

THE USE OF MIND MAP TECHNIQUE IN TEACHING READING FOR 9th GRADE OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The purpose of this research is to find out a technique that can be used as a technique for the teacher to teach reading skill to the students. In this case, the researchers investigate mind map technique to be used in teaching reading skill. The researchers chose classroom action research in collecting the data. Therefore, there are two cycles that the researchers have been held in the teaching and learning process. From the results of the research, researchers found improvement of the students' scores in reading text. It means that mind map technique is one technique that has good influence and has benefit for the students so that they be able to read better text in English. The subject of this research was the 9th grade students of class XI-4 in SMP N 2 Siantar, which is contain of 32 students.

Keywords: *Reading Skill, Mind Map Technique, Students*

1. INTRODUCTION

Learning language is something that is no stranger to students throughout the world. English is the language used throughout the world as an intermediary language. In Indonesia, English is still a foreign language. Thus, there are still many Indonesian people who still have not been able to use English in everyday conversations. Different from other countries that use English as a mother tongue or second language. Therefore, it is very necessary for English teacher to teach English well in schools and colleges in Indonesia.

English is one of the lessons that must be learned in schools in Indonesia ranging from junior high school level to college. One of the competencies contained in the 2013 curriculum is analyzing a text. This analyzing learning is more directed on reading skills. Reading skills in the 2013 curriculum contains material about analyzing the text based on the content and aspects of the language.

However, the researchers think that there are many learners who still had low reading skills. They face some reading problems which caused the learners have difficulties in comprehending the information presented in the textbook.

In addition, researchers also found that there were still many students in Indonesia who were less interested in learning English. The causal factor is likely because of the media and learning strategies that lack their attention. Therefore, in teaching English, especially reading, strategies or media are needed and adequate.

In this research, researchers examined the influence of mind map techniques in the teaching of reading skills for the junior high school level. As said by Davies (2011) that mind map is a technique that can be used to stimulate student imagination. Mind map can stimulate their ideas, thoughts, or opinions to the concepts in the text that they read.

Thus, researchers can conclude that the use of mind map technique is a new breakthrough and attractive innovation in teaching reading to students, in hoping to improve their abilities in reading.

2. THEORETICAL REVIEW

2.1. Reading Skill

Reading is an activity where someone learns something by being involved in something (Grabe & Stoller, 2011). Grabe & Stoller (2011) also stated that reading is an activity in the academic context and is part of the field of education.

Reading is an activity that can stimulate brain, feeling, and human beliefs. According to Weaver (2009), reading is a process that is greatly influenced by the knowledge and information contained in a person's brain, and is also influenced by strategies when processing something that is read using the mood and feeling.

In addition, Spratt, Pulverness, & William (2005) stated that reading is an activity where someone responds to something he/she read and connects it to the knowledge he/she has.

When reading, students will do activities to obtain information and receive knowledge of what they read and are connected automatically. This is a thing that cannot be denied, that the human brain has extraordinary abilities in interpreting something that is seen, felt, and read. When humans use the brain to read, the brain will proceed to create conclusions based on his/her knowledge.

Reading is an activity that uses the brain and human feelings, as well as understanding what is being read. To understand the reading, a person will release his/her knowledge to get the meaning of what is read.

According to Rivers (2018), one of the benefits of reading comprehension is a person can get information from what he/she read directly without the help of anyone.

Reading is very closely related to a text. Because when we read, there must be a text or writing that becomes an instrument when reading. These text or writings can be found in books, newspapers, written and digital magazines, social media, online platforms, websites, and so on. Thus, reading instruments have many variations.

According to Brown (2000), the text can be divided into two categories, namely the non-fiction category and the category of fiction. The text in the non-fiction category, such as: Letter, Greeting cards, Diaries, Journals, Article, Memos, Messages, Announcements, Reports, Newspaper, Forms, Applications, Questionnaires, Labels, Recipes, Maps, Menus, Schedule, Invitations, Dictionaries, Advertisements. Instead, the text in the fiction category, such as : Novel, Short story, Comic, Cartoon

Based on some statements above, researchers can conclude that reading is an activity carried out by using the brain and feeling to obtain information in order to add knowledge.

2.2. Mind Map Technique

Mind Map is a proper and good technique for use with the aim of improving our ability to understand the concept of something, and increase our creativity to what we are reading (Astuti, 2012). It means that mind map can be used by someone to be able to understand the text that he/she read. This is caused by the form of mind map that is a chart

containing the important points of a text. Thus, by using mind map, someone gets brief, solid, and clear information about something.

According to Depotter (2006), mind map is a conseping technique of something visually or in the graph that contains important information from a text. Thus, when someone is able to make mind map, he/she has the ability to know the information and concepts of the mind map material.

In addition, Jonassen, Beissner, and Yacci (Jonassen et al., 1993) stated that mind map was a representation of the concept aimed at informing someone's knowledge in a chart. Tony Buzan (2008) stated that mind map can be adjusted based on the creativity of the creator based on the visuals he/she has, and in creating a mind map, there is no particular rules. Mind map can be made simply based on the ability of students in participating in the learning process, with the aim of being able to understand a text.

