

USING MIND MAP TO IMPROVE STUDENTS' READING COMPREHENSION

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ABSTRACT

In fact, Indonesian students' reading comprehension skill is still relatively low. Many teachers in Indonesia still use conventional method or technique in teaching reading. Popularized by Tony Buzan, mind map abandons the format of conventional note taking. Mind map is more compact than conventional notes, often taking up one side of paper. Mind map is also useful for summarizing information; consolidating information from different research sources; thinking through complex problems; and presenting information in a format that shows the overall structure of our subject. A good mind map shows the 'shape' of the subject, the relative importance of individual points, and the way in which facts relate to one another. Mind map as one of the reading techniques helps students to make their reading comprehension better.

Keywords: Using, Mind Map, Improve, Reading Comprehension

1. INTRODUCTION

Language serves as a vital tool for communication, enabling individuals to share information, express emotions, and articulate thoughts. According to (Yule, 2010) argues that language serves as a vital tool for communication, enabling individuals to share information, express emotions, and articulate thoughts. The essence of communication lies in its ability to foster understanding among people, allowing them to connect on various levels, whether personal, academic, or professional. In the context of education, particularly in Indonesia, English has been established as the first foreign language in the school curriculum. This decision underscores the significance of mastering English, which encompasses four fundamental

language skills: speaking, listening, reading, and writing. Among these, reading stands out as a foundational skill that supports all forms of formal education. It is through reading that students acquire knowledge, enhance their vocabulary, and develop critical thinking skills, which are indispensable for their academic journey.

However, the current landscape of reading comprehension among Indonesian students reveals a concerning trend. Research indicates that approximately 69% of Indonesian students aged fifteen exhibit low reading comprehension skills on an international scale (OECD, 2019). This statistic is alarming as it reflects a broader issue within the educational system. Many students tend to engage with texts superficially, often reading words without fully grasping their meanings or connecting them to their prior knowledge and experiences. This lack of depth in reading comprehension not only hampers their ability to excel in English but also affects their overall academic performance across subjects.

To address this pressing issue, educators are increasingly exploring innovative strategies to enhance students' reading comprehension. One such strategy is the use of mind maps, a visual tool that can significantly aid in organizing and integrating information. Mind maps allow students to visually represent the relationships between concepts, making it easier for them to absorb and retain information. For instance, when students read a passage about environmental conservation, they can create a mind map that outlines the main ideas, supporting details, and their personal reflections. This process encourages them to think critically about the material and fosters a deeper understanding of the content.

The use of mind maps in improving reading comprehension can be attributed to several key factors. First and foremost, mind maps engage multiple cognitive processes, including visual thinking and spatial reasoning. By transforming linear text into a more dynamic and interactive format, students are more likely to engage with the material actively. Furthermore, the act of creating a mind map itself reinforces learning, as students must analyze and synthesize information to construct their visual representation. This not only aids retention but also encourages a more profound engagement with the text.

Moreover, mind maps can facilitate collaborative learning. When students work together to create a mind map, they share perspectives and insights, leading to richer discussions and a more

nuanced understanding of the material. For example, in a classroom setting, students can be divided into small groups to read a chapter from a novel, after which they collaborate to create a collective mind map. This collaborative effort not only enhances their comprehension but also builds essential teamwork skills that are valuable in both academic and professional contexts.

In this study, the use of mind maps into reading comprehension strategies presents a promising solution to the challenges faced by Indonesian students. By fostering a more engaging and interactive approach to reading, mind maps can help students move beyond superficial reading to achieve a deeper understanding of texts. As educators continue to seek innovative methods to enhance language acquisition, the application of mind maps stands out as a powerful tool that can transform the reading experience. Ultimately, improving students' reading comprehension through such techniques will not only benefit their English language skills but also empower them to thrive in their academic pursuits and beyond.

2. METHODOLOGY

This research will adopt a qualitative approach, utilising a library study as the primary method of data collection. The library study will involve a comprehensive review of existing literature, including academic journals, books, theses, and other relevant publications.

Literature Review conduct an extensive review of existing literature on mind mapping and reading comprehension. This would include (1) theoretical frameworks that underpin mind mapping, (2) Empirical studies that have investigated the impact of mind mapping on reading comprehension, and (3). case studies and best practices in educational settings.

