

THE USE OF MIND MAPPING IN THE TACHING OF READING A PROCEDURE TEXT TO SENIOR HIGH SCHOOL STUDENTS

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Abstract

In the teaching of reading comprehension skill, there are various kinds of techniques that are available for the teachers. One of them is mind mapping. The use of mind mapping in class is useful when working on all sorts of skills. The students can use mind mapping to quickly jot down the gist of articles or texts they have read and it helps English teachers clarify their instructional goals of their students easily because mind mapping is visual and systematic. This paper focuses on the use of mind mapping in the teaching of reading a procedure text to senior high school students. The purpose of this paper is to give description about how mind mapping method could be applied in the teaching of reading a procedure text. Teachers as facilitator in teaching learning activity should be able to deliver materials by using appropriate media or teaching strategy so that the students are not bored with conventional method. The writer suggests that English teachers should understand the students' characteristic before teaching learning activity conducted. Moreover, they should be creative and innovative to create enjoyable teaching and learning process to make students motivated in reading activity.

Key Words: Mind Mapping, Teaching Reading, Procedure Text

A. Introduction

In Competency Based Curriculum, teaching English at senior high school is focused on the four basic language skills; listening, speaking, reading and writing. Those skills are interrelated and cannot be separated each other. As a skill, reading has become an indispensable one for future life because it also

functions as comprehensible input of knowledge. This is not a surprising fact, most of the time students have during their study is spent on reading various kinds of text that can widen and improve their knowledge.

Teaching of reading at senior high school is focused on comprehending several kinds of text and one of them is procedure text.

Anderson in Dewi (2013) defines procedure text as a piece of text that gives us instruction in doing something.

One of teaching strategies that can be used in teaching reading to senior high school students is mind mapping. Buzan and Buzan in Mento, Martinelli and Jones (1996:4), mind mapping is a powerful graphic technique which provides a universal key to unlock the potential brain.

B. Review of Related Literature

1. Concept of Reading

Davies in Hikmah (1995: 1), reading is a mental, cognitive process which involve a reader to respond a message from a writer who is distance space and time. Similarly, Bromley (1992) declares that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It can also be said that reading functions as the act of responding with appropriate meaning to written materials. It means that reading is a process of interpreting the writer's message in printed materials.

2. The Concept of Procedure Text

Anderson in Dewi (2003:50) defines procedure text as a piece of text that gives us instruction in doing something. The purpose of this text is to explain how something can be done. It means that procedure text is a text that helps us to do something or gives us instructions how to get things done. The examples of procedure text are directions, recipes, instructions manuals, and itineraries.

3. The Social Function of Procedure Text

The social function of procedure text is to describe how something accomplished through a sequence of action or steps. It can be said that in constructing a procedure text, the writer should write the actions in chronological order.

4. The Generic Structure of Procedure Text

Swales in Hayati (2010:18) states that structure of texts is a device that supports communicative purpose..

There are three generic structure of procedure text.

They are:

- a) An Introductory statement that gives the aim or goal.

- b) A list of the materials that will be needed for completing the procedure (not required for all procedural texts).
- c) A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal.

5.The Language Features of Procedure Text

Besides having social function and generic structure, procedure text also has language features that support the form of a procedure text. They are:

- a) Simple present tense, especially imperative form.

Procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples: cut, stir, add, boil, mix, grate, pour, crack, turn, etc.

- b) Connective of sequence

Sometimes, that is not enough to make a good instruction just using imperative form of present tense. However, to make it better and easy to follow, we need the word like as

then, after that, next, finally, etc. These are called comparative sequence.

- c) Numbering

The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth etc.

6.The Concept of Mind Mapping

Tsinakos and Balafoutis (2009: 1), mind mapping is an important technique that improves the way you take notes, you can quickly identify and understand the structure of a subject and the way that pieces of information fit together, as well as recording the raw fact contained in normal notes.

Mind mapping is a method that uses comprehension or concentration skill and involves in a note taking by relating each fact or idea to every other fact or idea. Buzan in Indra (2013:15) states that Mind mapping is a creative thinking instrument which reflects natural work brain. Mind mapping enables the brain to use all pictures and its association in radial design.

7. The Procedures of Mind Mapping

Buzan in Nesen (2013:13) states that there are several procedures of how to apply mind mapping. They are as follows:

- 1) Turn a large A4 (11.7" x 8.3") or preferably A3 (16.7" x 11.7"), white sheet of paper on its side (landscape), or use main pad.
- 2) Gather a selection of colored pens, ranging from fine nib to medium and highlighters.
- 3) Select the topic, problem or subject to be Mind Mapped
- 4) Gather any materials or research or additional information
- 5) Start in the center with an unframed image approximately 6 cm high and wide for an A4 and 10 cm for an A3
- 6) Use dimension, expression and at least three colors in central image in order to attract attention and aid memory
- 7) Make the branches closest to center thicker, attached to the image and 'navy' (organic).

