STUDENTS’ PERCEPTION ON THE USE OF MIND MAPPING IN TEACHING READING IN SMA BOPKRI 2 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Dewati Pamungkas Jati
Student Number: 061214001

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by

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on August 2, 2012
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Yogyakarta, August 2, 2012
Faculty of Teachers Training and Education
Sribumi Dharma University
Dean
Rehandi, Ph.D.
And whatsoever ye do, do it heartily, as to the Lord, and not unto men;

(Colossians 3: 23. KJV)
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, August 2, 2012
The Writer

Dewati Pamungkas Jati
061214001
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Dibuat di Yogyakarta
Pada tanggal: 19 Juli 2012

Yang menyatakan

Dewati Pamungkas Jati
ABSTRACT


Reading is an interesting activity. Reading can broaden our knowledge. In order to comprehend the main ideas of a reading text, many methods can be used. Readers can use skimming and scanning, summarizing, or mind mapping. Mind mapping helps the readers to know the main ideas and then makes the readers easier to comprehend the ideas.

This research is aimed at answering two research problems namely: (1) What is the perception of students of SMA BOPKRI 2 Yogyakarta on the use of mind mapping in teaching reading? (2) What are the suggestions of students of SMA BOPKRI 2 Yogyakarta in implementing mind mapping in teaching reading?

The researcher employed survey as the methodology in conducting the research. The survey data were collected by using questionnaire and interview. There were fourteen statements in the questionnaire. The scales of agreement were sangat setuju, tidak setuju, setuju, and sangat setuju. There was an open-ended question in the questionnaire. There were five questions in the interview guide.

Rooted in the questionnaire results, it could be concluded that the majority of the students perceived the teaching learning process using mind mapping positively. In general, it could be stated that mind mapping made the respondents more active students. From the open-ended question, it could be stated that they gave good suggestions and their suggestions were similar to each other. Based on the interview, it could be concluded that the implementation of mind mapping in teaching reading should be increased. The students have experienced it and the result was good, therefore the implementation of mind mapping should be increased. The suggestions in implementing mind mapping in teaching reading which were given by the students were very supporting. They gave suggestions to the teacher, the situation in teaching learning process, and the implementation of mind mapping. According to them, mind mapping should be implemented in all subjects, not only in Reading. The students can implement mind mapping in Chemistry, History and Japanese to make a briefer note. To anyone who wants to conduct similar research in the future, mind mapping is a good subject to be explored.

Keywords: perception, mind mapping, reading
ABSTRAK


Penelitian ini bertujuan untuk menjawab dua rumusan masalah yaitu: (1) Apa persepsi siswa SMA BOPKRI 2 Yogyakarta terhadap penggunaan *mind mapping* dalam pelajaran membaca? (2) Apa saran siswa SMA BOPKRI 2 Yogyakarta terhadap penerapan *mind mapping* dalam pelajaran membaca?


Kata kunci: persepsi, *mind mapping*, membaca
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN PUBLIKASI</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER I. INTRODUCTION

A. Research Background ........................................................................ 1
B. Research Problem ........................................................................... 3
C. Problem Limitation ......................................................................... 3
D. Research Objectives ....................................................................... 4
E. Research Benefits .......................................................................... 4
F. Definition of Terms ........................................................................ 5
   1. Perception .................................................................................. 5
   2. Mind Mapping ............................................................................. 6
   3. Reading ...................................................................................... 6

## CHAPTER II. REVIEW OF RELATED LITERATURE

A. Theoretical Description ................................................................... 8
   1. Mind Mapping
      a. Definition ........................................................................... 8
      b. Process .............................................................................. 9
      c. Significance ....................................................................... 11
   2. Teaching and Learning Reading
      a. Reading ............................................................................ 13
      b. Steps in Teaching Reading .................................................. 14
      c. Steps in Learning Reading .................................................. 15
   3. Perception
      a. Definition ........................................................................... 16
b. Factors Influencing the Perception ........................................ 17
4. Teaching Reading Adult Learners
   a. The Characteristics of Adult Learners ................................. 18
   b. Principles of Teaching Reading ......................................... 18
B. Theoretical Framework .................................................. 19

CHAPTER III. RESEARCH METHODOLOGY
A. Research Method .......................................................... 22
B. Research Setting .......................................................... 23
C. Research Participants .................................................... 23
D. Instruments and Data Gathering Technique ......................... 25
   1. Instruments .............................................................. 25
      a. Questionnaire ......................................................... 25
      b. Interview Guide ...................................................... 26
   2. Data Gathering Technique ............................................. 26
E. Data Analysis Technique .................................................. 27
F. Research Procedure ...................................................... 28

CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION
A. Students’ Perception on the Use of Mind Mapping in Teaching
   Reading .............................................................................. 29
B. Students’ Suggestions in Implementing Mind Mapping in Teaching
   Reading .............................................................................. 38

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS
A. Conclusions ...................................................................... 41
   1. Students’ Perception on the Use of Mind Mapping in Teaching
      Reading .............................................................................. 41
   2. Students’ Suggestions in Implementing Mind Mapping in
      Teaching Reading .................................................................. 42
B. Recommendations ................................................................ 43

REFERENCES ......................................................................... 45
APPENDICES ......................................................................... 47
LIST OF TABLES

Table | Page
-----|------
3.1 The Coding of Participants’ Names | 24
4.1 The Summarized Data of the Closed Questions | 30
### LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>The Letter of Permission for the Principal of SMA BOPKRI 2 Yogyakarta</td>
<td>47</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>The Letter of Statement from the Principal of SMA BOPKRI 2 Yogyakarta</td>
<td>49</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>The Blueprint of the Questionnaire</td>
<td>51</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>The Interview Guide</td>
<td>55</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>The Samples of the Questionnaires</td>
<td>57</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>The Samples of the Interview Transcripts</td>
<td>61</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This chapter presents an introduction to the research conducted by the researcher. This chapter is divided into six sections. They are Research Background, Research Problem, Problem Limitation, Research Objectives, Research Benefits, and Definition of Terms.

A. Research Background

Reading is an interesting activity. Reading can broaden our knowledge. In order to comprehend the main ideas of a reading text, many methods can be used. Readers can use skimming and scanning, summarizing, or mind mapping (MM). Mind mapping will be abbreviated to MM to help the readers read this research more easily. MM helps the readers to know the main ideas and then makes the readers easier to comprehend the ideas.

Based on the researcher’s experience when she was taking Extensive Reading I and Extensive Reading II Courses in Sanata Dharma University, the researcher was helped by this method. It triggers the researcher to conduct a research entitled “Students’ Perception on the Use of Mind Mapping in Teaching Reading in SMA BOPKRI 2 Yogyakarta.” Therefore, the researcher aspires to find the perception of the students through this research.

MM is a method developed by Tony Buzan in the late 1960’s (Buzan and Buzan, 1994). MM is a popular brainstorming tool and learning technique of
visually arranging ideas and their interconnections. It can be used to graphically arrange the linkages of some central concept or issue with other concepts or issues into memorable treelike diagrams (Van Halen, 2009). MM assists the readers to obtain a maximum result in reading.

*SMA BOPKRI 2* Yogyakarta is the school where the researcher conducted *Program Pengalaman Lapangan*. This school has a team teaching in teaching English. It pertains to the School Based Curriculum. The School Based Curriculum allows each school to manage its own curriculum. In this school, a team teaching consists of two teachers. One teacher teaches speaking and listening, and the other one teaches reading and writing. The researcher focuses the research on the teaching reading because the MM method is suitable for teaching reading.

A teacher who teaches reading and writing in *SMA BOPKRI 2* Yogyakarta uses MM as a tool to teach the students. The teacher gives the passage in reading to the students and explains the teaching material by using MM. This technique shows that the students are familiar with MM.

The researcher focuses the research on observing the tenth graders of *SMA BOPKRI 2* Yogyakarta academic year 2011/2012 because they are forming their foundation in study. It is written in the curriculum of *SMA BOPKRI 2* Yogyakarta, seventy five percent of English material for senior high school is reading. It means the tenth graders will deal with many kinds of reading text. They have more time to learn something new for them. The eleventh graders are focusing their study in their majoring studies, language class, science class, and social class. The twelfth
graders are focusing their study to face the national examination so they do not have time to learn the new method in learning. The researcher does believe the tenth graders can represent their ability on reading through this research.

B. Research Problem

The research problem in this thesis is as follows

1. What is the perception of students of SMA BOPKRI 2 Yogyakarta on the use of Mind Mapping in teaching reading?

2. What are the suggestions of students of SMA BOPKRI 2 Yogyakarta in implementing Mind Mapping in teaching reading?

C. Problem Limitation

This research limits the investigation of the area of students’ perception on the use of MM in teaching reading. It focuses on the perception of the tenth graders of SMA BOPKRI 2 Yogyakarta academic year 2011/2012. It also focuses on MM because MM is a tool to gain main ideas of a reading text as effective as possible. MM is the object in which the researcher wants to explore it in order to gain perception from the students. Next, it focuses on teaching reading because the researcher wants to explore the students’ comprehension in reading. Besides, MM will be more useful in teaching reading. All the limitations are hoped to keep this research on the right track.
D. Research Objectives

Through this research, the researcher expects to gain the perception of the tenth graders of SMA BOPKRI 2 Yogyakarta academic year 2011/2012 and their suggestions in implementing MM in teaching reading. Their perception and suggestions are important for this research. The objectives of this research are expected to be able to answer the problem formulation.

