STUDENTS' PERCEPTION ON THE USE OF MIND MAPPING IN THE CLASSROOM AT ENGLISH DEPARTMENT

THESIS

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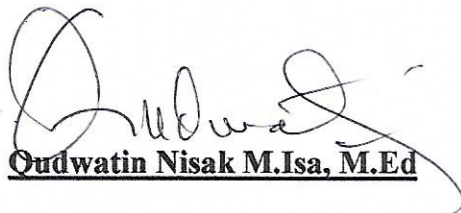
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Muttaqin

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Menyatakan dengan sesungguhnya bahwa skirpsi yang berjudul " **Students Perception on Using Mind Mapping in Teaching Learning at English Department** " adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

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ABSTRACT

This research is about students perception on using mind mapping in the classroom at english department. The presence and availability of teaching media are expected to help teacher and students to solve learning obstacles, over past few years, many researchers have found a strategy that make learners successfully remember and retrieve information from textbooks called mind mapping strategy. Nowadays mind map is widely used in academic world and it is used for a variety of purposes and the writer wants to know whether the students perceive this media as useful or not so useful in classroom activities. this study is to describe the student's perception toward the use of mind map in reading text. The aim of this research is to investigate the students' perceptions on the use of mind mapping in teaching. This research use qualitative approach there were 16 students selected to be the respondent of this research, because they have mind mapping assignment in the class which given by lecture. The writer uses interview technique. Semi-structured interview is applied in this data collection. The data of interview are analysed by using descriptive qualitative analysis. The writer concludes that this research showed positive feedback from the participants toward the use of mind mapping, since mind mapping gives many benefit for students, they agreed that mind mapping should be implemented in learning process in the future.

Keywords : students perception, mind mapping, reading skill

CHAPTER I

INTRODUCTION

A.   Background of Study

Teaching is an activity while a teacher transfer the knowledge to the students, teaching is the process of attending to people's need, experience and feeling, and making specific intervention to help them learn particular thing. According to Dadang Suhardan (2010) basicly teaching is an academic activity like interaction and communication between teacher and student. Teaching is teacher activity in activating the proces of students learning by using various method.

Furthermore according to ronshine research on Dadang Suhardan (2010:67), he said that effective teaching is teacher action which exercised in doing his job and clever in serving teaching material and mixing various of teaching method for learning material. In the teaching and learning process, the use of media makes the learning become more interesting and can create good atmosphere. Media are not only able to be the teacher's tool but also to help adding elements of reality and motivate the students by bringing the slice of real life into the classroom. As what stated by Smaldino (2007:12), the roles of media in teaching and learning process is as the Instructor-directed learning, a common use of media in an instructional situation is for supplementary support of the 'live' instructor in the classroom. Certainly, good media can enhance and promote learning and support teacher-based

instruction.

Teaching media are tools which are provided and brought into classroom by a teacher to facilitate teaching-learning process. Rahardjito (2008:36) states that teaching media are all physical devices which can present message and stimulate students to learn. Thus, teaching media are expected to help teacher present the lesson more clearly and interesting to be followed by the students. Instructional media as the physical means by which instruction is delivered to students.

Thus, the definition of media includes all of the traditional means of delivering instruction (including teachers, chalkboard, textbooks and other print materials), as well as the newer instructional media such as computers, CDROOM, interactive video and multimedia systems. It can be concluded that media are everything that can help teacher to deliver the lesson (message) to the students (receivers) to make the lesson clearer and easier to understand and absorb by the students so that they get more zealous to participate in learning activity.

The presence and availability of teaching media are expected to help teacher and students to solve learning obstacles. Media are tools which are necessary for English learning. Suryanto (2007:100) added that Media can be used to help to simplify learning process of language and perfect it, reduce the use of mother tongue or first language, arouse students' learning motivation and interest, explain new concept in order that students can understand without difficulties and misunderstanding, equalize perception; moreover the new concept has ambiguity,

improve English learning quality and make learning process more interesting and interactive.

Over past few years, many researchers have found a strategy that make learners successfully remember and retrieve information from textbooks called mind mapping strategy (Hashemain, Jan, & Narak, 2014). Mind Mapping is a graphic technique developed by Tony Buzan in early 1970s to improve note-taking, to enhance memory and problem-solving, to encourage creativity, to organize thinking, and to develop ideas and concepts (Polson, 2004).

