



Improving Students' Reading Understanding of Morphosyntax Books through Brain Mapping Based on Freedom of Learning

Caltira Rosiana¹, Zanuba Arifah Khofshoh²

¹caltirarosiana@stkipnganjuk.ac.id, ²zenyarifa09@gmail.com

¹STKIP PGRI Nganjuk, Jawa Timur, Indonesia

²Billfath University, Indonesia

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Abstract

Morphosyntax is nice material in the learning process with various activities. This study was described as Collaborative Action Research (CCAR), it proposed brain mapping based on freedom of learning as the strategy for English students to solve the students' problems in understanding reading Morphosyntax material such as (1) lack of vocabulary mastery, (2) lack of reading subskill, (3) lack of critical reading, (4) afraid to share ideas based on what their read and background knowledge. Brain mapping toward pre-implementing, implementing, and result implementing of brain mapping could be reaching the target of the goal reading skill in morphosyntax materials with an average score of 81. Studying English with freedom of learning has a positive effect on students. Most of the students could understand what they read in morphosyntax material, so they could share their ideas, and students' participation in the classroom was highly positive.

Keywords: Brain Mapping; Freedom Learning; Morphosyntax; Reading Understanding

Introduction

One of the goals of teaching in the English Department is to master linguistic aspects such as sociolinguistics, morphemes, syntax, semantics, phonology, and others. To reach the target of the study, higher education should be implemented appropriate strategies to produce good outcomes (Khofshoh & Arifin, 2021). A good strategy for learning English is for the students to learn without pressure, the class situation should be active, interesting, has varieties activities (Rosiana & Cahyanti, 2022).

In this research, the researcher chose to improve the students' reading understanding because, in the reality, there are many problems with students reading skills. The students face problems in figuring out and understanding the linguistic books. Brain mapping is a great way to improve students reading skills (Rosiana & Rahayu, 2022). It can help the students to master what they read effectively and efficiently, which will make the students reading activity more interesting and engaging. It can also help the students to understand morphosyntax material in a simpler way (Kiverstein & Rietveld, 2021).

Concerning curriculum freedom to learn in offline classes, this situation makes students difficult to adapt to their class habits, they need a way to handle the problem. Mean, the students who graduated in 2019-2021 enjoyed the online class, now change to offline class. This situation such as shock for the students in the learning process. Because, in offline classes, the students will face more activities and different styles in the class atmosphere, doing assignments and etc. Related to the new curriculum above, the characteristic freedom of learning is literacy and numeracy (Popa et al., 2020). The students' self-learning in the learning process is needed (Perry et al., 2017). In morphosyntax material, the students should face the reading sub-skill with Higher Order Thinking Skills (HOTs) it cannot reach without the students' motivation in self-learning.

Self-learning is not only focused on the students' activities but also on lecturers' efforts in creating an effective learning strategy to master morphosyntax materials. The implication, the lecturer should design some indicators in brain mapping, from those indicators, the students will easily find the important information to achieve the learning target as time scheduled.

Some researchers agreed that reading ability becomes a trending issue in the learning process. The researcher stated that reading skill is not just a receptive skill, more than it. Some points noted that successful reading should be a master reading sub-skill based on Higher Order Thinking Skills (HOTs) (Thamrin et al., 2019). To cover this problem the lecturer students together in creating brain mapping as a new strategy in learning reading by analyzing, evaluating, and creating aspects based on morphosyntax materials

Covering all the problems above, the researchers do not take all the aspects of HOTs but depend on the material discussed in morphosyntax books. Brain mapping

activity based on HOTs is divided into three steps: Pre-implementing, Implementing, and Result Implementing (Handayani et al., 2019).

Pre-implementation of Brain mapping activities is the process to serve material and understand the materials (Sudaryat et al., 2019). Here, the students will get indicators and brain mapping forms from the researchers. After the brain mapping form is ready to use, the students will get the next activities in the implementation of the activity. This activity is the main activity in brain mapping. Here the students get a case and they should collect as much as information to solve the case by asking questions.

Based on the rationale above, the researcher tries to find an effective solution to improve students' understanding of morphosyntax books toward reading skills by using brain mapping in the teaching-learning process. Therefore, the researcher observed a possibility wherein students' difficulties in reading abilities could be overcome with brain mapping that they were interested in, specifically when the students present their product as the result of every material. Based on the background above, the researcher designed this research.

