

# The Use of Mind Map in Collaborative Learning Activities of a Literary Reading Class

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**Abstract:** The use of mind map as collaborative learning activities in literary reading class will be examined. The students will choose any kind of technology tools to make a mind map in reading class. The aims of this study are to identify the implementation of using mind map in collaborative learning activities of a literary reading class and students' perceptions on it. This is a mixed method research. The data are taken from observation and questionnaires. The observation results are used to analyze the implementation of using mind map in collaborative learning activities of a literary reading class. The questionnaires are used to identify students' perception on it. This study results that the students had positive perception toward the use of mind map and believed that it helps them learn the materials faster, save more time in doing collaborative work, understand the relationship between ideas, and more motivated to read literary texts.

## INTRODUCTION

Reading is indeed an essential skill both in one's first or second language. By mastering this skill, it will be easier to obtain important and necessary information and avoid misinformation (Ganito et al., 2022; Redhana et al., 2021; Walidaini et al., 2021). Lecturers need to use technology as learning media (Suharto, 2022a; Zubaidi et al., 2023). Students enjoy to use technology as a learning media (Putra & Suharto, 2022; Suharto, 2022b; Zubaidi et al., 2021). Besides, by having a critical reading skill, we can be more objective and avoid bias. It is because reading can be a means that enables us to synthesize and evaluate information, as well as practicing the higher order thinking skills.

In terms of English language learning, reading is one of the important language skills that is often taken for granted. Some students may think that it is too easy because they just read sentences and find main ideas or even answer questions based on the text. Others may think that reading is too hard due to many difficult words or unfamiliar topics. In this case, teachers need to find new ways to encourage students to enjoy reading more without any burden. This is no doubt that academic reading is both useful and important for students. One of the interesting

and easy ways to integrate extensive reading is by using literature. This is a good opportunity for students to choose their own materials and find interesting story and choose the book of their interest.

Literature such as novel or short story will give students new atmosphere in addition to their usual academic texts. The literary works will give them best experience with enjoyment to gain a general understanding about what the readers read and offer authentic text that enables them to master the target language. Moreover, reading and analyzing literature is widely used to improve the students' level of English proficiency because it provides them with knowledge of the language itself, as well as the culture of project-based learning in English classes.

Beside the materials, it is important to use interesting technique in reading class. In this study, the use of mind map as collaborative learning activities in literary reading class will be examined. The students got improvements in paraphrasing sentence, finding topic sentence, and vocabulary mastery. Moreover, through the mind map technique, the students were motivated to be active in the classroom activities. They were actively involved in the process of teaching and learning (Anwar, 2020; Suharto et al., 2020). This condition stimulated the students to work based on their own actual capability. Thus, the students got more experiences and improved their achievement.

Mind map was used in this study as a way to encourage students to work with others in presenting their reading task (Dhillon et al., 2020; Muziatun & Katili, 2020; Simanjuntak et al., 2022; Yanti et al., 2020). Therefore, the purpose of this study is to identify the implementation of using mind map in collaborative learning activities of a literary reading class and students' perceptions on it.

Based on the background above, this study aims to: (1) describe and identify the implementation of using mind map in collaborative learning activities of a literary reading class, (2) identify students' perceptions on the use of mind map in collaborative learning activities of a literary reading class.

## **METHOD**

This is a mixed method research. The data were taken from observation and questionnaire. In this study, the data analyses are taken from the results of observations and questionnaires. All of them analyzed by using mixed method. Results of observations were used to identify the implementation of using mind map in collaborative learning activities in literary reading class. The results of questionnaires were in the form of quantitative data. The data were also analyzed using descriptive analysis. That results showed the students' perception on the use of mind map in collaborative learning activities in literary reading class.

The participants of this study were one class of 21 students majoring in English for Business Communication and Professional, State Polytechnic of Malang. They were divided into five groups. Two groups of students consist of four students, and the other three consist of five students. Students use mind map in the short story entitled *Cat in the Rain* by Ernest Hemingway. All of the participants were assigned a task and involved in the collaborative learning activities.

