



## **ENHANCING JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION IN REPORT TEXT BY USING CONCEPT MAPPING STRATEGY**

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### **Abstract**

The purpose of this paper is to discuss the ways of using concept mapping strategies for enhancing Junior High School students' reading comprehension in reading report text. Many students face difficulties in reading, like problems in their reading comprehension, cannot interpret what they read, and make the connection between what they read and what they have already known because they are unable to accurately understand written materials. Concept mapping can solve these problems by mapping their ideas, comprehending any scientific text especially for report text, analyze reading text easily, and make of conclusion from the text in a structural way. So, the concept mapping strategy is suitable for enhancing students' reading comprehension and solve the problem.

**Keywords:** *reading comprehension, concept mapping, reading strategy.*

### **A. INTRODUCTION**

Reading comprehension refers to the ability to understand the information presented in written form. Based on Deen in Udaini (2011:37), reading comprehension is the ability to communicate a text leading an integrated process that involves decoding vocabulary and sentences, employing prior knowledge relevant to the text in order to make sense and to get the target message the author wants to convey. Many of the advantages can be acquired by learning reading comprehension for the reader. Shamlala (2010:15) states that reading comprehension is the most essential skill needed to acquire knowledge. It develops critical thinking and increases the students' ability to concentrate. It also increase the pleasure and effectiveness. Therefore, reading comprehension needs to be learned.

In other side, students often face some difficulties in reading; they still have problems with their reading comprehension, they cannot interpret what they read and make the connection between what they read and what they have already known because they are unable to accurately understand written materials.

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Many factors may influence this problem, some of them are because Junior High School students did not have enough of background knowledge that relate on the passage, and impacts their motivation in learning. Many difficult words also be a problem for students. These will disturb in students' concentrated and focused to understanding the text. Phantharakphong and Pothitha (2014:497) state that students have the big problem in reading skill because most of them find English reading is difficult and lack of motivation in doing so. Sloat in Ad-Heisat et.al (2009:310) stated that failure to learn reading during primary level might cause a student to be lacking in the ability to read well. Actually, the students were required to practice grasping the text information so that they would improve their skills of reading for meaning.

Kashef et. al. (2012:173) stated that students usually do not receive any necessary strategies instruction on reading skills to read some complicated texts. This phenomenon possibly happen because many teachers often ignored teaching reading comprehension to students although this skill is important to the learner for academic purposes. Sometimes, reading comprehension strategies are not taught in school as often as it should be by the teacher. Teacher does not provide their students with different skills and strategies required to succeed in their reading comprehension goals (Kashef, 2012:173).

From the problem explained above, the writer is interested to do study about enhancing junior high school students' reading comprehension by using concept mapping of report text. As their primary function is to focus on the selection of the main ideas (key words) of the text, connecting these concepts using relation links and displaying the major framework of the text, concept mapping are a useful tool to represent knowledge in any discipline contributing to organizing, understanding and recalling new material (Chalarut et al., in Manoli and Papadopoulou 2012:350)

## **REVIEW OF RELATED LITERATURE**

### **Reading Comprehension**

The purpose of reading process is to read a written source to get the meaning, and understanding this meaning to get knowledge for the reader. This also supported by Richards (2011: 5) reading is what happens when people look at a text and assign meaning to the written symbols in that text. In reading a text, the reader should be able to get the main idea and information to understand the text. Without this ability, the reader would not get the writer's purposes in the text. This ability also known as reading comprehension.

Udaini (2011:37) said that comprehension is the ability to connect to and interpret both oral and written language. It is the ability to recall facts, get the main idea, make an inference, draw a conclusion, predict, extend and evaluate. Based on these statements, ability of comprehension can connecting text with the reader's experience, make an inference, and draw the conclusion of the text. In addition, Comprehension also requires a reasonable knowledge of basic grammar, an ability to identify main ideas in the text, an awareness of discourse structure, and strategic processing with more difficult texts.

### **Teaching Reading Comprehension**

Carnine (2010:3) stated that success in reading is very important to students, both for academic and vocational advancement and for the students' psychological well-being. Reading also have effect on students' vocabulary even for their writing. On the other side, teacher can use some simple text to demonstrate the sentence, paragraph and the idea, and support them to focus in grammar, vocabulary, and punctuation by giving them reading tasks related to it.

According to Harmer (2015:303), there are four basic stages in teaching reading, they are:

#### **a. Lead-In**

These task starting by Lead-in activities, in which the teacher engaging the students with the topic of the reading and try to activate their background knowledge, the topic under consideration, and the linguistic context.