Method

Based on the focus of the research, this research intends to improve the students' speaking skills using the strategy of brain mapping. Therefore, the design of this research is Collaborative Action Research (CCAR) because CCAR is suitable method and way covering the real problem in this researcher (Castro Garcés & Martínez Granada, 2016). The data served in CCAR is qualitative and quantitative. The qualitative data explained the students' participation in morphosyntax class to achieve reading understanding, the students' opinion, and their suggestions. The qualitative data were students' reading tests in understanding morphosyntax books. That is why the researchers obtained data from the students and collaborating lecturers. **The researchers took the whole of the population as the sample consists of 36 students who are taking English Morphosyntax Class at STKP PGRI Nganjuk. The instrument of this research are a List of questions, an observations sheet, and a field note**

The researcher designed pre-implementing, implementing, and result implementing. The researchers designed to follow as:

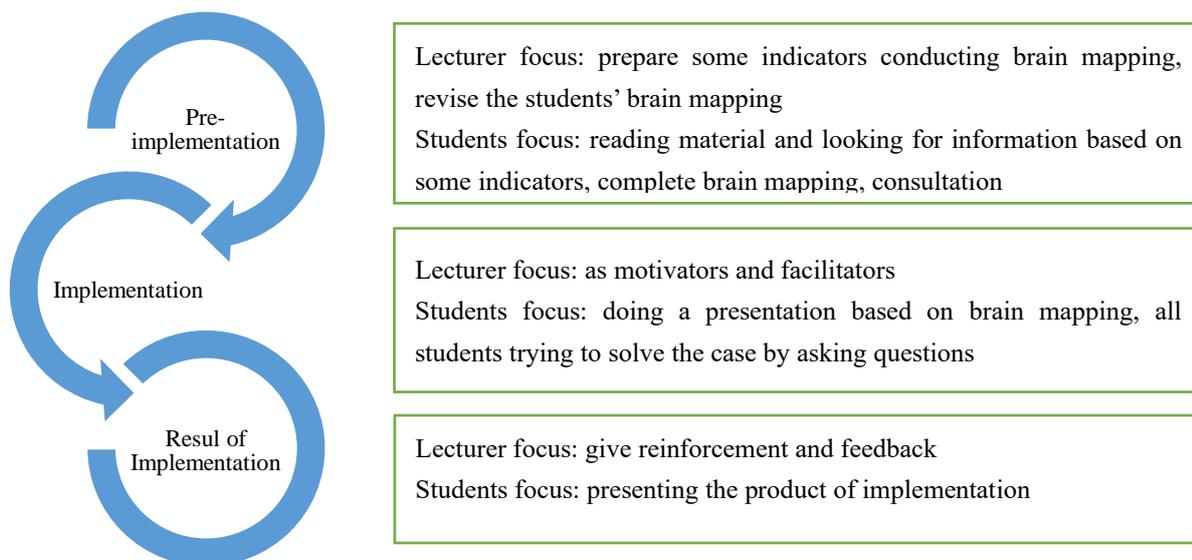


Figure 1
Brain Mapping Technique

Pre-Implementing Brain Mapping Activity

Pre-implementing is the process to prepare the process of Brain Mapping activity based on the student's conditions and the curriculum standard (Freedom learning). Implementing brain mapping activities is the main learning activity because it involves all students. In this activity, the students who give presentations gave the result of brain mapping to other students the day before. The aim is to make all of the students' readiness for the learning process. before the presentation, the lecturer gives a case to stimulate the students' motivation, so after the presentation, all of the students could give questions to solve the case. This process is based on the student's critical thinking

Pre-implementing is the activities that should be designed by the lecturers two weeks before implementation. Toward these activities, the students need time to read the materials, discuss brain mapping in a small group, and creating brain mapping based on the indicators which have been served, and consult the assignment to the lecturers.

The pre-Implementing activity served as: the lecturer created served some indicators questions for the students, and the lecturer also gave draft brain mapping which is suitable for the morphosyntax materials. Before implementing the material in the learning process, the students should use their critical thinking to complete the brain mapping. Next, the lecturer checks the students' brain mapping as the

students' assignment. After revision, the material will be ready for the class presentation.

