

## **Teaching Reading Announcement Text Using Mind Mapping for Senior High School**

**Lolieta Dinda Dara Puspita**

English Education, Faculty of Languages and Arts, State University of Surabaya

[Lolietapuspita@mhs.unesa.ac.id](mailto:Lolietapuspita@mhs.unesa.ac.id)

### **Abstrak**

Pemahaman membaca menjadi keterampilan penting di era globalisasi. Sayangnya, sebagian besar siswa mengalami kesulitan dalam memahami bacaan, terutama untuk memahami teks. Adewole (2001) menjelaskan bahwa siswa perlu membaca, menghargai dan mengeksplorasi beberapa teks sehingga mereka dapat menjadi pembaca yang kritis. Dalam memecahkan masalah ini, pengajaran membaca menggunakan teks pengumuman melalui teknik pemetaan pikiran untuk kelas 10 SMA dilakukan oleh peneliti. Beberapa manfaat menggunakan pemetaan pikiran telah diringkas oleh Ingenmann (2008), penggunaan pemetaan pikiran dapat membantu kemampuan siswa dalam mengembangkan keterampilan belajar, kreativitas, brainstorming dan menghafal. Penelitian ini menggunakan kualitatif untuk menggambarkan beberapa fenomena yang terjadi selama pelaksanaan pengajaran membaca teks pengumuman melalui pemetaan pikiran. Dua pertanyaan penelitian digunakan dalam penelitian ini. Pertanyaan penelitian pertama menggunakan observasi cek lis dan catatan lapangan. Pertanyaan penelitian kedua menggunakan wawancara para siswa. Guru dan murid X MIPA 5 di SMAN 2 Sidoarjo adalah subjek penelitian ini. Tujuan dari penelitian ini adalah untuk mengeksplorasi pelaksanaan pengajaran membaca teks pengumuman dengan menggunakan pemetaan pikiran untuk kelas 10 SMA. Tidak hanya fokus pada pelaksanaan pengajaran membaca teks pengumuman dengan menggunakan mind mapping, tetapi juga difokuskan pada beberapa fenomena yang terjadi dalam proses belajar mengajar. Selain itu, hasil menunjukkan bahwa siswa lebih mudah memahami teks dengan menggunakan pemetaan pikiran. Semua siswa dapat menerapkan pemetaan pikiran dan memahami teks bacaan secara mandiri. Siswa juga berhasil membuat pemetaan pikiran berdasarkan metode yang diajarkan oleh guru. Dari penjelasan ini, dapat disimpulkan bahwa pemetaan pikiran adalah teknik yang efektif untuk mengajarkan kemampuan membaca.

Kata kunci: membaca, teks pengumuman, peta konsep

### **Abstrack**

Reading comprehension becomes important skill in globalization era. Unfortunately, most of students get difficulties in reading comprehension, especially for understanding the text. Adewole (2001) explained that students need reading, appreciating and exploring some text so that they can become critical readers. In solving this issues, teaching reading of announcement text by using mind mapping for 10<sup>th</sup> grade of senior high school was conducted by the researcher. Some of the benefits of using mind mapping have been summarized by Ingenmann (2008), the use of mind mapping can help students' abilities in developing learning skills, creativity, brainstorming and memorizing. This study used qualitative to describe some phenomena happened during the implementation of teaching reading of announcement text through mind mapping. Two research questions were used in this study. The first research question used observation checklist and field notes. The second research question used interview of the students. Teacher and X MIPA 5 students of SMAN 2 Sidoarjo were the subject of this study. The aim of this study is to explore the implementation of teaching reading announcement text by using mind mapping for 10<sup>th</sup> grade of senior high school. Not only focused on the implementation of teaching reading of announcement text by using mind mapping, but also focused on some phenomena happened in teaching learning process. In addition, the result showed that students get easier to understand the text by using mind mapping. All of students can apply mind mapping and understand reading texts independently. Students have also succeeded in making mind mapping based on the methods taught by the teacher. From this explanation, it can be concluded that mind mapping is an effective technique to teach reading comprehension.

