

THE APPLICATION OF MIND MAPPING TO TEACH READING OF NARRATIVE TEXT

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ABSTRACT

English is still considered as a difficult subject, such as in the narrative text that combines reading and writing skills. The success of teaching is determined by the level of acceptance of students' understanding of the material. Students will learn with good interest if the teacher can teach in a fun way. It means that the teacher must determine creative and innovative learning by packaging the material in a simple but easy way for students to understand. This article aims to show the effect of an interactive teaching method. With the concept of the mind map in understanding the narrative text in English subjects. The data collection method used to complete this article is a literature review. It was done by investigating several articles or research related to the application of the mind mapping method in teaching narrative text to produce a descriptive analysis that through mind mapping, it can increase students' enthusiasm in learning English. Mind mapping can help students in indentifying the information of narrative text in the students' language. Therefore, it made the students comprehend the text easily.

Keywords: Teaching, Method, Mind map.

INTRODUCTION

Education plays a vital role in preparing and providing knowledge about quality of human resources in everyday life. Therefore, students can face challenges in the future. School is the main gate for education which is obtained with the ultimate goal of forming changes that include understanding, attitudes, and behavior as well as student skills towards life phenomena that are studied both individually and socially. Especially, now that the curriculum implemented by the government is the 2013 curriculum (K13).

This is different from the previous curriculum, namely KTSP. Students are required to be independent in learning and expected to be able to apply what they have learned outside of school.

It is known that today is the Globalization era. English as a global language is important to be learnt and be mastered by all levels of society, especially students. The initial view of English students is difficult, especially Indonesian students' reading comprehension which is still relatively low. Duffy (2009: 14) simply defines reading comprehension as the

essence of reading because if we do not understand the message, we are not reading. These requirements are done to create meaning or understand the message an author is saying. Further, the readers also need to remember what they have read. Therefore, students must be able to interact with the text to create meaning so that they can answer correctly.

It is no secret that the level of understanding between students varies. Some are quick to accept the material, then put it into practice, but some are slow. The language that the teacher uses also affects how students process the meaning of each word that it said. Unlike other subjects, teaching English requires extra reinforcement. It is combined as often as possible with simple language, in such a way that students can grasp the meaning and be interested in learning.

In teaching reading, the emphasis is on communication to understand the impressions and express messages or ideas. Students must be able to recognize the word for word, understand groups of words/phrases, clauses, sentences, and end up understanding the text as a whole. According to Day and Bamford (1998: 12), reading is the construction of meaning from a printed or written message. It means that the construction of meaning involves the reader connecting information from the written messages with previous knowledge to arrive at meaning and understanding.

Teaching English is not easy, especially since it is not our native language. The students feel afraid to

pronounce the words since the pronunciation of the words has different voice from the letter. Moreover, students easily feel bored with the monotony of teaching and learning. Especially the difficulty they feel when encountering long texts such as in the narrative text. Anderson (2003) explains that a narrative is a text that tells a story and entertains the audience. It has to inform about an event or audience find it interesting. We might even think of our narrative as an inner film where the audience sees people in action and hears them speak. Therefore, it must be detailed and understandable, with the events set inside order in other effectual ways.

Like teaching in general, the teacher's duration of speaking in front of the class should not be too much. Teaching like that is no longer applicable; teachers must combine several teaching models and methods. As the teacher has only placed students as objects, not as subjects. Even if the students have the right way to develop themselves in the classroom. Thus, asking students to express their complaints about learning, classroom conditions, and students' assessment of teacher attitudes.

Entering junior high school to college level, students will often encounter narrative text material. Kane (2000: 363-364) stated that narrative is a sequence of meaningful events told in words. It is sequential because the event is sequenced, not just random. Sequencing always involves setting in time (and usually other arrangements as well). The direct movement from the first event to the last

event is the simplest chronology. Therefore, students can catch every part that implies a message that is not much different from the flow of everyday human life.

Here teachers are required to be able to innovate and be creative in choosing learning methods, how they teach so that the material can be understood by students, and a pleasant atmosphere for learning, one of them is using the mind map method. Mind mapping is a fun way of taking notes, an easy way, and brings out new information and ideas in the brain (Buzan: 2005). He then says that mind maps are an easy way to digging information from inside and outside the brain. A new way to learn and practice fast and powerful, how to take notes that do not get boring, and the best way to get new ideas and plan a project. The form of Mapping is like a map of a street in a city that has many branches. These, we can draft a route fastest and precise and knows where we are going and where we are.