Mind maps allow students to create a visual image to enhance their learning (Budd, 2004). It can also be used as a tool that allows them to make connections to material in meaningful ways. Using mind maps also helps the teacher vary their teaching methods which may be more likely to reach diverse learners (Nesbit & Adesope, 2006). The reason why the writer is interested in doing this study was because nowadays mind map is widely used in academic world and it is used for a variety of purposes and the writer wants to know whether the students perceive this media as useful or not so useful in classroom activities.

Therefore, this study is intended to describe student's perception toward the use of mind map in reading text. This study uses interview to gain information regarding students' opinion or perceptions about mind mapping during learning process in the class.

B.   Research Question

The researcher has one research question as a guidline of this research: what are the Students' Perceptions on the use of Mind Mapping in teaching?

C.   Research Aim

Based on the research problem, the aim of this research is to investigate the students' perceptions on the use of Mind Mapping in teaching. This study hopefully can be useful for next research references regarding study about Mind Mapping.

D.   Significance of the Research

The result of this research hopefully will be benefited the readers, English lecturers and also others. For readers, this research will provide information and knowledge about teaching and learning English by using mind mapping. For English lecturers, it can be as references for teaching to improve their students' achievement in English by practicing mind mapping in the classroom. For others, this study will contribute them some ideas in conducting further research on similar topic and will help them to have additional knowledge on mind mapping.

E.   Research Terminology

It is important to define several terms of this study; in order to avoid misunderstanding of the readers. The terms are:

1. Student's Perception

Hamachek (1995, P. 199) defines perception as how individuals experience stimuli by the sensory receptors, from the world around them.

According to Longman Dictionary of Language Teaching and applied Linguistics (2002) perception is the recognition and understanding of events, objects, and stimuli through the use of sense (sight, hearing, touch, etc.).

According to Hornby (1999) perception is an idea, a belief of an image you have as a result of how you see or understand something. Moreover, understanding and interpretation in many fields needs to come from seeing through the eyes of those on the landscape and gaining a description of the categories used to describe those experiences.

In addition, 'student' is a person who is studying at secondary school or person who is studying at a college/university. In this research, the students are English Department students in the 6th semester. The researcher asks their perceptions on the use of mind mapping in teaching.

2. Mind mapping

Mind Mapping is an analytical process that involves creatively integrating a combination of visuals, colors, codes, words, and connectors. It can be employed as a method to take notes to study before an exam, to brainstorm, or make connections between ideas. As what has been stated by Astuti in her thesis (2012: 24) an important technique that improves the way we take notes, and supports and enhances our creative problem solving. The reader can simplify what they have read so that they can understand what is explained by the writer in the text. The diagram from a text shows detail information, main and minor information. Making the diagram or map makes reader can remember and learn clearly and easily. Moreover, Jonassen, Beissner, and Yacci (1993) defined

concept maps or mind maps as "representation of concept and their interrelationship that are intended to represent the knowledge structures that humans stored in their minds". This mind map could be more freestyle, visual, and do not necessarily have particular meanings imposed on relationships (Buzan: 1995).

Hence, the researcher agreed with the experts on the definition of mind mapping technique. It is a teaching technique as a tool to represent students' understanding by using words, picture with colors and symbols in a hierarchical or tree branch format. It is able to be a simple work for the students who learn to understand a reading text.

3. Classroom .

Teaching learning occured in the classroom, teaching learning means combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction. In this research, teaching learning means the use of mind mapping in the classroom by lecturers only in the classes that have used mind mapping media is selected.

CHAPTER II

LITERATURE REVIEW

This chapter comprises review of literature. The review deals with the definition of Media in English Language Teaching, Definition of Mind Mapping, Advantage of Mind Mapping, and Relevant Research about Mind Mapping.

A.   Media in English Language Teaching.

Teaching is a process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and student. The message can be knowledge, skills, ideas, experiences, and many others. Through the process of communication, the people can receive the message or information. To avoid misunderstanding in the process of communication, media are needed in the process of teaching. Media also can be said as any devices that help the teacher to make things being learnt and discussed in the classroom clearer. Media intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. In the teaching and learning process, media is the teachers' ways to communicate with the students. It does not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry out meaningful learning experiences.

