

## **IMPROVING THE STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING MAPPING TECHNIQUE AT ILMU AL-QUR'AN AND TAFSIR (IAT-1) IAIN JEMBER**

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**Abstract:** This research was aimed at improving the ability of the students of IAT-1 in reading comprehension achievement by implementing mapping technique. To achieve the purpose, the classroom action research design was employed by following four stages: planning, implementing, observing, and reflecting. This research was implemented in two cycles, in which both the first cycle and the second cycle were carried out in two meetings. Mapping as a teaching technique can help students visualize the basic shape of material, the main ideas and details about a topic, and how the topic, main ideas, and details are related each other in some sort of illustration (boxes, circles, connecting lines, diagram). The characteristics of mapping are; *hierarchy, diagram, compare and contrast, timeline, processes or cycles*. The result of the research revealed that mapping technique improved the students' reading comprehension achievement of IAT-1 IAIN Jember.

**Keywords:** *Mapping, improve, reading comprehension achievement*

### **INTRODUCTION**

English as a means of communication is spoken all over the world as one of the international languages. At University, English teaching aims at developing students' ability in using English both in oral and written forms. In other words, they are expected to master four language skills namely; listening, speaking, reading and writing.

According to Hennings (1997: 4), reading is a basic skill of communication, it is used most effectively when it supplements and enriches the material gained in other ways. In line with this, Wood (1991: 5) also states that reading will become a valuable source of information when it is learned to get meaning from different types of material and to read for a variety of purposes. So, it can be concluded that reading is the important thing to get some information from different types of material and for different types of material and for different purposes.

To be able to get information needed, students should read the available resources. For example, if students need to find information about job vacancy, they can read newspapers, or if they want to have information about music or popular songs, they will read music magazine, or they can also read novels if they

need to read for pleasure. In line with the above explanation, Grellet (1981: 4) confirms that students read for many different reasons, some read for information and some read for pleasure.

Reading comprehension in this study deals with students' ability to understand reading text. According to Hennings (1997: 245), comprehension means interacting and constructing meaning to the text, In line with this, Fairbairn and Winch (1996: 8) also confirms that we read in order to gain meaning from the text. Based on the explanations above, it can be concluded that reading comprehension is the process of interaction between the written information and the reader by understanding the written language associated with the readers' language skills and their acquired knowledge.

Thus the basic comprehension units in reading are words, sentence, and paragraph (Hennings, 1997: 269). In other words, students should comprehend the word, sentence, and paragraph to gain meaning from the text. In reality, however, many students do not know how to read the printed materials comprehensively. They may be able to read faster but they do not understand the passage nor can they get the message from the material very well.

To overcome the students' problem with reading comprehension, the teachers' role becomes important in the teaching and learning process especially in choosing the best teaching method and materials. For example, the teacher should apply an appropriate technique in teaching reading in the class that is providing activities to help students understand the information from the textbook. The technique should help students raise their background knowledge to make prediction about the content of the text and also help students get more information, details and examples after reading activities.

Hennings (1997: 274) states the strategies to help students understand the information that is explicitly stated in the text book, such as: webbing, charting, or outlining. Chaffee et al. (1993:13) also state some strategies to help students for generating ideas, i.e.: brainstorming, mind mapping, free writing, or questioning.

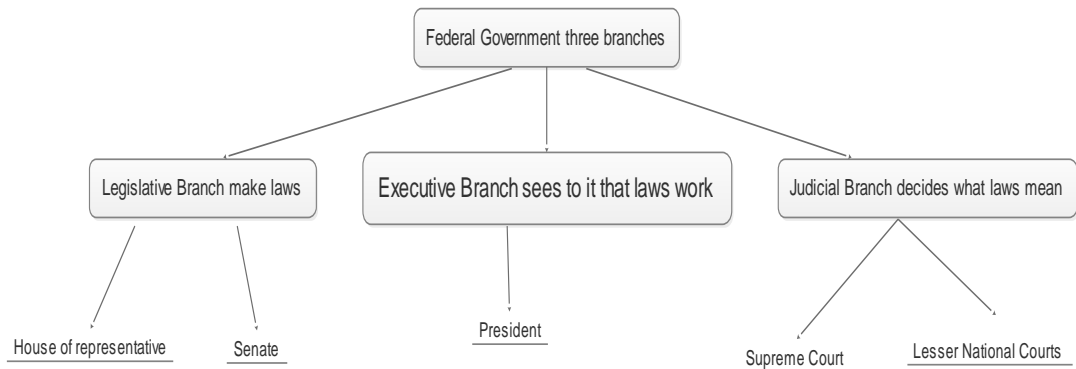
Mapping is a teaching technique that has an important role in English teaching especially in reading comprehension achievement. By using mapping, the process of reading comprehension teaching will be easier, because mapping helps students visualize ideas and details about the topic. According to Carnine (1990:355-356), mapping refers to as graphic organizer, graphic representation, structure overviews, which help the students to see the visual relationship among the major concepts, sub-ordinate concepts, and related details about the whole or topic. Another definition is given by Carrell (1988: 249) who states that test mapping involves selecting key content from an expository passages or informational texts and representing it in some sort of illustration (boxes, circles, connecting lines, tree diagrams, etc).