Keywords : reading, announcement text, mind mapping

## INTRODUCTION

In this globalization era which is full of tight competition, reading is perhaps the most important ability. Experience and new knowledge can be easily obtained by reading everywhere at any time. Adewole (2001) explains that students need reading, appreciating and exploring some text so they can become critical readers. Shankar (2008) underlines, Farhadi (2005) asserted "the effect of reading on speaking, writing, hearing and even translating influences reading theory and teaching techniques. The significance of reading becomes yet more identifiable when it comes to reading in a foreign or second language for academic aims or in academic contexts (Carrell, 1983; Day & Bamford, 2002). Then, Eskey (2005) argues that reading becomes an important part of the language that needs to be learned in EFL settings, since most of students who learn English do not really need to listen and talk with native speakers in everyday life, but would definitely need to read in that language for different reasons.

Bunner (2002) stated that reading comprehension is an ability that is used to develop ideas in order to understand the ideas to be written by the readers, so reading comprehension is related to writing comprehension. Therefore, reading can open up new insight and knowledge for the reader. Reading newspapers, magazines and online news can also be done by students to get the latest information in a fun way. That is the reason why reading becomes one of the important abilities in teaching learning process. The importance of reading is also proven by the creation of literacy programs for senior high school by the Ministry of National Education. Standards of success in teaching learning processes are literacy programs successfully making students communicate in English both oral and written.

Berardo (2004) stated that there are several different opinions about how to teach reading comprehension well, some teachers say that teaching reading should make students know and understand what the content of the text, while others think that teaching reading is about pronunciation and speaking

practice. Johnson (2011) stated that there are some possible reasons of student's difficulties in reading comprehension might appear; content of its books are too hard, it could be or quality of the book is not match with the age and ability of the students.

Teachers cannot teach reading comprehension simply by asking students read aloud and justify the pronunciation of students who are not appropriate, while the most important thing of reading is making the student interested and not pressured to read the book. Because the goal of learning reading comprehension is making the students understand content of the book and gain a lot of knowledge from reading. Ardakani (2015) stated that reading problems do not only occur in junior high school students, but also occur in senior high school students and students who have higher education. That's

because students are not taught to understand the intent of reading books, but they are taught and even forced to remember all the material available in the reading book. They have difficulty in making conclusions and remembering the material of all the texts they read. It makes students who have less reading ability unable to connect the knowledge they have with the material they have just gained through reading and making them have low reading motivation (Baldick 2001).

In curriculum 2013, there are many types of text to be learned. Based on curriculum 2013, there are many types of text to be learned. Announcement text is one of the texts used for teaching learning process of 10<sup>th</sup> grade in senior high. It is used in teaching learning process in the second semester. Basic competence 3.5 and 4.5 are used in teaching learning process. Basic competence 3.5 which tells students to differentiate social structure and language features of announcement text, while 4.5 which asks students to catch meaning and create an announcement text. The goal of teaching learning process is to make students understand reading through social structures and language features. In addition, understanding the meaning of announcement text is also one of the criteria that must be achieved by students.

The problems faced by students in reading comprehension, it made teachers looked for new ideas to help students understand the text and improve reading skills. Students will be able to understand better the passage through visual illustrations. In this case, mind mapping is an appropriate learning technique because mind mapping (Buzan, 2013) is a technique that use colors, lines, images, keywords, colors, characters, symbols or keywords to improve students' learning abilities according to the potential of the brain. Mind mapping is the right strategy to get students to understand topic of announcement text by involving the students themselves. It makes students more creative and more enthusiast to do the tasks related to their needs, such as note taking, organizing and planning (Novak & Canas, 2006).

Mind mapping is an appropriate technique for understanding text. It is because students can write important points in the text using mind mapping. It can make students understand and remember the text that has been read easily. Buzan (1993) was the first person to use the term mind mapping as a term to describe instructional strategies, learners using supra-ordinate concepts by connecting with the appropriate bottom concept on paper (page.59). Buzan (1993) defines mind mapping as an appropriate way to help students express themselves through written or spoken and as an illustration of cognition in learning comprehension. The way to make mind mapping by Buzan (2006) is determining the main idea, drawing the image in main idea, making it colorful, writing the important point by using keywords and connecting central image with the branch.

Some related study about mind mapping that have been done by some researchers. Hallen (2015) find out the effectiveness of mind mapping technique to teach

English at high school level in terms of control and experimental group. Ningrum and Latief (2016), the impact of mind mapping as a strategy in generating ideas before writing on the EFL students' idea development in argumentative writing as perceived from their gender. Ramadhan (2015), the effectiveness of the use of mind mapping strategy in improving students' skill in teaching reading for narrative text to tenth grade students.