Media have an important role in the teaching and learning process because they are the devices for transferring materials from teachers to students. However,

the teachers should select and think carefully about the appropriate media based on the students' needs and the materials.

Media is plural form of medium. Medium (refers to something in a middle position) is way of communicating information; something that is used for a particular person; substance or surrounding in which something exists, (Cornog, 2010). Media are sources that needed to communicate with the students.

According to Sadiman (2009), media are divided into three groups. They are:

1. Graphic Media

   Graphic media are visual media. The message that will be transmitted is put on visual communication symbols. These media include picture or photograph, sketch, diagram, chart, graph, cartoon, poster, map and globe, flannel board, and bulletin board, and mind mapping pictures.

2. Audio Media

   Different from graphic media, audio media are related to human's sense of hearing. The message that will be transmitted is put on audio symbols, both verbal (into words or oral material) and nonverbal. They include radio, magnetic tape recording, and language laboratory.

3. Still Projected Media

   Still projected media have similarity with graphic media in case of presenting visual stimulation. The clear difference between them is that graphic media can directly interact with the message of the media, but in still projected media, the message has to be projected first with projection devices.

These media include frame film, overhead transparency, opaque projector, microfiche, film, loop film, television, video, game, and simulation.

Thus, mind mapping is included into kind of graphic media because it has characteristics of graphic media which contain of picture and writing. Students can increase their ability through many tools.

Furthermore, Alessi (2001) mentions that there are five types of media. Those can be seen below.

1) Human-based media: teachers, instructors, and tutors

2) Print-based media: books, guidelines, workbooks, and handouts

3) Visual-based media: books, charts, graphics, maps, transparencies, and slide

4) Audiovisual-based media: videos, films, slide-tape programs, and television.

However, the researcher chose mind mapping as the media in the teaching and learning process. The use of mind mapping in the teaching and learning process can allow students to comprehend, create new ideas and build connections. Through the use of colors, images and words, mind mapping encourages students to begin with a central idea and expand outward to more in-depth sub-topics. Mind mapping is a beneficial learning tool to help students brainstorm any topic and think creatively.

Mind maps also provide teachers with insight into their students' thought process regarding a specific topic. By asking students to create mind maps demonstrating their comprehension of a concept, teachers are able to understand

what a student's prior knowledge was and how well the student understands the assignment or the material being taught. This is a very effective way of evaluating students' understanding.

B.   Overview of Mind Mapping

Mind mapping was invented by a leading author and lecturer on learning and thinking techniques named Tony Buzan. His Mind Maps are revolutionizing the process of absorbing information, overcoming complex problems and designing detailed plans. Traditionally, note taking and planning was done in a linear or list-like manner. But Buzan's research shows that the brain digests information in a multi-dimensional way. Through mind mapping, you can throw away boring and consuming notes in favour of a two dimensional structure which shows the "shape" of topic, related ideas and concepts, and the relative importance of all the information. This process engages much more of the brain than conventional note taking and design systems.

1. The Concept of Mind Mapping

Mind mapping is a way getting your ideas together. If you have to construct a spoken or written piece of text, you can use mind mapping to help you organize the structure of your piece.

Here is an example of mind map:

Figure 1. Example of Mind Map

| Invitation
Make list
Buy cards
Write and post | | Music
Decide on songs Make tapes
Borrow sister's CDs |