Moreover, Cooper (1999: 21) states that mapping is a way of organizing ideas about a particular topic so that the relationships among the various subtopics can be displayed visually. Wood (1991: 80) also confirms that mapping is a picture of the most obvious main ideas in a book, chapter, or article. More importantly, it helps students to see the relationship among the ideas about a topic in some sort of visual representation or illustration (boxes, lines, arrows, and circles) of how ideas and details relate to each other. It means that mapping is a

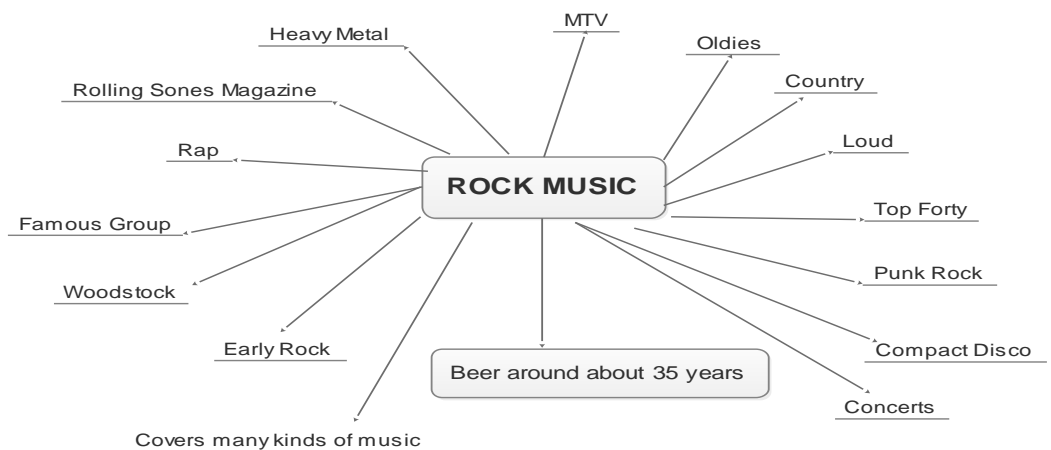
good technique for teaching learning process, particularly in reading comprehension.

According to Carnine (1990: 356), the characteristics of mapping are as follows:

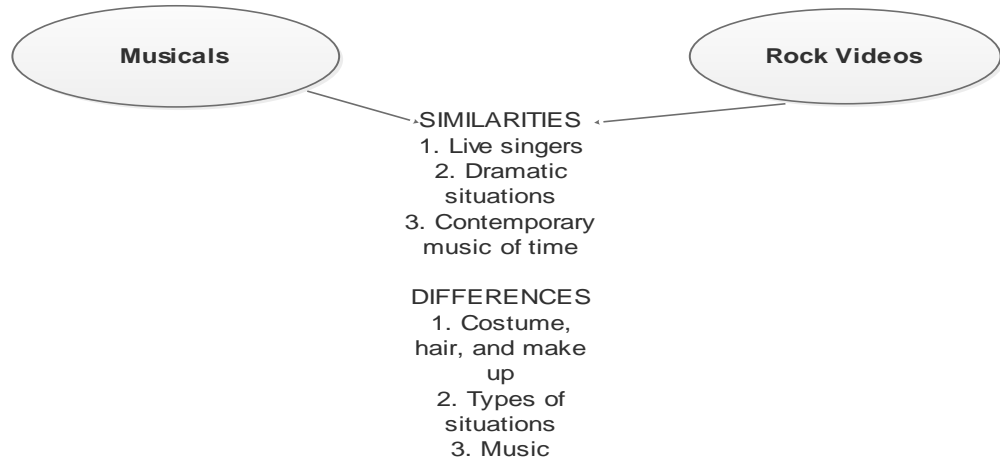
1. A concept map visually represents a body knowledge including the critical concepts, ideas, events, generalizations and/or facts using diagram or other type of visual display. Thus, the concept map can serve as a guide to the chapter's content and structure.
2. The structure of the concepts map is dictated by the different types of structure found in materials.
3. The text material represents a *hierarchy* in which the relationships between major concepts, subordinate concepts, and related details are stressed.



