CHAPTER II
Mind Mapping Method

This chapter discusses some relevant theories which are related to the study. Researchers also dig information from various sources in order to obtain a pre-existing information about theories relating to the title which is used to obtain a scientific theoretical basis.

2.1 Mind Mapping

2.1.1 The Definition of Mind Mapping

Mind mapping is a graphical method to represent concepts and ideas. The technique is introduced by Tony Buzan in 1998, an expert and writer in physiology, creativity and self-development.

> Mind mapping is a creative note taking technique in a visualization and graphic forms that are used to make people find it easy to enter information into their brains, keeping isnformation in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan 2008: 10).

Fiktorius, (2013:302) states that mind mapping is a tool for teaching language that helps the teacher introduce or bring together multiple words linked to one subject or theme. Therefore, it can be said that mind mapping can give students a way to begin writing assignments.

> Along with the advantages inherent to constructing knowledge through the viewing and creating of concept maps, visual representation and use of color make mind mapping a unique representational strategy, which appears to have particular educational benefits, since pictures and structured diagrams are more comprehensible than just words and a clearer way to illustrate understanding of complex topics (Davies, 2011:16).

Asking the students to make a mind mapping possible for them to identify clearly and creative what has been taught or what has been planned. Mind mapping is a whole brain utilization technique by using the visual image and the other graphic infrastructure to form the impression. Brain is frequently remembering the information in image form, symbol, voice, shapes, and sense. Mind mapping is use the reminder visualization and this sensory in a pattern from the ideas related as map of road which used to study, organizing, and planning. This map could generate original ideas and trigger the simple memory. This method is easier than the traditional noting method because it is activate the both hemispheres of the brain. This method is fun, relaxing, and creative.

2.1.2 Tips of Making a Mind Mapping

DePorter (2005:152) puts forward the tips of making a mind map. There are:

1. Write down the main idea in the middle of the paper and scope it by the circle, square, or the other form.

2. Add a branch which came out from the center for each point or the main idea. The amount of the branches will be varying, depend on the amount of the opinion or the segment. Use the different color for each branch.

3. Write down the key words or phrases at each branch which developed for the detail. Key words are the words which sent the essence of idea and trigger the memory of the student.

4. Add some symbols and illustrations to gain the better memory.

2.1.3 The steps of Implementing Mind Mapping to students

1. Deliver the learning purpose which want to be achieved.

2. Teacher presenting material as usual.

3. To ascertain the student's absorption in thinking, work the assignment individually.

4. Teacher will give a test in multiple choice about descriptive text in order to trigger their reading comprehension.

5. They are ordered to write down the certain element in descriptive text with the form of Mind Map.

6. When the elements is gained, they are going to identify one by one.

7. The students are Conclusion/closing.

2.1.4 The Benefits of using Mind Mapping

1. This method is quick.

2. The technique can be used for organizing the ideas that appear in mind.

3. The diagram drawing process could appear the other ideas.

4. The diagram that has been formed can be used as the guidance for writing.

2.2 Teaching Equipment

Teaching Equipment is a device that is used to manage the learning process. These learning tools can be syllabus, Lesson Planning (RPP), Student Worksheets (LKS), Learning Outcomes Evaluation Instruments (THB), learning Media, and student teaching books.

The opinion above can be concluded that the learning device is the equipment used by teachers in conducting the process of studying the form of syllabus, RPP, teaching materials, media and assessment instruments.

2.2.1 Syllabus

Syllabus is a reference to the preparation of learning frameworks for each study subject matter. In others, syllabus is the description of the standard of competence and basic competence into the subject matter, learning activities, and indicators of achievement of the potential for the supporters. So, syllabus is one of the products of curriculum development containing outlines of learning materials, learning activities and assessment design.