E. Research Benefits

This research hopefully will give some benefits to the students and teachers of SMA BOPKRI 2 Yogyakarta, for future researchers and for general readers. For the students, they will reap the benefit for their own study. They will know well about MM and they will know their perception about it. If the result is positive, students can improve their competence in understanding the reading materials by using MM. If the result is negative, students can find another way to help them in studying reading. For the teachers, the result of this research can be a suggestion to their teaching. If the result is positive, they can implement the result of this research in their school when they are designing projects for their students in teaching reading. If the result is negative, teachers can have a view in finding new methods in teaching reading. The researcher hopes that this research could inspire the future researchers to conduct the similar research and further discussion on the implementation of MM in teaching reading. The researcher also hopes that this research could broaden and enrich the knowledge of the general readers about MM and its implementation in teaching reading.
F. Definition of Terms

This section defines terms used in this research in order to avoid misunderstanding about them. This section is divided into three parts of definition. They are Perception, Mind Mapping and Reading.

1. Perception

Perception can be seen from some points of view. According to Bullon et al. (2005), perception is the way you think about something and your idea of what it is like (“Perception”). Van Wagner (2009) states that perception is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli. Gibson (1969, p. 3 in Jenkins 1977, p. 149) defines perception as the process by which we obtain firsthand information about the world around us.

Perception from psychological point of view is defined by an anonymous. Perception is derived from the Middle English word *perception* and also from the Old French word *perception*. In terms of psychology it refers to a kind of process of acquiring, interpreting, selecting, and organizing sensory information (Anonymous, 2009).

In this research, perception follows the definition given by Van Wagner, Gibson and Anonymous. Respondents will obtain stimuli, process them, and then give their responses. The perception of the students of *SMA BOPKRI 2* Yogyakarta is needed to answer the problems formulation in this research.
2. Mind Mapping

According to Buzan and Buzan (1994), a MM is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It connects the full range of cortical skills - word, image, number, logic, rhythm, color and spatial awareness - in a single, uniquely powerful manner. MM is a powerful graphic technique which connects word, image, number, logic, rhythm, color and spatial awareness.

Van Halen (2009) states that MM is a popular brainstorming tool and learning technique of visually arranging ideas and their interconnections. It can be used to graphically arrange the linkages of some central concept or issue with other concepts or issues into memorable treelike diagrams. MM is a brainstorming tool which connects some concepts with memorable treelike diagrams.

In this research, MM follows the definition given by Buzan and Van Halen. MM is a tool in brainstorming ideas which connects one idea and others into a linkage. MM is the technique to teach reading in SMA BOPKRI 2 Yogyakarta.

3. Reading

According to Bullon et al. (2005), reading is the activity or skill of understanding written words ("Reading"). According to Leipzig (2001), reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. According to Schoenbach, Greenleaf, Cziko, and Hurwitz (1999), reading is a complex process of problem solving in which the reader works to
make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences.

In this research, reading follows the definition given by Schoenbach et al., Leipzig and Bullon et al. Reading is a complex process which involves word recognition and comprehension of written words. Reading is a subject in SMA BOPKRI 2 Yogyakarta. The teacher is using MM as a medium to convey the essence of the teaching material.
CHAPTER II

REVIEW OF RELATED LITERATURE

To give fundamental theory to this research, this chapter presents a discussion on the related literature as a theoretical base upon which the study presented in the Chapter I was conducted. The discussion includes Theoretical Description and Theoretical Framework.

A. Theoretical Description

The theories are relevant since they can either help to solve the research problems or enlarge particular knowledge of the topic. Those theories consist of theories about Mind Mapping, Teaching and Learning Reading, Perception, and Teaching Reading Adult Learners.

1. Mind Mapping

This research aims to find out the students’ perception on the use of mind mapping (MM) in teaching reading in SMA BOPKRI 2 Yogyakarta. As a consequence, discussing MM is very important in this section. This section consists of three parts of discussion, namely Definition, Process and Significance.

a. Definition

According to Buzan and Buzan (1994), the MM is an expression of Radiant Thinking and is therefore a natural function of the human mind. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain (p. 59). Buzan and Buzan (1994) also stated that it harnesses
the full range of cortical skills - word, image, number, logic, rhythm, color and spatial awareness - in a single, uniquely powerful manner (p. 84).

Van Halen (2009) in his journal says that MM is a brainstorming tool and learning technique of visually arranging ideas and their interconnections. It can be used to graphically arrange the linkages of some central concept or issue with other concepts or issues into memorable treelike diagrams. Care & Mann (2006) in their article stated that MM is a concise way of displaying notes and information and their associations.

Rooted from those definitions, the researcher comes to a conclusion about the definition of MM. The researcher concludes the definition of MM from those experts. MM is a concise way of displaying notes of ideas which harnesses word, image, number, logic, rhythm, color and spatial awareness into memorable diagram.

b. Process

According to Buzan and Buzan (1994), there are three basic instructions in the process of creating MM. Those basic instructions are called the three ‘A’s; ‘Accept’, ‘Apply’ and ‘Adapt’ (p. 93). Buzan and Buzan wrote that in the first stage, the users should follow the MM laws exactly, imitating the models given as precisely as the users can. In the ‘Apply’ stage, Buzan and Buzan suggest the users create a minimum of 100 Mind Maps. For the third stage, Buzan and Buzan stated that this is the time to experiment with ways of adapting the MM form (para. 5).
The MM laws are divided into the laws of technique and the laws of layout. The laws of technique consist of four stages. They are, use emphasis, use association, be clear and develop a personal style. The laws of layout have two stages. They are use hierarchy and use numerical order (Buzan & Buzan, 1994, p. 93).

The use emphasis stage has eight steps, they are (1) always use a central image, (2) use images throughout the MM, (3) use three or more colors per central image, (4) use dimension in images, (5) use the blending of the physical senses, (6) use variations of size printing, line and image, (7) use organized spacing, and (8) use appropriate spacing (Buzan and Buzan, 1994, pp. 97 – 100). The stage of use association has three steps. They are use arrows when the users want to make connections within and across the branch pattern, use colors and use codes (p. 100). The stage of be clear has ten steps. Those steps are (1) use only one key word per line, (2) print all words, (3) print key words on lines, (4) make line length equal to word length, (5) connect lines to other lines, (6) make the central lines thicker, (7) make the users’ boundaries ‘embrace’ the users’ branch outline, (8) make the users’ images as clear as possible, (9) keep the users’ paper placed horizontally in front of the users and (10) keep the users printing as upright as possible (pp. 101 – 103). Buzan and Buzan (1994) added for develop a personal style stage that the more you personalize your MM, the more easily you will remember the information they contain (p. 104). The more the users’ personalize their MM, the more easily the users remember the contents of their notes.
c. Significance

According to Buzan and Buzan (1994, pp. 89 – 90), there are twelve kinds of significance which is offered by MM. The first four significance is time saving. The first significance is time saved by noting only relevant words: between 50 and 95 per cent (p. 89). It is noting only relevant words. Then, MM offers time saved by reading only relevant words: more than 9 per cent of total (p. 89). The users only read the relevant words. The third significance is time saved reviewing MM notes: more than 90 per cent of total (p. 89). The fourth significance is time saved by not having to search for key words amongst unnecessary verbiage: more than 90 per cent of total (p. 89). The users could save their time because they need to note, read, review only relevant words and they do not need to search key words amongst unnecessary verbiage.

MM offers four more significance which is about concentration and its relation with the essential key words. The fifth significance is concentration on real issues enhanced (Buzan and Buzan, 1994, p. 89). The sixth significance is essential key words made more easily discernible (p. 89). Then, the next significance is essential key words juxtaposed in time and space, thus improving creativity and recall (p. 89). The eighth significance is clear and appropriate associations made between key words (p. 89). Thus, the users are only focusing on the issues and they can find the essential key words easily.

Then, according to Buzan and Buzan (1994, pp. 89 – 90), MM offers the significance which is related with the thought. The ninth significance is the brain finds it easier to accept and remember visually stimulating, multi-coloured, multi-
dimensional MMs, rather than monotonous, boring linear notes (p. 89). Next, the
tenth significance is while MM, one is constantly on the verge of new discoveries
and new realisations. This encourages a continuous and potentially endless flow of
thought (p. 90). The eleventh significance is the MM works in harmony with the
brain's natural desire for completion or wholeness (p. 90). Then, the last
significance offered by MM is by constantly utilising all its cortical skills, the
brain becomes increasingly alert and receptive (p. 90).