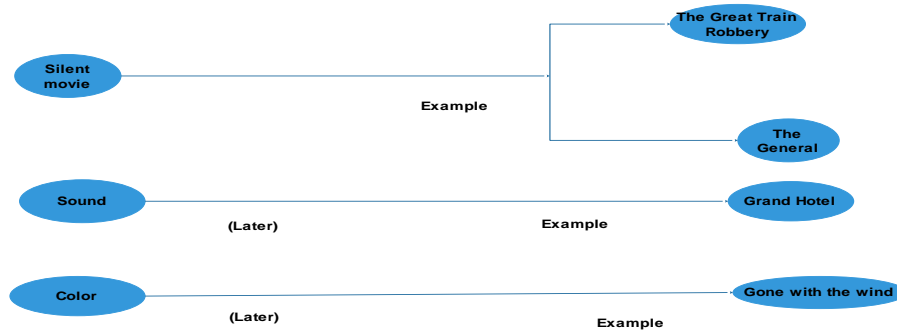
4. The text material represents a *diagram* that shows the parts of the whole.



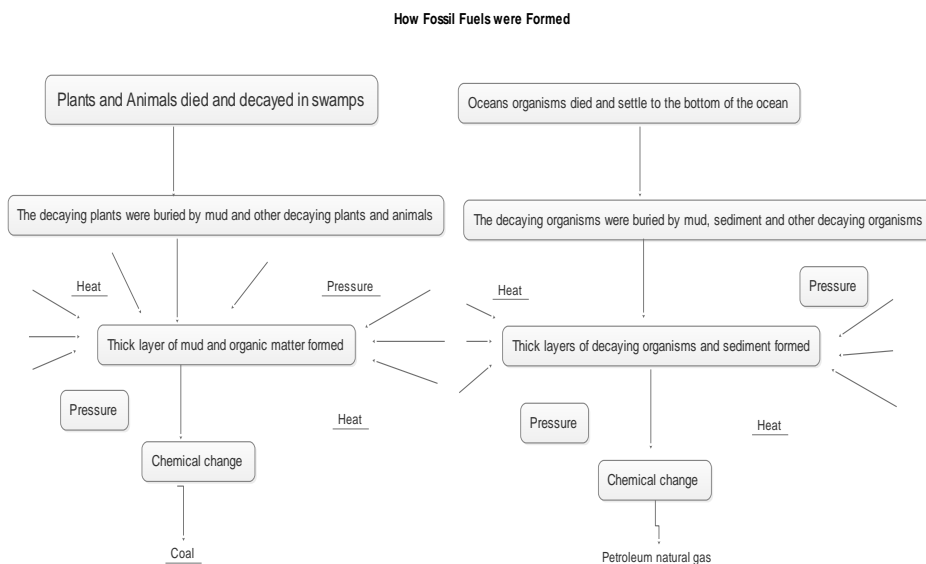
5. The text materials present *compare and contrast* chart that explains similarities and differences between two things.



6. The text material presents a *timeline* that explains a sequence of events over time.



7. The text materials present *processes or cycles* that explains how to do something or how something can be done.



Boss and Vaughn (1991: 220) state that mapping has functions to : (1) asses and activate background knowledge, (2) as a visual representation for the students' current understanding of the concepts, (3) as a blueprint for teaching, and guide the teacher and students in organizing information. In addition, mapping has functions to organize the ideas and allows the students to see which aspects of the topic might fruitful to pursue and which to drop (Raimes, 1999: 10). It means that the students can classify ideas and details about the topic in some sort of illustration (boxes, circles, connecting lines, diagram) in which the topic, ideas and details are related to each other. In other words, they can see the basic shape of the material; the main ideas about a topic, the order in which they are presented, and how they relate to each other.