Place the Basic Ordering Ideas (BOIs) or the chapter 'heading' equivalents on the braches.

- 8) Branch thinner lines off the end of the appropriate BOIs to hold supporting data (most important closest)
- 9) Use images wherever possible
- 10) The image or word should always sit on a line of the same length
- 11) Use colors as your own special code to show people, topics themes or dates and to make the Mind Map more beautiful
- 12) Capture all ideas (your own or others'), then edit, re-organize, make more beautiful, elaborate or clarify as a second stage of thinking

8. The Steps of Using Mind Mapping

Davies (2010:7), there are several stages to teach mind mapping in the classroom. They are as follows:

- 1) Give a focus question that states about the topic. (e.g.,

“What is hydroponic system?”).

- 2) Design a draft and related ideas with the topic and questions to be answered. The function of this step is to collect the ideas about the topic or brainstorming.
- 3) Place the importance idea hierarchically in temporary map. Then, each stage is connected by the lines. The hierarchical start from the important with narrows direction.
- 4) Then, each stage is connected by the lines. The hierarchical start from the important with the arrows direction.
- 5) Use suitable verb and prepositions/prepositional phrase to connect the topic. It functions to connect the topic with others part in mind map and we can use this depend on our map.
- 6) Add example or reason into the last circles or boxes map to support the idea in the previous stage.

C. Procedures the Use of Mind Mapping in the Teaching of Reading a Procedure Text

1. Preparation

Sari (2011) states that teacher has to do a preparation before he/she comes to the classroom in order to have the teaching and learning process run well. The main thing she/he has to do is making lesson plan. From the lesson plan he/she knows what step or procedures he/she takes in the classroom. This is aimed to achieve the aim of teaching and learning.

2. Implementations

Pre- Teaching Activities

The pre teaching will be as follows:

- a. Teacher greets the wholes students.
- b. The teacher checks the student attendance.
- c. The teacher leads the students by asking some questions.

For example

- 1) Teacher: **Do you know about our topic yesterday?**
- 2) Students: Yes, Mr.
- 3) Teacher: About what?

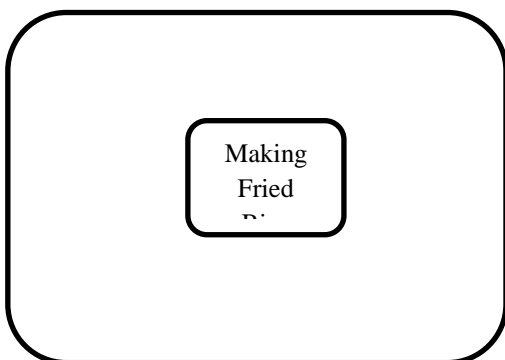
- 4) Students: Read procedure text.

Whilst – Teaching Activities

Tenti (2005: 11) defines while-teaching activities are done during discussing teaching material. The whilst-teaching activities will be as follows:

The whilst-reading activity help the students find their ways through reading. This stage composed of several steps as follows:

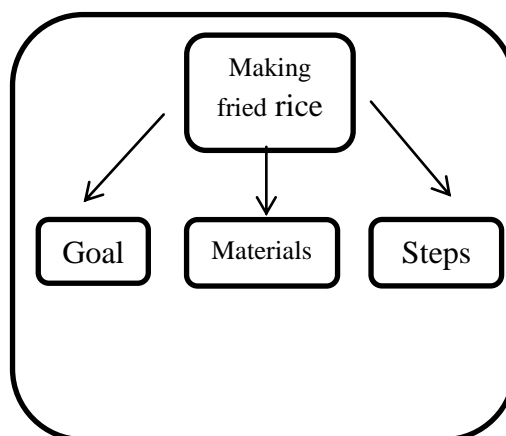
- a. The teacher introduces topic to the students.



- b. The teacher asks the students some questions that related about topic.
- 1) Do you know how to make fried rice?
 - 2) Do you know ingredients of making fried rice?

- 3) Do you know step in making fried rice?