Based on those study, most of study explained the use of mind mapping in writing comprehension. However, only a few studies have focused on the effect of using mind mapping in reading comprehension. This research aims to find out how is the application of teaching reading comprehension of announcement text through mind mapping. This study focuses on the effect of using mind mapping to teach reading comprehension in terms of affection.

There are two research question of this study. The research questions used in this study as a follows:

How is the implementation of mind mapping in teaching announcement text for 10<sup>th</sup> grade of Senior High School?

How is the students responds towards using mind mapping in teaching announcement text for 10<sup>th</sup> grade of Senior High School?

This research aims to find out the implementation of mind mapping to teach reading with announcement text and students responds toward the implementation of mind mapping in teaching reading with announcement text.

## **RESEARCH METHOD**

This research used qualitative research. Ary et al (2010:419) argued that a research that examines the situation, materials, relationships and activities. According to Ary et al (2010: 424) also argued that qualitative research study behavior studies the things that happen with the natural class. It means researchers do not teach in the classroom, but researchers only examine the teaching learning process. Based on the research question and the objective of the study in this chapter, this research aims to find out the implementation of mind mapping to teach reading with announcement text. After that, the students were asked to tell about their understanding and difficulties after students used mind mapping strategy to do announcement text task. In the end, the observation and interview discussed and identified the existing problems, planned and carried out the actions, then made an evaluation, reflection, and discussion of the actions implemented.

This study hold in SMAN 2 Sidoarjo. The subject used in this research are 36 students of 10 MIPA and an English teacher of senior high school in 2017/2018 period by using announcement text (Basic Competence 3.5 and 4.5). The main reason why class X MIPA 5 was chosen to be the subject of research because based on what teacher has explained, this class has difficulty in learning English especially in reading comprehension.

While, 5 students were randomly selected to be interviewed about the implementation of mind mapping. 5 students were chosen to conduct interviews because they were active in teaching-learning process. Therefore, the researcher wanted to get information in depth.

This research "Teaching Reading of Announcement by Using Mind Mapping for Senior High students" was conducted at SMAN 2 Sidoarjo in the 2017/2018 lesson year. The location of the data is taken at Jalan Raya Lingkar Barat Gading Fajar 2, Sepande, Sidoarjo, Sepande, Candi, Kabupaten Sidoarjo, East Java 6127. SMAN 2 Sidoarjo was chosen to be the subject of observation because the English teacher used mind mapping as a technique to teach reading. Moreover, SMAN 2 Sidoarjo is one of favorite school in Sidoarjo. The achievements in form of education was developed by SMAN 2 Sidoarjo.

SMAN 2 Sidoarjo has 37 classroom, each class consists of approximately 36 students. One class of them is a superior class or often called students with acceleration program 'SKS'. However, researcher has already chosen X MIPA 5 class as subject because this class has difficulty in learning English especially in reading comprehension.

The data was taken by using observation and interview. Teaching learning process was being covered by the result of observation. Teaching learning activities are about the way teachers implement mind mapping to teach reading of announcement text by using mind mapping. While the result of interview is student's responds towards teaching reading of announcement text by using mind mapping.

In this study, the researcher uses several instruments to help obtain data for all of the research question. Those are several instruments researcher used in this study:

### **a. Observation checklist**

Ary et al (2010) stated that observation checklists are observation made by observer using several lists that can be made by observers or teachers when observing the class. Observation checklist used to observe the first research question about the implementation of mind mapping in teaching announcement text for 10<sup>th</sup> grade of Senior High School. This instrument used to analyze the teaching and learning process in the classroom. Some categories of observation checklist to be studied are teaching materials, media, techniques and teaching and learning process.

### **b. Observation field notes.**

Ary et al (2010:435) argued that field notes is an instrument include something we have heard and seen. This instrument used to analyze the first research question to provide additional information that cannot be obtained in the observation checklist.

### **c. Semi structured interview.**

Semi-structure interview is a combination of open ended questions that have been made

and the interviewer can respond further to get detailed information

Qualitative analytic strategy was used to analyze data during observation of this study. This study focused on the analyzing process and student responses toward applying mind mapping. It was chosen by researchers to know the effects of applying mind mapping in teaching reading. Managing, describing, classifying, interpreting and reporting are the steps used to analyze data in quantitative (Ary et al, 2010). The first step of observation process, researchers examined how teacher taught the announcement text using mind mapping. In addition, the researcher also noted each step of teaching-learning process in implementing mind mapping. The note was also used by the researcher to find out whether the teacher has taught mind mapping correctly or not. Furthermore, researcher also used note to give comment of teaching-learning process according to lesson plan.