Furthermore, reading as one of those language skills being the problem faced by the most students needs to be improved. To identify the problems of reading which occurred in the reading class, the researcher conducted a pre-test. Based on the pre-test that was done by the researcher himself as an English lecturer at IAT1 Faculty of Ushuluddin, Adab and Humaniora IAIN Jember, some students were able to comprehend the text well but some still had difficult time in comprehending the reading text. Then, it was found that the students of IAT-1 face some difficulties in mastering reading comprehension. There were 26 students out of 47 students who got low average score of reading comprehension (less than 60 as the minimum of passing grade) in their reading comprehension pre-test with 56.15 as the average score. It happened because they did not have any strategy to comprehend the reading text and they had limited vocabularies.

Based on those reasons, the researcher tries to offer applying mapping as a teaching technique in improving the students' reading comprehension achievement at IAT-1.

Therefore, teaching reading comprehension by using mapping technique can be prepared to teach reading comprehension at IAT-1. By doing so, students will be able to see the visual information and ideas from the text, the ideas, and details about a topic, and how they relate to each other in some sort of illustration (boxes, circles, connecting lines, and diagram).

## **RESEARCH METHODOLOGY**

### **Research Design**

The design of this study is classroom action research done in class IAT-1 Faculty of Ushuluudin, Adab, and Humaniora IAIN Jember. It begins with the problem faced by the students in reading ability and the questions about classroom experiences, and about how to improve students' reading comprehension achievement through mapping technique. It is reflective process which helps the researcher to explore and examine aspects of teaching and learning and to take action to change and improve.

Furthermore, this action research was conducted in cycles in which each cycle consists of four stages activities. They were planning of the action, implementing the action, the classroom observation, evaluation and the reflection of the action. Each cycle was conducted in two meetings, in which each meeting was done in 90 minutes.

## **Setting and the Subject of the Research**

This classroom action research was carried out at IAT-1 IAIN Jember. This subject of this research is the students of the first semester students of IAT-1 in the 2017/2018 academic year. The number of the students learning English classroom are 47 students. The area of this research was determined purposively by considering three considerations as follow: (1) Mapping technique has never been used by the students in reading class. (2) The students still have problems with reading comprehension or their reading achievement is still low. (3) The Dean gives the permission to the researcher to conduct the classroom action research.

## **Research Procedures**

In conducting this research, the researcher employed a series of stages; (1) planning, (2) implementing, (3) observing and ended with (4) reflecting. This one cycle is preceded by the result of preliminary study which forced and led to conduct some actions to apply a certain method.

## **Preliminary Study**

The preliminary study is conducted prior to real action research in order to get the data about the students' problem in reading. In this step, the data is gained by observing the teaching of reading in the classroom. In addition, the data is also taken from the result of students' pre-test on September 5<sup>th</sup>, 2017. The result of the test indicates that students had low achievement in reading. There were 26 students out of 47 students who got low of average score of reading comprehension (less than 60 as the minimum passing standard) in their reading comprehension pre-test with 56.15 as the average score. Based on the preliminary study, it is found that there are major problems that need to be solved; it is the less of understanding in reading text. All data from the preliminary study are employed as the basic consideration in planning the action that will be applied.

## **Planning the Actions**

Planning is the step in which a careful preparation is made before doing the action. This part consists of determining the teaching strategy, designing the lesson plan, and setting of criteria of success.

## **The Teaching Strategy**

The applications of mapping in teaching reading deal with the procedures on how to make a map in teaching reading. There are many ways on how to make a map in teaching reading given by experts. Mapping can help students carry out the information from a reading text which is illustrated as diagram forms.

The steps to make a map are as follows: The first step is to write the subject of the material in the middle or at the top of a piece of paper. Draw a box or a circle around it so it stands out. The second step is to locate the main ideas that support and develop the subject and write them on lines attached to the subject. Finally, attach enough supporting details to each of these lines so the

whole map will make sense to the students when they study it later (Wood, 1996: 230).

In this research, the applications of mapping in teaching reading given by Wood were considered. These applications or procedures on how to make a map were used because they were simple to be understood and easy to be applied by the students. By mapping, students could visualize the ideas and details about a topic in which they are related to each other in diagram forms.

### **The Lesson Plan**

The lesson plans are designed with the purpose of providing the researcher as the teacher with the guidelines of teaching and learning activities. The lesson plan is developed by researcher which includes the following items: (1) the standard competence, (2) the basic competence, (3) the indicators, (4) the objectives of learning, (5) the teaching method/technique, (6) the instructional procedures, (7) the sources, and (8) the evaluation/assessment.

