



## LITERATURE REVIEW TEACHER'S STRATEGIES USING MIND MAPPING IN TEACHING READING NARRATIVE TEXT

**Sugiyono<sup>2</sup> dan Jaenab<sup>2</sup>**

<sup>1</sup> Sekolah Tinggi Keguruan dan Ilmu Pendidikan Banten

<sup>2</sup> Mahasiswa Pendidikan Bahasa Inggris

Penulis Korespondensi: [sugiyono2883@mail.com](mailto:sugiyono2883@mail.com)<sup>1</sup> dan [jaenabzaskiyah0@mail.com](mailto:jaenabzaskiyah0@mail.com)<sup>2</sup>

Artikel:

*Teacher's strategies using mind mapping in teaching reading narative text*

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### ABSTRACT

This research is motivated by the problem of the students low interest in reading about narrative text, so the teacher must have several strategies so that students have an interest in reading narrative text, one of which is using the mind mapping. The purpose of this study is to determine the condition of students in reading, especially narrative text. This study uses a literature study consisting of several sources, such as primary data from journal and theses as well as secondary data from books, the result of the study can be seen that every research that has been carried out has obtained an average result that shows an increase in student learning outcomes, the average percentage on improving student vocabulary through mind mapping method in English subject, before using the mind mapping method 49,40% and then after using the mind mapping method 50,59%, based on this it is proven that mastery of vocabulary student continued to improve after using the mind mapping method in English subject.

**Keywords:** *Reading, Narative text, Mind Mapping*

### INTRODUCTION

Reading is one of the language skills that students should master it in learning English. By reading, the students can spend their time in good way to get information, knowledge, vocabulary, and improvement of structure. The main goal of teaching English in Indonesia is to make the students have knowledge as well as ability to use English actively. This goal is to improve the quality of teaching English, especially in reading. The aim of teaching reading is intended to develop students' ability to read the material, get

information and understand about text. The aims of teaching for the reader is to comprehend and to react to what is written.<sup>1</sup> Therefore, this skill is not easy to master because the reader should have an ability to comprehend the author's message, the main idea, and etc. The students should be able to read the English text effectively, efficiently in order to get

information from reading text. (Douglas. 1994) . Teaching by Principle, an Interactive Approach to Language Ped

Nunan says that there are three activities of reading comprehension. They are: pre-reading, whilst-reading, and post reading. To acquire good reading achievement, these activities should be taught in effective way. The teacher should apply an appropriate strategy for the students to comprehend reading text well. The teacher may develop brightly expected teaching through the appropriate strategies that would be applied in classroom particularly<sup>2</sup>.

Harmer defines, reading provide good models for English writing and also opportunities to study language such as vocabulary, grammar, punctuation, and the way the teacher constructs sentence, paragraph, and text. It is clear that reading is one of the (David. 1991.) Language Teaching Methodology. New York.

Language skills that should be mastered by students. Many factors influence students to study language component, such as grammar, vocabulary, and punctuation in teaching and learning process.<sup>3</sup>

In Reading, according to Harmer reading is an exercise dominated by the eyes and the brain. It means that readers not only read the text but also understand the meaning of written text being read. Reading is means of transferring information between the writer and the reader. <sup>4</sup> In KTSP curriculum, the competence standard of reading at junior high school is understand functional written text and simple short essay in the form of descriptive and recount related to around environment. Its means that the student be able to read the condition according by the text had they read in the book about the description about around environment and the student be able to understand about what they read.

One of them is role of teaching. As an instigator of the action, the teacher has task and (Jeremy. 1998). How to Teach English. England: Longman Cambridge University Press. P.68

Responsibility to plan and implement the learning in the school in order to encourage students in activities of teaching and learning. In other words, the teachers should be able to guide students in their learning in order to get good achievement in English especially in reading narrative text.

In addition, the teaching of English reading as a foreign language must create the students to be active and focused in their reading. For this reason, the teacher should apply various strategies and material that are relevant and interesting for the students in comprehending the passage well. Teacher is one of many factors influence the successful of teaching learning process. Teachers or lecturers play the most important role in teaching learning process; they can lead meaningful English learning classroom activities if they are able to overcome or minimize the problem faced by their students. Especially in the English language teaching, teachers' main duty is to direct their students in mastering the macro language skills such as listening, speaking, reading, and writing.