## RESULT AND DISCUSSION

### 1) The implementation of using mind map in collaborative learning activities of a literary reading class

In this case, the collaborative learning was implemented both during the preparation (choosing the short story, discussing the story) and the presentation (presenting the mind map as a result of group discussion). While reading the short story, they were required to make an outline for their discussion by answering WH Questions:

1. What (what the novel is about)
2. Who (who the characters are)
3. When (the time setting of the story)
4. Where (the place setting of the story)
5. Why (the problem mentioned in the story and the reason why it happens)

By outlining their discussion, it was expected that they started using mind map in the reading activity and discuss with their group based on the outline so they can focus their reading and discussion on these specific aspects. The WH questions were given before they start the reading activity so they have a guideline for the collaborative activity and do not get off track.

The discussion about the short story was done outside of the class, then each group presented the discussion result in the class through a mind map that they had made together with their group. During the presentation, each group member presented the content of the short story based on the outline (WH Questions).

**Table 1.** Observation Checklist

<b>OBSERVATION CHECKLIST USING MIND MAP IN COLLABORATIVE READING ACTIVITY</b>		
<b>Group members</b>	<b>Aspects to observe</b>	<b>Yes/No</b>
1....	1. The important points are well explained through the mind map	
2....	2. The mind map helps the group explain in well-structured manner	
3....	3. The explanation is easy to follow	
	4. The presentation is engaging where mind map serves as a useful visual aid	
	5. Collaborative learning is evident in group member participation during the discussion (contribute useful ideas, listen and help others, help keep the group on task)	
Note:		

Based on the observation, the use of mind maps showed very positive results, especially in facilitating the learning. Below are the findings related to the use of mind maps during literary reading presentations.

In the group presentation, each group had prepared the mind map based on the instruction following WH Questions that they had answered by discussing with their group before the presentation. Using the mind map, each group member presented the discussion result in the class and elaborated the explanation. By using

a mind map, the students were able to show creativity in telling the story and focused more on the important points rather than explaining in a long but redundant sentence.

Besides helping them focus on the important points of the presentation, the use of mind maps helped the students explain in a well-structured manner. The group members followed the plan they made and shared their ideas based on the points shown on the mind map. In this case, mind maps help facilitate a well-organized thinking. Most of the students looked confident while presenting their work because they had a clear guideline (the mind map) that guided them in the presentation.

Another important finding from the observation is that students' explanations were quite easy to follow. It was not hard to follow their train of thought while watching the mind map that they displayed during the presentation. When asked by the teacher about how the mind map helps them in that learning activity, most of the students mentioned that it was easier for them to understand the materials and to present what they had learned using the mind map. They also said that they were able to think clearly when using a mind map to plan and do the presentation.

The use of mind map also seems to increase students' creativity. It was shown from the quality of their work. They put forth their best effort to create an interesting mind map for their presentation. As a result, the presentation was quite engaging. They not only had colorful visual aid but also a clear guideline for their presentation. All of the groups were enthusiastic when the teacher asked them about how they prepared the mind map, why they chose specific color and style, and what tools they used. The activity became more engaging as they had the opportunity to share their creativity and work collaboratively with their peers.

## 2) Students' perceptions on the use of mind map in collaborative learning activities of a literary reading class based on the Questionnaire Result

**Table 2.** Questionnaire Result

No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Student creates ideas faster when he/she uses mind map in collaborative learning activities of a literary reading class			1 (4.8%)	5 (23.8%)	15 (71.4%)
2.	Student found that the use of mind map is faster to get a better understanding in collaborative learning activities of a literary reading class			1 (4.8%)	5 (23.8%)	15 (71.4%)

3	While using mind map, student saved his/her time a lot because it allowed him/hers to work faster in collaborative learning activities of a literary reading class	1 (4.8%)	1 (4.8%)		8 (38.0%)	11 (52.4%)
4.	Student organizes his/her ideas in a structural way by using mind mapping in collaborative learning activities of a literary reading class		1 (4.8%)		10 (47.6%)	10 (47.6%)
5.	Student found that the use of mind map in collaborative learning activities helped him/hers to organize his/her ideas in literary reading class				12 (57.2%)	9 (42.8%)