The MM also offers six significance of teaching with MM (Buzan and
Buzan, 1994, pp. 232 – 233). Buzan and Buzan stated that MMs automatically
inspire interest in the students, thus making them more receptive and co-operative
in the classroom (p. 232). MMs make lessons and presentations more
spontaneous, creative and enjoyable, both for the teacher and the students (p.
232). Then, MMs rather than remaining relatively rigid as the years go by, the
teacher's notes are flexible and adaptable. In these times of rapid change and
development, the teacher needs to be able to alter and add to teaching notes
quickly and easily (p. 232). Then, the fourth significance is because MMs present
only relevant material in a clear and memorable form, the students tend to get
better marks in examinations (p. 233). The fifth significance is unlike linear text,
MMs show not just the facts but the relationships between those facts, thus giving
the students a deeper understanding of the subject (p. 233). The last significance
of teaching with MM is the physical volume of lecture notes dramatically reduced
(p. 233).
2. Teaching and Learning Reading

The researcher aims to investigate the students’ perception on the use of MM in teaching reading in SMA BOPKRI 2 Yogyakarta. Hence, discussing teaching and learning reading in this section is very necessary. There are three parts of discussion, namely Reading, Steps in Teaching Reading and Steps in Learning Reading.

a. Reading

Reading can be seen from several points of view. According to Bullon et al. (2005), reading is the activity or skill of understanding written words (“Reading”). Reading is an uncountable noun and it is different with the progressive form of verb “read”.

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation (Leipzig, 2001). It means that reading consists of several activities. Reading is not only look at the words but also recognizes and comprehends the words, fluent in reading and the readers should have motivation to do the activities.

According to Schoenbach et al. (1999), reading is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences. Reading is a complex process. It is not merely read the text which is written on the page, but it involves the ideas, memories and knowledge.
Johnston (1983: 17) defines reading as a complex behavior which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build a model of the meaning which the writer is assumed to have intended. It means that reading involves the consciousness and unconsciousness of the readers.

b. Steps in Teaching Reading

There are seven steps in teaching reading. The first four steps are as follows. Step 1 is engaging the student. The purpose of engaging the student is to introduce the theme or topic of the reading. The student can be engaged, for example, by using visuals or a "warm-up" conversation. Step 2 is pre-teaching new vocabulary. When preparing reading activities, decide the vocabulary (lexis) that is critical for the learners to know to understand the story, just those that are critical to understanding the reading passage. Step 3 is asking a focus question. A lesson plan teaching reading to students should have a focus question. This is something that the students have to deduce from the reading passage. Step 4 is the students read. Finally, the students read! Be sure to allow enough time for the students to read the entire passage (Teaching ESL to Adults, 2009).

The last three steps are as follows. Step 5 is asking questions about the reading. First, ask the students the focus question again. In addition to the focus question, ask the students a few other questions about the reading. If the students are unable to answer the questions, allow the students to read the passage again. Step 6 is follow up with a task. A lesson plan teaching reading to students should always be followed up with a task. The task can be oral or written. This allows the
student to bring in his or her knowledge on the topic, and helps to reinforce comprehension and the learning process. The last of these steps is step 7: follow up with an activity. This could be additional writing practice or speaking practice. If something comes up that the students seem particularly interested in, use this topic for the students to write about or to continue with a conversation (Teaching ESL to Adults, 2009).

c. Steps in Learning Reading

There are six steps in learning reading. The first two steps are as follow. Step 1: Bombard yourself with information. Try to get through the material as quickly as possible. Do not worry if you do not understand everything, just keep reading on. Step 2: Identify the key concepts and make them yours. Once you have finished the text, think about what the key concepts were. Look them up again and try to define them as simply as you can (Anonymous, 2009).

Then, step three and step four are about memorizing and getting some feedback. Step 3: only memorize what absolutely has to be memorized. In any topic, there are some things that simply must be memorized. Cut the list of these down as much as possible, so you are only remembering that which absolutely and definitely has to be remembered. Step 4: get some feedback on your understanding. Break this dull task up into chunks if necessary, doing a few different tests over a few days (Anonymous, 2009).

Step five and step six are about gaining some more information and gaining some real-world feedback. Step 5: Bombard yourself with some more information, but from another source. Now is the time to get some information
from other sources. Often, hearing something in a different way helps me to understand it better. Step 6: Get some real-world feedback. The best real world feedback of all is if you attempt to use your knowledge for fame or fortune (on a small scale of course). Throw yourself in the deep end, in other words. Join a discussion board on the subject and pick an argument with one of the participants. Or try to get paid employment using your new knowledge (Anonymous, 2009).

3. Perception

This research is about students’ perception on the use of MM in teaching reading in SMA BOPKRI 2 Yogyakarta. Therefore, discussing perception is very fundamental. There are two parts of discussion, namely Definition and Factors Influencing the Perception.

a. Definition

Gibson (1969, p.3) in Jenkins (1977, p. 149) defines perception as follows:

Perception, functionally speaking, is the process by which we obtain firsthand information about the world around us. It has a phenomenal aspect, the awareness of events presently occurring in the organism’s immediate surroundings. It also has a responsive aspect; it entails discriminative, selective response to the stimuli in the immediate environment.

When people obtain firsthand information about the world around and give a response to the stimuli in the immediate surrounds, it is called perception.

According to Bullon et al. (2005), perception is the way you think about something and your idea of what it is like; the way that you notice things with your senses of sight, hearing etc.; the natural ability to understand or notice things quickly (“Perception”). Perception can be seen as the way people think about
something; the way people notice things with their senses; and the natural ability to notice things quickly.

Perception is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli (Van Wagner, 2009). There are two points that have a similar meaning to the definition given by Gibson and Bullon et al. They are sensory recognition of environment and response to the stimuli.

Perception is derived from the Middle English word *perception* and also from the Old French word *perception*. In terms of psychology it refers to a kind of process of acquiring, interpreting, selecting, and organizing sensory information (Anonymous, 2009). Perception has a relation with the psychology world.

**b. Factors Influencing the Perception**

There are internal and external factors influencing the perception. The internal set factors are as under: habit, motivation and interest, learning, organizational and specialization, economic and social background, and personality (Universal Teacher, 2009b). The external attention factors are: intensity, size, contrast, repetition, motion, novelty and familiarity, and situations. Those are external factors that influencing perception (Universal Teacher, 2009a). The all internal and external factors contribute in influencing perception which is given by the people.
4. Teaching Reading Adult Learners

This research is about the students’ perception on the use of MM in teaching reading in SMA BOPKRI 2 Yogyakarta. Thus, discussing teaching reading is necessary in this section. There are two parts of discussion, namely The Characteristics of Adult Learners and Principles of teaching Adult Learners.

a. The Characteristics of Adult Learners

Students in the senior high level are categorized as adult learners. The adult learners have their characteristics that differentiate them with other learners. The adult learners tend to be subject-oriented; they seek to successfully complete each course, regardless of how course relates to their own goals. The adult learners also are being future-oriented; education is often a mandatory or an expected activity in someone’s life and designed for their future. The adult learners are also often depending on other for direction. They like to accept new information without trying it out or seriously questioning it. The adult learners tend to seek education that prepares them for an often unclear future; accept postponed application of what is being learned. The adult learners also depend on others to design their learning; reluctant to accept responsibility for their own learning (Rochester Institute of Technology, 2009). Those are the characteristics of adult learners.

b. Principles of Teaching Adult Learners

There are ten principles of teaching adult learners. The first principle is that reading material is easy. The second principle is that a variety of reading material on a wide range of topics must be available. The third principle is that the learners choose what they want to read. The forth principle is that learners read as
much as possible. The fifth principle is that the purpose of reading is usually related to pleasure, information and general understanding. The sixth principle is that reading is its own reward. The seventh principle is that reading speed is usually faster rather than slower. The eighth principle is that reading is individual and silent. The ninth principle is that teachers orient and guide their students. The tenth principle is that the teacher is a role model of a reader (Day and Bamford, 2002). Those are the ten principle of teaching adult learners.

B. Theoretical Framework

This section summarizes the linked theories which are combined from the theoretical description. The summary of those theories is intended to answer the research problems as stated in the first chapter. The researcher relates the research matter to the theories.

Teaching reading can be done in some various ways. On of them is by using MM. According to Van Halen (2009), MM is a popular brainstorming tool and learning technique of visually arranging ideas and their interconnections.

The process in creating MM can be followed easily by its users even its new users. There are three basic instructions in the process of creating MM. Those basic instructions are ‘Accept’, ‘Apply’ and ‘Adapt’ (Buzan and Buzan, 1994, p. 93).

There are twelve benefits in using MM according to Buzan and Buzan. The researcher summarizes it into three major benefits. The first benefit is time saving by using MM. The second benefit is the users are only focusing on the
issues and they can find the essential key words easily. Then, MM offers the significance which is related with the thought (Buzan and Buzan, 1994, pp. 89 – 90). The MM also offers six significance of teaching with MM (Buzan and Buzan, 1994, pp. 232 – 233). Buzan and Buzan stated that MMs automatically inspire interest in the students, make lessons and presentations more spontaneous, creative and enjoyable, both for the teacher and the students, help the teacher to be able to alter and add to teaching notes quickly and easily (p. 232). Then, the students tend to get better marks in examinations. MMs are giving the students a deeper understanding of the subject. The last significance of teaching with MM is the physical volume of lecture notes dramatically reduced (p. 233).

