

ABSTRACT

Rahardian Putranto, Pius. (2009). *Students' Perceptions on the use of Mind-mapping Technique in Extensive Reading II*. Yogyakarta: Sanata Dharma University.

This study deals with the use of mind-mapping technique in *Extensive Reading II* class. Considering that mind-mapping technique plays important role and the use of mind-mapping technique in *ER II* has possibility to affect the students' learning achievement, this research is conducted to answer two problems. (1) How is the mind-mapping technique implemented in the *Extensive Reading II* of English Language Education Study Program? (2) What are the students' perceptions on the use of mind-mapping technique the *Extensive Reading II* of English Language Education Study Program?

Three theories were employed in order to help the writer to answer those problems. First was the theory of mind-mapping technique. Second was the theory of perception, which includes definition, relationship between perceptions, learning and thinking, and factors influencing perception. Third was the theory of extensive reading.

In order to answer the problems, the writer employed a survey research. The data were gained from interview, observation, and questionnaire. The sources of data of the interview and questionnaire were one of the lecturers and two classes of *ER II*. The observation was conducted in the class and outside the class.

From the data analysis, the first result showed that mind-mapping technique was implemented well by applying the steps to do mind-mapping. First, the students were able to look for the relationships. The students used colors, lines, arrows to show the connections among the ideas generated on their mind-map. Second, they drew quickly on unlined paper without pausing, judging or editing. Third, they wrote down key ideas. Fourth, they put main idea in the center. The last, they leaved a lot of space. The second result showed that most of the students had positive perceptions on the use of mind-mapping technique in *ER II*. The positive perceptions gave benefits to the students. They were consolidating information, thinking through complex problems, and presenting information in order to develop new brain skill and high-order of thinking.

Based on the results, there were many benefits that the students obtained. However, the use of mind-mapping technique in *ER II* class should still be improved. The lecturer should give other alternatives to make mind-map. One of the alternatives is drawing the mind-maps manually. Besides, the students should display the result of their mind-map in their presentations.

ABSTRAK

Rahardian Putranto, Pius. (2009). *Students' Perceptions on the use of Mind-mapping Technique in Extensive Reading II*. Yogyakarta: Universitas Sanata Dharma.

Penelitian ini melingkupi penggunaan teknik mind-mapping di kelas *Extensive Reading II*. Mengacu bahwa teknik mind-mapping mempunyai peran penting dan penggunaan teknik mind-mapping di kelas *ER II* mempunyai kemungkinan untuk mempengaruhi pencapaian belajar siswa, penelitian ini ditujukan untuk menjawab dua rumusan masalah. Rumusan masalah tersebut adalah (1) Bagaimana teknik mind-mapping diterapkan dalam kelas *Extensive Reading II* di Universitas Sanata Dharma? (2) Bagaimana persepsi siswa-siswa terhadap penggunaan teknik mind-mapping dalam kelas *Extensive Reading II* di Universitas Sanata Dharma?

Tiga teori dicantumkan untuk membantu penulis menjawab permasalahan-permasalahan tersebut. Pertama adalah teori teknik mind-mapping. Kedua adalah teori persepsi, yang mencakup arti persepsi, hubungan antara persepsi, belajar dan berpikir, dan factor-faktor yang mempengaruhi persepsi. Ketiga adalah teori *Extensive Reading*.

Untuk menjawab masalah-masalah tersebut, penulis menggunakan metode survey. Data penelitian diambil dari wawancara, observasi dan kuesioner. Sumber data yang digunakan untuk wawancara dan kuesioner adalah salah satu dosen dan dua kelas *ER II*. Observasi dilakukan di dalam dan di luar kelas.

Berdasarkan data yang diperoleh, hasil pertama dalam penelitian ini menunjukkan bahwa teknik mind-mapping diterapkan dengan baik yaitu dengan menerapkan langkah-langkah membuat mind-mapping. Pertama, para siswa dapat mencari hubungan setiap ide. Mereka menggunakan warna, garis, tanda panah untuk menunjukkan hubungan antara ide yang mereka hasilkan di dalam *mind-map*. Kedua, mereka dapat menggambar dengan cepat di atas kertas tanpa jeda ataupun mengedit. Ketiga, mereka menulis gagasan penting. Keempat, mereka dapat menulis gagasan utama di tengah. Terakhir, mereka dapat memberi sisa ruang di kertas mereka. Hasil kedua dalam penelitian ini menunjukkan bahwa sebagian besar siswa mempunyai persepsi yang positif terhadap penggunaan teknik mind-mapping di kelas *ER II*. Persepsi positif tersebut memberikan keuntungan bagi siswa-siswa. Keuntungan-keuntungan itu adalah mengolah informasi, berfikir untuk memecahkan masalah-masalah rumit, dan menghadirkan informasi guna meningkatkan cara berpikir baru dan berpikir cerdas.

Meskipun ada banyak keuntungan yang diperoleh siswa, penggunaan teknik mind-mapping masih harus dikembangkan. Dosen yang bersangkutan seharusnya menawarkan alternatif-alternatif lain untuk membuat mind-mapping. Alternatif itu dengan tidak hanya menggunakan program komputer tetapi dengan menggambar secara manual. Selain itu, siswa seharusnya menampilkan hasil *mind-map* mereka di dalam presentasi.