Sugiarto (2004) added that mind map is a technique summarizing a reading source in a chart made like a map, thus the reader can be easier to understand a text. It means that by using mind map, a reader can identify information from a regular and structured text. Mind map can also notify the reader the important points of a text.

Windura (in Andriani, 2017) stated that mind map is the easiest way in helping students to finish their task in a short time.

According to Siriphanich, Panatda, & Laohawiriyano (2010), mind map is a technique that can be used in teaching with the aim of representing students' understanding using words, images and colors in a format or chart.

Thus, researchers can conclude that mind map is a simple technique that can be used in the teaching and learning process, where students can pour their creativity in making a chart based on what is read.

2.3. The Application of Mind Map to Teach Reading

In the learning process, educators or teachers usually use books as intermediary media in delivering the learning material. Furthermore, educators or teachers usually will ask students to read the text of the book to get information and add insight for them.

However, because of this monotonous way, students usually feel less interested in reading a text. Thus, a technique or method can attract the attention of students to learn to read, one of them is by using the mind map technique.

According to Cahyono & Widiati (2006), in accordance with the EFL learners need in learning reading caused the EFL teachers consideration to choose appropriate technique to be used in improving students' reading skills. Meanwhile, Hart & Risley (2003) stated that using specific strategies in teaching process will increase students' critical thinking.

Olivia (2008) stated that mind map is a combination of vertical and scattered thinking. Vertically, mind map can be used to guide students to think step by step. While scattered, mind map can lead students to obtain information and insight. Example for vertical, when a student thinks of a chili, he/she will remember sauces or things related to chili. Example for scattered, when students think about the moon, they will remember the words that are parallel to the moon, such as the night, and dimly lit.

To teach reading to students by using mind map, an educator or teacher must understand the shape of a mind map. The shape of mind map is usually like a tree branch.

In the middle of mind map, there is a major writing or main word, then the word is divided into several parts of branches.

Tony Buzan (2008) stated that there are several steps that could be made so that mind map will successful to be applied, including :

- a) The teacher gives keyword based on a text
- b) The teacher asks students to write down the keyword in the middle of the paper
- c) The teacher then asks students to write words related to the keyword by using the connecting line (can be in the form of branch or long lines)
- d) Students are asked to read the new words
- e) In addition to words, students can create pictures or illustrations for the words they made before, and they also can create symbols or anything that can attract their attention
- f) The teacher then asks students to remember the mind map they had just made and then asks them to read the words loudly

By using mind map in the reading learning process, students can follow the learning process in a simple way, especially for junior high school students, they need to understand the lesson with the help of media that can attract their attention. By using mind map, students will be able to understand a text, and can improve their abilities to remember vocabulary in English.

3. RESEARCH METHOD

In this research, the researchers chose classroom action research as the tool to collect the data. This research had been implemented at SMP N 2 Siantar. The subject in this research were the IX-4 grade students.

According to Arikunto (2013), the cycle in the classroom action research consists of four parts, namely (1) planning, (2) action, (3) observation, and (4) reflection. Therefore, the steps that the researcher will conduct in the cycle are :

a. Planning

In planning, the researchers prepared the things that needed in the learning process, such as the lesson plan, the objectives of the lesson, the materials, the media, and also the example of mind map.

b. Action

In action, the researchers conducted several activities according to the lesson plan. In this stage, the researchers also acted as the teacher that implemented the mind map as a technique in teaching reading. The researcher as the teacher also gave the students test to measure their improvement in reading.

c. Observation

In observation, the researchers observed the results of students' test to measure students' abilities in reading. In this stage, the researchers also observed the success in carrying out the teaching and learning process.

d. Reflection

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In reflection, the researcher made a review of the students' scores for each cycle to measure if there was any improvement. When the students' scores achieved the indicator, then the cycle can be stopped. It means that the classroom action research is success.

4. RESULT AND DISCUSSION

The researchers collected the data from test in reading their mind map for the texts. For the first cycle, the researchers used a report text, titled 'Elephant', then in the second cycle, the researchers used a report text, titled 'Panda'. In each cycle, the researcher as the teacher asked the students to create a mind map based on the text.

Therefore, the score that the students have to achieve is 70. From both of the cycles, the first cycle and the second one, the researchers found an improvement, shows that by using mind map technique, the students can read better. Here are the table that shows the students' scores for each cycle.