The data of first research question was taken from class observation. Observation check list and field notes was used to analyze the first research question. The check list was used as a reference whether the teacher has taught according to the lesson plan or not. While the field notes is notes of observation based on something that is heard and seen. Researcher explained what happened during the implementation of teaching reading of announcement text in form of words, photograph and students task

In answering the second research question, researcher conducted interview with 5 students of X MIPA 5. The result of interview explained based on Ary et al (2010). First step to analyze the data is organizing and familiarizing. In this step, researcher focus on the interview preparation and transcription. The next step is reducing. In this step, the data are divided according to each category and their relationship of each categories. The last step of interview is interpreting and representing. It was explained by using interpretation of problems occurred in reading comprehension of X MIPA students and their opinions toward mind mapping. The data was presented in form of words in detail.

## RESULT AND DISCUSSION

### 4.1. Result

#### 4.1.1. The Implementation of Teaching Reading Announcement Text Using Mind Mapping.

Teacher gave an announcement text in the beginning of activity. Teacher also gave students some question related to the text.

##### Transcript 1

Teacher : *"From the video has been played, can you guess what we are going to discuss today?"*

Students : *"Announcement text."*

Teacher : *"Yes that's right. Now, we are going to learn about announcement text. As you said before, announcement text is short functional text was made to inform some important information to people.*

*Announcement could be used both oral and spoken, but we are going to learn the written one."*

*"Now, let's take a look to the screen. This is one of the example of announcement text. Adel, could you please read this announcement text?"*

Student 1 : *"Yes ma'am." (read the announcement text that has been attached in figure 4.1)*

Teacher : *"Thank you Adel. Okay, after read this announcement text. Could you please finding the purpose of first announcement text?"*

Student 2 : *"Find new member mam."*

Teacher : *"What about the language that used in this announcement text? How is the structure of the text?"*

#### (Data taken from class observation)

From the transcription above, it can be known that students was enthusiast to guess the topic they learned. Teacher asked one of the students to read aloud and also facilitated the students by giving more question related to the material. That was good because teacher was only facilitator. It made the students became critical thinking by answering and discussing all of the questions. In other hand, the transcript above showed that the teaching learning process was not right. It was because teacher only explained about announcement knowledge. She did not explained the use of announcement text itself.



Figure 1. Teacher gave an example of non-formal announcement text

As researcher has shown in figure 1, teacher gave an example of announcement text in the beginning of activity. Teacher did not explain too much about announcement text, she used to facilitate the students by giving question. Question about sentence structure, social function and language features were also given by the teacher to make the students to be critical readers. Students answered those questions orally and they discussed together by the teacher.

After giving an announcement text, teacher also gave one more announcement text without explain the differences of both announcement text. Teacher showed the second announcement text by using projector.



Teacher also gave some question. This is the transcription:

**Transcript 2**

Teacher : *"Now, arsy please read the second announcement text!"*

Student 1 : *"(read the announcement text that has been attached in figure 4.2)"*

Teacher : *"Okay guys, after read the second announcement text. What is the purpose of it?"*

Student 2 : *"Sharing and discussion ma'am."*

Teacher : *"Is that all?"*

Student 3 : *"Performance of each class."*

Teacher : *"That's good guys. What about the language that used and structure?"*

Students : *(they kept silent)*

Teacher : *"Okay, lets take a look to the language that use? It is polite or impolite?"*

Student 2 : *"It used polite language mam."*

Teacher : *"That's right, what about the structure? There are title and what else?" (pointed the body)*

Student 4 : *"Receiver and body ma'am."*

Teacher : *"Great. What about this?" (pointed the date)*

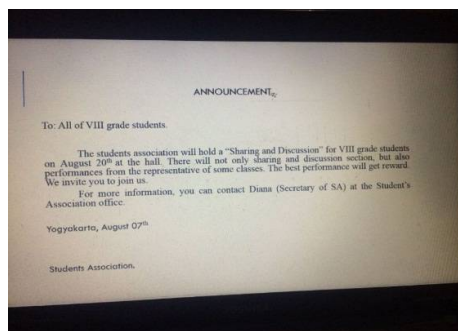
Student 5 : *"Date and sender ma'am."*

Teacher : *"Good, so what is the difference between first announcement text and this one?"*

Student 6 : *"The first is informal and this is formal ma'am."*

**(Data taken from class observation)**

From the transcript has shown above, it can be known that teacher gave student some questions. Teacher also asked to the student to differentiate between first announcement text and second announcement text by themselves. Apparently, teacher wanted to make students understand the material. She also wanted to improve students' high order thinking skill.