### **The Criteria of Success**

In classroom action research, the criteria of success used to find out how the students' improvement after implementation of the strategy. For this research, the criteria are used to see whether another cycle of the action is needed or not. In this case, the success is determined by the criterion: the average score of the students of the whole class achieve reading test is greater than or equal to 60 of the range that lies from 0-100. The consideration of the score 60 is that has been set as the minimum passing standard.

The formula used to judge the reading score is as follows:

### **The true item X 5**

In additions, the indicators mentioned above are also applied to decide whether the cycle proceeded to the next or needed to be quitted. The students were tested by a set of reading test. It was designed in multiple choice test that consists of 20 items. Furthermore, the success is also determined by the criterion: the students should achieve at least 4 indicators out of 5 indicators from observation stated in checklist. It means that the requirement of 75% of the students' active participation in the teaching reading by using mapping technique should be fulfilled.

### **Implementing the Actions**

Implementation is a realization of some actions that have been planned in advance. The implementation of this research was planned to be done during the school hours. The actions given were teaching reading by using mapping technique. It was given to the research subjects in every meeting in each cycle.

The procedures in applying mapping technique to improve the reading comprehension achievement of the students of IAT-1 as follow; The first step is to write the subject of the material in the middle or at the top of a piece of paper. Draw a box or a circle around it so it stands out. The second step is to locate the main ideas that support and develop the subject and write them on lines attached

to the subject. Finally, attach enough supporting details to each of these lines so the whole map will make sense to the students when they study it later.

The implementation of the action at the first cycle was done on September, 9<sup>th</sup>, 2017 as the first meeting, and on September, 10<sup>th</sup>, 2017 as the second meeting, it was continued by the reading test on September, 14<sup>th</sup>, 2017 to measure the increasing of the students' ability, and check whether it was suitable with the criteria of success.

Finding that the increasing of the students' ability on reading still did not match with the criteria of success, the study was continued into the second cycle that was done on September 16<sup>th</sup>, 2017 as the first meeting and on September 17<sup>th</sup>, 2017 as the second meeting. The reading test was done again on September 19<sup>th</sup>, 2017 to measure the increasing of students' ability in reading. Since the researcher found that the criteria of success were fulfilled, the cycle of the action was stopped.

### **Observing the Action**

Observation checklists are used to record the progress in each stage of learning. They are employed to record the students' activities that related the participation during the teaching and learning reading activities. In this case, the researcher filled the observation checklists from the students' responses during the teaching and learning process. Further, observation checklists is also used record the teacher's activities that reflected the implementation of strategy during the teaching reading activities.

#### **The Table of Observation Checklist**

NO	Students' Name In Initial	Meeting 1					Active
		1*	2*	3*	4*	5*	
1							
2							
3							

Notes:

1\*: Surveying the reading text related to the topic

2\*: Making some questions related to the topic

3\*: Reading the reading text carefully

4\*: Making a map based on the reading text

5\*: Doing the reading exercises

The above table indicates the students' active participation in teaching and learning process of reading by using mapping. They should achieve at least 4 indicators of observation stated in the checklist.



## **Reflecting and the Data Analysis**

Reflecting became a vital activity to analyze, to synthesize, to interpret and to explain the collected information gathered from different sources of data. The other significance of this section is to compare the result of conducted assessment and the criteria of success predetermined. The conclusion of the reflection is obviously used as fundamental information to hold the following action. If the results in a cycle had achieved the criteria of success, the study was said successful and otherwise if the results did not meet the predetermined criteria of success, it would be necessary to prepare the following cycle by making important revision on the parts of planning, implementing and observing.

The results of the reading comprehension achievement in the form of scores were analyzed quantitatively. The results of the data analysis were classified qualitatively based on the classification of the score levels. The quantitative formulation for analyzing the students' reading achievement in the form of scores is as follows:

$$E = \frac{n}{N} \times 100\%$$

Note:

E : The percentage of the research subjects who reached the targeted score  $\geq 75$

n : The total number of the research subjects who reached the targeted score  $\geq 75$

N : The total number of the research subjects who took the test.

(Adopted from Ali, 1993: 186)

## **RESEARCH FINDINGS**

### **Research Findings of the Actions in Cycle 1**

The reading material taught in the first meeting was the text entitled "*Faith*" and the reading material taught in the second meeting was the text entitled "*The Five Pillars of Islam*". The texts were taken from the internet.

