USING COOPERATIVE MIND MAPPING SUMMARY STRATEGY TO IMPROVE THE READING COMPREHENSION SKILL OF PUBLIC ADMINISTRATION STUDENTS' IN UNISBA BLITAR

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ABSTRAK :

Penelitian ini bertujuan untuk menentukan bahwa Strategi Cooperative Mind Mapping Summary dapat meningkatkan kemampuan pemahaman membaca pada mahasiswa Ilmu Administrasi Publik di Unisba Blitar pada 2019 – 2020. Responden sejumlah 30 mahasiswa. Peneliti melakukan penelitian dengan metode Penelitian Tindakan Kelas (PTK) dan dilakukan secara individu. Prosedur penelitian meliputi studi pendahuluan, merencanakan tindakan, implementasi perencanaan, pengamatan, dan refleksi.Pengumpulan data melalui pengamatan, kuesioner, catatan lapangan, dan tes.Hasil penelitian menunjukkan bahwa Strategi Cooperative Mind Mapping Summary dapat meningkatkan kemampuan pemahaman membaca pada mahasiswa Ilmu Administrasi Publik.

Kata Kunci*: membaca, mind mapp, kooperatif, ringkasan*

ABSTRACT :

This research was purposed to determine that cooperative mind mapping summary strategy can improve reading comprehension skill of Public Administration Students'. The research conducted in Public Administration of UnisbaBlitar in 2019 - 2020. The respondents were 30 students. The researcher conducted research using Classroom Action Research (CAR) and individual research design. The procedures of research were preliminary study, plan the action, implementing the plan, observation, and reflection. The data collections are through observation, questionnaire, field note, and test.The research result showed

that Cooperative Mind Mapping Summary Strategy could increasethe reading comprehension skill of Public Administration Students'.

Keywords: *reading, mind mapping, cooperative, summary*

INTRODUCTION

Reading is an activity to find the information in the text. Reading included in a mental process Grabe (2009) stated that reading is also an interaction between the reader and the writer. The text provided the idea of the writer and the reader should know the point of the text. Reading is a strategic process which include anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals (Grabe, 2009). The goal of reading activity is comprehend the text. Then, reading is taught in any level study in Indonesia include the college level. Unisba especially in Public Administration study program also learn English. But in the teaching and learning processes the students had some problems in Reading comprehension skill.The preliminary study result showed that their reading comprehension score was low with the average score is 43,88. It is not as same as the expectation score. In university level there are some standard score that students should achieve. In Islamic University of Blitar the score system is A if the score distance is 85 – 100, B if the score distance is 75 – 84, C if the score distance is 65 – 74, and D if the score distance is 55-64. The students who got D should repeat the material because he failed in this class. So, the students' minimum score is 65.

Furthermore, according to the result of observation in the class, it was foundthat the students have low value in reading comprehension skill. Next, it was found that the students were low of motivation and attention when the teaching and learning is running. After that, the students were lack in reading comprehension skill. Besides, the students have difficulty in understanding the text. This happened because of the students' lowness in vocabulary and the students were slow to comprehend the text. Then, the students' problem in reading comprehension was lowinidentifying the concept of the text. This problem because ofthe students' sensitively to identify the text and the students' lack of practice.

Deliberating the situation and problems by the Public AdministratiStudents' of UnisbaBlitar as the researcher described previously, and also inspired from the strong point of mind mapping and cooperative summary strategy, the researcher interested to organized a classroom action research entitled: *Using Cooperative Mind Mapping Summary Strategy to*

Improve the Reading Comprehension of Public Administration Students' in UNISBA Blitar.

METHOD

This research design is Classroom Action Research (CAR) with individual research.Individual research was a research conducted by the researcher alone. The researcher could beas a researcher and teacher. Latief (2016, p.145) stated that Classroom Action Research for English Learning aims at discovering learning – teaching strategies that match learners' style and strategies in learning English.

This research subject was the students of First semester of Public Administration Study Program in academic year 2019/2020. Therespondentswere 30 students. The students were involved 22 girls and 8 boys.The research procedures wereplanning, implementation of action, observation, and reflect the result of cycle 1. Latief (2016, p.155) stated that a Classroom Action Research may take only one cycle if after the first cycle, all the targeted criteria of success have been achieved. The target criteria of success students who get score more than 65. The data collection got from test questions, questionnaire, field note and observation.

RESULT AND DISCUSSION

In first meeting, the activity run well as prepared in the lesson plan, students were enthusiastic joined the teaching and learning activity. Then, There were three activities of teaching and learning. The processes of teaching and learning were as the followings:

Meeting 1

The first meeting conducted on Monday, 21st October 2019. The activity is pre- reading activity of teaching and learning process, the activities were; (1) greetings, the teacher asked the students to pray together and the teacher check the attendance list. (2) The teacher gave motivation and stimulated the students' attention with showing the materials using power point and explain the material is about *Public Communication* and the sub theme is about *Application Letters*(3) Then, the teacher gave apperception with asking to the students what the purpose of Application Letter is. (4) The teacher explained the big outline of the teaching and learning purposed.

Then, it was continued in whilst activity: (1) teacher asked the students to divided themselves in to a group which consist of 3 students in each groups; (2) teacher distributed to the students a paper work to make mind mapping and explained what they have to do with this paper, the teacher instructed them to identify the text and make mind mapping with the points were: kinds,

purposes and the benefit of the text; (3) teacher asked the students to make summary from the mind mapping result, after they finished their work, (4) teacher asked the students randomly to go front of the class and explain their result; (5) teacher and the students discussed their result; (6) Finally, the teacher gave feedback to students.