Implementing Brain Mapping Activity

The students do a single presentation every week. So, here the students doing a presentation based on a time schedule that has been created by the lecturers before. The material will be spread out by the group presentation the day before the presentation. This situation will make the students as the participants have their self-learning and looking for sources and additional information. This activity will make the students ready and more conformable to learn English Morphemes and Syntax.

Besides, the group presentation also has been designed some case that support presentation activities. The functions of those questions to stimulate the students actively and get more score from the lecturer. That is because, the learning process in brain mapping method do not just based on the output of learning process but also the process itself.

The activities of implementation are: the lecturer give information about material, the activities, the target of goal, how to get score during the learning process and product of learning today. Next, the participants is sitting in a semi-circle, the aims to make the students focus on the learning process. While the group presentation prepares their presentation, the lecturer give the case that should be finds the answer after learning process. During the presentations, the lecturer taking note based on the students' activities. After the presentations, the students have time to asking and answer the questions. Then, based on the asking and questioning process, the students could use it as their knowledge to solve the problems which has been given by the lecturer.

Result of Brain Mapping Activity

In every meeting the lecturers' design various output of learning process it could be written, oral, observations, videos, and etc. it based on the material. In the end of learning process, is the result activities. Usually, it takes during 15 minutes. Here the lecturer taking part to give result of presentations, the students activities, sharing based on the students questioning, and give the clue for all the students to solve their problems. The important thing is the students get motivation and knowledge. And the result of brain mapping is the student's product. It usually submits three days after the learning process. the students could submit in Google Class Room.

The result of implementing activities is products such as oral or written based on critical thinking. Oral assignments are usually in the form of a summary, and delivery of additional information based on the morphosyntax material that has been discussed.

Based on the research designed above, the researchers used some media to collect the required data, the researchers used an observation checklist, a field note, a list of questions, and a test. The observation checklist is used to observe students' activities in the teaching and learning process in the classroom, the lesson plan, instructional material, and morphosyntax materials in brain mapping. The field notes are used regularly to take

notes and record the information during the lessons. Next, the list of questions used to know the students' responses to implementing students Reading Understanding Morphosyntax Books through Brain Mapping Based on Freedom of Learning.

Table 1
Criteria of Success

Criteria of Success	Data	Source of Data	Instrument	The Technique of Data Collection	Data Analysis
The students' participation in the classroom is highly positive	Students are involved actively in the teaching and learning process by giving responses such as giving comments, opinions, and explanations with enjoyment without pressure	Students and class atmosphere	List of questions, observations sheet, field note	Observation, giving students' response	The researchers justify the students' response whether the students involve actively in the class
75% of students achieve a score of greater than or equal to 80 of a range that lies from 0 to 100	Students' performance on speaking test	Students and class atmosphere	Product of Learning Process	Students assignment	The data analysis is to see whether the result of the assignment meets the criteria of success

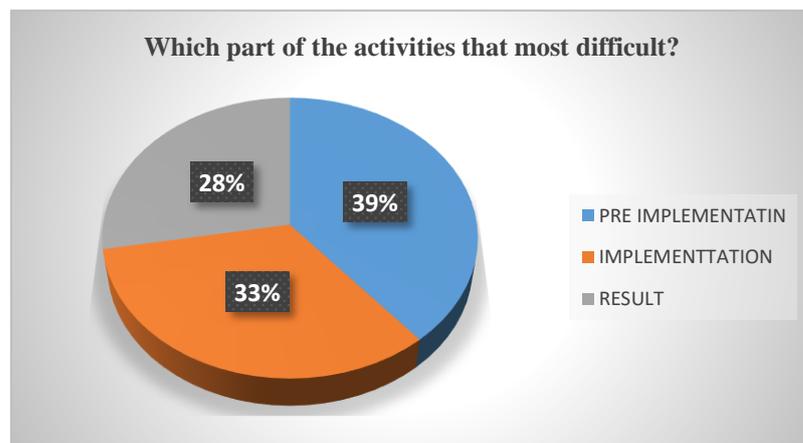
Result

In this section, the researchers described the result of the learning process which has been done by the students. the data will be presented as qualitative and quantitative data which got from Pre-Implementing of the Brain Mapping Activity, Implementing Activity ad Results of the Brain Mapping activity. To implement this study, the researcher prepares some cycles but, in this paper, the researcher just focuses on her cycle which reaches the criteria of success.