The data Collection used the selection of source to identify and select a range of credible sources, including peer-reviewed articles, educational reports, and books that focus on mind mapping and reading comprehension. The data extraction to develop a systematic approach to extract relevant information from the selected literature. This may include key findings, methodologies used, and conclusions drawn by previous researchers.

The data analysis applied the thematic analysis. It organise the extracted data into themes that emerge from the literature. This may include themes such as the cognitive benefits of mind mapping, student engagement, and instructional strategies. Then, the comparative Analysis to

compare and contrast different studies to identify common findings, discrepancies, and gaps in the literature.

2.1 TIME AND PLACE ;

This research took place at Sumbawa University of Technology, on February 2025

3. DISCUSSIONS AND DISCUSSIONS

It is a fact that Indonesian students find difficulties in comprehending reading materials. Students have difficulties in reading which is related to context, combination of the content, sentence relationship, and sentence structure. Reading is a compulsory need for students, but many students are afraid of reading and even they are lazy to read. They consider that reading is not important and they do not need to read, so they just accept that weakness as a common issue and they admit that they do not like reading. So, it needs the change of the thinking pattern in this reading activity. In the reading activity, readers cannot just read to record what the sentences which are written but it can be an effort to communicate with the writer so that the readers understand what message is delivered by the writer.

It is very important to stimulate Indonesian students to love reading because it will be very useful for their lives. Reading in a conventional way will make the reader bored. The slow reader will read texts word by word whereas the average reader will read texts phrase by phrase or clause by clause, so the quality or the result of reading will be very different and the time for reading varies. Most of Indonesian students read texts word by word, so it will be very difficult to catch the meaning of the text.

Mastering reading is important, so for that reason English teachers should prepare their students to be competent in reading. To do this in teaching reading, teachers have to be able to provide interesting materials for the students in the process of teaching and they have to know how to apply it. They should revive the students' attention and make them creative and active. To reach a good achievement in reading comprehension, the students need more time to practice it. A good achievement in reading helps the students achieve the ability of other aspects of English language such as good speaking, enriching students' vocabulary and ideas. A good reading will improve the student's ability in gathering ideas to communicate. However, sometimes the language learners have difficulties in reading comprehension. So, they have the

same problems in learning English especially in reading comprehension. The problems may arise from the learners, teacher and the facilities.

The problems faced by the students in reading comprehension are caused by the language, the facilities, and the reading strategies. The learners' problem is usually in mastering vocabularies. English and Indonesian languages are different. There is no guarantee that the students who have good understanding of Indonesian texts will have good understanding of English texts. The other reason is they cannot increase their knowledge in reading comprehension if they have limited facilities. It is also the problem usually faced by the students where the facilities do not support them to increase their skill in reading comprehension.

Because of the reading comprehension skill of Indonesian students, especially is still relatively low, it needs a technique to interest the students to enjoy the reading activity. Students need to know several techniques in reading comprehension. They are speed reading, selective reading, mind map, etc. Each of the techniques has different strategies. The techniques will help students to improve their reading comprehension, so they will be able to get much information from reading texts to improve their knowledge.

1. Language teaching and learning

There are some characteristics of good language teaching and learning.

According to (Davies, 2000), the characteristics of effective English teaching and learning are

- a. Related to the uses of physical appearances in the class, the teacher should arrange their relationship with the students, the appropriacy of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.
- b. Related to the stages happening in the class, the teachers are able to provide variety and clearly in the stages of teaching and learning.
- c. The class should use the variety of seating arrangements.
- d. The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached.

Twelve characteristics of effective teaching are identified (Blum, 2003);

- a. Instruction is guided by a preplanned curriculum.
- b. There are high expectations for students learning.
- c. Students are carefully oriented to lessons.
- d. Instruction is clear and focused.
- e. Learning progress is monitored closely.
- f. When students do not understand, they are rethought.
- g. Class time is used for learning.
- h. There are smooth and efficient classroom routines.
- i. Instructional groups formed in the classroom fit instructional needs.
- j. Standards for classroom behavior are high.
- k. Personal interactions between teachers and students are positive.
- l. Incentives and rewards for students are used to promote excellence.

