

Memory Pegged Mind Map (MPMM): An Analysis Method for Narrative Texts

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Abstract

This paper discusses how the Memory Pegged Mind Mapping (MPMM) method can be utilized for the analysis of narrative texts. Content analysis, a part of qualitative research methods, systematically examines meanings and themes within texts. Narrative texts serve as significant tools for individuals to convey experiences and emotions, offering rich and layered meanings through their analysis. The MPMM method is a technique that aids researchers in organizing and visualizing information and ideas, helping them retain key points effectively. It contributes to the systematic identification of themes and motifs in narrative texts. The article emphasizes the importance of narrative texts within the context of Turkish language courses and details the application of the MPMM method for their analysis. Additionally, it explains how fundamental elements of narrative texts can be analyzed by integrating mind mapping and memory peg techniques. The analyses conducted using MPMM are expected to enhance students' deeper understanding of texts and foster their critical thinking skills. This method can effectively serve as a tool to improve students' reading and writing abilities, offering innovative approaches in education. In conclusion, the use of MPMM in narrative text analysis enriches qualitative research methods and facilitates a deeper understanding of narrative texts. This paper aims to provide a comprehensive perspective on the application of MPMM in education and research, contributing to academic studies and teaching processes.

Keywords: memory pegged, mind map, narrative text analysis

Hafıza Çivili Zihin Haritası ile Öyküleyici Metin Analizi: Bir Metin Analiz Yöntemi Önerisi

Özet (Türkçe)

Bu makalede, Hafıza Çivili Zihin Haritası (HCZH) yönteminin öyküleyici metinlerin analizi için nasıl kullanılabilirliği ele alınmaktadır. Nitel araştırma yöntemlerinin bir parçası olan içerik analizi, metinlerdeki anlamları ve temaları sistematik bir şekilde inceleyerek derinlemesine bir anlayış sağlar. Öyküleyici metinler, bireylerin deneyimlerini ve duygularını aktarmada önemli bir araçtır ve bu tür metinlerin analizi zengin ve katmanlı anlamlar sunar. HCZH yöntemi, araştırmacıların bilgi ve fikirlerini organize etmelerine, ilişkileri görselleştirmelerine ve önemli noktaları hafızada tutmalarına yardımcı olan bir tekniktir. Bu yöntem, öyküleyici metinlerdeki temaların ve motiflerin sistematik bir şekilde ortaya çıkarılmasına katkıda bulunur. Makale, Türkçe dersi bağlamında öyküleyici metinlerin önemini vurgulamakta ve bu metinlerin analizi için HCZH yönteminin nasıl kullanılacağını detaylandırmaktadır. Ayrıca, öyküleyici metinlerin temel unsurları, zihin haritası ve hafıza çivisi teknikleri ile birleştirilerek nasıl analiz edileceği açıklanmaktadır. HCZH kullanılarak yapılan analizlerin, öğrencilerin metinleri daha derinlemesine anlamalarına ve kritik düşünme becerilerini geliştirmelerine yardımcı olacağı belirtilmektedir. Bu yöntem, öğrencilerin okuma ve yazma becerilerini geliştirmede etkili bir araç olarak kullanılabilir ve eğitimde yenilikçi yaklaşımlar sunar. Sonuç olarak, HCZH'nin öyküleyici metin analizinde kullanımı, nitel araştırma yöntemlerine yeni bir boyut kazandırmakta ve öyküleyici metinlerin derinlemesine anlaşılmasını sağlamaktadır. Bu makale, HCZH yönteminin eğitimde ve araştırmada kullanımına dair kapsamlı bir perspektif sunarak, akademik çalışmalara ve öğretim süreçlerine katkıda bulunmayı amaçlamaktadır.

Anahtar Kelimeler: hafıza çivisi, zihin haritası, öyküleyici metin analizi



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Introduction

Narrative texts are significant tools for individuals to convey their experiences and emotions, and analyzing these types of texts offers rich and layered meanings. In this study, the method proposed for analyzing narrative texts using the Memory Pegged Mind Map (HCZH) is detailed. HCZH is a technique that helps researchers organize information and ideas, visualize relationships, and retain key points. This method contributes to systematically identifying themes and motifs in narrative texts.

This study presents a unique method proposal in addition to story mapping, story face strategy, and story pyramid in qualitative research methods and content analysis for narrative text analysis. The use of HCZH in narrative text analysis will provide researchers working in this field with a new perspective and tool.