This article discusses the influence of mind mapping learning media in teaching reading on narrative text material. It is important for teachers to know the situation of each student and how they learn following the teaching concept. Mindmaps exist to make it easier for students to understand the text so students can create mind maps by summarizing narrative text using their language. According to Harmer (2001: 135), mind mapping is a way of teaching writing where students make their word diagrams: used lines, arrows, and encircles to show the relationship among

the ideas and details. The purpose of these diagrams is to assist students as they examine the words given. The mind mapping method is designed to support and assist student's become more strategic in reading and writing. Therefore, the mind mapping technique is a way of helping students to think easily and associate ideas more creatively. It is much more brainstorming but is more visual since the students can elaborate ideas creatively by looking at the relationship between words.

The mind mapping technique allows all students to express their ideas. According to Buzan (2008:4), mind mapping is the easiest way to get the information into the brain and get the information out of the brain-Mind map is a creative and effective technique in note-taking, and literally “mapping” our minds. Therefore, students can focus their knowledge by using mind mapping, thus reducing the working memory load and remembering easier and clearer. Furthermore, students’ involvement in mind mapping can encourage the students’ active practice which in turn consolidates knowledge

DISCUSSION

Reading: Definition and Purposes

Reading as an aspect of language skills is a problem that gets much attention in human life. This attention is rooted in the awareness of the importance of the meaning, value, and function of reading in social life. This is what causes the diversity reading sense. Reading is the pronunciation

of words and obtaining words from printed materials. This activity involves analyzing and organizing a variety of skills complex, including lessons, thoughts, considerations, combinations, and problem-solving that means giving rise to information explanations for the reader.

According to Dean (2013), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires you to think and feel. Reading is not just looking and pronouncing words in the text but comprehending all the components of a text. Thus, when the teacher teaches reading it shows a complex process. The best teachers develop an extensive knowledge base and draw on a repertoire of the ways for working with struggling students.

Reading is an active skill due to the involvement of the reader to process the text they read in their mind. There are reading rate and comprehension are two areas that commonly mentioned as requiring improvement (Buzan, 2004:21). Accordingly, improving both reading rate and comprehension can be challenging. It is because improving the students' reading rate is not just about reading words faster than they read before. It is about improving their ability to read at a speed that appropriate for the materials they are reading. It means the students are not merely increase their reading speed but also they can retain more information in order to comprehend what they have read.

Therefore, improving reading rate should be an indispensable part of improving reading comprehension.

The process in the reader's mind itself is not simple. It was supported by Pang, et al. (2003) who identified reading as a complex activity in order to understand written text which involves both perception and thought. Meanwhile, Grabe and Stoller (2002: 9) defined reading as "the ability to draw meaning from the printed page and interpret this information appropriately." Both definitions concurred at the complexity of the reading process that involved written text or printed page and interpreting it by perception and thought to get the information correctly.

The level of each understanding of what they read is known as reading comprehension, which is the ability to process text, understand the meaning of the text and integrate it with what the reader knows. Reading comprehension is one of the aspects that should receive a great attention from teachers and be practiced frequently by students, intending to improve the students' reading habit and comprehension, the teacher has to increase the students' reading interest in the beginning. One of the ways to increase the students reading interest is by providing them the materials that will be enjoyable and challenging to read.

A reader's purpose for reading has a profound effect on his or her thinking during reading. Some content-area teachers think of this as "cheating" or "cheapening" the reading process, penalizing somehow

their most proficient students, for whom the purpose of reading is always maximizing learning. Many experts proposed the purposes of reading. However, this paper will only jot down some of them. Grabe and Stoller (2002:13) pointed up seven purposes for reading: (1) to search for simple information, (2) to skim quickly, (3) to learn from the texts, (4) to integrate information, (5) to write, (6) to critique texts, and (7) to comprehend the text generally.

Thus, a more realistic view is that the purpose of content area reading is always the building of a particular subset of content-area knowledge. The teacher should help students to focus their attention on what you want them to get out of the reading

Micro and Macro skill of Reading

For many peoples the obvious categories in language skill, we had started to study the language that thought of the most. It can agree that in any one of these broad groups, there are also sub-skills involved. Although reading is a receptive skill like listening, teachers have taken great pains to point out. Therefore, it is important as a teacher to isolate these skills for the students in specific tasks designed to practice them. Based on its reach, people can improve their reading skills in both micro and macro aspects.