According to (Brown, 2000), the effective teaching and learning English is the activities that contain three functions.

a. Engaging

In this section, the teaching and learning stages is on the attracting students' attention, elaborating their background knowledge related to the topics, and involving their emotion to the learning.

b. Study

This section means the students are asked to focus on language or information and how it is constructed.

c. Activate

In this section, the students are involved with the exercises and activities, which are designed to get students involvement as freely and communicatively as they can.

Successful teachers tend to have certain things in common. They usually

- a. have a practical command of English, not just a knowledge of grammar rules
- b. use English most of the time in every class, including beginners' classes.
- c. think mostly in terms of learner practice, not teacher explanations.
- d. find time for really communicative activities, not just practice of language forms.

- e. focus their teaching on learners' need, not just on 'finishing' the syllabus or course book.

According to (Blum, 2003) says that if communication in English is to be perceived by the learners as the main goal of the course, English should be used for real communication in the classroom as much as possible. This means introducing some of the English needed for genuine communication early in the course, for example that needed for routine greetings, instructions, and requests. And, depending on the overall objectives of the course, as much as time as possible should also be given to realistic work on the language skills that the learners need to master, for example, conversation, reading comprehension, or written composition.

In summary, learning is a process of behavioral changes in human being which is due to the experience of emotional as well as intellectual. The language teaching and learning process involves many aspects: the teacher: who manages the class and the activities, the students: to whom the activity are provided; the materials: which are presented in the activity; the learning and teaching activity, time and place in which the process takes place, facilities available in the teaching and learning process, and teaching and learning media.

2. The definition of reading

For many years, three basic definitions of reading have driven literacy programs in the United States. The first definition: learning to read means learning to pronounce words. According to the second definition, learning to read means learning to identify words and get their meaning. According to the third definition, learning to read means learning to bring meaning to a text in order to get meaning from it.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to criticize a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guides the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to

recognize the words the poet uses and the ways they are put together, but does not need to identify the main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens. Reading research shows that good readers;

- a. read extensively
- b. integrate information in the text with existing knowledge
- c. have a flexible reading style, depending on what they are reading
- d. are motivated
- e. rely on different skills interacting: perceptual processing, phonemic processing, recall
- f. read for a purpose; reading serves a function

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

Reading means a process of gaining information from the sources. According to (Rivers, 1981) says that reading has an important role in any language class. This activity is not only used as a source of information and activity that can make the reader pleasant but also as a tool to relate and deliver someone's knowledge of the language. (Rivers, 1981) also says that an important activity for improving knowledge of a language but only under certain conditions is called reading.

Reading is the cognitive process of deriving meaning from written or printed texts. It is a means of language acquisition, of communication, and of sharing information and ideas. Effective readers use decoding skills (to translate printed text into the sounds of language), use morpheme, semantics, syntax and context cues to identify the meaning of unknown words,

activate prior knowledge (schemata theory), use comprehension, and demonstrate fluency during reading.

3. The definition of reading comprehension

Comprehension is a reading learning process. It is the ability to understand and gain meaning from what has been read and being able to communicate this information to others. It is the reason for reading. Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Reading comprehension according to (Grellet, 1981) means understanding a written text by getting the required information from it in an efficient way. According to (Rivers, 1981) says that reading comprehension is an activity to derive meaning from the combination of many words in the text in a consecutive way with the reasonable speed without reading it loudly. According to (Fries, 1963) says that when we read, we learn to extract meaning from the three levels of meaning: lexical meaning (the words and expressions which are seen from the semantic content), structure or grammatical meaning (taken from interrelationship of the words, or parts of words, or from the sequence of the words), and socio cultural meaning (how the people of our culture evaluate in attaching the words and group of words that we read).

Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

Reading comprehension can be defined as the level of understanding of a passage or text. For normal reading rates (around 200-220 words per minute) an acceptable level of comprehension is above 75%. Proficient reading comprehension depends on the ability to recognize words quickly and effortlessly.

4. Teaching reading

For many years, teaching reading comprehension has been based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing. Teaching reading comprehension was viewed as a mastery of these skills. Comprehension instruction followed what the study called mentioning, practicing, and assessing procedure where teachers mentioned a specific skill that students were to apply, had students practice the skill by completing workbook pages, then assessed them to find out if they could use the skill correctly.