The Relationship Between Turkish Lessons and Texts

The Turkish course examines various types of texts to develop language skills and enhance students' interaction with texts. In this context, narrative texts hold an important place. In Turkish lessons, narrative texts are used to develop students' reading, comprehension, interpretation, and critical thinking skills. These texts allow students to explore the aesthetic aspects of the language, understand the expressive power of the language, and improve their writing skills (Güneş, 2015).

Analyzing narrative texts enables students to understand narrative techniques, character development, plot, and thematic elements (Güneş, 2015; Yazıcı, 2006). Analyses using the Memory Pegged Mind Map (HCZH) help students understand texts more deeply and support critical thinking processes related to the text. This method can be used as an effective tool to develop students' reading and writing skills.

Text Types

In Turkish lessons, various types of texts are covered, each serving different purposes. Text types are generally classified according to their narrative styles and purposes. The main text types are as follows:

1. Narrative Texts: Texts that narrate events and characters, such as stories, novels, and fairy tales.
2. Descriptive Texts: Texts that describe a situation, person, or place in detail.
3. Informative Texts: Texts written to provide information, such as articles, reports, and essays.
4. Persuasive Texts: Texts that discuss a topic from different perspectives and aim to convince the reader of a certain viewpoint (Güneş, 2015).

Among these text types, narrative texts play an important role in imparting literary skills to students and encouraging creative thinking (Güneş, 2015).

Narrative Text and Its Elements

Narrative texts are a type of narration that includes a plot, characters, setting, and time (Erdoğan, 2012). The main elements of narrative texts are as follows:

1. Plot: The sequence and connection of events in the text. It usually consists of a beginning, development, and conclusion.
2. Characters: The people or entities in the story. They can have different roles such as the main character (protagonist) and supporting characters.
3. Setting: The place or places where events occur. The setting affects the atmosphere and emotional tone of the story.
4. Time: The time period in which the events take place. It can be set in the past, present, or future.
5. Narrator: The person or voice telling the story. It can be a first-person narrator (I), a third-person narrator (he/she), or an entirely external observer (Güneş, 2015).

These elements determine the structure and content of narrative texts. Students understand texts more deeply by analyzing these elements. Using analysis strategies helps students understand the text, resolve intra-text relationships, and reach cause-and-effect relationships in text analysis. Some of the strategies used in analyzing narrative texts include: 1. Story Pyramid 2. Story Map and 3. Story Face strategy (Yazıcı, 2006).

Mind Map

A mind map is a technique that allows information to be visualized and organized. This technique, developed by Tony Buzan, presents thoughts, concepts, and information in a visual format. A mind map typically expands from a central concept or topic and includes subtopics or details on these branches (Buzan, 2010; Fidan, 2011).

The main advantages of mind maps are:

- Easy Recall: The visual format makes it easier to retain information in memory.
- Organizing: Helps organize ideas and information.
- Enhancing Creativity: Encourages the emergence of new ideas during brainstorming.
- Comprehensive Understanding: Allows clearer visualization of the relationships and connections between information (Buzan, 2010; Fidan, 2011).

Memory Peg

The memory peg (pegword) is a technique used to make information more memorable. This technique involves associating information with a specific keyword, visual, or symbol. The memory peg, especially for remembering complex information, simplifies recall. Although it is not possible to specify who first introduced the concept of "memory peg" in the literature, notable researchers who have conducted significant studies on memory pegs and memory techniques include: Buzan, 2010; Higbee, 2001; Atkinson, 1975; Paivio, 1971; Yates, 1966; and Lorayne, 1966. These researchers provide detailed information on memory pegs in their works.

The main features of the memory peg are:

- Easy Recall: Ensures easier and more permanent recall of information.
- Mental Connections: Supports learning by creating mental connections between information.
- Depth of Meaning: Deepens the meaning of information and ensures a better conceptual understanding.

Narrative Text Analysis with Memory Pegged Mind Map

The Memory Pegged Mind Map (HCZH) is a method created by combining mind mapping and memory peg techniques. This method allows a more organized and memorable analysis of narrative texts.

The steps in analyzing narrative texts using HCZH are as follows:

1. Reading the Text: The narrative text is carefully read, and the main themes are identified.
2. Central Topic: The main theme is placed in the center of the mind map.
3. Key Elements: Key elements such as plot, characters, setting, and time are added to the mind map branching out from the central topic.
4. Memory Pegs: Each key element is associated with a memory peg, supported by visual symbols or keywords.
5. In-Depth Analysis: The text is analyzed in-depth using HCZH, revealing the connections between themes.

This method allows a more effective and systematic analysis of narrative texts. Students better understand the texts and develop their critical thinking skills. Additionally, the visualization and memory enhancement features of HCZH support long-term retention of information.