**Figure 2 Teacher gave an example of formal announcement text**

In figure 2, the researcher gave one more announcement text without explained the differences of image 1 and image 2. Teacher also asked the students the questions about sentence structure, social function and language features. After teacher and students discussed the right answer, teacher asked the students about the differences between those announcement texts. When students have already understood non-formal and formal announcement text, teacher facilitated the students to get know the use and characteristic of both type of announcement text.

From the description above, teacher was successfully to encourage students to be critical readers. Teacher did not explained too much about announcement text, but she facilitated the students by giving them some questions related to the announcement text. Therefore, students could differentiate announcement text 1 and announcement text 2 by themselves. By giving questions about the use and characteristic of both type, teacher hoped that students understood the way to differentiate both type based on usability.

After the students understood the type of announcement text, teacher asked what technique was suitable to understand the text easily. Since students did not know what technique suitable for reading comprehension, teacher told them some technique possible to use. However, she used mind mapping to teach reading announcement text. Here was the transcription:

**Transcript 3**

Teacher : *"After we discussed about two type of announcement text, do you know how to understand the text easily?"*

Student1 : *"Read the text, mam."*

Teacher : *"Of course you read it first, but what kind of technique that you can use?"*

Students : *(they kept silent)*

Teacher : *"There are many technique that you can use to understand the text easily. There are summarizing, mind mapping, scanning and many more. But, today we are going to learn about mind mapping. Anyone know what mind mapping is?"*

Students : *"No mam."*

Teacher : *"Okay let me show you the example. Take a look to the board!"*

*(Showing an example of mind mapping)*  
*Yes, this is the example of mind mapping. You can use mind mapping to answer the question based on the announcement text. It will make you easier to get some important points of announcement text."*

Student 2 : *"Mam, should we draw mind mapping like that?"*

Teacher : *"No no, that's just an example. You know guys, you can make mind mapping according to your own creativity. There are several steps to make mind mapping. The first way is you should determine the main idea of the text, for*

*example like what I have already given before. I've written anniversary meeting as main idea of the text (showed the part of example).*

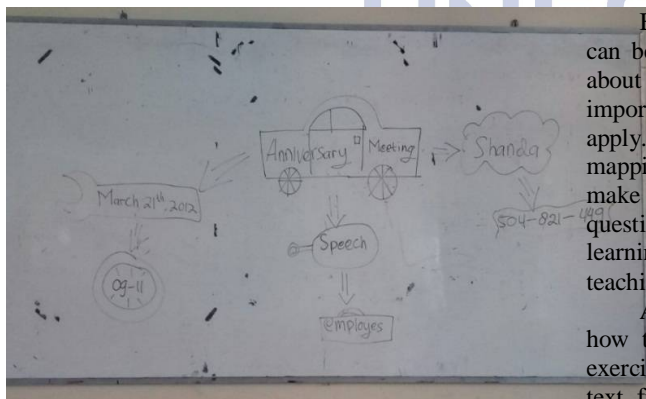
*I did not need to write announcement text because you guys have known its announcement text. Then, draw the image in main idea. You should draw in the center and bigger than other picture. Then, draw important points as colorful as you want. You can make mind mapping by adding unique images and various colors.*

*After that, you have to write the important point by using keywords, so you only need to write 1-2 words every branch. Third, group the important point as colorful as you want.. Since we do not have colorful board marker, I just used the black one to make mind mapping.*

*In the end of making mind mapping, you should connect central image with the branch. Okay guys, read this announcement text first and then lets make mind mapping from this announcement text (gave the task). If you find difficulties, you can ask me."*

**(Data taken from class observation)**

In the transcription above, it can be known that teacher asked the strategy to understand the text easily. Students did not know the strategy of reading. Teacher explained that there are summarizing, mind mapping, scanning and many more to understand the text easily. At that time, teacher prefer to use mind mapping as the strategy, so she asked a brief knowledge of mind mapping. Unfortunately, students did not know mind mapping. And then teacher explained the stages to make mind mapping. It could make the students understand a little bit knowledge of mind mapping before they made it.



