
USING MIND MAP TECHNIQUE FOR COLLEGE STUDENTS OF STMIK ROYAL IN KISARAN

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Abstract: This study aims to show that the all information especially for students which get improve the knowledge about the reading skill through mind mapping technique. As the target in learning activity for reading skill at class MI 1 A of STMIK Royal in Kisaran in the academic year of 2019/2020. So This research took the classroom action research and got the sample about 30 students of class MI 1 A for diploma at STMIK Royal. The data in this research were collected through field notes. The result of this learning activity showed that the use of the mind map technique could improve the students' reading skills. The students got improvements in the paraphrasing sentence, finding topic sentence, and vocabulary mastery. Moreover, through the mind map technique, the students were motivated to be active in the classroom activities. They were actively involved in the process of teaching and learning. This condition stimulated the students to work based on their own actual capability.

Keywords: the students reading skill, mind map technique.

Abstrak: Penelitian ini bertujuan untuk menunjukkan bahwa segala informasi khususnya bagi siswa yang memperoleh peningkatan pengetahuan tentang keterampilan membaca melalui teknik mind mapping. Sebagai sasaran dalam kegiatan keahlian membaca di kelas MI 1 A STMIK Royal Kisaran pada tahun akademik 2019/2020. Maka penelitian ini mengambil jenis penelitian tindakan kelas dan mendapatkan sampel sebanyak 30 siswa kelas MI 1 A program diploma di STMIK Royal. Data dalam penelitian ini dikumpulkan melalui catatan lapangan. Hasil dari kegiatan pembelajaran ini menunjukkan bahwa penggunaan teknik peta pikiran dapat meningkatkan kemampuan membaca siswa. Siswa mendapatkan peningkatan pada kalimat parafrase, menemukan kalimat topik, dan penguasaan kosakata. Selain itu, melalui teknik peta pikiran siswa termotivasi untuk aktif dalam kegiatan kelas. Mereka terlibat aktif dalam proses belajar mengajar. Kondisi ini mendorong siswa untuk bekerja sesuai dengan kemampuan mereka masing-masing.

Kata kunci: keterampilan membaca mahasiswa, teknik peta pikiran.

INTRODUCTION

Learning language is very important to increase the capability of using the grammar, vocabulary, pronunciation, structure, and so on. But other side, the learners must be active to communicate with each other because they need skill in English language as the international language. Therefore we have to competence in oral language and written language, such as listening, writing, reading, and speaking. However,

we have to show our skill and practice it every time. As we know that the students has been known the English from basic school to the college students which found some problems in English especially for reading skill they had problem about vocabulary because they were poor vocabulary to adopt the new words from module and The students had limited sources to learn this reading text. In reading skill as the input program for learning activity in our subject which find

that the written text to remember the meaning of the text and understand the new word in the magazine, books, journals and internet. Those written texts give so much information to increase the knowledge for the students because they can access this information of reading text, as we know that reading is also a multifaceted process that depends on the student's cognitive development, experiences and prior knowledge of a subject, ability to make inferences, and more, (Raphaela Brandner, 2005). That way the reading skills are important to be mastered.

However, in our campus, the researcher found that there were many students who still had low competence in reading skills when the researcher have done the learning process in a campus of STMIK Royal Kisaran as lecturer for diploma III at the class of MI 1A. They had faced some reading problems which caused the learners had difficulties in comprehending the information presented by the Module.

Considering the problem discussed above, the researcher have changed the technique for students at STMIK Royal in Kisaran by using mind mapping. Mind mapping technique was effective way for reading skill because students were able to communicate information and they could clarify complex into simple, meaningful displays so that the students can be developed a holistic understanding of the content to be learned then the students can represent or manipulate a complex set of concepts of the passage in a diagram, they are more likely to understand those relationships, remember them, and be able to analyze the component parts of the text.

It was absolutely that the mind map is a diagram, a graphic organizer that helps students visualize what they're reading and detect connections between individual pieces of information. In a classic mind map, we'll always find the subject (in our example, the title of the book)

prominently placed in the center of the map canvas, with all notes, ideas and keywords arranged around the center in a radiant structure.(Raphaela Brandner, 2005).

A mind map is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping you to better analyze, comprehend, synthesize, recall and generate new ideas. (<https://litemind.com/what-is-mind-mapping/>).

According to Sugiarto (2004) that it is a technique to summarize reading resources and then visualize the problems in the form of map to make it easier to comprehend. By using this technique, the readers can quickly identify the information from the text they read and also grab the structure of a subject and the way that pieces of information fit together. It can help the readers to make a note from the text clearly. Every piece of the text can be noted and described in a map which consist of any symbols or pictures that connected each other to be complete information.