Teaching and learning reading are related each other. According to Schoenbach et al. (1999), reading is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences. There are seven steps in teaching reading and there are six steps in learning reading.

According to Van Wagner (2009), perception is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli. The factors influencing perception comes from the internal and external. It means that if the research participants recognize positive stimuli, they will give positive response to the stimuli and vice versa.

The characteristic of learners is different one and another. The adult learners are more mature than the young learners so that they can learn reading
individually. The teachers just need to guide the learners. The adult learners are also often depending on other for direction. The adult learners also depend on others to design their learning (Rochester Institute of Technology, 2009).

This research is intended to find out the students’ perception on the use of MM in teaching reading in SMA BOPKRI 2 Yogyakarta. Therefore, in this research, those theories are employed to help the researcher solve the problem about the perception of students on the use of MM and their suggestion in the implementation of MM.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology in conducting the research. This chapter is divided into six sections. It covers the Research Method, Research Setting, Research Participants, Instruments and Data Gathering Technique, Data Analysis Technique, and Research Procedure.

A. Research Method

Every research has its own method in doing the research. The researcher used survey as the methodology in conducting the research. According to Ary, Jacobs, Razavieh, and Sorensen (2002), survey is a research technique in which data are gathered by asking questions of a group of individuals called respondents. Survey research was applied since this research was aimed to find out the students’ perception on the use of mind-mapping in teaching reading and the students’ suggestions in implementing mind-mapping technique in teaching reading. Ary, et al. (2002) stated that there are two basic ways in which data are gathered in survey research: interviews and questionnaires. Interview has two approaches to collecting data, which are personal interview and telephone interview. Questionnaire has two approaches to collecting data, which are mailed questionnaire and directly administered questionnaire. Since this research was done to gather specific data, therefore this research employed personal interview and directly administered questionnaire.
B. Research Setting

In order to obtain the data, the research must be conducted. This research was conducted in X D classroom of SMA BOPKRI 2 Yogyakarta. SMA BOPKRI 2 Yogyakarta was located at Jalan Jenderal Sudirman 87 Yogyakarta.

The researcher employed two research instruments to obtain the data from the research participants. The first research instrument was a questionnaire and the second research instrument was an interview guide. The data from the questionnaire were collected when the researcher distributed the questionnaire on Tuesday, 22\textsuperscript{nd} November 2011. The data from the interview were gained when the researcher conducted interviews with the research participants. It was held on Thursday, 12\textsuperscript{th} January 2012.

C. Research Participants

The research participants of this research were the tenth graders of SMA BOPKRI 2 Yogyakarta academic year 2011/2012. There were five classes of tenth graders, namely X A, X B, X C, X D, and X E. The researcher was given the opportunity to conduct research in X D class. There were twenty one students in the X D class. They consisted of nine girls and twelve boys. These research participants were middle-low students in their school and they were not really active in their teaching-learning activities.

The all research participants were chosen to fill in the questionnaire. In order to obtain deeper information from the questionnaire, the researcher
conducted interview with some research participants. The researcher employed simple random sampling interview.

To keep the research participants confidential, the researcher made the coding of participants’ names. It was shown in Table 3.1.

<table>
<thead>
<tr>
<th>Coding</th>
<th>Meaning</th>
<th>Respondents of Questionnaire</th>
<th>Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>The initial for research participant number 1</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Student B</td>
<td>The initial for research participant number 2</td>
<td>V</td>
<td>V</td>
</tr>
<tr>
<td>Student C</td>
<td>The initial for research participant number 3</td>
<td>V</td>
<td>V</td>
</tr>
<tr>
<td>Student D</td>
<td>The initial for research participant number 4</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Student E</td>
<td>The initial for research participant number 5</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Student F</td>
<td>The initial for research participant number 6</td>
<td>V</td>
<td>V</td>
</tr>
<tr>
<td>Student G</td>
<td>The initial for research participant number 7</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Student H</td>
<td>The initial for research participant number 8</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Student I</td>
<td>The initial for research participant number 9</td>
<td>V</td>
<td>V</td>
</tr>
<tr>
<td>Student J</td>
<td>The initial for research participant number 10</td>
<td>V</td>
<td>V</td>
</tr>
<tr>
<td>Student K</td>
<td>The initial for research participant number 11</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Student L</td>
<td>The initial for research participant number 12</td>
<td>V</td>
<td>V</td>
</tr>
<tr>
<td>Student M</td>
<td>The initial for research participant number 13</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Student N</td>
<td>The initial for research participant number 14</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Student O</td>
<td>The initial for research participant number 15</td>
<td>V</td>
<td>V</td>
</tr>
<tr>
<td>Student P</td>
<td>The initial for research participant number 16</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Student Q</td>
<td>The initial for research participant number 17</td>
<td>V</td>
<td>V</td>
</tr>
<tr>
<td>Student R</td>
<td>The initial for research participant number 18</td>
<td>V</td>
<td>V</td>
</tr>
<tr>
<td>Student S</td>
<td>The initial for research participant number 19</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Student T</td>
<td>The initial for research participant number 20</td>
<td>V</td>
<td>V</td>
</tr>
</tbody>
</table>

Table 3.1 showed the code of the research participants who participated in filling in the questionnaire and answering the interview. The first column was the coding. The second column was the meaning of the coding. The third column was the information of the participation of the research participant in questionnaire
and interview. The checked sign (V) symbolized the participation of the research participant whether the person participated only in questionnaire or in both questionnaire and interview.

D. Instruments and Data Gathering Technique

This section discussed the instruments and the technique in gathering the data. It is divided into two parts. It covers Instruments and Data Gathering Technique.

1. Instruments

Instruments were needed to gather the data in reaching the final result of the research. Therefore, the researcher employed two instruments to gather the data, namely a questionnaire and an interview guide. The primary instrument was the questionnaire while the interview guide was the secondary instrument.

a. Questionnaire

According to Ary et al. (2002: 381) questionnaire has two options, thus providing two approaches to collecting data. They are mailed questionnaire and directly administered questionnaire. This research used directly administered questionnaire. According to Ary, et. al. (2001: 385), the directly administered questionnaire is administered to a group of people assembled at a certain place for a specific purpose.

The directly administered questionnaire has advantages and disadvantage. Ary, et. al. (2002: 385) stated that the main advantage of directly administered questionnaire is the high response rate, which typically reaches 100 percent. Other advantages are low cost and the fact that the researcher is present to provide
assistance or answer questions. The disadvantage is that the researcher is usually restricted in terms of where and when the questionnaire can be administered. The questionnaire was presented in Indonesian Language to maximize the understanding of the research participants in answering the questions. The questionnaire consisted of fourteen statements with four options of scale of agreement and one open-ended question (See Appendix 3).

b. Interview Guide

The interview guide was the secondary instrument. This research chose personal interview to gather the data. According to Ary et al. (2002: 382) in a personal interview, the interviewer reads the questions to the respondent in a face-to-face setting and records the answers. Questions can be repeated or their meaning explained in case they are not understood by the research participants. The interview was using Indonesian Language. There were five questions in the interview guide (See Appendix 4).

2. Data Gathering Technique

The researcher employed two research instruments to obtain the data from the research participants. The first research instrument was a questionnaire and the second research instrument was an interview guide. The questionnaire was the primary instrument, while the interview guide was aimed to obtain deeper information from the questionnaire.

The data from the questionnaire were collected when the researcher distributed the questionnaire. There should be twenty one research participants in
the classroom. However, there was one participant who was absent at that time. Therefore, there were only twenty research participants in the classroom. The researcher came to the classroom, distributed the questionnaire sheets, explained the guidance of how to choose the answer, and then read the statements before the research participants answered it. The researcher read the first statement and then the research participants chose one out of four options given, the researcher read the second statement and the research participants answered it, the researcher and the research participants repeated the step until the fourteenth statement. The researcher also read the open-ended question before the research participants wrote down their answers in the space provided. The researcher read the statements and question to avoid any misinterpreting.

The data from the interview were gained when the researcher had interviews with the research participants. There were ten research participants who were interviewed. The researcher read the questions to the research participants and recorded their answer. It was one by one interview. The interview was aimed to follow up the research participants’ answers from the questionnaire to obtain deeper information.

E. Data Analysis Technique

The first step was the researcher analyzed all of the data from the questionnaire. There were fourteen statements with four options of answer and one open-ended question. The options of answer named scale of agreement. The scales of agreement were strongly disagree (sangat tidak setuju), disagree (tidak
setuju), agree (setuju), and strongly agree (sangat setuju). The researcher noted the answer to each question down on the table. Afterwards, each statement was counted in percentage. The researcher concluded the students’ perception on the use of MM from the score of the questionnaire.