#### **b. Comprehension or Respon Task**

The activities continued by comprehension / respon task. When the students are ready to read, the teacher set some kind of a (comprehension) task, so the students can read in general way. The teacher trying to extract a mostly general understanding of the written text is all about

#### **c. Reading**

In this phase, The students read the text in order to complete the task that has been set, then the teacher directs feedback.

#### **d. Text-related Task**

This task is any kind of follow-up activities, and might be either a more detailed response to the content or a focus on aspects of language in the text, which they are required to examine it in more detail. However, students are required to examine the text in more detail.

Beside that, there are various strategy that used by teachers to increase reading comprehension in teaching that include monitoring comprehension, answering question, graphic and semantic organizers, summarizing, and others. As explained by Kelly (2019) "Reading comprehension is not learned immediately, it is a process that is learned over time and needs practices, and the process is interactive, strategic, and adaptable for each reader." The teacher should teach students some strategies for reading skills so that they can decide which strategies is very helpful for them to understand the text.

### **Concept Mapping**

Concept mapping is a strategy that helps to represent complex concepts into a linking concept graph. It is support by Dias (2010 : 29) the purposes of concept map are to displaying major concepts and the relationships between them in a visual arrangement. It is line with Ausubel in Daley (2010 : 31) about the view of cognitive learning, when learners create concept mapping, they are focusing on determining relationships between and among concepts within their cognitive structure. Another statement by Novak and Canas in Dias (2010 : 30) is a key notion in mapping information from a text is that of creating propositions that involves the linkage of two or more concepts with the use of "linking words or phrases to form a meaningful statement".

Canas in Khodadady (2011 : 49) explained the characteristic of concept map, they are composed of concepts, enclosed in circles or boxes, and connecting lines indicating the relationships between concepts or propositions. Cañas, Hill, Carff and Suri in Khodadady (2011:49) also gives a standard of procedure for concept map construction, involves defining the topic or focus question, identifying and listing the most important or general concepts that are associated with that topic, ordering the concepts from top to bottom, and adding and labeling linking phrases.

Furthermore, many researcher have found the advantages from the concept map. Freeman (2004:166) stated that concept map can be a good communication tool and both parties found the concept map to be beneficial, easy to use, and useful. Creating a concept map can supported students in two ways, that is develop students concerning to organize knowledge required from the text, and to create their awareness that make read well in academic purposes (Dias 2010 : 32). Erasmus (2013 : 32) adding that in the way the objective of the lesson was achieved, concept map help students to engage with the subject matter in an active way instead of only listening to a lecture or presentation. Usman et. al. (2017 : 305) found that concept map technique significantly improved the ability of the students in finding the main idea and in recognizing words, but not for the specific details.

### **Report Text**

Report text is a text that presents information about a subject. Report text usually contains facts about a subject, a description and information on its part, behaviour, and qualities. It can be said that report text tells about persons, places or things in general based on people's research. This text almost similar with descriptive text, in giving a description of someone or an object. The difference is that the descriptive text told more about an object or person specifically like color, style, name, etc. In contrast, report text describe about objects or someone in general which includes parts, strengths, functions, or other general properties of objects or someone. Based on Gerot and Wignell in Fadhila (2018: 9), the social function of report is to decribe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. Along with Hyland in Fadhila (2018: 9) says that social purpose of report is to present factual information, usually by classifying things and describing their characteristic.

### **The Generic Structure of Report Text**

Gerot and Wignell (1994: 196) add two generic structure of report text, general classification and description. General classification is stating classification of general aspect of something that will be discussed in general, for example, animals, publics, places, plants, etc, meanwhile description tells the detail feature of thing which will be discussed.

### **Language Features of Report Text**

Gerot and Wignell (1994: 196) also give explanation about the significant lexicogrammatical features (language features) of report text; they are:

#### **a. Introducing group or general aspect**

General aspect statement describing the subject of the report text, description, and classification. The classification of the general aspects of things; animals, public places, plants, people will be discussed in general.

#### **b. Using Relational Process**

Relational processes is one type of process that used to express a verb that can describe a participant's statement and can also be a member of the ownership cue. For examples; Plant cells have a cell wall and Tuesday was the deadline.

#### **c. Using transition words**

Transition word is one of part of speech that connecting words, phrases, and sentences. It helps reader to understand the way the writer's thoughts and ideas are connected.

#### **d. Using simple present tense**

Tenses used in report text is simple present tense because it tells about a story that is happening right now. The formula of present tense is  $S + V-1 + O$ . The example of simple present tense are : They enjoy the sunset and She is in Paris.

