

APPLICATION OF MIND MAPPING METHOD TO INTEREST STUDENTS IN READING COMPREHENSION

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Abstract

This research is about Application of Mind Mapping Method to Interest Students in Reading Comprehension. Mind Mapping is a graphical way to represent ideas and concepts. The researcher believes that this method can make the students more interested in learning English especially in reading comprehension. This research did about six months in SMPIT Yapidh, Jati Asih, Bekasi in academic year 2018- 2019. The participants in this research are all students on ninth grade, as a sample the researcher chose the students at IX E classroom, there were 25 students and all of them are females. The method of this research is descriptive qualitative. The instruments that used in this research are interview and observation. And based the data, the researcher can conclude that mind mapping method can make the students more interested in learning English. The result of this research shows that, 1) All students can make a mind mapping based on the story, 2) Application mind mapping method makes the learning process funny and easily, 3) Learning reading comprehension more simple.

Keywords : Mind mapping method, interest, reading comprehension

1. Introduction

Every time people do a communication with other people. In the modern world, communication is not only becomes a base of social interaction, but also improves relationship to all people, because no one of modern society can survive without communication. The people will need an instrument, it is called "language". English as an International language that used all people in the world has important rule.

In Indonesia, English is a foreign language. Indonesian people must learn English to master it. In the school, the English teacher should teach four English skills. There is reading, speaking, writing, and listening. What is reading? Reading is one of the main skills.. Reading is a basic life of skill. People can get much real information with reading many books or other medias. Imagine if people cannot

read, of course they cannot know the story about a place, famous people, science, and others. Therefore reading is taught from early. Sometimes before the children studied it in the school, their parents have taught reading to them. And there are some elementary schools that have regulation, only accept the students who can read when entered in the elementary school.

In curriculum 2013, the government launched a literacy movement. It means that all students must do some literacy activities every day. One of literacy activity is reading. The students should read the text fluency and it will better if they can understand about the content of the text. Reading comprehension can make the students understand about the text that they read. But it is not easy to make the students comprehend about English text. So, the English teachers must have some interesting methods or strategies.

Based in this case, the researcher choose application mind mapping method to interest students in reading comprehension. The researcher believes that this method can make learning English reading comprehension fun and easy.

2. Literature

Mind Mapping Method

Tony Buzan (1998,p.8) wrote that “Mind mapping is a process of accessing and using the major cortical skill area, it is important to have a ”brain-supportive” environment”. Tony Buzan (2006, p.11) said that “Mind mapping is a multi-dimensional memory jogger and fantastic revision tool. Understanding the way you think will help you to use words and imagery in mind maps formats for recording, revising, recalling, remembering, organizing, creative thinking and problem solving in your studies and when revising for exams”. Mind mapping is a graphical way to represent ideas and concepts. Mind mapping is useful method that help the learner learn effectively. It improves the way in which information is recorded and it supports creative problem solving. Mary Kane (2017,p17) said that “Concept mapping is a generic term that describe any process for representing ideas in picture and map”. These are some steps how to draw a Mind Map :

1. Start in the middle of a blank page, writing or drawing the idea you intend to develop
2. Develop the related subtopics around this central topic, connecting each of them to center with a line
3. Repeat the same process for the subtopics, generating lower-level subtopics as you see fit, connecting each of those to the corresponding subtopics.

The mind mapping can use for problem solving, learning and memorizing, brainstorming, presenting an information, research and consolidating, note taking and planning.

Interest

An opinion expressed by Slameto (2003,p.180) the interest is a proffered taste and interest in a matter or activity, without being told. Ibrahim Bafadal (2005, p. 191) said that interest could be classified as a trait or behavior that have tendencies or certain tendencies. Interest is both a psychological state of attention

and affect toward a particular object or topic, and an enduring predisposition to engage over time. Interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success.

Reading Comprehension

Reading is an important aspect in a language skill. By reading, a reader will increase his/her language of skill and expand his/her knowledge, insight and experience. Therefore, the readers can understand any reading texts which are presented by the writer. Reading is an important aspect in a language skill. By reading, a reader will increase his/her language of skill and expand his/her knowledge, insight and experience. Therefore, the readers can understand any reading texts which are presented by the writer. According Foertsch, (1998,p.5) reading has three definitions: the first, reading is learning to read means learning to pronounce words. The second definition, reading is learning to read means learning to identify words and get their meaning. And the third, reading is learning to read means learning to bring meaning to a text in order to get meaning from it.

Mortimer J. Adler and Charles Van Doren (2011,p.6) wrote that “Reading and listening are thought of as receiving communication from someone who is actively engage in giving or sending it”. According Danielle S. McNamara (2007,p.3), reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.

Comprehension is the purpose of reading. Good readers can understand what they read, remember it, and share it with others. Quick and easy comprehension is the ultimate goal of reading. According Frank Smith (2004, p.8) Learning and comprehension are particularly interesting examples of this drive to construct fictitious entities. Bothe are widely regarded as skills, reflecting learning and comprehension process in the brain.

Steven A. Stahl, and Scott G.Paris (2005) wrote “The assessment of reading comprehension is a critical component any national research effort aimed at improving our understandings about what is reading comprehension and how it can best be taught.” According John Langan, (2002,p.359) One misleading idea that some students have about reading is that comprehension should happen all at once. People believe that the single reading of a textbook selection should result in a satisfactory understanding of that selection. But what such students do not realize is that good comprehension is usually a process. Very often, comprehension is achieved gradually, as you move from a general feeling about what something means to a deeper level of understanding.