The second step was concluding the research participants’ perception from the interview data. The recorded interview data should be transformed into written data. Therefore, the researcher did the transcription from the recorded data. The students’ perception on the use of MM was concluded from the score of questionnaire and interview.

F. Research Procedure

There were some steps in conducting this research. First, the researcher asked permission to the teacher. Second, the researcher distributed the questionnaire to the research participants. Then, the researcher analyzed the data from the questionnaire given. Fourth, the researcher interviewed ten research participants. Fifth, the researcher analyzed the data from the interview. Sixth, the researcher concluded the data. The last, the researcher wrote the report of the students’ perception on the use of MM in teaching reading in SMA BOPKRI 2 Yogyakarta.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter reveals the data acquired from the results of the questionnaire and interview. There will be two subheadings. The first part discusses Students’ Perception on the Use of Mind Mapping in Teaching Reading. The second part discusses Students’ Suggestions in Implementing Mind Mapping in teaching reading.

A. Students’ Perception on the Use of Mind Mapping in Teaching Reading

The closed questions of the questionnaire asked about the students’ perception. In this part, the students were expected to share their perception on the use of MM in teaching reading by choosing strongly disagree, disagree, agree, or strongly agree options. The closed questions consisted of fourteen statements. Furthermore, the summarized data of the closed questions of the questionnaire is presented in Table 4.1.

Table 4.1 showed the number of the research participants who selected strongly disagree, disagree, agree, or strongly agree options. The first column was the statement number of questions which were asked in the questionnaire form. There were four columns for four options (strongly disagree, disagree, agree, or strongly agree) in Table 4.1. for each option, there were two columns. The first column was the total number of the research participants who chose
certain option. The second column was the total number of the research participants who chose certain option in percentage (%).

Table 4.1 The Summarized Data of the Closed Questions

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>%</td>
<td>Total</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>You are interested in the implementation of Mind Mapping in teaching reading.</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>You are highly motivated and enthusiastic to do Mind Mapping.</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>You feel relaxed when doing the Mind Mapping.</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>You have self-confidence to present your Mind Mapping in front of the class.</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>You do the Mind Mapping wholeheartedly.</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>You feel ense when doing the Mind Mapping.</td>
<td>1</td>
<td>5</td>
<td>19</td>
<td>95</td>
</tr>
<tr>
<td>7</td>
<td>You feel that the implementation of Mind Mapping is challenging.</td>
<td>2</td>
<td>10</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>8</td>
<td>You consider that Mind Mapping is significant for enhancing your reading mastery.</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>Mind Mapping helps you to be an active student.</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>Mind Mapping helps you to be a creative student.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>You like to use Mind Mapping in reading class.</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>You save time in reviewing Mind Mapping notes.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>Mind Mapping helps essential key words to be more easily discernible.</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>Mind Mapping helps essential key words juxtaposed in time and space, thus improving creativity and recall.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
The first seven statements talked about the students’ perception on teaching learning process using MM. First statement stated that the research participants were interested in the implementation of MM in teaching reading. Second statement stated that the research participants were highly motivated and enthusiastic to do MM. Then the third statement stated that the research participants felt relaxed when doing the MM. The next statement stated that the research participants had self-confidence to present their MM in front of the class. The fifth statement stated that the research participants did MM wholeheartedly. The sixth statement stated that the research participants felt tense when doing MM. The seventh statement stated the research participants felt that the implementation of MM was challenging.

Rooted in the questionnaire results which were presented in Table 4.1, number one up to number seven, it was demonstrated that the majority of the research participants perceived the teaching learning process using MM positively. The researcher would discuss the result of the research number by number.

There were fifteen research participants (75%) who agreed and one research participant (5%) who strongly agreed that they were interested in the implementation of MM in teaching reading. There were only four research participants (20%) who disagreed with the first statement. Seventy five percent was a big number in a result of a survey. For this reason, the result of the first statement was positive.
For the second statement, twelve research participants (60%) agreed, one research participant (5%) strongly agreed, and the rest (35%) disagreed that they were highly motivated and enthusiastic to do MM. Even though thirty five percent were not highly motivated and enthusiastic, the majority was highly motivated and enthusiastic. Thus, for the second statement the result was positive.

There were three research participants (15%) who strongly agreed, thirteen research participants (65%) who agreed, and four research participants (20%) who disagreed that they felt relaxed when doing MM. The majority of the research participant felt relaxed when doing MM. Thus, the result of the third statement was positive.

For the fourth statements, the answers from the research participants were equal. There were nine research participants (45%) who disagreed and one research participant (5%) who strongly disagreed that they had self-confidence to present their MM in front of the class. On the other hand, nine research participants (45%) agreed and one research participant (5%) strongly agreed that they had self-confidence to do it.

The answers from the research participants for statement number five were tended to disagree with the statement given. Ten research participants (50%) disagreed and one research participant (5%) strongly disagreed that they did MM wholeheartedly; eight research participants (40%) agreed and one research participant (5%) strongly agreed that they did it wholeheartedly. As a consequence, the result for statement number five was negative.
Nineteen research participants (95%) disagreed and one research participant (5%) strongly disagreed that they felt tense when doing MM. These answers meant that they were not tense when doing MM. For this reason, this sixth statement was totally positive.

For the seventh statement, the answers from the research participants were tended to agree with the statement given. There were eleven research participants (55%) who felt that the implementation of MM in teaching reading was challenging. On the other hand, seven research participants (35%) who disagreed and two research participants (10%) who strongly disagreed with the statement.

The next seven statements (no. 8 – 14) were about students’ perception on the implication of MM. The eighth statement stated research participants thought that MM was important to enhance their reading mastery. Then the ninth statement stated that MM helped research participants to be active students. The tenth statement stated that MM helped research participants to be creative students. The eleventh statement stated that research participants liked to use MM in reading class. Then the twelfth statement stated that research participants saved time in reviewing MM notes. The thirteenth statement stated that MM helped essential key words to be more easily discernible. The last statement stated that MM help essential key words juxtaposed in time and space, thus improving creativity and recall. Those were the last seven statements which had to be responded by research participants.

Rooted in the questionnaire results which were presented in Table 4.1, number eight up to number fourteen, it was demonstrated that most of the research
participants perceived the implication of MM positively. The researcher would elaborate the result of the research, statement by statement.

Sixteen research participants (80%) agreed that MM was important to enhance their reading mastery. Four research participants (20%) disagreed with the eighth statement.

Fourteen research participants (70%) agreed that MM helped them to be active students. Six research participants (30%) disagreed with it. Thus, the result of statement number eight was positive.

The majority of the research participants responded positively for the statement number nine. One research participant (5%) strongly agreed and seventeen research participants (85%) agreed that MM helped them to be creative students. There were only two research participants (10%) who disagreed with it.

The result of this statement was slightly different. Ten research participants (50%) disagreed and one research participant (5%) strongly disagreed that they liked to use MM in reading class. Meanwhile, nine research participants (45%) agreed that they liked to use MM in reading class. Thus, the result was negative.

Sixteen research participants (80%) agreed and three research participants (15%) strongly agreed that they saved time in reviewing MM notes. There was only one research participant (5%) who disagreed with the statement number twelve. As a result, the twelfth statement was positive.

Then, the majority research participants agreed with the statement number thirteen. Twelve research participants (60%) agreed, three research participants
(15%) strongly agreed, and five research participants (25%) disagreed that MM helped essential key words to be more easily discernible. It meant, MM helped the key words to be more easily found.

Two research participants (10%) disagreed, sixteen research participants (80%) agreed, and two research participants (10%) strongly agreed that MM helped essential key words juxtaposed in time and space, thus improving creativity and recall. Based on this result, MM was helpful. Ninety percent research participant agreed, therefore, the result was positive.

Based on the interview, six out of ten research participants stated that they had high motivation and enthusiasm to do MM. They had high motivation and enthusiasm because MM is a learning method that could be simple learned. MM could help teaching-learning activity. It helped in converting a narrative text or a long English text into the simpler one. It also helped in doing tasks. MM helped student in remembering the material given. Through MM, student could learn several notes about the material. Doing MM meant read the material carefully.

Two research participants stated they did not have high motivation and enthusiasm in doing MM. They did not have high motivation and enthusiasm because MM was as the same as other method and sometimes, it made student confused. These research participants stated that to make MM, these students had to understand the content of the material and sometimes there were some vocabularies that were difficult to be translated in Indonesian. Those were the explanation from the research participants.
Two other research participants said they had motivation and enthusiasm in doing MM but not that high. One research participant told that it was easier to learn something by doing MM. The other one stated that MM was easy to be learned and was clear. This research participant also stated that MM was just the way it was and was not complicated. Their answers tended to agree with the questions but they were just not highly motivated and not enthusiast.

The second question of the interview was: “Do you feel confident when doing MM?” Nine out of ten research participants felt confident when doing MM. Only one research participant felt a little bit confident. It could be concluded that most of the research participants felt confident when doing MM.