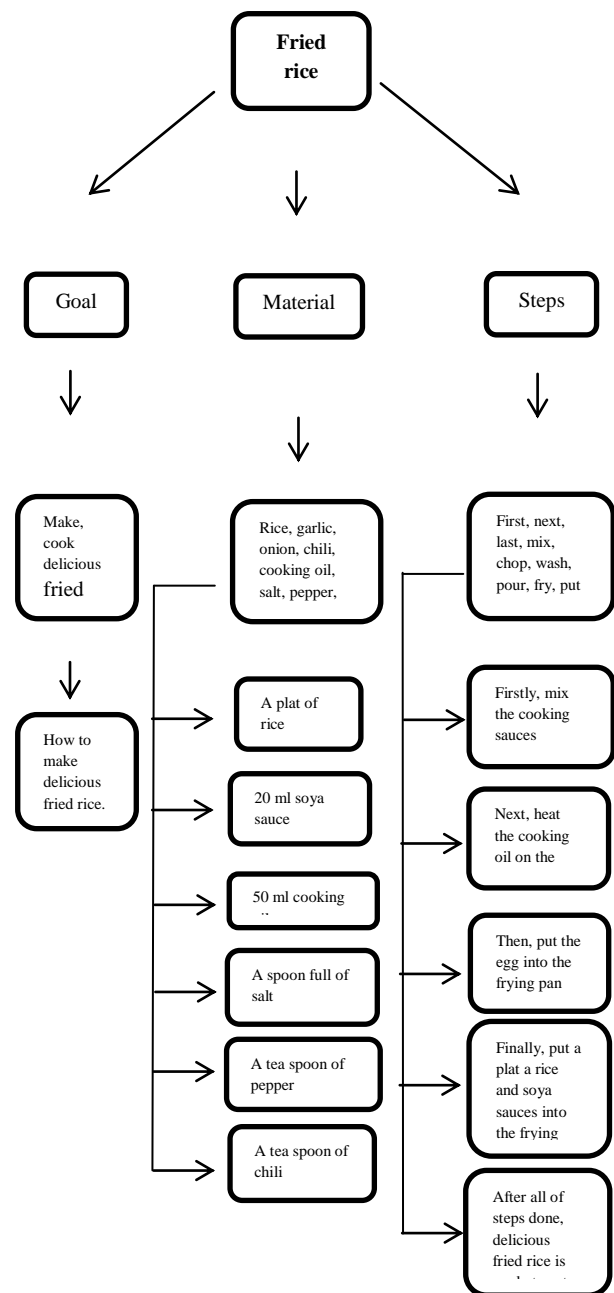
- c. The teacher lists of ideas from the students in the whiteboard
- d. The teacher groups all ideas of the students. For examples:



- e. The teacher divides the students into several groups of five members in each group
- f. The teacher distributes the text and asks the students to read the text, list the ideas about fried rice by their own group.
- g. The teacher asks each group to develop the mind mapping. In this step, the teacher asks each group to use mind mapping in relation to

procedure text that has been read.

- h. The teacher chooses one of the groups randomly to present their mind mapping in front of class. In this step, the students are invited to show their mind mapping that has been made based on their understanding of the procedure text.
- i. The teacher completes mind mapping that more detail based on the procedure text that has been read by the students.



- j. Finally, the teacher explains to the students in elaborate meaning about mind mapping and the teaching materials. For example, explain about generic structure and language feature of procedure text. It is aimed to make the

students understand and comprehend all about the text material (procedure text).

Post – Teaching Activities

Zamnia in Yunerfi (2006:19) states of post-teaching activities are necessary to follow up what the students have studied. Therefore, the teacher can test students by giving some questions to know their ability about the topic that they have learned.

Evaluation is something important to do because by evaluating students work, the teacher knows how far the students understand about the topic.

1. The teacher evaluates the students by giving the new example of procedure text.
2. The teacher tells the students that they are going to do exercise.
3. After that, the teacher writes some questions related the text on the whiteboard and asks the students to copy those questions on their exercise book and the teacher tells the students that they may answer the

question or do the exercise in 10-15 minutes

4. If the students finish their work, teacher asks to the students to exchange their work with their pairs. Tell the students that they will correct the exercises together. It purpose to grow the student's honesty in doing their work and do not make corruption.
5. The teacher writes the correct answer in the whiteboard.
6. Finally, the teacher gives reward to the students for their effort. It is very important because it motivates the students to learn English more.

D. Conclusions and Suggestions

Conclusions

Reading is an active cognitive process of interacting with print and monitoring comprehension to established meaning. It can also be said that reading functions as the act of responding with appropriate meaning to written materials. It means that reading is a process of

interpreting the writer's message in printed materials.

In teaching reading, strategy is very important. One of them is mind mapping. A mind mapping is suitable strategy that can be used in teaching reading because a mind mapping is a good strategy and interesting for the students. Mind mapping makes students easy to understand the contents of reading texts and can improve students' ability to comprehend reading texts. In addition, main mapping helps English teachers clarify their instructional goals to their students easily because the mind mapping is visual and systematic.

Suggestions

Based on the conclusions above, the writer suggests:

1. Teachers who teach English should use mind mapping to improve the students' reading skill.
2. In using mind mapping, teacher has to select the strategy that is relevant to any topic in teaching reading as to improve students' reading skill.
3. In teaching English by using mind mapping, the teacher should pay attention to steps of using mind mapping in teaching of reading.

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