My Party

| Food and drink
Go shopping
Make cake | | Decorations
Buy streamers
Put up lights |
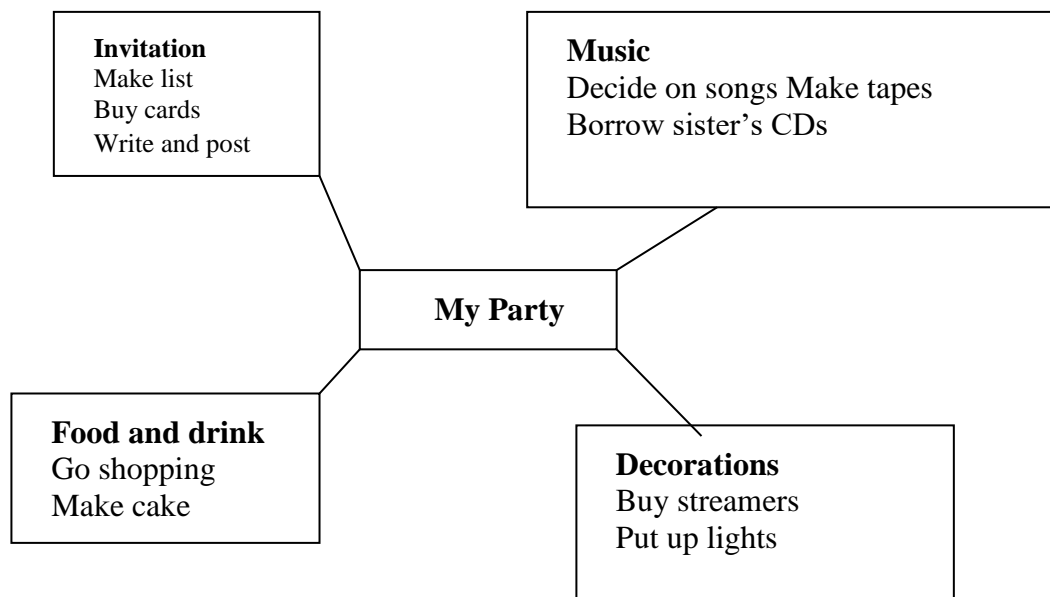
(Adapted from Mark Anderson & Kathy Anderson1997).

2. Application of Mind Mapping in Teaching

Apart from familiarizing students with the theory and practice of Mind Mapping, the teacher can use mind maps in a number of practical ways to make teaching and learning easier and more enjoyable. As what stated by Tony Buzan (2003), here are the applications of mind maps in teaching as follows:

a) Preparing lecture notes

One of the most powerful ways to use Mind Maps is as lecture notes. Preparing a lecture in Mind Map form is much faster than writing it out and has the big advantage of following the lecturer and the student to keep an overview of the whole subject at all times. A Mind Mapped lecture is easy to update from year to year without becoming messy and it's mnemonic qualities mean that a

brief overview before the lecture quickly brings the topic right back into focus. Because the lecturer's own knowledge will evolve the same Mind map will trigger quite different lectures if used from year to year. This avoids the tedium of stale lecture notes without requiring any extra work. It makes lecturing more fun and more interesting for both the lecturer and the students/audience.

b)   Yearly planning

The Mind map can be used to give the teacher an overview of the whole year's study programmed, showing the term divisions and the type of lessons to be given. (For instance, a geography teacher could get an idea of annual frequency of field trips and slide presentations in relation to standard lesson.)

c)   Term planning

This is a sub-division of the yearly plan, and often takes the form of smaller Mind map expanding from a branch or branches on the yearly programmed. The term plan might show which topics from the curriculum the teacher intends to cover and in roughly what order.

d)   Daily planning

This takes a similar form to that of the daily Mind Map diary. And would record the specific details of lesson, such as start and finish time, classroom, and topic to be covered, and so on.

To figure out daily planning mind map, here the researcher provide the example of daily planning mind map :

Figure. 2 daily planning mind map
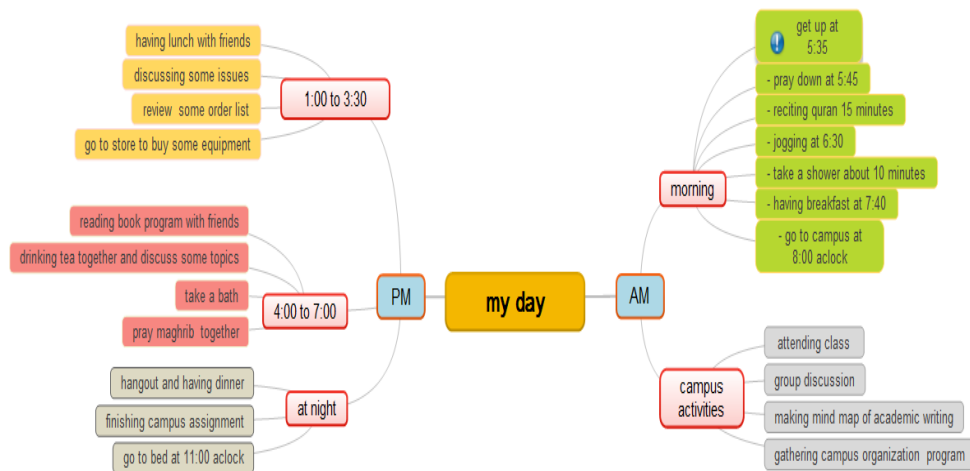
e) Lesson and presentations