The research participants felt confident when doing MM because they had several reasons. Two out of nine research participants stated that they felt confident because they did MM by themselves. They were confident of their works. Two other research participants stated that everything was written in the material so they just changed it into MM. If it suited with the material, they did not need to be afraid if their works were wrong. The others told that MM helped them a lot in doing tasks and in doing examinations. They were helped because they could remember their notes easily. Those research participants felt confident when doing MM because they proved it to them that MM was very helpful.

One research participant felt a little bit confident. Actually this research participant obtained deeper understanding when doing MM. This research participant felt confident to learn about MM, but felt a little bit confident when
doing MM. It could be concluded that this research participant and the nine other research participants felt confident when doing MM.

For interview question number three, nine out of ten research participants agreed that MM was important in enhancing their reading mastery. One research participant stated that MM helped to enhance the ability of spelling. Two research participants told that MM was important in enhancing the carefulness of reading. Therefore, they could find the answers easily. One research participant told that MM was important in enhancing the fluency in reading. Six research participants stated that MM was important in helping them to understand the content of the material. They could finish reading the material faster.

One research participant disagreed that MM was important in enhancing reading mastery. This research participant stated that there was no significant difference in reading mastery before and after learning MM. This research participant told that MM was not important in enhancing reading mastery.

The fourth question of the interview was: “Does MM make you a more active student?” All the research participants agreed that MM made them more active students. They became more active in doing tasks or exercises without any help from other, more active in remembering and recalling the content of the material. MM also made them more active in answering questions, more active in making their own notes, and more active in improving creativity. One research participant added that in doing MM there was a passionate interest to work on it. In general, it could be stated that MM made the respondents more active students.
B. Students’ Suggestions in Implementing Mind Mapping in Teaching Reading

This part was discussing about students’ suggestions in implementing MM in teaching reading. There were two ways to gain their answer. The first one was by using open-ended question below the questionnaire and the second one was by interviewing them.

From the first way, that was open-ended question, it could be stated that they gave good suggestions and their suggestions were similar to each other.

Four research participants suggested that teacher should be more creative in implementing MM. Student F wrote, “Dibuat lebih menarik agar siswa bisa lebih aktif.” Student M gave suggestion, “MM dibuat lebih mudah dan dibuat lebih menarik lagi dari sebelumnya.” The teacher should brainstorm ideas to create some more attractive teaching learning activities in the classroom.

There were seven research participants who suggested that MM should be more implemented. These were three answers from the research participants. Student B wrote, “sebaiknya, guru lebih menerapkan pembuatan mind mapping dalam pembelajaran membaca karena mempermudah siswa untuk mengingat isi bacaan.” Student I wrote in the space provided, “lebih ditingkatkan lagi cara pembuatan mind mappingnya / lebih diseringkan, karena itu sangat memudahkan cara belajar.” Student P wrote, “lebih diseringin aja, soalnya mind mapping bikin lebih gampang ngapalin & bikin ringkasan.”

Two research participants stated that MM should be implemented in all subjects, not only in Reading. Student C wrote in the space provided, “saran saya
adalah bisa diterapkan dalam hal apapun dan sudah cukup bisa dimengerti bagi saya.” Student Q wrote, “Lebih baik diterapkan ke semua mapel.” Mapel was an acronym of Indonesian words “mata pelajaran”. These two research participants seemed that they had good experiences with MM and then they suggested the teacher to implement MM in all subjects or in everything.

One research participant suggested to training students in making MM. Student L wrote, “sangat membantu kita untuk memahami bacaan. Perlu penjelasan yg lebih lagi untuk cara menuliskan mind mapping.” This research participant gave a positive respond to the implementation of MM. According to the suggestion given, the teacher should give a clearer step in making MM and train the students how to make it.

Two research participants stated that in implementing MM, the situation in teaching learning process should be more relax. Student S in the space provided wrote, “Saran saya belajar mind mapping lebih santai dan relax.” A similar answer was given by another research participant. Student E wrote, “saran saya belajar mind mapping lebih santai.” One out of two research participants, in the questionnaire also chose option disagree in the statement “Students felt relaxed when doing the MM.” It can be summarized that the situation in teaching learning process be a burden for this research participant. The teacher could create a more relax situation in the teaching learning process.

Four research participants did not give any suggestion. One of these four research participants wrote, “u/ saya pribadi tidak ada saran karena
“pembelajarannya sudah jelas.” This research participant did not give any suggestion because the teaching learning activities were clear.

Based on the result of the interview with ten research participants about the implementation of MM, two out of ten research participants did not give any suggestion. These research participants stated that the implementation of MM was clear enough. Three research participants suggested that the creativity in doing MM should be increased. The last five research participants suggested that MM should be more implemented in teaching reading. It could be summarized that the implementation of MM in teaching reading should be increased.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After presenting the data gathered, the researcher draws some conclusions from the findings and present recommendations for current practice and future research. In this chapter, there are two major parts of discussions. The first one is the conclusion drawn after the research conducted. The second one is the recommendations.

A. Conclusions

This research was conducted to answer two research questions as stated in the research problem. In order to answer the research questions, the researcher used the questionnaire and the interview. The researcher would like to draw conclusions about the students’ perception from the data gathered.

1. Students’ Perception on the Use of Mind Mapping in Teaching Reading

Based on the data gathered from the instruments, it was found that the research participants gave positive responses. The majority of the research participants perceived the teaching learning process using Mind Mapping (MM) positively. The researcher found out that the research participants were interested in the implementation of MM in teaching reading. They were also highly motivated, enthusiastic, relaxed and were not tense when doing MM. This is consistent with Buzan and Buzan (1994). They suggest that MMs make lessons
and presentations more spontaneous, creative and enjoyable. Moreover, the implementation of MM was challenging. These research participants had self-confidence to present their MM in front of the class. Though they were interested in the implementation of MM in teaching reading, fifty percent of them admitted that they did not do it wholeheartedly.

MM was important to enhance the reading mastery of the students. MM helped them to be active and creative students. These research participants admitted that they saved time in reviewing MM notes. They acknowledged that MM helped essential key words to be more easily discernible. Moreover, MM helped essential key words juxtaposed in time and space, thus improving creativity and recall. These are consistent with the significance offered by MM according to Buzan and Buzan (1994, pp. 89 – 90). Buzan and Buzan offer that MM is time saving; MM helps essential key words made more discernible; MM helps essential key words juxtaposed in time and space. Though they admitted that MM was good, fifty percent of them did like to use MM in reading class and forty five percent liked to use it.

2. Students’ Suggestions in Implementing Mind Mapping in Teaching Reading

The suggestions in implementing MM in teaching reading which were given by the research participants were very supporting. They gave suggestions to the teacher, the situation in teaching learning process, and the implementation of MM. They suggested that teacher must be more creative in implementing it. These
research participants also suggested that teacher should give them more training in using MM. They stated that in implementing MM, the situation in teaching learning process should be more relaxed. According to them, MM should be more implemented in all subjects, not only in Reading.

B. Recommendations

This research is about discussing the students’ perception on the use of mind mapping (MM) in teaching reading in SMA BOPKRI 2 Yogyakarta. For the current practice in teaching reading in SMA BOPKRI 2 Yogyakarta, the teacher needs to be more creative in using MM. The teacher can give several creative creations about MM. The teacher also needs to give more training to students in creating MM. The goals are to keep the students from being bored and to increase their interest to do MM wholeheartedly. Based on the suggestions which were given by the research participants, teacher should implement MM in all subjects. Thus, the English teacher should influence other teachers to learn about MM and encourage them to implement it in each subject which guided by them.

The researcher would like to recommend students of SMA BOPKRI 2 Yogyakarta to implement MM in all subjects, since they suggested the teacher to implement it in all subjects. The students should train themselves and practice to use MM in reading and other subjects. They have experienced to use it in reading and they obtained good results, thus it is also expected that they would obtain good results in other subjects. The students can use MM in Chemistry to make summarize of the formula in Chemistry. The students can use MM in History to
create a briefer note about the history of Indonesia and the history of nations. These students can also use MM in Japanese Language. They can summarize the Japanese Language lesson into the briefer note by using MM.