Table 1. Students' scores of 1st cycle and 2nd cycle

Students' Name	Score of 1 st cycle	Score of 2 nd cycle
AR	70	80
ASV	70	80
BYS	75	75
CBS	70	75
CA	70	80
DUS	75	75
DA	60	65
DJ	65	70
FZ	60	65
FAS	65	85
GES	70	90
GSS	70	75
IRL	55	70
JHS	70	75
LKD	60	70
MES	75	80
MIS	65	70
MIB	55	75
MR	60	70
NS	60	80
NZA	65	80
PBE	60	85
PGP	65	80
RHH	60	75
RUS	75	85

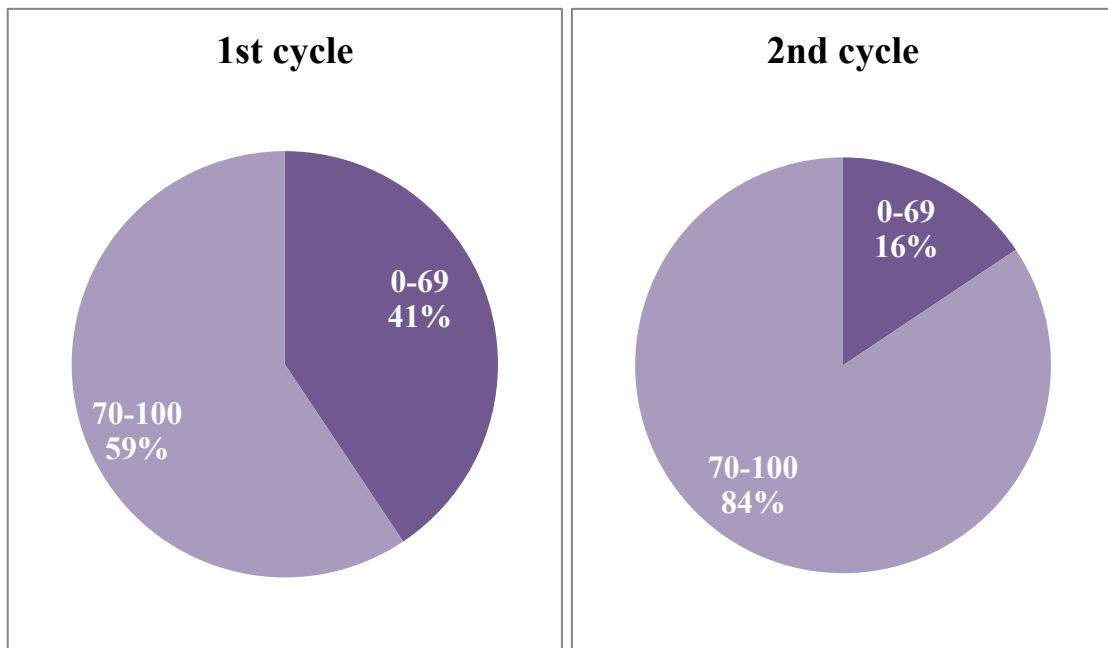
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RR	60	65
RA	80	85
S	70	85
SS	60	65
SMS	70	70
TFS	60	65
VAS	75	70
Total	2120	2415

In the first cycle, the total is 2120, and the second cycle's total is 2415. The average of the first cycle is 66, 25, whereas the average of the second cycle is 75, 46. It means that the point increase around 9, 21 points, or same as 9 points.

Therefore, the researchers found improvement of total score of the students' tests. Here are the diagrams of the improvement.



At the first cycle, there were 13 students whose score were bad. It means that there were about 19 students who have been good in reading. Thus, 41% of students have bad reading skills, and 59% of students already have good reading skills.

Then at the second cycle, there were 5 students achieved bad score. So that 27 students achieved good score. Thus, only 16% of students did not achieved the minimum score, and 84% of students achieved good score. It means that most of the students can read the mind map well.

The two cycles in this research were completely done. From the findings above, we can see the improvement of the students' scores, means that mind map technique is useful for them in improving their reading skills.

When students learn to read on the first cycle by using mind map technique, researchers found that there were some students who were still trouble, but the rest have been able to read the mind map and the text. Then on the second cycle, most of them became easily to read the text and obtain satisfactory value. From the results of this research, it can be concluded that mind map technique is one of the good methods to be applied to teach reading for students, especially in the context for grade IX students.

Researchers found that students have better reading skills after implementing the mind map technique. At this first cycle, the researchers first explained about mind map, and gave an example to students. Then the researchers began to invite students to read they made mind map for the text.

At the second cycle, researchers found that mind map could improve students' reading skills. Students are increasingly able to find information from what they have read and understand the contents of the text. They are able to mention the main idea of the text. Thus, it can be said that mind map technique is an interesting way or an interesting method that can make students able to improve their reading skills in an effective and efficient way.

Mind map also helps students to understand the contents of the text and notify the essence of the text, which means that besides being able to improve their reading skills, students can also improve their abilities to understand the text they read.

5. CONCLUSION

Mind map technique is one of many readings technique which encouraged the students to improve their skills in reading. When they could improve their reading skills, they would be able to understand a text they read and grab information within the text easily. This research has proven that the students' reading skills were improved after the researchers implemented several actions in the classroom.

From this research, it can be implied that the teacher can use mind mapping technique in the reading teaching and learning process. And the students should use mind mapping in the reading teaching and learning process as reading technique in order that they get understanding to comprehend a text easily and to be able in reading a text.

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