Based on Table 2 number 1, it showed the statement about “Student creates ideas faster when he/she uses mind map in collaborative learning activities of a literary reading class.” It was only 1 (4.8%) from respondents was neutral with that statement. Then, there were 5 (23.8%) of respondents agreed with that statement. Then, there were 15 (71.4%) of respondents strongly agreed with that statement. Students’ responses showed that the use of mind map helped students to create ideas faster about content of reading literary work. It helped them to elaborate the content into important information from reading literary work. After that, they created ideas into mind map to visualize their ideas with teamwork in collaborative learning activities.

Based on Table 2 number 2, it showed the statement about “Student found that the use of mind map is faster to get a better understanding in collaborative learning activities of a literary reading class.” It was only 1 (4.8%) of respondents was neutral. Then, there were 5 (23.8%) of respondents agreed with that statement. Then, there were 15 (71.4%) of respondents strongly agreed with that statement. Students’ responses showed that the use of mind map was very helpful for students in collaborative learning activity. They could work together with their work to understand about literary work. Mind map as tool help them to get better understanding about reading literary work.

Based on the Table 2 number 3, it showed the statement about “While using mind map, student saved his/her time a lot because it allowed him/hers to work faster in collaborative learning activities of a literary reading class.” It was only 1

(4.8%) of respondents strongly disagreed with that statement. Then, it was also only 1 (4.8%) of respondents disagreed with that statement. It indicated that there were two students could use mind map as well as their friends. It was because both students needed lot of time to use mind map in literary reading class. Therefore, both students were suggested to ask help to his/her friend in collaborative teamwork about the use of mind map. On the other side, there were no problem with the use of mind map. It showed that there were 8 (38.0%) of respondents agreed and there were 11 (52.4%) strongly agreed with that statement on Table 2 number 4. It proved that most students saved their time for literary reading class in which they used mind map as learning tool in collaborative learning activity.

Based on Table 2 number 4, it showed the statement about “Student organizes his/her ideas in a structural way by using mind mapping in collaborative learning activities of a literary reading class.” It was only 1 (4.8%) of respondents disagreed with that statement. It indicated that only one student who did not understand the way to organize his/her idea in a structural way by using mind map. On the other hand, it is indicated that this student was not a visual learner. It suggested that he/she asked a help to his/her friend based on teamwork when he/she used mind map in collaborative learning activity. On the other hand, there were 10 (47.6%) of respondents agreed and there were 10 (47.6%) of respondents strongly agreed with that statement. It showed that most of students were visual learners. They could enjoy the collaborative learning activity by using mind map in collaborative learning activity. They could organize the idea in structural way from literary work into visualization by using mind map.

Based on Table 2 number 5, it showed the statement that “Student found that the use of mind map in collaborative learning activities helped him/hers to organize his/her ideas in literary reading class.” There were 12 (57.2%) of respondents agreed with that statement. Then, there were 9 (42.8%) of respondents strongly agreed with that statement. Therefore, most of students enjoy the collaborative learning activity in literary reading class. They enjoyed using mind map as teaching tool. It helped students to get better understanding about reading literary work.

## **CONCLUSION**

Based on the results of observation and questionnaire, it was found that the use of mind map helps facilitate learning and the students performed the task well as they used the mind map as the guideline for presenting their ideas and collaborating with others. Besides, the students had positive perception toward the use of mind map and believed that it helps them learn the materials faster, save more time in doing collaborative work, understand the relationship between ideas, and more motivated to read literary texts. However, although this study shows positive results, the researchers are aware that it has some limitations. For instance, the participants in this study were 21 students of English Department who came from one class, and they did collaborative work without being assigned specific roles.

## **SUGGESTION**

Collaborative learning activities can be used in several activities in the classroom. The future reseach can identify about the implementation of

collaborative learning in other English courses. On the other side, the future research can be analyzed the teachers' perception on collaborative learning activities.

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