Permendikbud Number 65 year 2013 states that, the syllabus at least contains several things, as follows.

a. Subject identity

b. School identity includes education unit name and class.

c. Core competency is categorically described competencies in the aspects of attitudes, knowledge, and skills students must learn for a school level, class and subject.

d. Basic competency is specific abilities that include attitudes, knowledge, and skills related to content or subjects.

e. Theme

f. Main material contains the relevant facts, concepts, principles, and procedures, and is written in the form of grains in accordance with the formulation of competency indicators;

g. Learning is an activity conducted by educators and learners to achieve the expected competencies.

h. Assessment is the process of collecting and processing information to determine the achievement of student learning outcomes.

i. Time allocation corresponds to the number of hours of the lesson in the curriculum structure for one semester or one year.

j. Learning resources can be books, print and electronic media, the environment or other relevant learning resources.

2.2.2 Lesson Planning

In Permendikbud number 65 year 2013 state that, lesson planning is a plan of face-to-face learning activities for one or more meetings. Lesson planning is developed from syllabus to direct learners' learning activities in achieving basic competence. Lesson Planning includes:

a. School data, subjects, and classes/semesters;

b. Subject matter;

c. Time allocation;

d. Learning objectives,

e. Basic competency and competency achievement indicators;

f. Learning materials;

g. Methods of learning;

h. Media, tools and learning resources;

i. Learning activities measures;

j. Assessment.

The objectives of Lesson Planning are: (a) to facilitate, and improve the outcome of teaching and learning process; (b) by drafting a learning plan professionally, systematically and empowered, then teachers will be able to view, observe, analyze and predict learning programs as a logical and planned framework.

According to Kemendikbud number 81A year 2013 about the implementation of the curriculum, every lesson planning contains the least: learning objectives, learning materials, learning methods, learning resources, and assessment. Then, development steps of lesson planning are: (a) reviewing syllabus; (b) identify learning materials; (c) determining the objectives; (d) develop learning activities; (e) the description of assessment types; (f) specifies the time allocation; and (g) determining learning resources.

2.2.3 Teaching Material

    a. Definition

Teaching material is all forms of materials used to assist teachers/instructors in conducting learning activities in the classroom. The material in question can be either written or unwritten material. Teaching materials are information, tools and texts required by teachers/instructors for the planning and study of the implementation of learning. Learning materials can be said as a teacher-prepared program to develop knowledge, skills, and a positive attitude toward the learning derived from the prevailing curriculum.

    b. Form of Teaching Material

Teacher has the opportunity to create teaching materials, and to facilitate the learning it does. Materials are made in several forms: (a) printed materials

such as; hand out, books, modules, student worksheets, brochures (b) Audio visuals such as; videos/movies, (c) Audio such as; radio, cassette, cd, Audio and PH, (d) Visual such as; photos, pictures, models/mockups, (e) Multimedia such as; CD, interactive, computer based and internet.

c. Printed Teaching Material (Student Worksheet)

Student worksheet is sheets that contain tasks that must be done by students to carry out activities so that they gain knowledge and skills that need to be mastered independently. Student worksheet includes printed learning media that can be used to create an effective and efficient learning process. Student worksheet is usually in the form of instructions, steps to complete a task. A task ordered in the activity sheet must be clearly competence the foundation to be achieved.

As teachers can realize creativity packing teaching material in the form of student worksheet, the function are: student worksheet that help students to find a concept, student worksheet that help students to implement and integrate various concepts that have been found, student worksheet function as study guide, student worksheet function as a reinforcement, and student worksheet function as practicum indicator.

2.2.4 Evaluation

The last component in the learning process is evaluation. Seif (2008:253) states that evaluation is a rule governed process for gathering and analysis of data. It is used to determine whether the educational goals are fulfilled or they are on the process of fulfillment, and to what extent. He also believes that the main goal in education is to make changes in learners' behavior. Seif also

13

states that education is comprised of three phases: determining goals, teaching and educational evaluation. Almost the same opinion was also expressed by Sudjana (2003: 148), that evaluation aims to see or measure student learning in terms of mastery of the material that has been studied in accordance with the objectives set.