Using a large blackboard, whiteboard, flip chart or an overhead projector, the teacher can draw, as the lesson progresses, the corresponding part of the mind map. This externalized reflection of the thought process will help clarify the structure of the lesson. It will also hold the student's interest and enhance their memory and understanding of the subject covered.' Skeleton' Mind Maps can also be handed out for the students to complete or black and white photocopies can be provided for students to colour themselves.

Figure 3. Mind Mapping lesson plan
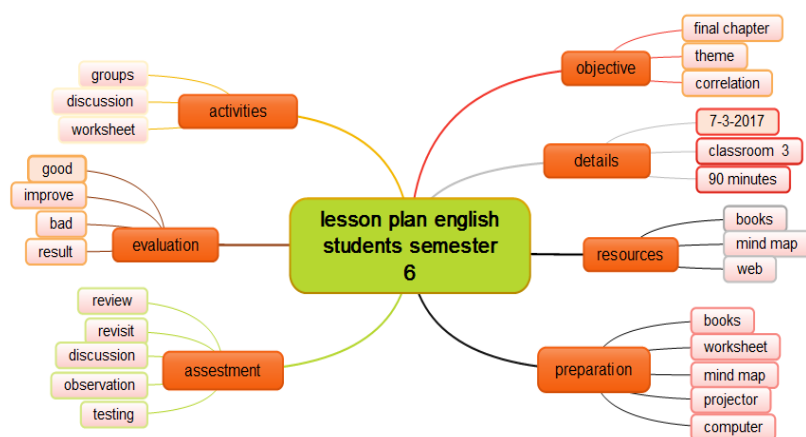
f) Examinations

If the purpose of an examination is to test the students' knowledge and understanding rather than their writing ability, the Mind Map is the ideal solution. It can show the teacher at a glance whether or not the students have a general grasp of the subject, as well as their major strengths and weaknesses. The Mind Map also reveals those areas where the chain of association has, for some reason, gone awry.

g) Projects

Mind Maps are ideal for planning, monitoring and presenting projects. They encourage comprehensive and focused thinking in the early stages, enable both teacher and student to check on progress and observe the growing web of interrelated information, and provide an ideal framework for either written or oral presentations at the end.

Figure 4. home layout project of Mind Map
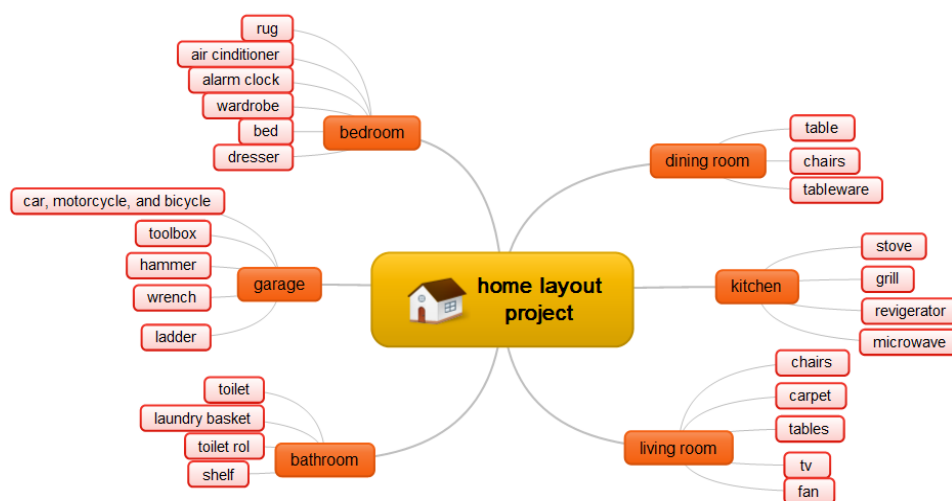
3. The Advantage of Mind Mapping