The last recommendation is given to anyone who wants to conduct similar research in the future. MM is a good subject to be explored. The researcher expects that the future researcher would present more about factors related on the use of MM and would obtain more results from the research.
REFERENCES


APPENDIX 1

The Letter of Permission for the Principal of SMA BOPKRI 2 Yogyakarta
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA

Nomor : A08_KptKajur/IPBS_K1/a04

Hal : Permohonan Ijin Penelitian

Kepada

Yth, Bapak/Seri Beheringgah, S.Pd.
Kepala SMA Bornei 2
Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : [Nama Mahasiswa]
No. Mahasiswa : [No. Mahasiswa]
Program Studi : [Program Studi]
Jurusan : [Jurusan]
Fakultas : [Fakultas]
Semester : [Semester]

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : [Lokasi]
Waktu : [Waktu]
Topik/Judul : [Topik/Judul]

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 25 September 2018

[Signature]
[Name]
Dekan,
Kepala Jurusan Pendidikan Bahasa dan Seni

C. Tutyandri, S.Pd., M.Pd.
NPP: 1680

Tembusan Yth.:
1. 
2. Dekan FKIP
APPENDIX 2

The Letter of Statement from the Principal of SMA BOPKRI 2 Yogyakarta
SUPRAT KETERANGAN

Yang bertanda tangan dibawah ini,

nama : Sri Rahayuningsih, S.Pd.,
NIP : 4-,
pangkat,golongan : Kepala Sekolah,
jabatan : SMA BOPKRI 2 Yogyakarta,
unit kerja : SMA BOPKRI 2 Yogyakarta,
menerangkan dengan sebenarnya bahwa

nama : Dewanti Paman, S.Pd.,
nomer induk mhs : 061214001,
prodi : Pendidikan Bahasa Inggris,
fakultas : Keguruan dan Ilmu Pendidikan,
Universitas Sanata Dharma Yogyakarta,


Demikian untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 12 Januari 2012

Sri Rahayuningsih, S.Pd.
APPENDIX 3

The Blueprint of the Questionnaire
## QUESTIONNAIRE BLUEPRINT

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek-aspek (Aspects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Students’ Perception on The Use of Mind Mapping in Teaching Reading in SMA BOPKRI 2 Yogyakarta</td>
</tr>
</tbody>
</table>

1. **Persepsi siswa terhadap proses belajar mengajar menggunakan Mind Mapping**  
(Students’ perception on teaching learning process using Mind Mapping)

<table>
<thead>
<tr>
<th>No.</th>
<th>Pertanyaan-pertanyaan (Questions)</th>
</tr>
</thead>
</table>
| a.  | Anda tertarik dengan penerapan Mind Mapping dalam kegiatan belajar mengajar.  
(You are interested in the implementation of Mind Mapping in teaching reading.) |
| b.  | Anda sangat termotivasi dan antusias dalam menggunakan Mind Mapping.  
(You are highly motivated and enthusiastic to do Mind Mapping.) |
| c.  | Anda merasa tidak tertekan saat menggunakan Mind Mapping.  
(You feel relaxed when doing the Mind Mapping.) |
| d.  | Anda percaya diri untuk menampilkan Mind Mapping Anda di depan kelas.  
(You have self-confidence to present your Mind Mapping in front of the class.) |
| e.  | Anda menggunakan Mind Mapping dengan sepenuh hati.  
(You do the Mind Mapping wholeheartedly.) |
| f.  | Anda merasa tertekan saat menggunakan Mind Mapping.  
(You feel tense when doing the Mind Mapping.) |
| g.  | Anda merasa bahwa penerapan Mind Mapping itu menantang.  
(You feel that the implementation of Mind Mapping is challenging.) |
<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek-aspek (Aspects)</th>
<th>No.</th>
<th>Pertanyaan-pertanyaan (Questions)</th>
<th>Item Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Students’ Perception on The Use of Mind Mapping in Teaching Reading in SMA BOPKRI 2 Yogyakarta</td>
<td>a.</td>
<td>Anda menganggap bahawa Mind Mapping itu penting dalam meningkatkan kemampuannya membaca. (You consider that Mind Mapping is significant for enhancing your reading mastery.)</td>
<td>2.</td>
</tr>
<tr>
<td>2.</td>
<td>Persepsi siswa terhadap penerapan Mind Mapping (Students’ perception on the implication of Mind Mapping)</td>
<td>b.</td>
<td>Mind Mapping membantu Anda menjadi seorang murid yang aktif. (Mind Mapping helps you to be an active student.)</td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c.</td>
<td>Mind Mapping membantu Anda menjadi seorang murid yang kreatif. (Mind Mapping helps you to be a creative student.)</td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d.</td>
<td>Anda suka menggunakan Mind Mapping saat pelajaran membaca. (You like to use Mind Mapping in reading class.)</td>
<td>5.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f.</td>
<td>Mind Mapping membantu kata kunci-kata kunci untuk lebih mudah dikenali. (Mind Mapping helps essential key words to be more easily discernible.)</td>
<td>7.</td>
</tr>
<tr>
<td>No.</td>
<td>Aspek-aspek (Aspects)</td>
<td>No.</td>
<td>Pertanyaan-pertanyaan (Questions)</td>
<td>Item Numbers</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------</td>
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<td>----------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>A.</td>
<td>Students’ Perception on The Use of Mind Mapping in Teaching Reading in SMA BOPKRI 2 Yogyakarta</td>
<td>g.</td>
<td>Mind Mapping membantu kata kunci-kunci dijelaskan dalam waktu dan ruang, yang meningkatkan kreativitas dan mengingat kembali. (Mind Mapping helps essential key words juxtaposed in time and space, thus improving creativity and recall)</td>
<td></td>
</tr>
</tbody>
</table>

B. Students’ Suggestion in Implementing Mind Mapping in Teaching Reading in SMA BOPKRI 2 Yogyakarta.

_Apa saran Anda tentang penerapan Mind Mapping dalam mengajar membaca?_ (What are your suggestions in the implementation of Mind Mapping in teaching reading?)

........................................................................................................................................................................
........................................................................................................................................................................

Terima kasih atas kerjasamanya. Tuhan memberkati 😊
APPENDIX 4

The Interview Guide
### INTERVIEW GUIDE

<table>
<thead>
<tr>
<th>No.</th>
<th>Pertanyaan</th>
<th>+</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>Apakah Anda memiliki motivasi yang tinggi dan antusias dalam mengerjakan Mind Mapping?</em></td>
<td>Mengapa? Dalam hal apa?</td>
<td>Mengapa tidak?</td>
</tr>
<tr>
<td></td>
<td>(Do you have high motivation and enthusiasm to do Mind Mapping?)</td>
<td>(Why? In what way?)</td>
<td>(Why not?)</td>
</tr>
<tr>
<td>2.</td>
<td><em>Apakah Anda percaya diri saat mengerjakan Mind Mapping?</em></td>
<td>Mengapa?</td>
<td>Mengapa tidak?</td>
</tr>
<tr>
<td></td>
<td>(Do you feel confident when doing Mind Mapping?)</td>
<td>(Why?)</td>
<td>(Why not?)</td>
</tr>
<tr>
<td></td>
<td>(Is Mind Mapping important to enhance your reading mastery?)</td>
<td>(Why? In what way?)</td>
<td>(Why not?)</td>
</tr>
<tr>
<td></td>
<td>(Does Mind Mapping make you a more active student?)</td>
<td>(Why? In what way?)</td>
<td>(Why not?)</td>
</tr>
<tr>
<td>5.</td>
<td><em>Apa saran Anda dalam penerapan Mind Mapping dalam pelajaran membaca?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(What are your suggestions in implementing Mind Mapping in teaching reading?)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 5

The Samples of the Questionnaires
KUESIONER

Nama : ____________________________
NIS  : ____________________________

A. Silahkan (X) pilihan yang Anda sesuaikan dengan jawaban Anda berdasarkan pernyataan yang diberikan. (1 = sangat tidak setuju, 2 = tidak setuju, 3 = setuju, 4 = sangat setuju).

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Skala Persetujuan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Anda tertarik dengan penerapan Mind Mapping dalam kegiatan belajar mengajar.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>Anda sangat termotivasi dan antusias dalam menggunakan Mind Mapping.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3.</td>
<td>Anda merasa tidak tertekan saat menggunakan Mind Mapping.</td>
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</tr>
<tr>
<td>4.</td>
<td>Anda percaya diri untuk menampilkan Mind Mapping Anda di depan kelas.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5.</td>
<td>Anda menggunakan Mind Mapping dengan sepenuh hati.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6.</td>
<td>Anda merasa tertekan saat menggunakan Mind Mapping.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7.</td>
<td>Anda merasa bahwa penerapan Mind Mapping itu menantang.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8.</td>
<td>Anda menganggap bahwa Mind Mapping itu penting dalam meningkatkan kemampuan membaca Anda.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>9.</td>
<td>Mind Mapping membantu Anda menjadi seorang murid yang aktif.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>10.</td>
<td>Mind Mapping membantu Anda menjadi seorang murid yang kreatif.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>11.</td>
<td>Anda suka menggunakan Mind Mapping saat pelajaran membaca.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>12.</td>
<td>Anda menghemat waktu dalam melihat ulang catatan Mind Mapping.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>13.</td>
<td>Mind Mapping membantu kata kunci-kata kunci untuk lebih mudah dikenali.</td>
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</tr>
<tr>
<td>14.</td>
<td>Mind Mapping membantu kata kunci-kata kunci dijajarkan dalam waktu dan ruang, yang meningkatkan kreativitas dan mengingat kembali.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

B. Tulislah jawaban Anda pada ruang yang tersedia.
Apa saran Anda tentang penerapan Mind Mapping dalam mengajar membaca? Saran saya adalah bisa diterapkan dalam hal apapun dan sudah cukup bisa dimengerti bagi saya

unami sapaan saya

Terima kasih atas kerjasonanya. Tuhan memberkati 🙏
-Dewati 061214001-
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

<table>
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</tr>
</tbody>
</table>

B. Tulislah jawaban Anda pada ruang yang tersedia.

Apa saran Anda tentang penerapan Mind Mapping dalam mengajar membaca?