Method

Qualitative research methods, especially in social sciences, offer researchers a broad perspective to understand human behaviors and social phenomena (Patton, 2015). Among these methods, content analysis provides a deep understanding by systematically examining the meanings and themes in texts (Yıldırım & Şimşek, 2016; Denzin & Lincoln, 2018).

This study introduces the Memory Pegged Mind Map (HCZH) as a new method for analyzing narrative texts and details how to apply this method. HCZH is an innovative technique that aims to provide a deeper understanding by visualizing the thematic and structural elements of narrative texts. This section will explain in detail how to use HCZH for story analysis.

What is the Memory Pegged Mind Mapping (MPMM)?

The Memory Pegged Mind Mapping (MPMM) is a visual representation tool used for the analysis of narrative texts. This method visually organizes the main themes, sub-themes, characters, plot, and other important elements of the text. MPMM makes the complex structure of texts more understandable, allowing analysts to examine the text more deeply.

Steps for Story Analysis Using MPMM

1. Reading and Understanding the Text:

- Pre-Reading: The text is read several times by the analyst to understand it broadly.
- Note-Taking: During the initial readings, notable themes, characters, events, and other important elements are noted.

2. Thematic Coding:

- Identifying Themes and Sub-Themes: Repeating themes and their sub-components in the text are identified.
- Coding: Identified themes and sub-themes are coded according to their places in the text. At this stage, text analysis software (e.g., MAXQDA) can be used.

3. Creating MPMM:

- Main Theme Map: Identified main themes are organized around the center of the map.
- Sub-Theme Map: Related sub-themes are added under the main themes. These sub-themes are visualized according to their relationships with the main themes.
- Character and Plot Map: Characters and the plot in the text are added to the map according to their relationships with the themes. Arrows, symbols, and colors can be used to show connections and relationships.

4. In-Depth Analysis:

- Thematic and Structural Analysis: The thematic and structural connections of the text are examined using the MPMM. This stage aims to understand the main message of the text and its internal dynamics better.
- Reporting: Findings obtained from the analysis are reported and interpreted. Using MPMM for narrative text analysis helps in reaching more objective and comprehensive results.

Advantages of MPMM

- Visualization: Represents the thematic and structural elements of the text visually, making the analysis more understandable and systematic.
- In-Depth Analysis: Allows for a detailed examination of the relationships between themes and sub-themes.
- Ease and Effectiveness: Facilitates a holistic analysis of complex and lengthy texts.

In conclusion, this study details how to use MPMM for the analysis of narrative texts, offering a new contribution to qualitative research methods. MPMM is considered an innovative and effective tool for thematic and structural analysis of narrative texts. This method aims to fill an important gap in the literature by allowing texts to be analyzed more deeply and systematically.

The proposed method involves the integration of MPMM into the content analysis process. This process consists of the following steps:

1. Text Selection and Preparation: Selection of narrative texts to be analyzed and preliminary reading of the texts.
2. Identification of Core Themes: Identifying frequently repeated or significant themes in the texts.
3. Creating MPMM: Creating MPMM that visualizes the relationships between identified themes and sub-themes.
4. In-Depth Analysis: Detailed analysis of the texts using MPMM to uncover layers of meaning.
5. Interpretation of Results: Interpreting the findings and presenting them within an academic framework.

Findings

The use of the proposed method facilitates a clearer identification of themes and motifs in narrative texts. MPMM helps researchers analyze texts more systematically and present results in a more organized manner. This method not only provides a new perspective on qualitative research methods but also enriches the process of narrative text analysis.

Analysis of Sait Faik Abasıyanık's Story "The Death of the Diver Fish" Using Memory Pegged Mind Mapping (MPMM)

1. Introduction

"The Death of the Diver Fish" by Sait Faik Abasıyanık is a compelling story that examines the relationship between humans and nature, focusing on human impact on the environment. We will analyze this story using the Memory Pegged Mind Mapping (MPMM) method to explore its themes, characters, settings, and plot in depth.

2. Memory Pegged Mind Mapping Method

MPMM is a technique that helps visualize and organize information to aid in recall (Buzan, 2010; Fidan, 2011). Using this method, we will follow these steps in analyzing the story "The Death of the Diver Fish":

1. Reading the Text: Carefully read the story to identify the main themes.
2. Central Theme: Place the main theme of the story, "Relationship between Humans and Nature," at the center of the mind map.
3. Key Elements: Branch out around the central theme to add key elements such as plot, characters, setting, and time.
4. Memory Pegs: Associate each key element with memory pegs supported by visual symbols or keywords.