In addition, having a good comprehension in reading can be facilitated by many strategies. McNamara whose thinking is adopted by the College Board underlines growing recognition that the use of reading strategies is essential; high ability students who use reading strategies are getting successful not only in comprehending reading, but also in overcoming reading problems and becoming a better reader and comprehender.<sup>5</sup> In summary, the students should have better strategies for their good comprehension. In summary, the students

should have better strategies for their good comprehension.

Hence, the appropriate technique must be selected by the teacher to help the students overcoming difficulties in writing, especially in writing descriptive text. There are many techniques that can help students to generate ideas to write descriptive text one of them is mind mapping. Mind mapping is a technique that generally used by people before they start to write something. According to Budd, mind map is often created around a single word or text, placed in the center, to which associated ideas, words and concepts are added. Major categories radiate from a central node, and lesser categories are sub-branches of larger branches.<sup>6</sup>

Considering that facts, the researcher suggests mind mapping as the technique for teaching descriptive text. Drawing mind mapping is an activity which makes the brain easier to accept and remember visually stimulating, multi-coloured mind maps, rather than monotonous, boring linear notes.<sup>7</sup> Theoretically, it can be concluded that mind mapping is a creative technique which make students easier to get success in remembering ideas or comprehending written information since mind mapping stimulates students' brain by seeing the multi-colored mind maps.

The First, Pre-reading, there are variety of questions and exercises to help student expend their passive and active knowledge of vocabulary, followed by activities to aid students in acquiring essential skill for academic reading by using dictionary. The comprehension strategies employed by teacher in pre-reading are a set of purpose of reading, skimming, scanning,<sup>1</sup> John W. Budd, *Mind Maps as Classroom Exercises*, (London: Journal of Economic Education).

The Second While in whilst reading, the teacher employs silent reading, reading aloud, vocabulary problem solving, paraphrasing, recognizing the text structure and social affective strategy. The last Post-reading is to relate the text to the students' knowledge or views and to consolidate or reflect up on what has been read.

The success of teaching and learning process especially in reading is determined by many aspects such as; material of reading, facility, teacher, the students, and the way of English teacher in teaching reading narrative text. Based on the writer's preliminary observation at MTs DaarulHikmahLebak Wangi, the English teacher used English textbook. But unfortunately, the teacher was still reluctant to apply their teaching reading in the classroom, one of the reasons lack of the teacher's creativity and strategies in teaching reading narrative text. It means that the teacher's strategies to improve the students' reading narrative text was not running well. Even though the English teacher was from English language education background, her performance is still considered out of the expectation and the tendency of theatment was still partial. Based on the phenomena faced by the English teacher in Islamic senior high school, the writer would like to have a research in investigating the problem entitled: "Teacher's Strategies Using Mind Mapping in Teaching Reading Narrative Text".

## **THEORETICAL FRAME WORK**

According to David Nunan , It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills that correspond to them any different purposes we have for reading<sup>8</sup>.

According to Harris and Sipay Reading is an active and interactive activity to

reproduce the word mentally and vocally and tries to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills, which correspond to the many different purposes we have for reading<sup>9</sup>.

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According to Naf'anTarihoran that reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.<sup>11</sup>

In classroom, in student's reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed. According to Olson and Dillerreading comprehension is a term used to identify.

Reading as a process of responding to, making sense a text being read and connecting it with readers' prior knowledge. In making sense of information, readers connect new knowledge obtained from the text with the known knowledge they know already<sup>12</sup>. It is believed that relating to readers' prior knowledge will make readers memorize the new knowledge longer. Therefore, a

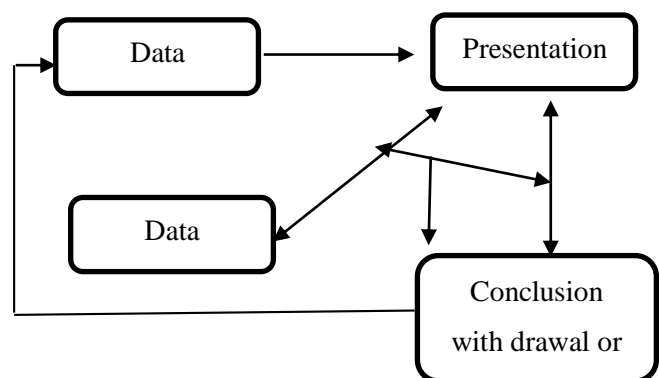
reading activity is an interaction between readers' mind and the text.