The students' participation

The criteria of success state all of the students involved in the teaching and learning process in reading understanding of Morpho-syntax Book. To explore more data in this research the researchers used a list of questions, observation of a checklist, and field notes

A list of questions was used to obtain students' responses toward the implementation activity related to this learning. The question could be answered by the students as an online survey which stands on three questions. The survey had been asked after the students follow the whole part of understanding brain mapping activity based on the freedom learning process. The first question is when the students learn by asking which part of students think it difficult to face understanding reading morphosyntax book based on brain mapping based on freedom learning. The students' response are covered by the picture below:



In the first question, 14 students, or 39% of students' responses pre-implementation was difficult. The students felt that freedom of learning by students centered make their self should be study harder. The process of pre-implementing activity s hard. In some cases, the students need much consultation and revision with the researcher to prepare their material in good brain mapping. After the researcher gives motivation and makes a rule-based n this study, the students could adapt to this role.

Next, the second question functions described the students understanding the morphosyntax material toward brain mapping based and critical thinking, the researcher asked about the advantage of this technique. Please, pay attention to the picture below:

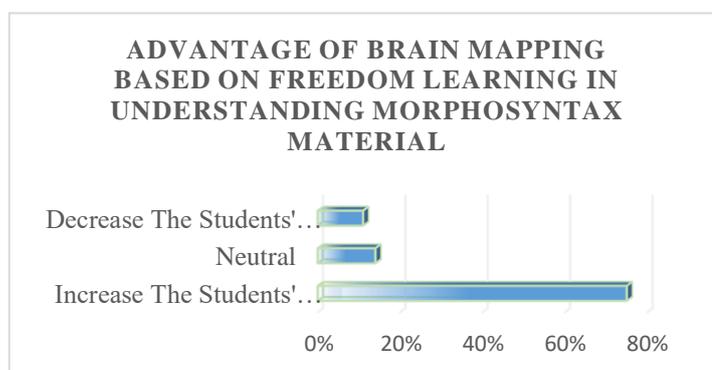


Figure 3
 Students Responses the Advantages of Brain Mapping Activities

The result response almost 75% of students said their understanding of brain mapping increased because the students prepare themselves first before the learning process. The brain mapping created helps to connect their critical thinking of the learning process and their background knowledge. In the carious activity when the students are showing the students actively, they got more scores. It makes the students have a sense of competition. Besides, not more than 20% responded neutral and the students' response to learning brain mapping decrease their reading ability was some students are often absent from the class and did not follow the rule.

Even the researchers do not describe some cycle which has been done by learning process because the researcher wants to take, they focus learning in describing brain mapping toward learning freedom. So, the last questions were to know the effectiveness of the learning technique based on different cycles or previous cycles.

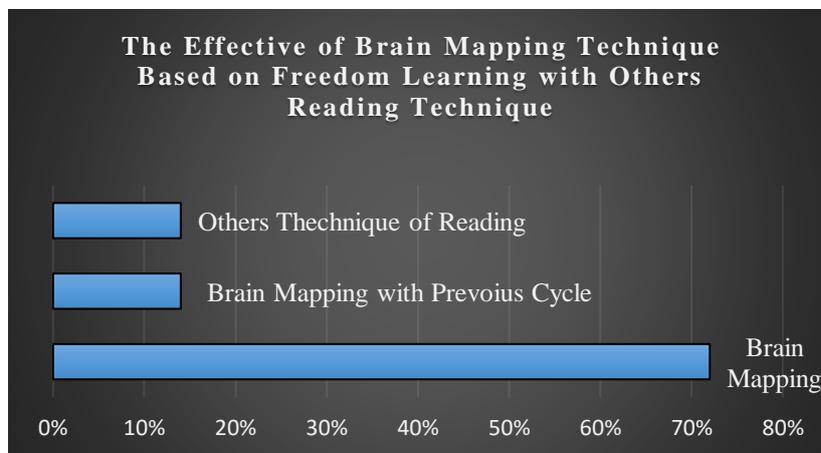


Figure 4
Students Responses the Effective of Brain Mapping Activities

The bar chart above reflects that the brain mapping technique was effective and suitable for the learning process. Most of the students answered that brain mapping improved their reading understanding n morphosyntax materials. Then, the students also have their confidence during students centered because their critical thinking is stimulated. In the students' minds, brain mapping based on freedom learning helped because this technique gave better treatment than other activities.