METODE

The researcher took the classroom action research. The researcher can be improved the quality of using the mind mapping for students MI 1 A of STMIK Royal Kisaran and got information more deeply about reading comprehension especially for diploma III of class MI A. The researcher focused on improving students' reading skill by using the mind mapping. The researcher invited the English and the students of MI 1 A of STMIK Royal kisaran in the academic year of 2019/2020

The researcher was as the lecturer and only took one class MI 1 A who taught reading skills and needed 27 students as the participants for increasing the knowledge in English practice. The

table below shows the population of class in the research.

Table 1. The Research Sample by Class

No	Majoring	class	Students
1	Management Information	1A	27

The researcher used Kemmis and McTaggart's model. There were three steps in a cycle. They were planning, action/ observation, reflection. These steps were involved in using the cyclical structure. It meant that these steps were possible to re-implement in the next cycle when it was needed to do. And only did two cycles because of some reasons such as time limitation of teaching and learning process. Those steps were headed by a process called reconnaissance. This reconnaissance led the researcher to focus of the study. By doing the reconnaissance, the researcher gained data about obstacles and weakness in reading a passage.

They were collected through observations and interviews. The researcher observed activities in the learning and teaching process related about reading activities. the results of the observations were presented in the field notes. Meanwhile, the interviews were done to make sure and add the data from the observations. The researcher interviewed the collaborator and the students. The research procedure included the following steps

Planning

This step was planned the details of this learning activity, how to developed their skill in reading such as the actions that the researcher would do in every cycle. It was the further step from the reconnaissance. What the researcher would plan depends on what the researcher had had from the

observation and discussion about the students' reading skill and should be solved in the research process.

Actions and Observations

This step was the implementation of the action plans after the researcher got the data from the previous steps. There would be an observation after doing the action to know the effects of the actions done in the classroom especially for the Students' reading skill

Reflection

After doing activities in the first cycle and then observing the problems, there would be a reflection of the implementation. It becomes the reference to implement the actions in the next cycle better than before. Responses and suggestions were accepted by the researcher from the other participants of this research. The results of the identification from the actions were determined as successful or unsuccessful ones.

RESULTS AND DISCUSSION

The results of the case study showed that most of the students at STMIK Royal for class MI 1A prefer the use of mind mapping, especially for reading skill. Based on the actions, observations, and the reflections discussed above, findings can be formulated as follows:

Firstly, the technique of the mind map is able to improve the students' reading skills. Formerly, the students had difficulties in finding information from texts.

It was because they rarely practiced and were taught by using an adequate way in finding prominent information within the texts. Using the mind map, the students were able to find the information such as the main idea or

detail information easily by reading the keywords and using the map which represented the information which was linked by lines or arrows.

Secondly, the mind map technique was also able to facilitate the students' in guessing the meaning of the unknown words from the context. The researchers found the best communicative way considering the students capability to invite the students to know or understand an unknown word based on what the text was talking about. As a consequence, the students had to improve their vocabulary mastery so that they could guess the unknown words well.

Thirdly, this technique could help the students to use scanning and skimming in the reading activities. They did not need to read all of the words in the text they read. They only needed to read at a glance to specific information within the text and then to get the overall picture of it. They need to practice more to improve both skills, scanning and skimming.

Fourthly, the technique encouraged the students to read critically especially when they were making a mind map. Some students had prior knowledge about information in a text they read. They should be able to distinguish between their opinion and fact. They might not put their opinion without considering the fact in the text in order to present a comprehensive mind map.

Fifthly, the mind map technique could help the students in paraphrasing a sentence. They could understand a text better than before after they said a sentence using their own sentence

They were also able to improve their way in understanding a text comprehensively. They were guided to know how to make a new form of a sentence using their own words. Expressing information within a sentences using their own sentences indicated that they can understand the

Finally, the mind map has good effects to the students in comprehending a

text. There was an adequate guideline for the students. It helped them understand a text better than before. Those actions which were implemented in the reading teaching learning process when the researcher conducted this research were able to facilitate the students in the reading activities.

CONCLUSION

The conclusion of this research study is supported by two findings. This aimed of the implementation of the mind map was to improve the students' reading skills. When the students used the mind map technique, they could read and comprehend the texts easily. In the first cycle, there were successful and unsuccessful actions but those unsuccessful actions were improved in the second cycle. It can be seen from the field notes, the students' opinions and the lecturer's opinion about the actions in the interview transcripts.

From Cycle 1, the researchers found that the mind map technique improved the students' reading skills. The researchers gave them ways of reading. And also explained how to use a mind map in the process of comprehending of a text in the reading activities. The researchers invited the students to get involved in the reading activities so that they understand more how to solve their reading problems.

From the Cycle 2, the researchers found that the mind map could improve the students' reading skills. They could grasped information from a text they read and understood it. They could identify the main and detail ideas of the text. The technique also improved the students' creativity and vocabulary mastery. The interesting ways of making mind map could make the students read texts effectively and efficiently. They also became good in paraphrasing a sentence which represented their understanding of information within the sentence.

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