**Figure 3. Teacher gave an example of mind mapping.**

Teacher gave students several steps to make a mind mapping and the example of mind mapping itself. Since all of the students did not know what mind mapping is, teacher explained brief knowledge about mind mapping

and asked the students to make mind mapping. Those are several steps that teachers recommend to make mind mapping:

1. Determine the main idea.

The first step before making a mind mapping is determining the idea of text. The teacher asked the students to determine the ideas, so that students knew the content of the text. By showing the example, teacher explained that students did not need to write 'Announcement Text' in main idea because students have already known it was announcement text.

2. Draw the image in main idea.

After determining the idea and wrote it in the center, students should draw an image in the center. The image in the center should be bigger than the others.

3. Make it colorful.

The important points are grouped based on their usefulness. For example, when the implementation of event is divided into dates and times, they have different branches, but they still in the same group. After that, students can make unique images and various colors to make mind mapping more interesting.

4. Write the important point by using keywords.

The students were asked to determine the important points in the text by teacher. As what teacher have said before, students only need to write down those important points by using keywords/ no more than two words.

5. Connect central image with the branch.

Some important points that have been written in the paper should be drawn each branch. The branch should be connect with the central image. It should connect by using line based on students' creativity.

Based on what researcher have explained above, it can be seen that the teacher did not explain too much about mind mapping. The teacher only provided some important rules in mind mapping that students must apply. After giving a brief knowledge about mind mapping, the teacher asked students to immediately make mind mapping and students were free to ask question if they found difficulties. It was good in the learning method because teacher did not dominate in teaching learning process and involved students in it.

After giving the explanation of mind mapping and how to use mind mapping, teacher gave the students exercise. Students were asked to read the announcement text first. Then, students can make mind mapping as exemplified before they answer some questions. Those figures are examples of the results of mind mapping that have been made by students:

First Student.

The figures bellow is mind mapping created by student. She made two mind

mapping from two announcement text given by the teacher. The description of the mind mapping was described below:

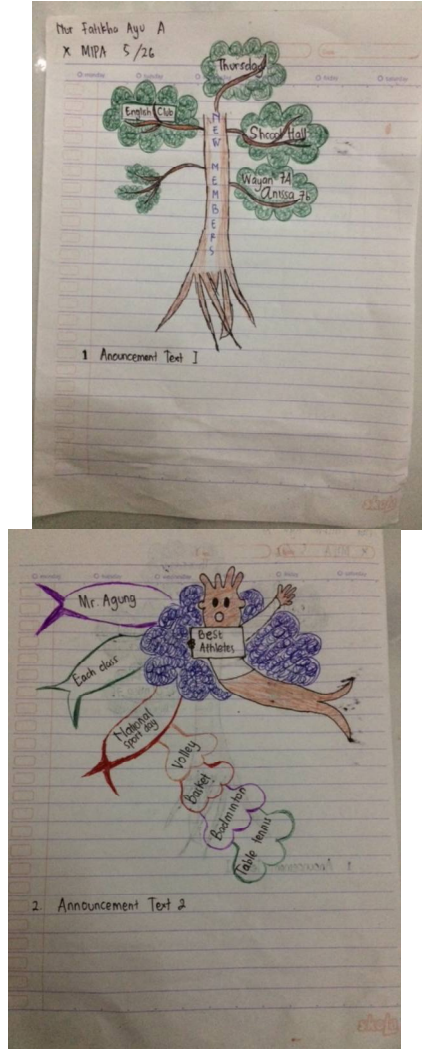


Figure 4. Student' Mind Mapping.

In terms of idea, a student successfully wrote both main ideas. The main ideas of two mind mapping were clearly written in the central by using image. Not only the main ideas, but also the supporting ideas was written in the mind mapping by using related images from the central.

In case of illustration, both mind mapping had perfect illustration. The image of Figure 4.7 related each other and colorful, so it made the students easily differentiate each points. Supporting ideas and main point connected each other by the branch. Those points of illustration that was explained in figure 4.7 also happened in figure 4.8.

Last, as for the neatness, a student made those mind mapping neatly. There was no scraps on paper, mark of correction pen and dirt. Therefore, it made the reader easier to read the mind mapping.

Second Student.

A student made two mind mapping based on what teacher asked to do. The first figure was attached in figure 4.9 and the second was attached in 4.10. The explanation of both mind mapping was described below:



Figure 5. Student Mind Mapping

In terms of idea, a student clearly wrote the main idea of both mind mapping in central. He used one word or phrase in every idea. The supporting ideas were also written clearly by using images.