2.3 Learning Media

According to Arsyad (2003:77) the word media comes from the Latin word "medius" which means "middle ". In general, the media is all forms of intermediaries to spread, to bring or to convey a message and an idea to the recipient.

So, it can be concluded that the learning media is everything that brings information between the source and recipient of learning messages used to convey learning information and make it easier to learn to understand information that informed by the information provider.

2.3.1 Learning Media Types

The development of learning media is progressing from simple to modern. Rohmat (2010:147) classifies the media over four Groups:

1. Media Result of Printed Technology

Media groups of print technologies include text, graphics, photos, or photographic representations.

2. Media Result of Audio-visual Technology

14

Audio-visual technology conveys material with Mechanical and electronic machinery characterized by the use of hardware during the learning process, such as: Movie projector machines, tape recorder, and wide visual projector.

3. Media Result Computer-Based Technology

Computer-based technology is a way of generating or conveying material using the resources source that is based on micro-processors.

4. Media Combined Result with Printed and Computer technology

Combined technology is a way to produce and convey material that combines the use of several forms of computer-controlled media.

So, it can be concluded that learning media types includes:

a. Visual media, including: whiteboards, modules, graphic media.

b. Audio Media, including: radio, tape recorder.

c. Audio-visual Media, including: television, movies, Computers, and VCD or DVD

Based on the above classification, the learning media VCD included in audio-visual media that includes the use of sense of hearing and visual senses containing sound, image and motion. So the students who receive the information message will capture the delivered message and will students' learning motivation because students use many of its sensing to capture learning messages.

2.3.2 The Main Function of Learning Media

There are six basic functions of learning media in the teaching learning process:

a. As a tool to create effective teaching and learning situations.

b. Teaching media is an integral part of teaching the whole situation.

c. In the use of learning media should see the purpose and materials of the lesson.

d. Learning media is not an amusement tool, but it is used to complement the learning process to make it more interesting for the students.

e. It is preferred to accelerate the teaching and learning process and can help students in capturing understanding delivered by teachers.

f. The use of this tool is preferred to improve teaching learning quality.

It can be concluded that the benefits or functions of learning media is a intermediaries that connect all parties (especially learners to learners) quickly and precisely so that learning can understand well the information it gets.

2.4 Assessment Instrument

Depdikbud provides assessment is an activity to provide a variety of information continuously and universally about the processes and outcomes that have been achieved by the students. The word "universally" means that judgment is not only demonstrated on the mastery of one particular field course, but includes aspects of knowledge, skills, attitudes and values.

2.4.1 Form of Assessment

Assessment often falls somewhere between these pure summative and formative poles, for example, when grade incentives are provided for assignments or quizzes during a course. Therefore, there is a continuum of summative to formative assessment depending on the primary intended purpose, although feedback to learners should be a common feature.

Both summative and formative testing have important effects on student learning, and careful attention on the selection and deployment of each is needed. It is an age-old axiom that summative of the instructional plan for a course.

The present review will focus on the practical steps needed to build robust tools to measure final learning outcomes from the instructor perspective; leveraging assessment for learning will be the topic of another review in this series.assessment drives learning since most college-level students will think hard about strategies to maximize performance.

> On the other hand, we should not underestimate the value of formative assessment, especially given the recent demonstrations of how powerfully the "testing effect" enhances learning and memory compared with other study methods, such as rereading a text. (Roediger 2006: 249)

Therefore, just as selection of a summative assessment plan must align with the overall course goals, formative assessment should be an integral part.

2.4.2 Types of Assessment

As stated before, test is a part of assessment that can be conducted by teachers to assess the students` abilities. Test can be divided into three major types; they are:

> general proficiency test, aptitude test, and achievement test. A general proficiency test indicates what a student is capable of doing now as a result of his accumulative learning experiences. It is used as a screening test for different purposes, such as: 1) to determine the readiness of a learning program. It is used to separate those who are prepared for an academic program from those who are not. 2) to classify individuals in appropriate language classes by distinguishing the degrees of proficiency which are used as a basis for selecting the treatments for the learners. 3) to diagnose the students` strengths and weaknesses by providing a performance profile which shows the relative strengths and weaknesses in the various areas tested. (Brown 2003: 43-47)

2.5 Learning Model

Teachers have to know the reasons behind their choices in how they choose to teach. Teachers cannot just enter the classroom and start teaching without knowing about how to make their students learn the subject matter well. Approach, method, and technique and strategy as the learning model will help the teacher to make sure the students reach the learning objective.