Teacher Created Resource (2016,p.3) wrote that “Reading Comprehension gives practice in reading and answering question to help fully

comprehend what is read”. Reading plays a very important role in our daily lives. We read stories, letters, newspapers, advertisement, notice, sign, signboards, etc. Written material forms an important source of information and knowledge. As practicing or prospective teachers we should spend some time to understand the reading process.

3. Methodology

The researcher did this research about six months in SMPIT Yapidh that located on Jl. Wibawa Mukti Gg, H. Awi, Jati Luhur, Jati Asih, Bekasi, West Java, in academic year 2018/2019. The participants are all students on ninth grade, and as a sample the researcher chose the students at IX E classroom, there were 25 students and all of them are females.

In this research, the researcher used descriptive qualitative method. According to Ary (2010) as cited in Nuraeni (2017, P 22) state that qualitative research is used by the research to conduct this study because the researcher seeks to understand a phenomenon, a process, or a particular point of view from their perspective of those involved. This research concerned on the analysing a phenomenon that occurred in the classroom activities. As the instruments the researcher used observation and interview. The researcher did observation to the sample of this research. The points of this observation was the students can make mind mapping and write about the structure of the text, the purpose of the text, the moral value from the text and the main characters in the text.

The researcher used interview and observation as the instruments to collect the data. Based the data, the researcher conclude that all students interested in learning English using application mind mapping. The researcher has several steps to analyze the data using observation that figured as follows:

1. The researcher collected the data through observation
2. The researcher selected, and focused on the data by referring to the formulation of the research problems being investigated in the study.
3. After collecting and analyzing the data, the researcher displayed the data in the form of descriptive
4. The researcher writes the final conclusion.

After collected the data using observation in the class, the researcher did some interviews to some students in the class. The researcher made some questions in interview session using bahasa Indonesia and English to make students more understand about all questions. And the researcher did these steps:

1. Preparation
2. Form Questions
Create the questions to ask before the interview begins
3. Show Courtesy
4. Tape the interview

A tape recording of the session is very helpful to listen to while writing out the results of the interview.

5. Confirm and clarity

6. Ending the interview

The interviewee should be thanked for their time and information

7. Research Information

Transcribe the interview immediately to keep the information as accurate as possible.

4. Finding and Discussion

The researcher did application of mind mapping method to interest students in reading comprehension. In this class has 25 students, and all of them are females. They have a thinking that reading comprehension is very difficult. They did not understand about the story or text that they read, because they cannot comprehend. The researcher applied mind mapping method to interest students in reading comprehension, and the students were happy and enjoyed in the learning process, because this method helped them to comprehend the texts. The students can draw and write the points of the story using pencils colours and paper colours. They put the title of the story in the center of paper, then they draw some lines and some shapes such as : clouds, stars, and other shapes to write the character, the purpose, or the structure of the story. Used mind mapping made the students more comprehend and remember easily. The time before, they wrote the points of the story in some paragraphs. It made they bored.

The researcher believes that this method can make the students interested, because they did not only write the points of the story, but also they can draw their favorite drawing. They more comprehend about the storyline that they read. In this research, the researcher should have an observation data about the result application of mind mapping method to interest students in reading comprehension. And the observation checklist data showed that the most students at IX E classroom interested in learning reading comprehension using mind mapping method. From 25 students, 84% students can answer well about the structure of narrative text, 88% students can answer well about the purpose, 84% students can answer well about the moral value and 92% students can answer well about the characters based the story, a few students cannot answer well because they chatted and did not pay attention during the researcher explained about mind mapping method. Based the data observation, the researcher can conclude that application of mind mapping to interest students in reading comprehension is suitable for the students, and this is students center method. It means that all students active in learning process. This method not only can apply for students in the school but also for college students in the university.

After learning process using mind mapping method, the researcher gave an interview to the students at IX E classroom as a sample, and based the interview data the researcher known that all students gave positive response. It means that all students were fun and enjoyed with application of mind mapping method in reading comprehension and they were very interested too. In interview session the researcher gave ten questions in bahasa Indonesia and English to make the students more understand. When the researcher asked “do you like mind mapping method?”. All of students said “yes”. They told that using this method makes they spirit and happy because they can remember the materials easily. They more focus to the points of the learning without write many sentences.

5. Conclusion

The most important conclusion of this research is Application of Mind Mapping Method to Interest Students in Reading Comprehension effective enough for students. Mind Mapping is an easy way to learn thoughts organically without worrying about order and structure. This method is suitable for all students because all students should active to comprehend a text, draw a mind mapping and write the points of the story. The tools that needed to make mind mapping are cheap and easy to get it. Mind mapping makes reading comprehension more simple and easily. It can be used in other topic, it means not only in reading comprehension, but also in writing, vocabulary, listening and tenses. This method is suitable for students in kindergarten until college students, of course in different topic. Based the result of this research can conclude that the most students in SMPIT Yapidh interest in learning reading comprehension using mind mapping method, in fact the result of this research proved that more than 85% students can answer well all exercise that they did.

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