Exploring the Opportunities**" is truly my work. Except for those cited in the quotation and bibliography, it does not include any writings or publications that have already been authored or published by another individual. And the only person accountable if anyone objected was me.

Jember, 13 December 2023

Author

Verryna Rosita Sari

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