5. In-Depth Analysis: Use MPMM to conduct a detailed analysis of the story and uncover connections between themes.

3. Central Theme

Place the central theme of "The Death of the Diver Fish" story at the center of the mind map: "Relationship between Humans and Nature."

4. Key Elements

Create four main branches around the central theme to include key elements of the story: Plot, Characters, Setting, and Time.

4.1. Plot

Analyze the plot by dividing it into three main sections:

- Beginning: Fishermen setting out to sea with the intention of catching the diver fish.
- Development: The capture of the diver fish and dialogues among the fishermen.
- Conclusion: The death of the diver fish and the reactions of the fishermen.

4.2. Characters

Identify the main characters in the story and their characteristics:

- Fishermen: Individuals who exploit nature as an economic resource.
- Diver Fish: A representative of innocence in nature, subjected to human cruelty.

4.3. Setting

Analyze the locations where events take place and their role in the story:

- Sea: The main setting of the story, a scene of interaction between nature and humans.
- Fishing Boat: Symbolizes human control and dominance over nature.

4.4. Time

Determine the time frame in which events occur:

- There is no specific time, but the timeless nature of the story underscores the universality of human-nature relationships.

5. Memory Pegs

Support each key element with memory pegs using visual symbols or keywords:

- Fishermen: Visual representation of fishermen or fishing net symbol.
- Diver Fish: Visual depiction of the diver fish.

- Sea: Visual representation of the turbulent sea.
- Fishing Boat: Image of a boat.
- Time: Symbol of a clock or hourglass.

6. In-Depth Analysis

Conduct an in-depth analysis of the story using MPMM. Detail themes, character behaviors, and the relationship between humans and nature.

6.1. Theme Analysis

Identified the main theme of the story as the relationship between humans and nature, highlighting how humans exploit nature and the innocence of the diver fish symbolizing the damage humans inflict on nature.

6.2. Character Analysis

The fishermen represent individuals who exploit nature as an economic resource, while the diver fish symbolizes the innocence of nature, subjected to human cruelty. Through these characters, Sait Faik criticizes human impact on nature.

6.3. Setting and Time Analysis

The sea symbolizes the vastness of nature and human efforts to control it. The fishing boat signifies human dominance over nature. The timeless nature of the story emphasizes the universality and continuity of human-nature relationships.

This analysis using MPMM enhances our understanding of "The Death of the Diver Fish" by uncovering its thematic depth and narrative intricacies.

Results

The use of the Memory Pegged Mind Map (HCZH) provides significant advantages in the analysis of narrative texts. The method makes the analysis process more systematic and organized and helps students better understand the texts. Additionally, the visualization and memory enhancement features of HCZH support long-term retention of information.

The benefits of using HCZH in narrative text analysis are:

- Easy Recall: The visual format makes it easier to retain information in memory.
- Organizing: Helps organize ideas and information.
- Enhancing Creativity: Encourages the emergence of new ideas during brainstorming.
- Comprehensive Understanding: Allows clearer visualization of the relationships and connections between information.

Conclusion and Discussion

This study demonstrates that the integration of Memory Pegged Mind Mapping (MPMM) into content analysis processes is an effective tool for analyzing narrative texts. The proposed method allows researchers to delve deeper into texts and uncover layers of meaning more clearly. In this context, integrating MPMM into qualitative research methods adds a new dimension to the analysis of narrative texts.

The analysis of narrative texts using Memory Pegged Mind Mapping introduces a new perspective to qualitative text analysis methods and offers a fresh approach to understanding narrative texts in depth. This method not only enhances students' reading and writing skills but also supports critical thinking processes. MPMM can be effectively utilized in Turkish language classes for analyzing narrative texts, thereby presenting innovative approaches in education.

This study proposes an innovative approach to analyzing narrative texts using the Memory Pegged Mind Mapping (MPMM) method. MPMM provides researchers in qualitative research processes with a systematic analysis tool, particularly highlighting its strength in effectively revealing the rich content of narrative texts. Its application involves a thorough examination of themes, characters, plot, and other structural elements, thereby uncovering layered meanings within texts.

MPMM is not only valuable in academic research but also contributes significantly to educational processes. Within the context of Turkish language classes, it helps students better understand texts, develop critical thinking skills, and strengthen their writing abilities. Through its visualization and memory enhancement features, MPMM supports students' learning processes and enhances the retention of information.