According to Brown (2004:), micro-skills in reading comprehension are as the following: (1) discrimination between graphemes and typical English

orthographic patterns, (2) store pieces of the language of different lengths in short-term memory, (3) process writing with efficient speed to meet objectives, (4) get to know the core words and interpret word order patterns and their significance, (5) recognize grammatical words of class nouns, verbs, etc., Systems, for example, tense, agreement, pluralization, patterns, rules, and elliptical shapes, (6) know that certain meanings can be expressed in different forms of grammar, (7) get to know the cohesive tool in written discourse and its role in signaling the relationship between and between clauses.

Moreover, Brown (in Kurnia and Erawati 2018:104) describe that macro skills in reading comprehension are as follows: (1) recognizing the rhetorical form of written discourse and their importance for interpretation, (2) recognize the communicative function of the written text, according to its form and purpose, (3) give an explicit context using background knowledge, (4) from the events described, ideas, etc., conclude relationships and connections between events, deduce causes and effects, and detect relationships such as main ideas, supporting ideas, new information, the information provided, generalizations, and examples, (5) distinguish between the literal and implied meanings, (6) detect specific cultural references and interpret them in the context of an appropriate cultural scheme, (7) develop and use a series of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the

meaning of words from context, and activating schemes for text interpretation.

In a broad sense, micro-skills of reading comprehension include the understanding of micro components of language such as phoneme, morpheme, syllables, words, and phrases, and sentences. Meanwhile, macro skills include more major skills of reading which include getting specific information, general information, textual meaning, textual references and even understanding beyond textual meaning (Mantra, & Widiastuti, 2019). Moreover, students should have the ability to automatically operate reading strategies in understanding the reading text. Therefore, the macro-skills isolate the skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro-skills. In micro-skills, the reader has to interpret intonation patterns.

Examining further about the concept of reading until understanding reading comprehension and even achieving reading goals, it cannot be separated from the type of reading itself. There are many texts that students must study while studying at school, one of them is narrative text that is most often read.

Narrative text

In learning English, especially in reading narrative text, it is always the material that must be studied by students. For English teacher, the most important thing for students to learn is that it is a real-life situation, meaning that the real situation

is around us in everyday life. According to Macken (in Sari 2017:22), Narrative text is a text to construct a view of the world that entertains or informs the reader or listener.

a. Social Function

To amuse, entertain, and deal with the actual or vicarious experience in different ways; Narratives deal with problematic events that lead to a crisis or turning point of some kind, which in turn finds a resolution.

b. Generic (schematic) Structure

1) Orientation: sets the scene and introduces the participants 2) Evaluation : a sleeping back to evaluate the plight 3) Complication : a crisis arise 4) Resolution : the crisis is resolved, for better or for worse 5) Re-orientation : optional.

c. Significant Lexicogrammatical Features

1) Focus on specific and usually individualized participation 2) Use of Material Processes, (and in this text, Behavioral and Verbal processes) 3) Use of Relational Processes and Mental Processes 4) Use of temporal conjunctions and temporal Circumstance 5) Use of past tense.

In English lessons, pieces of literature are also taught to students to improve and train their understanding. The material that is often taught is about the narrative text. This material is usually taught so that students can understand the meaning of short functional texts and narrative monologues in the context of everyday life and access science (Sarwani, etc, 2015:243)

Referring to the social function of narrative text, the researcher argues that narrative text can help people control the situation they are experiencing. Because usually there are stories in the narrative text related to the stories they experienced. Besides, narrative text can also enable students to think more logically in controlling their time. The beginning of the story, the middle of the story, and the ending of the story should be considered by students in taking their life further.

There is nothing different in understanding narrative text material with other materials; it takes a frame of mind and of course the right media or method. There are many teaching methods to make learning easier, of course the teacher must choose a method according to student interests. Mind map is the right method, which combines creative and simple thinking concepts.

Mind map

Mind mapping is a learning method that maximizes the function of the right and left brain. This technique uses visual translation. This method is believed to be more effective than using a list of materials. This learning method uses symbols, words, colors, to pictures. This concept is brain-friendly and easy to understand. According to Buzan (2008: 4), mind mapping is the easiest way to get the information into the brain and get the information out of the brain-Mind map is a creative and effective technique in note-taking, and literally "mapping" our minds. Therefore, students

can condense their knowledge by using mind mapping, thus reducing the working memory load and remembering the knowledge easier and clearer. Furthermore, students' involvement in mind mapping can encourage the students' active practice which in turn consolidates knowledge. This means that through mind mapping students are guided to develop background knowledge of the texts they will read. They recall existing knowledge and relate them to the text. By doing this, they practice brainstorming by using a mind map students will find it easier to learn the reading of a narrative text.