## METHOD

This type of research is library research, namely: a series of studies relating to data collection methods literature, or research whose object of research is explored through various library information (books, encyclopedias, scientific journals, newspapers, magazines, and document).

To further clarify the analysis of the abstract and full text of the journal read and observed. The summary of the journal is then (Williams. 2005). The Teaching Knowledge Test Course. New York: Cambridge University Press analyzed to the content contained in the research objectives and the results/findings research.

Analysis of the contents of the journal, then coding is carried out on the contents of the journal reviewed based on the outline or essence of the research which is done by parsing in a sentence then if have been collected then look for similarities and differences in Each research is then discussed to draw conclusions.



The first step, summarizing the data is to summarize, select and focus on the main points and things that are considered important, with the search for themes and patterns.

The second step, researchers present (display) data that presents data in

qualitative research through a number of narrative texts.

## RESULTS AND DISCUSSION

### Results

Research conducted by literature review 20% published in 2021, 2019 and 2017 with a small percentage using Kemmis & Taggart or CAR research design. This literature review research almost all (80%) used the total sampling technique, almost half (40%) use the observation sheet with a small portion using 10% and 10% quantitative descriptive analysis, respectively.

### The result of research.

This study was conducted to determine the result of literature review teacher's strategy using mind mapping in teaching narrative text, this chapter provides an explanation of the research titles from various sources, the sources used consist of primary data in the form of journal, the result obtained 10 journal related to literature review teacher's strategy using mind mapping in teaching reading narrative text. The data was taken based on a summary of the essence of the result of the research used namely literature review teacher's strategy using mind mapping in teaching reading narrative text, the research result obtained are as follows.

### Discussion

Based on searches on the Google Scholar search engine and Pubmed found the results of 10 articles in this section there is literature whose authenticity can be found accountable for research purposes. Display of literature results in the final task of the literature review contains a summary and the main results of each selected article in the form of a table, then under the table section described what is in the table in the form of meanings and trends in paragraph form (Hariyono, et al., 2020). This

literature review was conducted to find out Teachers' Strategy Using Mind Mapping in Teaching Reading Narrative Text with existing literature collection techniques regarding Teachers' Strategy Using Mind Mapping in Teaching Reading Narrative Text. The collected literature is analyzed using the Critical appraisal table to answer the objectives of the measurement and compared with the results of simple measurement. The articles that were reviewed as follows:

### Teachers' Strategy Using Mind Mapping in Teaching Reading Narrative Text

Based on 10 journals that have been reviewed by researchers, mind mapping is one of the English learning strategies that can be used by teachers to attract students' attention in learning. Mind-mapping is supposed to be an interesting alternative technique that will help the students to organize their idea about the text they have read by their own schema, thus that they can comprehend the text, not on their creativity. The mind map helps to organize the information in the story into a form that is easily assimilated and remembered.

## CLOSING

### Conclusion

Based on the literature review of 10 research journals, it can be taken the conclusion that mind mapping is can be a strategy for teacher to teach their students' reading comprehension. By using mind mapping in teaching to the student will make happy and enjoy and give some a concept to students in understand the reading.

Why mind mapping is can be a strategy for teacher to teach their students because mind mapping is a good tool for teaching method in strategy for teacher. Mind mapping can help the teacher in teaching learning process to encourage student in their learning.



### **Suggestions**

Based on the conclusion above, the researcher would like to give some suggestions as follow :

#### **Suggestion to the teacher**

In this research, the researcher found out that mind mapping technique can be used to develop and motivate the students' reading comprehension. Due the finding, English teacher can help students increase their reading ability by using mind mapping technique.

The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing.

Mind mapping is a good technique to help students in increasing reading ability. It will help the teacher to make the students understand fast. However, this technique also has some weaknesses. The problem usually happens when using this technique is because someone's map may be so personal and it could be difficult for others to understand. In order to solve the problem, teacher should direct students to add sketches on their map in order to make it clear.

#### **Suggestion for the students**

The students should study hard and more practice in Reading English to improve their writing ability. They also should be active and creative in learning activity.

#### **Suggestion to the Further**

Research In this research the researcher focused on the influence of Mind Mapping Technique towards students' reading ability. Therefore, it is suggested for the next researcher to investigate the influence of other technique towards other English skills such as listening, speaking, reading or writing skill.

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