2.5.1 Approach

According to Sanjaya (2009: 127), Approach *atau pendekatan adalah suatu titik tolak atau sudut pandang mengenai terjadinya proses pembelajaran secara umum berdasarkan cakupan teoritik tertentu.*

Learning approach is a way of working has a system to facilitate the implementation of the learning process and to teach students to help in achieving the set goals. Therefore, the approach to introducing the new

learning concept is to ascertain the students' current knowledge about the certain topic.

2.5.2 Method

According to Great dictionary Bahasa Indonesia, method is a system of working way to facilitate the implementation of an activity to achieve the specified objectives. Method comes from the word method (English) means through or way to get of something. The method in this discussion is the methods that used in the learning process.

Uno & Mohamad (2012:7) express his opinion that learning method is defined as the way teachers use in carrying out their functions and it is tools to achieve learning objectives. Learning method can be regarded as procedure or the way to conduct learning activities. Based on these opinions, it can be explained that the method is an effort that is used to implement plans that have been prepared in real activities to achieve learning objectives.

2.5.3 Technique

Sanjaya (2010) interprets technique as; *cara yang dilakukan seseorang dalam mengimplementasikan suatu metode secara spesifik.*

The technique used by the teacher depends on the teacher's ability to look for reason, so that the teaching and learning process can run smoothly and succeed well.

2.5.4 Strategy

Sanjaya, (2008) puts forward that strategy is; *suatu kegiatan pembelajaran yang harus dikerjakan guru dan siswa agar tujuan pembelajaran dapat dicapai secara efektif dan efisien*.

Based on this opinion it can be explained that the strategy in the context of learning involves teachers and students. The teacher in this case plays a role in determining the target, qualifying the results, and designing the steps. Thus the learning strategy is a planning process that must be done by teachers and students, so that learning objectives can be achieved effectively and efficiently.

2.6 Reading Comprehension

2.6.1 Definition of Reading

Reading is an active and interactive activity to reproduce the word mentally and vocally and try to understand the content of reading text. According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

> Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader"s prior knowledge. (Mikulecky, 2011:5).

Many experts have given their definition about what reading really means. Reading is very important skill that the students must be mastered, because the reading cannot be separated in the process of teaching and learning.

2.6.2 Teaching Reading

Teaching is a complex process it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. The aim of teaching is to make students become an effective and efficient reader. According to Cahyono (2010:128) teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable. Harmer (2007:23) said that teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. Teaching reading is a complex process. The best teachers develop an extensive knowledge base and draw on a repertoire of strategies for working with struggling students. http://www.adlit.org/researchbytopic/c162/

2.6.3 Definition of Reading Comprehension

Cahyono (2011:49) states that reading comprehension is an activity aimed to understand the messages of a particular text.

> Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes (Khoiriyah:2010:1).

Hennen (2009: 44), states that reading comprehension is not just reading, but making connection with the text to make meaning of the reading. Students

should be able to read with a high quality through making higher level of connection and a deeper connection with the text. It can be concluded that reading comprehension as the ability to understand phrases and choice of words used in a text and speech.

2.6.4 The Components of Reading Comprehension

There are three elements in reading comprehension:

1. The reader who is doing the comprehending

To comprehend, the reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

2. The text that is to be comprehended

> The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading the reader constructs different representation of the text that are important for comprehension (Snow, 2002:14).

3. The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity, all which occur within some specific context. The initial purpose for the activity can change as the reader reads. Processing the text involves decoding the text, 18 higher-level linguistic and semantic processing, and selfmonitoring for comprehension.