...saran Anda...

Terima kasih atas kerjasonannya. Tuhan memberkati @

-Dewati 061214001-
## KUESIONER

### A. Silahkan (X) pilihan yang Anda sesuaikan dengan jawaban Anda berdasarkan pernyataan yang diberikan. (1 = sangat tidak setuju, 2 = tidak setuju, 3 = setuju, 4 = sangat setuju).

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<tr>
<td>3.</td>
<td>Anda merasa tidak tertekan saat menggunakan Mind Mapping.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4.</td>
<td>Anda percaya diri untuk menampilkan Mind Mapping Anda di depan kelas.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5.</td>
<td>Anda menggunakan Mind Mapping dengan sepenuh hati.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6.</td>
<td>Anda merasa tertekan saat menggunakan Mind Mapping.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7.</td>
<td>Anda merasa bahwa penerapan Mind Mapping itu menantang.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8.</td>
<td>Anda menganggap bahwa Mind Mapping itu penting dalam meningkatkan kemampuan membaca Anda.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>9.</td>
<td>Mind Mapping membantu Anda menjadi seorang murid yang aktif.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>10.</td>
<td>Mind Mapping membantu Anda menjadi seorang murid yang kreatif.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>11.</td>
<td>Anda suka menggunakan Mind Mapping saat pelajaran membaca.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>12.</td>
<td>Anda menghemat waktu dalam melihat ulang catatan Mind Mapping.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>13.</td>
<td>Mind Mapping membantu kata kunci-kata kunci untuk lebih mudah dikenali.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>14.</td>
<td>Mind Mapping membantu kata kunci-kata dijelaskan dalam waktu dan ruang, yang meningkatkan kreativitas dan meningkat kembali.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

### B. Tulislah jawaban Anda pada ruang yang tersedia.

Apa saran Anda tentang penerapan Mind Mapping dalam mengajar membaca?

[ruang untuk saran]

Terima kasih atas kerjasaman Anda. Tahan berkerja! 😊

[signature]

-Dekati [061214001]-
APPENDIX 6

The Samples of the Interview Transcripts
INTERVIEW TRANSCRIPT 1

Researcher : “Nama?”
Student I : [name]
Researcher : “Apakah Anda memiliki motivasi yang tinggi dan antusias dalam mengerjakan Mind Mapping?”
Student I : “Ya.”
Researcher : “Mengapa?”
Student I : “Karena Mind Mapping itu memudahkan kita gimana cara buat ngerjain tugas-tugas.”
Researcher : “Dalam hal apa kamu bersemangat?”
Student I : “Dalam hal membuatnya Mind Mapping tuh.”
Researcher : “Apakah Anda percaya diri saat mengerjakan Mind Mapping?”
Student I : “Ya.”
Researcher : “Mengapa?”
Student I : “Karena... Karena, ya... ya karena, ya Mind Mapping itu memudahkan kita banget gitu loh.”
Researcher : “Oke, yang ketiga, apakah Mind Mapping penting dalam meningkatkan kemampuan membaca Anda?”
Student I : “Ya.”
Researcher : “Mengapa?”
Student I : “Karena kalo misalnya kita membuat Mind Mapping, kita tuh mahamin, apa, nyanyain juga lebih singkat, mahaminnya juga lebih gampang.”
Researcher : “Dalam hal apa meningkatkan kemampuan membaca kamu?”
Student I : “Dalam hal memahami bahasa setiap kalimat.”
Researcher : “Apakah Mind Mapping membuat Anda menjadi siswa yang lebih aktif?”
Student I : “Ya.”
Researcher : “Mengapa?”
Student I : “Ee, karena tuh Mind Mapping bisa membuat kita lebih kreatif gitu loh dalam mbentuk Mind Mapping-nya sendiri.”
Researcher : “Apakah Anda dalam penerapan Mind Mapping dalam pelajaran membaca?”
Student I : “Lebih ditungkatin aja, soalnya kan, ya itu tadi, apa, lebih, lebih gampang biar kita belajarnya.”
Researcher : “Yang ditungkatin apanya?”
Student I : “Cara membuat Mind Mapping-nya itu.”
INTERVIEW TRANSCRIPT 2

Researcher : “Nama?”

Student O : “Oo, nama

Researcher : “Apakah Anda memiliki motivasi yang tinggi dan antusias dalam mengerjakan Mind Mapping?”

Student O : “Ada.”

Researcher : “Mengapa?”

Student O : “Karena Mind Mapping sendiri itu bisa mempermudah kita belajar Bahasa Inggris terutama kalau berhubungan dengan teks naratif atau yang berhubungan dengan teks Bahasa Inggris yang panjang.”

Researcher : “Dalam hal apa? Semangatnya? Motivasinya”

Student O : “Bahasa Inggris kalau dibuat Mind Mapping dulu bisa lebih mudah.”

Researcher : “Apakah Anda percaya diri saat mengerjakan Mind Mapping?”

Student O : “Iya.”

Researcher : “Mengapa?”

Student O : “Ya itu, kita mikir Bahasa Inggris susah.”

Researcher : “Nomor tiga, apakah Mind Mapping penting dalam meningkatkan kemampuan membaca Anda?”


Researcher : “Meningkatkan kemampuan membacamu dalam hal apa?”

Student O : “Apa aja dalam Bahasa Inggris.”

Researcher : “Apakah Mind Mapping membuat Anda menjadi siswa yang lebih aktif?”


Researcher : “Yang kelima, apa saran Anda dalam penerapan Mind Mapping dalam pelajaran membaca?”

Student O : “Mind Mapping itu sarannya sendiri tuh pelajarannya lebih, siswa harus lebih akiF lagi mengisi kotak-kotak kayak kemarin.”

Researcher : “Kalau kamu disuruh buat Mind Mapping sendiri, ada saran nggak?”

Student O : “Lebih menarik. Karena kalau menarik tuh juga menambah minat belajar kita.”

Researcher : “Oke. Makasih ya”

Student O : “Iya.”
INTERVIEW TRANSCRIPT 3

Researcher: “Nama?”
Student Q: "Nama saya...
Researcher: “Apakah Anda memiliki motivasi yang tinggi dan antusias dalam menggerak
Mind Mapping?”
Student Q: “Iya.”
Researcher: “Iya, mengapa?”
Student Q: “Karena Mind Mapping mempermudah saya dalam mengingat suatu pelajaran.”
Researcher: “Dalam halnya, mengingat suatu pelajaran?”
Student Q: “Iya.”
Researcher: “Apakah Anda percaya diri saat mengerjakan Mind Mapping?”
Student Q: “Iya.”
Researcher: “Mengapa?”
Student Q: “Karena saya menjadi ingat, atas pelajaran yang diujikan.”
Researcher: “O gitu, Apakah Anda, eh Apakah Mind Mapping penting dalam meningkatkan
kemampuan membaca Anda?”
Student Q: “... (Keep silent)”
Researcher: “Penting gak?”
Student Q: “Bisaa.”
Researcher: “Bisaa tuh lebih ke ‘iya’ atau ‘tidak’?”
Student Q: “Lebih ke ‘tidak’. ”
Researcher: “Tidak. Mengapa kok bisaa?”
Student Q: “Karena saya merasa tidak ada perubahan, perubahan yang berarti sebelum dan
sesudah saya belajar Mind Mapping.”
Researcher: “Tidak ada perubahan yang berarti ya?”
Student Q: “He’em.”
Researcher: “Yang keempat, apakah Mind Mapping membuat Anda menjadi siswa yang lebih
aktif?”
Student Q: “Aktif, dalam artian?”
Researcher: “Aktif dalam hal misalnya kamu, misalnya kalo ada pertanyaan langsung, ‘Wah
aku kan udah tau’.”
Student Q: “Oh iya.”
Researcher: “Mengapa?”
Student Q: “Karena mempermudah saya.”
Researcher: “Dalam hal apa? Kamu tuh aktifnya dalam hal apa? Kamu siswa nih, dalam hal
apa kamu aktif?”
Student Q: “Aktif mengerjakan soal-soal.”
Researcher: “Yang terakhir, apa sarana Anda dalam penerapan Mind Mapping dalam pelajaran
membaca?”
Student Q: “… (Keep silent)”
Researcher: “Sarannya dalam penerapan Mind Mapping ini ada saran nggak?”
Student Q: “Contohnya bagaimana?”
Researcher: “Ya misalnya, sarana kamu selama ini tuh penerapannya bagaimana?”
Student Q: “O ya, lebih baik lebih sering dipakai karena itu mempermudah semua siswa jika
penggunaannya benar.”
Researcher: “Oh, jadi ada penerapan yang tidak benar? Hehehe”
Student Q: “Hehehe, kan banyak yang bingung karena mereka gak menerapkan.”
Researcher: “Makasih ya.”