Increase students' reading comprehension with mind mapping can be solved when students learn the principles or we called the rules of reading correctly becomes better and satisfied readers. Mind maps enhance the learning of speed reading by encouraging students to quickly take in many words at once rather than one word at a time.

Steps in Implementing Mind Map

The steps below explain how you can create mind maps quickly and effective:

Step 1: Start the mind map on a blank sheet of paper or blank document in a word-processing computer program. Select a narrative text or a fiction book to focus on. Place the title of the book within the text box in the top center of the document.

Step 2: Tell students you are going to flash the mind map in front of them for a second or two before taking it away. They

must read the entire title of the book or within that brief moment.

Step 3: Ask the students to write down the titles they read. Review their responses for accuracy. Continue practicing with reading titles only on the mind maps until students' perception is correct each time.

Step 4: Move on to using complete sentences on the mind maps. Select one or two sentences from the same book or article. Split the sentence into two or three text boxes on the mind map. Flash the mind map in front of the students, now instructing them to read the words within each text box as if they were just one word.

Step 5: Test students' comprehension of the sentences by having them explain in writing what they read. Encourage them to anticipate, also in writing, what they believe the following text they read might say.

Step 6: Advance to creating mind maps with text boxes that contain entire sentences. Have students practice reading the sentences all at once, trying to assimilate the separate words into one main idea.

Step 7: Complete the reading lessons with the most advanced mind maps. These have text boxes holding several sentences, clustered around one main idea.

Therefore, mind maps may be enhanced and enriched with color, pictures, code, and dimensions to add interest, beauty, and individuality. These in turn aid creativity, memory, and specifically the recall of information. Mind maps help you

to make a distinction between your mental storage capacity, which your mind map will help you achieve. Storing data efficiently multiples your capacity. It is like the difference between a well-packed or badly packed warehouse, or a library with or without an ordering system.

The benefits of using mind mapping have been suggested by Buzan (2012: 6) mind mapping can help us in many ways, starting from (1) planning, (2) communicating, (3) being more creative, (4) saving time, (5) solving problems, (6) focus attention, (7) organize and explain thoughts, (8) learn more quickly and evasively, (9) remember better, (10) see the "whole picture".

Based on the benefits of the mind mapping learning model above, the researchers can conclude that making a mind mapping model requires the use of the imagination of the maker. Mind mapping is very effectively be used to generate ideas and improve understanding of narrative texts that students read. But in the process of using mind mapping for learning to read a narrative text, the teacher's role is needed to ensure that students understand how the learning concept uses mind mapping. According to Ramadhan (2015: 9), to get better results of students' understanding through mind mapping strategy in narrative text, the teacher should ensure that every student in the classroom understands the procedures in reading comprehension of narrative text. The students understand about mind map concept (how about enlarging a keyword becomes to other

words that still have correlation). By enlarging word by word, they can make a sentence, and from the sentence, they can enlarge become a paragraph.

CONCLUSION

Teaching English is not as easy as other subjects because English is not our native language. The general view of students who still think English is difficult to learn. So, it is rare to find students who like to learn English. Especially, when it comes to discussing types of text, such as narrative text that is usually a long one. Students are lazy to read the entire text, as a result, students do not know what the text contains. Even though reading is a basic skill in English.

The level of student's cleverness is varying. The teachers are required to know how each student's learning style is and can teach in a fun way. To achieve student understanding, teachers must be creative and innovative in teaching by choosing the right learning method. By making a mind map, students can summarize the narrative text in their language. Therefore, the text is easy to understand and increases students' interest in reading and learning about English.

Like a map of the street, Mind Map will assist to bring you of your place in this time to a place which you wish. Such as those which we have seen alongside this book, Mind Map very effective because mind mapping work together brain and way of natural activity of him: Mind Mapping is the materialization of physical of Mind

Map mind in dramatic and remarkable activity network in our head. In shorter, mind mapping works together to feel brain pucky with association and imagination. This is because mind mapping is the same activity and adventure among what is going on in the brain and the text.

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