The use of MPMM in analyzing narrative texts offers teachers and researchers a new perspective. This method opens doors to innovative educational approaches, enhances students' interest in literary texts, and enriches their learning experiences. Moreover, its implementation promotes a more systematic and organized approach to text analysis, thereby fostering analytical thinking skills.

In conclusion, the Memory Pegged Mind Mapping method serves as an effective tool for analyzing narrative texts, making a valuable contribution to both education and academic research. The findings of this study indicate that the use of MPMM facilitates a deeper understanding of narrative texts and introduces a new dimension to qualitative research methods. Future research and educational applications should further explore and develop the broader use of MPMM, enriching and deepening studies in this field.

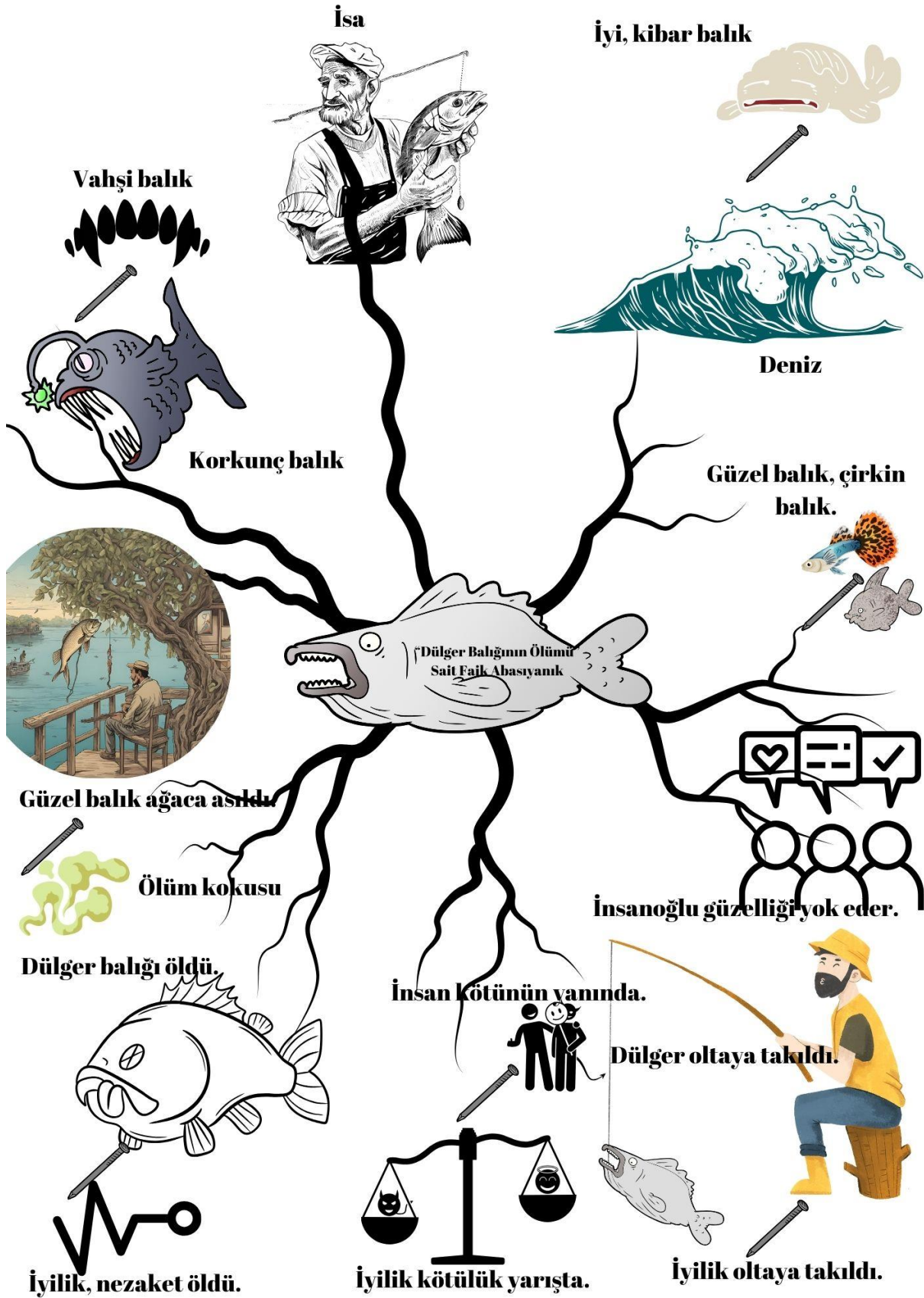


Figure 1. Supplementary example of story analysis

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