At the end of the first cycle, the reading comprehension test was administered in the third meeting (on September 14<sup>th</sup>, 2017). In the reading test, there were two texts. Both of them were taken from the internet. The title of the reading text in reading comprehension test is "*Beautiful Teaching of Prophet Mohammed*", and "*Shahada*".

### **The Result of Observation in Cycle 1**

The class observation in the second meeting showed that 24 students or 51.06% of the students were active in the teaching learning process of reading by using mapping technique. This means that the observation results in the first cycle has not been fulfilled yet because they had not achieved the standard requirement in this research. As a result, the actions were continued to the second cycle.

### **The Results of the Students' Reading Comprehension Test in Cycle 1**

The percentage of the students' reading comprehension achievement test score in the first cycle was 57.45% of 47 students who got score  $\geq 60$ . The action

of this research was considered to be successful if 75% of the total number of the students achieved the targeted score that was  $\geq 60$ . In fact, there were 57.45% (27 students) of the students who reached reading comprehension achievement score  $\geq 60$ . This means that the targeted percentage of the students gaining the core  $\geq 60$  had not been achieved.

From the fact above, it can be concluded that action in the first cycle was not successful yet. Therefore, it was necessary to proceed the action to the following cycle.

### **The Results of the Reflection in Cycle 1**

The reflection was done based on the result of reading comprehension test score and the observation. Based on the results of observation, it was found that 24 students or 51.06% of the students were active in the second meeting during the teaching learning process of reading. It means that the requirements of 75% of the students active participation in the teaching learning process of reading comprehension by using mapping technique was not fulfilled.

Meanwhile, based on the product evaluation, the result of reading comprehension test score in the first cycle showed that the percentage of the students who go reading comprehension score  $\geq 60$  was 57.45%. Meanwhile, it was targeted that 75% of the total students could achieve the targeted score of reading comprehension at least  $\geq 60$ . However, there were 57.45 % (27 students) of the total students who could achieve the targeted score required. Therefore, the actions of Cycle 2 were needed to improve the students' reading comprehension achievement.

### **Research Findings of the Actions in Cycle 2**

The actions in Cycle 2 were done because the actions in Cycle 1 had not reached the research objectives yet. The implementation of the action was based on the revised lesson plan made by the researcher. The researcher expected that after the actions in Cycle 2, the results of the students' reading test would be better than those of the Cycle 1 and as it was expected it could improve the students' reading comprehension achievement through mapping technique.

The title of the reading text in meeting 1 of the second cycle was "*Shalat*" and "*The almsgiving*" that were taken from internet. The second meeting was "*Fasting*" and "*Pilgrimage*" that were taken from internet.

At the end of the second cycle, the reading comprehension test was also administered to measure the students' reading comprehension achievement. It was done in the third meeting, on September 19<sup>th</sup>, 2017. The title of the texts used in the reading comprehension test was "*The Six Pillars of Iman*" and "*Al-Qur'an*", both were taken from the internet.

### **The Results of Observation in Cycle 2**

In Cycle 2, the students were asked to do the activities in groups. Based on the result of observation in the second meeting in Cycle 2, it was found that most of the students (38 students or 80.85% of 47 students) were actively involved in the teaching learning process of reading by using mapping technique. It means

that the requirement of 75% of the students' active participation in the teaching reading by using mapping technique had been fulfilled.

### **The Results of the Students' Reading Comprehension Test in Cycle 2**

The percentage of the students' reading comprehension achievement in Cycle 2 was higher than the percentage of Cycle 1 (from 57.45% to 74.47%). In this cycle, there were 74.47% or 35 students having reading comprehension score  $\geq 60$ . But, there were 12 students or 25.53% of 47 students who got below of the standard score in the second cycle. From those results, it can be said that in Cycle 2, the percentage of the students who reached the targeted score of 60 or higher could be achieved. It can be concluded that the action of teaching reading comprehension in Cycle 2 had achieved the criteria set before applying the action and it can improve the students' reading comprehension achievement. Consequently, the action was stopped.