Comprehension is the only reason for reading. Without comprehension, reading is a frustrating, pointless exercise in word calling. It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives. A major goal of teaching reading comprehension, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture. This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism web sites become appropriate classroom materials because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

When a teacher teaches reading, he or she should introduce students to strategies for reading comprehension. The strategies states by (Brown, 2002) are;

- a. Students have to identify the purpose of their reading
- b. Beginning level learners may use grapheme rules and pattern to help in bottom up decoding
- c. Intermediate and advanced level learners may use efficient silent reading techniques for faster comprehension.
- d. Students may skim the text to find the main idea of the text
- e. Students may scan the text for specific information
- f. Students may use semantic mapping or clustering to comprehend easily
- g. Students can guess the message of the text including the words, discourse, etc
- h. Students may analyze vocabulary of the text
- i. Students may capitalize on discourse markers to process relationship among ideas which expressed through phrases, clauses, and sentences.

The U.S. National Reading Panel conducted a comprehensive literature search on teaching reading comprehension. They concluded that (1) vocabulary knowledge, (2) reading comprehension instruction based on reading strategies, and (3) teacher professional development on effective comprehension practices were critical to effective reading comprehension teaching(National Reading Panel, 2000). Research indicates that teachers build comprehension through the teaching of comprehension strategies and environments that support an understanding of text. It is important for educators and parents to teach children active strategies and skills to help them become active, purposeful readers. Teaching reading comprehension is an active process of constructing meaning, not skill application. The act of constructing meaning is:

1. Interactive-It involves not just the reader, but the text and the context in which reading takes place.
2. Strategic-Readers have purposes for their reading and use a variety of strategies as they construct meaning.
3. Adaptable-Readers change the strategies they use as they read different kinds of text or as they read for different purposes.

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake tests that control advancement through elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading comprehension skills. And while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring readers' reading comprehension skills. In short, building reading comprehension skills requires a long term strategy in which all the reading skills areas (phonics, fluency, and vocabulary) will contribute to success. There are some reading comprehension strategies:

1. Making Connections

Readers make connections between books they read to their own lives. According to (Harvey, S., & Goudvis, 2007) states that effective readers make connections between what they read and their own lives, other texts, and the world around them. Children can make these connections with what they read to their lives. Teachers can help their students connect on a larger scale. They can connect things from books to real world happenings. By doing this, it enhances the students' understanding. Teachers can develop their instruction around certain components that help readers find the connections and help them comprehend. The genre can range from fiction, nonfiction, and poetry. When the reader experiences these and become more familiar with each type of genre, they learn the special characteristics and conventions of the genre. The reader also can learn about how authors write about certain themes, topics, or issues. Readers can usually find a topic they can enjoy from an author. Also the style the author writes in can influence an appreciation from the reader. At first, making connections can be difficult. The student learns from modeling by the teacher and peers. The student learns that making connections help with understanding. They learn that prior knowledge helps them make the important connections.

2. Creating mental images (visualizing)

This strategy involves the ability of readers to make mental images of a text as a way to understand processes or events they encounter during reading. According to

(Keene, E. O., & Zimmermann, 1997) explains that creating mental images while reading is one of the indicators of strong comprehension. This ability can be an indication that a reader understands the text. Some research suggests that readers who visualize as they read are better able to recall what they have read than those who do not visualize.

3. Questioning

This strategy involves readers asking themselves questions throughout the reading of text. The ability of readers to ask themselves relevant questions as they read is especially valuable in helping them to integrate information, identify main ideas, and summarize information. Effective readers consistently ask questions before, during, and after reading to enhance their comprehension (Duke, N. K., & Pearson, 2002). Asking the right questions allows good readers to focus on the most important information in a text.

4. Inferring

Authors do not always provide complete descriptions of, or explicit information about a topic, setting, character, or event. However, they often provide clues that readers can use to “read between the lines” by making inferences that combine information in the text with their schema. Then, making inferences is the process of combining explicit information from the text with the reader's background knowledge (Keene, E. O., & Zimmermann, 1997).