In case of illustration, it was different from the first student who made perfect illustration. In figure 4.9, the images were not related each other. There were no branches to connect supporting sentences to main idea. In figure 4.10, the images were also not related each other, but there were branches in every points. The weakness of this figure, it was not colorful. Reader difficult to differentiate each point because he use same color.

Lastly, as for neatness, student successfully made those mind mapping neatly. There was no scratches, correction pen and dirt on the paper.

Students successfully completed the exercise based on the time determined by the teacher. Students are allowed to discuss with peers in completing questions.



After collecting the results of the exercise, the teacher asked several students to answer the questions based on the results of their own. Then, students and teachers discussed whether the answer was correct or not. When they have finished to discuss the correct answer, the teacher explained how to assess the results of each student's exercise.

#### **4.1.2. The Students Responds toward Using Mind Mapping.**

In this section, researcher explained the result of students' interview in X MIPA class after the observation has done. Semi structure interview was made by the researcher to get more information from the students. 5 students were picked random to get know how they felt after learned English through announcement text material by using mind mapping. The result of students' interview were described as a follows:

Researcher interviewed students about their opinions toward English especially reading comprehension and the reason of difficulties. Based on the interview of the students, most of students love English subject. Unfortunately, most of students have difficulties in reading comprehension.

There were various reasons why students got difficulties in reading comprehension, two students explained it was because they have lack of vocabulary and grammar. In addition, one of the student said that it was because they did not know the strategy of reading and the rest of told that the time given by the teacher was not enough.

Mind mapping successfully makes students enjoy to learn English. It is proven by five students who are not bored to learn English using mind mapping.

Five students was randomly selected to be interviewed. They were asked whether mind mapping help them to understand the text easily or not. All of the students agreed that mind mapping help them to understand the text easily. It is because they can remember some important point in the text easily by looking up to the mind mapping.

After all of students agreed that mind mapping helped them to understand the text. Students explained how mind mapping helped them to understand the text. A student said that it was because the creativity to make mind mapping help her to learn English happily. Therefore, she can understood the text easily. Two students explained that they understood the text easily by looking up the explanation of it branch. The rest students told that mind mapping helped them to minimize the time given by the teacher, it was because the important points have already mentioned in mind mapping.

In the end of the interview, students were asked their opinions toward teaching reading of announcement text by using mind mapping. Five people were randomly selected to be interviewed. Therefore students did not met some difficulties in understanding. The use of mind mapping in teaching reading through announcement text also made the students enjoy to learn English, it was because students become easier to remember important

points. One of five students said that she likes to use mind mapping because of the various colors that make her more interested in learning English

## **4.2. Discussion**

### **4.2.1. The Discussion of the Implementation of Teaching Reading Announcement Text Using Mind Mapping.**

In line with first research question, teacher focused to teach students by giving them brainstorming, example of two different types of announcement text. Teacher asked some question that made the students became active in the class. From those questions, students could differentiate two types of announcement text by themselves. Those activities were done because teacher want to make the students understood to the material first before she explained the strategy. Teacher gave announcement two types of announcement text as the material to teach reading comprehension. Some questions about social function, language features and structure of text were given to students. Teacher only facilitated the students by giving them those questions. By answering the question, students could differentiate both types of announcement text by themselves.

Some technique to understand the text easily were asked by the teacher to the students. Unfortunately the student did not know the technique, so teacher told the technique possible to use. Mind mapping is one of technique was chosen by the teacher to teach announcement text. Based on Novak & Canas stated that Mind mapping is the right strategy to get students to understand topic of the text by involving the students themselves (2006). This technique was done because teacher wanted to make student understood the material easily. Teacher explained brief knowledge about mind mapping. Before making mind mapping, students should know the rules to make mind mapping in appropriate way. Teacher explained the step to make mind mapping by Buzan (2006); determine idea, draw an image in central, make it colorful, write important points by using keywords and connect central idea with the branch.

In the end of first meeting, students were given the task by the teacher. Students were asked to read and make mind mapping of the text. After that, students made mind mapping based on what teacher already explained before. When they finished to make mind mapping, students answered the questions in the text. Due to check students understanding, teacher reviewed what they have learned at that time.