### **The Results of the Reflection in Cycle 2**

The improvement of the percentage of the students who got the score of reading comprehension test  $\geq 60$  happened. It was indicated by the result of the reading test score of Cycle 2, there were 35 students or 74.47% of the students had score  $\geq 60$ . It was higher than the results in Cycle 1 (57.45%). It means that the percentage targeted that was 75% of the students got the score at least 60 or higher in this research had been achieved. It was also followed by the improvement of the observation result. In Cycle 1, there were only 24 students or 51.06% out of 47 students who actively participated in the teaching learning process of reading. While, in Cycle 2, there were 38 students or 80.85% out of 47 students who actively participated in the lesson. Those results showed that the result of observation also fulfilled the percentage targeted in this research that was 75% of the students actively participated in the teaching learning process. It means that this research had successfully achieved the research target criteria. Therefore, the actions of this research were stopped because the research was considered successful.

## **DISCUSSION**

### **Improvement of the Students' Ability from Cycle 1 to Cycle 2**

Based on the results of the implementation of the actions in cycles, in general the students' reading comprehension achievement and participation can be described as follows:

In the first cycle, the students' reading comprehension achievement had not achieved the criteria successes of this research. Besides, from the observation results, the students still experienced difficulties in the teaching learning process of reading in the first time. It could be seen from the results of the observation in Cycle 1. In the first cycle, there were only 51.06% or 24 students out of 47 students who actively participated in the teaching learning process of reading because they had fulfilled at least four out of five indicators being observed. While, 48.94% or 23 students out of 47 students were not active to participate in the teaching learning process because they only fulfilled less than five of the

indicators being observed. Concerning the reasons, the researcher revised some necessary aspects that caused the failure in Cycle 1 and applied them in the second cycle.

In the second cycle, the students were given explanation and instruction about mapping technique not only in English but also in Indonesia. In this way, the students could get the idea clearer. Then, they could ask questions when the explanation and instruction were not clear in differentiating ideas, because the students were asked to work in pairs. They discussed first which idea was the main idea and which ones belonged to supporting ideas. Then, they were able to identify each idea better. Finally, the students working in pairs were able to finish the tasks; including the answered the reading exercises in shorter time than when they did it alone. There were 80.85% or 38 students out of 47 students who actively participated in the teaching learning process of reading.

After conducting the actions in the Cycle 2 by revising some necessary aspects, the percentage of the students who reached the standard score requirement of reading comprehension test at least 60 or more increased from 57.45% with 56.91 as the average score (Cycle 1) to 74.47% with 68.62 as the average score (Cycle 2).

The teacher had to believe that mapping technique gave benefits to the students in reading comprehension achievement. The finding was in line with Raimes (1999: 13) who states that mapping has functions to organize the ideas and allows the students to see which aspects of the topic might fruitful to pursue and which to drop. It means that the students can classify ideas and details about the topic in some sort of illustration (boxes, circles, connecting lines, diagram) in which the topic, ideas and details are related to each other. In other words, they can see the basic shape of the material; the main ideas about a topic, the order in which they are presented, and how they relate to each other.

The result of observation and reading comprehension achievement test in Cycle 1 and Cycle 2 indicated that mapping technique could be applied as one of the effective techniques in teaching reading comprehension. As a conclusion, the application of mapping could improve the ability of the first semester students of IAT-1 Faculty of Ushuluddin, Adab, and Humaniora IAIN Jember in reading comprehension achievement.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The research results and the discussions show that using mapping technique improved the students' reading comprehension achievement. This was proved by the fact that the percentage of the students who got the score of at least 60 increased from 57.45% in Cycle 1 with 56.91 as the average score to 74.47% in Cycle 2 with 68.62 as the average score.

Besides, the use of mapping technique also improved the students' active participation in the teaching learning process of reading. This can be seen from the fact that the percentage of the students who are actively participated in classroom activities increased from 51.06% in Cycle 1 to 80.85% in Cycle 2. The results show that the use of mapping technique managed to improve the students'

reading comprehension achievement and the students' active participation during the teaching and learning process.

### **Suggestion**

By considering the results that the use of mapping technique can improve the students' reading comprehension achievement and the students' active participation in the teaching learning process of reading, some suggestions were proposed to the English teacher and the future researchers.

It is suggested that English teacher use mapping technique as alternative technique in teaching reading to improve the students' reading comprehension achievement and the students' active participation. As mapping technique is a technique which allows the students classify ideas and details about the topic in some sort of illustration (boxes, circles, connecting lines, diagram) in which the topic, ideas and details are related to each other. Thus, the future researchers of the English teacher who are more likely to experience the similar problems are suggested to conduct further classroom action research dealing with those problems to improve the quality of the students' reading comprehension achievement and the students' active participation during the teaching learning process of reading.

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