5. Evaluating (determining importance)

Determining importance has to do with knowing why you are reading and then making decisions about what information or ideas are most critical to understanding the overall meaning of the piece. Determining important information is a key skill in understanding the overall meaning of a text (Harvey, S., & Goudvis, 2007).

6. Synthesizing

Synthesizing is the process of ordering, recalling, retelling, and recreating into a coherent whole the information with which our minds are bombarded every day. Synthesizing is closely linked to evaluating. According to (Pressley, 2002) states that

synthesizing information involves combining various ideas into a broader and more meaningful understanding. Basically, as we identify what's important, we interweave our thoughts to form a comprehensive perspective to make the whole greater than just the sum of the parts.

5. Mind map as one of the reading techniques

a. The definition of mind map

A mind map is a non-linear diagram that makes it easy to capture key thoughts and connections between ideas in a graphical or visual format. Starting with an idea, concept, or question in the center, you capture information by connecting key concepts and thoughts to the central idea. More detailed information related to these thoughts is then captured in branches that radiate out from the key concepts, away from the central idea. Mind map is a useful technique to use while reading, since the non-linear format allows you to view the entirety of your notes at a glance, then easily place new information in the appropriate branch or make connections between ideas. It is also a useful technique when solving problems or planning projects: start with a question or project description, then capture all ideas or necessary tasks in the appropriate branches.

According to (DePorter and Hernacki., 2004) defines mind map as a technique to use the whole brain by using visual and other graphic to create a meaningful impression. (Sugiarto., 2004) says that mind map is a technique to summarize reading resources and then visualize the problems in the form of map to make it easier to comprehend. This activity is used to optimize the function of the right brain and left brain. It will be very helpful to comprehend the problem quickly because it has been made in the mapping form. Mind map is an effective way to make a note.

Mind map is an important technique that improves the way we take notes, and supports and enhances our creative problem solving. By using mind maps, we can quickly identify and understand the structure of a subject and the way that pieces of information fit together, as well as recording the raw facts contained in normal notes. More than this, mind maps provide a structure which encourages creative problem solving, and they hold information in a format that our mind will find easy to remember and quick to review.

A mind map is a graphic thinking tool that mirrors the way the brain thinks. Mind map use the full range of cortical skills and can be applied to all aspects of thinking including memory, creativity, learning, and general control of the cognitive processes

b. How to make mind map

(Rose & Nicholl., 2002) explain how to make mind map in eight steps. They are:

- a. Start with the topic in the middle of a paper
- b. Use keywords
- c. Make the branch from the main topic
- d. Use symbols, colors, words, or pictures mainly in the mind map
- e. Make it as interesting as possible
- f. Make it full of colors
- g. Repeat again two or three times to make it perfect
- h. Do it by yourself