### **4.2.2. The Discussion of the Students Responds toward Using Mind Mapping.**

In the beginning of interview, researcher asked students about their opinions toward English especially reading comprehension. Based on the interview of the students, most of students love English subject. Unfortunately, most of students have difficulties in reading comprehension. Johnson (2011) stated that there are some possible reasons of student' difficulties in reading comprehension might appear; content of its



books are too hard, it could be or quality of the book is not match with the age and ability of the students. From the interview, students got difficulties because they have lack of vocabulary and grammar. In addition, one of the student said that it was because they did not know the strategy of reading and the rest of told that the time given by the teacher was not enough.

Students' opinion towards mind mapping were asked by researcher. Students were enjoy to use mind mapping in teaching reading of announcement text, it was because students become easier to remember important points. Mc Griff (2000) argued that concepts and drawings can be used as a more creative replacement task. One of five students said that she likes to use mind mapping because of the various colors that make her more interested in learning English.

## CONCLUSION

In this part, there are some important thing that should be explained in conclusion. Based on the observation was done in SMAN 2 Sidoarjo, the researcher concluded that:

The application of mind mapping takes place briefly and precisely. The teacher explains how to use mind mapping in appropriate way by determining idea, drawing an image in central, making it colorful, writing important points using keywords and connecting central ideas with the branch. In the end of first meeting, students collected the mind mapping and exercise to the teacher. Almost all students can apply mind mapping and understand reading texts independently. Students have also succeeded in making mind mapping based on the step taught by the teacher, even though some students still make mistakes.

Based on the result of students' responses toward the implementation of teaching reading through announcement text by using mind mapping, researcher conclude that students often got difficulties in learning English especially in reading comprehension. It was because students have lack of vocabulary, grammar and reading strategy. After applied mind mapping in teaching leaning activity, it made them easier to learn English. It was because student enjoy to learn English by using mind mapping. Mind mapping also help them to remember some important point of the text and minimize the time given by the teacher.

## SUGESTION

After described result of the study, researcher provided the suggestion for English teachers who have senior high students with low English reading skill. Mind mapping might be appropriate material to teach reading comprehension. Once the problems in reading comprehension have been successfully resolved, the researcher hopes that the teacher can solve other problems of teaching learning English by determining other techniques from every problem in each class.

For further research, the researcher hopes that further research can make research related to teaching reading by using mind mapping. Further research can add what has not been obtained in this study.

## REFERENCES

- Adam, A., & Mowers, H. (2007). *Get Inside Their Heads with Mind Mapping*. School Library Journal, 53(9). Retrieved from <http://proquest.umi.com/pqdweb/?did=1330253181&sid=2&Fmt=3&clientId=83321&RQT=309&VName=POD>
- Alderson, J.C. & Urquhart, A.H. (1984) *Reading in a Foreign Language*. London: Longman.
- Anderson, N.J. (1985) *Exploring Second Language Reading – Issues and Strategies*. Canada.
- Brown, H. Douglas. (2001). *Language Assessment: Principle and Classroom Practices*. New York: Addison Wesley Longman, Inc.
- Buzan. (1993). *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. New York: Penguin Books.
- Buzan (2006). *Learning Skills: Mind Mapping: Mind mapping, whole brain note taking, uses both sides of your brain to study subjects usually only studied with your left brain*. (Online). Available at [www.FortuneWell.com](http://www.FortuneWell.com). Accessed on March 12<sup>th</sup> 2018.
- Harmer, J. (2004). *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Ingemann, M. (2008). *The Power of mind mapping*. Retrieved July 14, 2008, from <http://www.FortuneWell.com>
- Kligner, J.K, S. Voughn, and A. Boardman. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Novak, J. D., & Canas, A. J. (2006). *The theory underlying concept maps and how to construct them, [technical report IHMC Cmap Tools 2006-01]*. Florida: Florida Institute for Human and Machine Cognition.
- Nuttall, Cristine. (1996). *Teaching Reading Skills in a foreign language*. Oxford: Heinemann.
- Nuttall, Christine. (2000). *Teaching Reading Skills in foreign language*. Oxford: Macmillan Education
- Stubbs, M. (1996). *Text and corpus analysis*. Oxford: Blackwell.
- Tomlinson, B. (2009). *Material Development in Language Teaching*. Cambridge: Cambridge University Press
- Zipp, Genevieve Pinto, Maher , Cathy , D'Antoni, Anthony V . (2009). *Mind Maps: Useful Schematic Tool for Organizing and Integrating Concepts of Complex Patient Care in the Clinic and Classroom*, Journal of College Teaching & Learning, Vol.6(2).