The observation checklist and field note indicated that the students were actively involved in the classroom. The collaborator researches commend and ticked "YES" in the observation checklist. The field note gave information that the students

felt happy although they were a little bit tired because they have so many activities from pre-implementing, implementing, and the result of implementing activity of brain mapping based on morphosyntax materials.

Students Test

The students test by brain mapping based on freedom learning was given after the students' follow the pre implementing, implementing and result of brain mapping activity. The test was in the form of the students process in creating brain mapping material in pre implementing process, next the students understanding morphosyntax material when the students did presentation in implementing activity, last test was how the students show their critical thinking in creating product of learning process. The result of the students' score in average is 81 in all of brain mapping technique based on freedom learning. The graphic bellow also shows the students average in pre implementing activity was 79, the students score average on implementing activity was 80, then the result activity the students got average score in 83.

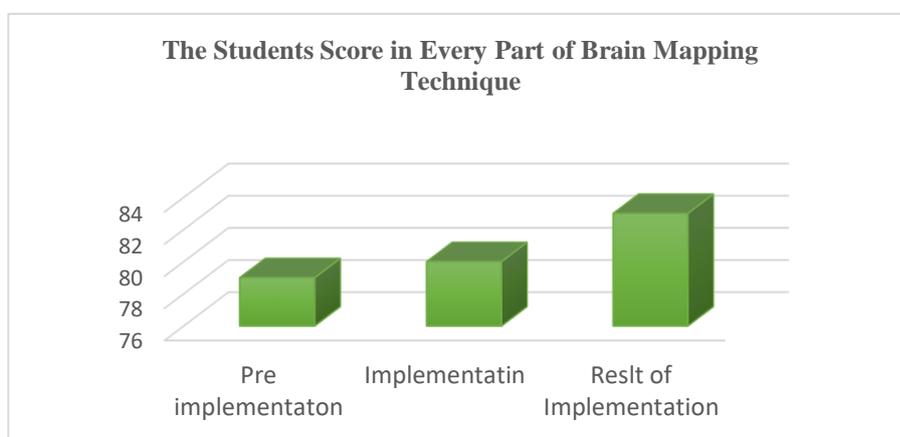


Figure 5

Students Score of Brain Mapping Activities

Discussion

After the brain mapping technique based on freedom learning was implemented trough in understanding reading morphosyntax books, it can conclude that the reading skill of students English Department STKIP PGRI Nganjuk has improved. Brain mapping based on freedom learning has some activities to stimulate the students' practice in reading understanding many times, every activity stimulates the students' critical thinking. The activities such as reading activity, asking and questioning, creating brain mapping, students' presentation, small group discussion, and product of reading material. All f these activities make the students much time to practice and understand reading materials.

The strength of implementing a brain mapping technique based on freedom learning is it gave the students a chance to practice Reading understanding much more than conventional one. Preparing the students self before the learning process

will make the students easy to understand the material for group presentations. Then, the audience who enjoys the presentation also enjoys the presentation through brain mapping which has been designed first. Last, to know the student's confidence and understanding related to the material, the result of brain mapping activity in creating a reading product was used.

The weakness was what the collaborator research noted in the field-note that the students who did not actively tend to speak by themselves. And the students felt tired because they should up very long.

Conclusion

The result above indicate that the students have improved their reading ability. Therefore, the use of strategy in solving the problem on reading understanding morphosyntax material worked well. It clearly motivated the students to be actively involved during the group work and discussion. The average of students reading score is 81, meaning most of the students have taken part during brain mapping activity based on freedom learning. Besides, it can be judged that the activity has given chances to understanding the reading morphosyntax materials. The student's participation was highly positive knowing from the result of the students' responses, observation checklist, and field-note. The activity which demanded the students to practice reading with new technique with various activities without pressure make the students enjoy and happy.

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