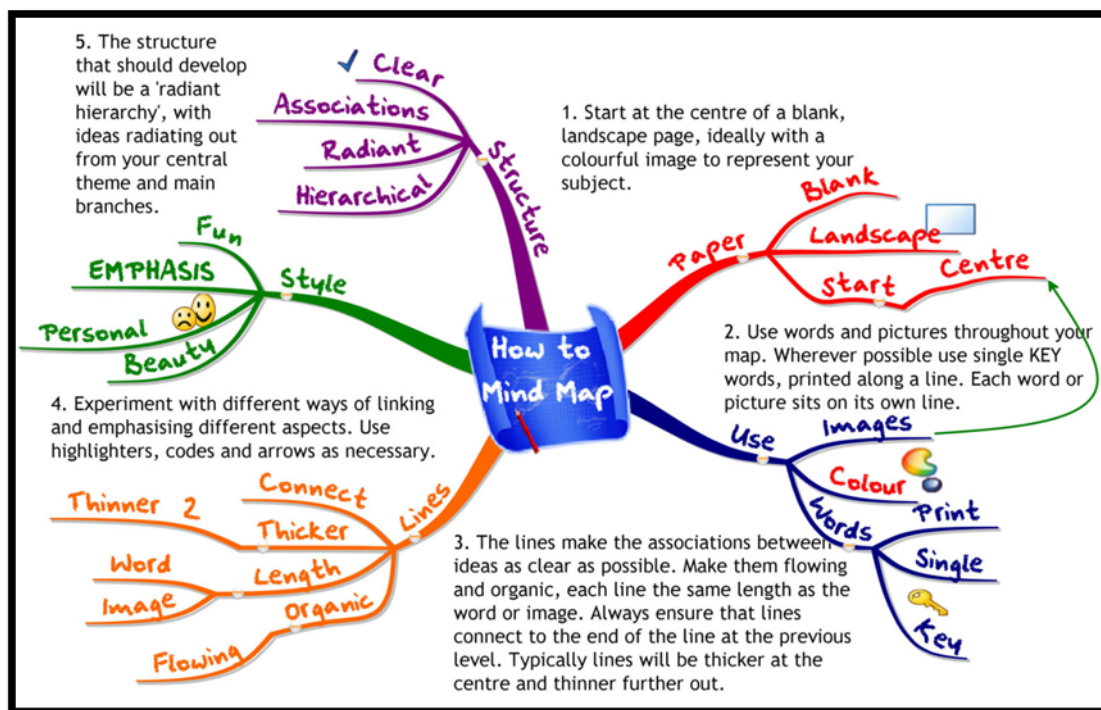


Figure 1. How to Make Mind Map

According to (DePorter and Hernacki., 2004) also explain how to make mind map. It consists of eleven steps

- a. Make a circle of mind idea in the middle of paper
- b. Make a branch from the main idea to make key points. Do not forget to use a color pen to make it.
- c. Write keywords or phrase in every branch and then develop them with details
- d. Give additional symbols and illustrations
- e. Do not forget to use capital letters
- f. Write down the main ideas with the bigger letter
- g. Be creative and express it freely
- h. Use the unique form to show the points or ideas
- i. Do not forget to make it horizontally to make a wider space

6. The benefit of using mind map

There are several benefits of using mind map stated by (Sugiarto., 2004):

- a. Mind map is easy way to understand the content of reading materials
- b. Mind map is a way to improve our concentration and our mind
- c. Mind map is very appropriate to recall the information which have been learned before
- d. Using mind map, we can summarize reading materials on one page
- e. Mind map helps us to remember the information in reading materials

According to (DePorter and Hernacki., 2004) also state the benefits of using mind map:

- a. It is very flexible to add new information
- b. It can make us focus on the content of reading material
- c. It can improve reading comprehension
- d. It is very fun because it can make us more creative

Popularized by Tony Buzan, mind map abandons the format of conventional note taking. They do this in favor of a two-dimensional structure. A good mind map shows the 'shape' of the subject, the relative importance of individual points, and the way in which facts relate to one another. Mind map are more compact than conventional notes, often taking up

one side of paper. This helps us to make associations easily. If we find out more information after we have drawn the main mind map, then we can easily integrate it with little disruption.

Mind map is also useful for summarizing information; consolidating information from different research sources; thinking through complex problems; and presenting information in a format that shows the overall structure of our subject. They are very quick to review as we can often refresh information in our mind just by glancing at one. And in the same way, they can be effective mnemonics: the shape and structure of a mind map can give us the cues we need to remember the information within it. As such, they engage much more of our brain in the process of assimilating and connecting facts, compared with conventional notes.

Mind map shows not only facts, but also the overall structure of a subject and the relative importance of individual parts of it. They help us to associate ideas and make connections that might not otherwise make. So, we can get many advantages when using mind map in reading comprehension

3. CONCLUSION

The use of mind map is believed to be effective to improve students' reading comprehension skill. The use of mind map could improve the students' reading comprehension in the English teaching and learning process. It implies that teacher should know about kinds of reading techniques that are interesting for students. By using reading techniques, students would be easier to understand the meaning of the text then they could comprehend the content of the text easier. The students find it easier to comprehend English sentences and reading texts when they make a mind map.

Because mind map uses colors and symbols to help them comprehend the reading text, it helps the students to do the task seriously and makes the students keep their attention to the teaching learning process so that they would not be sleepy in the classroom. The techniques could help the teacher to handle the students so that the teaching and learning process could run well.

The use of various media and teaching technique was successful in motivating, drawing, and maintaining students' attention. Instructional media like pictures would make the students more interested in engaging in the English teaching and learning process. Teachers should be creative in producing media that could be used in teaching and learning process.

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