#### **e. No temporal sequence**

Temporal sequence is a word used to connect clause or sentences or to coordinate words in the same clause, but in the report text temporal sequence is not used. The example of temporal sequence are first, next, that,finally, etc.

## **B. DISCUSSION**

### **Concept Maps Strategy in Teaching Report Text**

There are seven step to create the concept map:

1. Defining the context. The way of defining the context is make a focus question related to the important needed content that can be answered by using concept map. For example:
  - a. What is the text focusly about?
  - b. What is the definition from the context?
  - c. What is the characteristic from the context?
2. Identifying the key concept in a paragraph and listing them. The function of this step is to find out every important concept from the text, start from

first paragraph until last paragraph. Then, make a group of list from these concept. For example :

- a. Skin is the outer layer of the body
  - b. Skin is the largest organ of the system
  - c. protect our body from infection and extreme temperatures
  - d. maintain fluid balance
  - e. synthesize vitamin D for our personal needs
  - f. The three main layers are Epidermis, Dermis, and Hypodermis
  - g. etc.
3. From the list of concept, make an arrangement by putting the most inclusive idea at the top of the map. Furthermore, arrange the concept start from the most general concept at the top of the map until the less general concept at the below. For example:
- a. starting from the context in the top of map; skin,
  - b. continue with definition in below,
  - c. next, with characteristic,
  - d. and so on.
4. Starting to write, add more specific idea, and do hierarchy arrangement.
5. After all concept have arranged, give linking words to connect all the concept to show the relation between the concept. When this step has done, it will be a structural organize which have obvious meaning.
6. Adding specific events or object, but they do not represent concept.
- In the final step, do the revising to concept map.

### **Stages in Teaching Reading**

There are four stages in teaching reading comprehension, that are:

#### **1. Lead-in**

In the case of teaching report text, teacher do the “Lead-in” stage through the following activities :

- a. Teachers engage students to the topic and try to activate students’ background knowledge. The purpose of this step is the students can predict the lesson material that will be learned based on the clues given by the teachers.
- b. Next, the teachers create a general discussion. Through the topic and these clues, the teacher ask them to predict what they will be learned or make their own questions related to the clues that has been given by teacher.
- c. After that, the teacher continue to explain material about report text. By using an example of text, teacher explain the purpose and generic structure of the text.

#### **2. Comprehension or Response Task**

The activities continued by comprehension / response task or task 1. When the students are ready to read, the teachers set a kind of task as function to get students to read for some general understanding, so the students can read in general way. In the beginning, teacher give the students a text (skin text) and a concept map related to the text that students will read later, this concept mapping

is a blank map. The function of this concept maps is to help students to read and understanding the text generally. Next, teacher discussing the text by using the concept map. In discussion, the teacher helps students to fill in the blank concept map by searching all the answer from the text.

### **3. Reading**

There are three main steps in reading stage:

- a. Students start to read the text to complete the task and they should read the text with silently.
- b. In pair, students should do the tasks that has be given by teacher.
- c. After students finished their task, the teacher continue with direct feedback. The teacher create a general discussion to discuss students' answer.

### **4. Text-related Task**

In this stage, the teacher asks students to conclude the material by asking them to write summary of the text before. The teacher asks students to look at the concept mapping once more and focus on contents. By using concept mapping, students are expecting can write a good summary by using these content from the concept mapping. After students finished write the summary, the teacher asks one of students to represent it in front of the class

## **C. CONCLUSION AND SUGGESTIONS**

Reading is one of good ways for starting learning a new language because many information can get caught by reading. In reading a text, the ability to get the main idea and information to understand the text called reading comprehension. Reading comprehension is when the reader understand information presented in written form, and interpret it into reader's knowledge in whole life and be the important skill in learning process.

Otherwise, in fact students often face some difficulties in reading; they still have problems with their reading comprehension, they cannot interpret what they read and make the connection between what they read and what they have already known because they are unable to accurately understand written materials. So, the teacher must applying an appropriate strategy for these problem.

Concept mapping is one of reading strategies that represent complex concepts into a linking concept graph. By construct a concept map and use it in learning progress, students can recall their background knowledge, create mutual understanding, and build a deep understanding about the context to the students.

From the conclusion above, the teacher suggested to use appropriate strategy to make students more understanding in learning reading. Using concept mapping in enhancing junior high school students' reading comprehension can help the students mapping their ideas, comprehending any scientific text especially for report text, analyze reading text easily, and make of conclusion from the text in a structural ways.

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