Snow, (2002:11) states that these three dimension (reader, text, activity) define a phenomenon that occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of the three elements.

2.6.5 Type of Reading

Depending on the purposes of reading, reading can be classified into two types of activities, intensive and extensive reading.

1. Intensive Reading

Intensive reading means reading shorter text to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role than skimming. Reader is trying to absorb all the information, example: reading dosage instruction for medicine. In intensive reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and meta cognitive strategies.

2. Extensive Reading

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for one's pleasure. There have been conflicting definitions of the term "extensive reading". There are seven types of reading text which is learned by students in secondary school. They are Descriptive, Narrative, Spoof, Recount, Procedure, Report and Anecdote.

Students are expected to understand and master all of the text after they learnt English. In line with the limitation, formulation and objective of the research in the previous chapter, the writer would like only to explain about Descriptive text.

2.6.6 Reading Techniques

Hedge, (2003: 202) comprises four types of reading skills. They are skimming, scanning, extensive reading, and intensive reading.

    a. Skimming

Skimming is a technique which is used to look for the gist of what the author is saying without a lot of details. The aims of skimming, are to:

1. get the preview of the materials,

2. get the overview of the materials,

3. decide whether to read the material thoroughly and rapidly or not.

    b. Scanning

When student needs to locate specific information, he/she might be able to scan, to finds out the information he/she needs. Scanning is a searching that requires a reader find what he needs, and then he stops and reads as much as necessary in order to answer his question.

    c. Reading with Comprehension

Reading comprehension means to understand what has been read. The student's experiences and their prior knowledge have influence in their success in comprehending. Comprehension process involves the understanding of vocabulary, seeing the relationship among the words and concept, organizing idea, recognizing the author's purpose, making judgments, and evaluating the

level of comprehension have generally been identified as literal comprehension, interference of interpretative reading and crucial and creative reading.

2.7 Descriptive Text

2.7.1 Definition of Descriptive Text

According to Mukarto, (2007: 140-141) descriptive text is used to describe a particular person, place, or thing. The generic structure of descriptive text are:

1. Identification : introduction of thing, place, or person to be described.

2. Description : descriptions of the parts, qualities, and characteristics of the thing, person, or place being discussed.

Descriptive text is use relational verbs " to be" and "has/have".

Examples:

-*Samuel Rizal is a famous actor.*

-*He has very short hair.*

These sentences are in the simple present tense.

a. Nouns

They are found in (1) the topic of description: a classroom, and (2) the parts of the classroom: doors, windows, tables, pictures, chairs, and walls.

b. Adjectives

They are used to describe the characteristics of the topic and the parts. The characteristics can be the size (big), color (brown), or the quality (clean). For example: the adjectives "big" and "clean" describe the classroom. The adjective "brown" describes "the doors" and "the windows".

Vocabulary for describing someone, such as:

1. Tall, short, big, thin, fat, slim

2. Hair, face, nose, cheeks, mouth, lips

3. Curly, straight, long, short, wavy, black, grey

4. Oval, round, pointed, flat

c. Language focus

1. Verb be ; is, am, are

2. Verb have ; have, has

3. Verb do ; do, does

4. Simple present tense

5. Noun phrases

A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers.

Based on definition descriptive text from expert above, we can conclude that descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe a particular person, place, or thing.

2.8 Hypotesis

"Does the implementation of Mind Mapping method show the score improvement in teaching Reading Comprehension about Descriptive text at Grade VIII of SMPN 48 Bandung?"

Suryabrata, (2012:23) states that, if the research question is asking about the relation between two variables, so the hypothesis that being used is associate hypothesis *(Hipotesis tentang Hubungan.)*

H_0 : The implementation of mind mapping method does not improve the students' score in teaching reading comprehension about descriptive text at Grade VIII of SMPN 48 Bandung.

Or

H_1 : The implementation of mind mapping method could improve the students' score in teaching reading comprehension about descriptive text   at Grade VIII of SMPN 48 Bandung.