The last activity was post activity, the activities are: (1) teacher gave opportunity to ask questions; (2) teacher gave the students appreciation in the praise to the students who do their work as well as possible; (3) teacher remining the students about the material; (4) teacher gave the test to review their understanding and then after finishing the test the teacher and the students discuss the students difficulty. (5) theteacher finished the teaching and learning process with greeting.

Meeting 2
The second meeting conducted on Monday, 28th October 2019. The teaching and learning process started with (1) greeting each other, asked the students to pray together and the teacher check the attendance list. (2) The teacher gave motivation and stimulated the students' attention with showing the materials using power point and explain the material about *Announcement*. (3) Then, the teacher gave apperception with asking to the students what Announcement is. (4) The teacher gave explanation about the big outline of the teaching and learning purposed.

Next, continuing to the whilst activity, the activities were: (1) teacher asked the students to divided themselves in to a group which consist of 3 students in each groups; (2) teacher distributed to the students a paper work to make mind mapping and explained what they have to do with this paper, the teacher instructed to identify the text and make mind mapping with the points were: kinds, purposes and the benefit of the text; (3) teacher instructed the students to make summary from the mind mapping result, after they finished; (4) teacher instructed the students randomly to go front of the class and explain their result; (5) Then, teacher and the students discussed their result; (6) Finally, teacher give feedback to the students.

The last activity was post activity, Those are: (1) teacher gave Opportunity to the studentstto ask questions; (2) teacher gave the students appreciation who have good working; (3) teacher remind the students about the material; (4) Then, teacher gave the test to review their understanding and then after finishing the test the teacher and the students discuss the students difficulty. (5) Finally, teacher finished the teaching and learning process with greeting.

Meeting 3

The Third meeting conducted on Monday, 4th November 2019. The activities are started with (1) greetingeach other and asked students to pray together and the teacher check the attendance list. (2) The teacher gave motivation and stimulated the students' attention with showing the materials using power point and explain the material about *Report Text.* (3) Then, the teacher gave apperception with asking to the students what Report Text is. (4) Then, The teacher explained teaching and learning purposed.

After that, the activitywas continued with the whilst activity, the activities were: (1) teacher asked the students to divided themselves in to a group which consist of 3 students in each groups; (2) then, teacher distributed the students a paper work to make mind mapping and explained what they have to do with this paper, the teacher asked them to identify the text and make mind mapping with the points were: kinds, purposes and the benefit of the text; (3) next, teacher asked students to made summary from the mind mapping result after they finished their work; (4) teacher instructed the students randomly to go front of the class and explain their result; (5) teacher and the students discussed the result; (6) Finally, teacher gave feedback to the students.

The last activity was post activity, those are: (1) teacher let the students to give questions; (2) teacher gave the students appreciation to the students who have good work; (3) then, teacher review the material; (4) after that,teacher gave the test to review their understanding and then teacher and students discuss the students difficulty after finishing their test, (5) finally, greeting to finished the teaching and learning process.

From the activities above, the cycle 1 meetings needed 270 minutes and each meeting spends 90 minutes. It conducted in3 meetings to teaching and learning process. After implemented the teaching strategy, that have been planned the researcher conducted posttest in the fourth meeting. It was conducted on 11thNovember 2019. The test is reading comprehension test and the items were 30 questions in the form of multiple choices and the time allocation were 60 minutes.

The cycle one result can be analyzed as follows in order to know the students gaining percentage > 65

$$E = \frac{n}{N} \; x \; 100\%$$

$$E = \frac{26}{30} \; x \; 100\%$$

$$E = 86{,}7 \; \%$$

Note:
   E = percentage of the research subjects who reached the target score >65
   n = total number of research subject who reached the target score <65
   N = total number of research subjects who take took the test.

It was found that percentage of reading comprehension achievement post test score from the students in the first cycle was 86.7% of 30 students, based on the calculation above. This data showed that the cycle 1 successful implemented.

Based on the research findings it was found that Cooperative Mind Mapping Summary Strategy could improve the students' reading comprehension skill. The students are be able to identify the main idea of the text using mind mapping. This research also found that, using mind mapping the students are be able to identify the key concepts of the text and clarify the relationship among the concepts. Furthermore, using mind mapping could make the students easier to arrange the concepts into a reading summary.These statement supported by Kao, Cheng, & Tsai (2017) who stated that using mind map to present a reading summary first helps students to identify the key concepts and clarify the relationships among major concepts. Beside, Risqiya (2013) stated Mind map is good to train the students' comprehension on the fact and details. Mind mapping make the students more focused in their reading activity. It was supported with the statement of Risqiya (2013) who stated that MM can make the students recall their background knowledge and focus on their reading.

CONCLUSION

From the data result, it can be concluded that cooperative mind mapping strategy effectively can improve the students reading comprehension skill. The data of posttest result, questionnaire, and observation showed that

the reading comprehension skill of Public Administration Students' of Unisba Blitar in the academic year of 2019/2020 have improved.

RECOMMENDATION

After that, teacher who have similar problems such as classroom atmosphere event achievement in reading comprehension skill of students and make the students more active and motivated in teaching and learning activity, the researcher suggested that the teacher should use Cooperative Mind Mapping Strategy as an alternative strategy to improve the students' reading comprehension skill.

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