Moreover, Mind mapping as a technique to help the students in learning cannot be separated with the advantages and disadvantages in its use. Facilitating these problems, the writer states several views below for these terms. Those few headlines shows the advantages of using mind maps whenever students want to get things done faster, more effectively, and with better end results. Here are some advantages of using mind mapping:

a) Mind map helps the students to speed up their think rapidity.

b) Mind map takes the students to develop new ideas quickly.

c) Mind map gives easy way for the students to plan, communicate, be creative, arrange, and explain the ideas fast and efficiently when they want to work with others.

d) Mind map facilitates the students to understand a complicated system or structure because mind map delivers the students to be focused on the ideas.

4. The Functions of Mind Mapping

Mind mapping has the function in developmental teaching and learning activity, especially in teaching English writing as a foreign language or second languages lesson taught in school. Those are the following function or benefit of mind mapping (UNESCO:2002):

Function of Mind Maps:

1. The main idea is at the centre and clearly defined

2. The relative importance of ideas is shown-more important concepts are near the centre.

3. The connections between key ideas are obvious.

4. Recall and review is faster and more efficient.

5. Addition of new information is easy.

6. The creative nature of the map makes it easier for the brain to think of new connections.

7. Time is not wasted writing down unnecessary words and sentences.

In another hand, mind mapping has a benefit. Especially in teaching and learning there are:

a. They automatically inspire interest in the students, thus making them more receptive and co-operative in the classroom.

b. They make lesson and presentation more spontaneous, creative and enjoyable, both for the teacher and the students.

c. 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.

d. Because mind maps present only relevant materials in a clear and memorable form, the students tend to get better mark in examination.

e. Unlike linear text, mind maps show not just the facts but the

relationships between those facts, thus giving the students a deeper understanding of the subject.

f. The physical volume of lecture note is dramatically reduced.

g. Mind maps are especially useful for children with 'learning difficulties', particularly dyslexia. By freeing the child of the 'tyranny of semantics', which often accounts for 90% of the difficulty, the mind map allows the child a far more natural, complete and accelerated self-expression.

5. Benefit of using the mind mapping to teach reading

The mind map according to Stine (1997: 103-104) has several benefits which helps reader to obtain information so they can comprehend any text easily. First is an information structure in the mind map simplifies a concept and description for the reader. Second is activating left brain to control verbal and analytical capability when the reader organizes a diagram, while the right brain controls spatial and visual capability. Third is to comprehend a text by writing main ideas and connecting each other in the reader's own technique. Fourth is the reader is able to face a new thing because there are always some spaces for new idea and its correlation. Fifth is an easiness of remembering important connections because they are in a piece of paper. Sixth is the reader could easily recall the information from the mind map or diagram.

DePotter and Hernacki (2004: 110) classify way of learning into two categories. The first is how to obtain information called modality. The second is how to manage and process the information called brain domination. Every

learner has their own modality to learn something. The modality is classified into three types, according to DePotter and Hernacki (2004: 112). They are visual, audio, and *kinestetik*. For learner who belongs to visual type, they prefer to read and pay attention to illustration on the board. They also take notes well. So, the use of the mind map is suitable for them. This technique is also appropriate for the adolescent learners because they will not be bored when they are reading a passage.

Using the mind map technique, the students are able to join the teaching and learning process in a simple way which lead the students learning reading skills easily so that they can comprehend any text well. The readers can improve their memory too because this technique links some things in the text the readers read to be remembered to some other idea. It also helps the students think detail information within the text.

1. Reading skill

Definitional component of reading skill which is stated by Perfetti (2001) is an individual's standing on some reading assessment. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them.

The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension

output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity.

In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text.

As stated by Brown (2004: 187-188), there are two major skills of reading. They are micro-skills and macro-skills. The readers, in micro-skills, must have skills when they deal with graphemes and orthographic patterns and linguistc signals.

Here are the lists of skills of reading comprehension (Brown, 2004:187-188).

a. Discriminate among the distinctive graphemes and orthographic patterns of English

b. Retain chunks of language of different lengths in short-term memory

c. Process writing at an efficient rate of speed to suit the purpose

d. Recognize a core of words, and interpret word order patterns and their significance

e. Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralisation), patterns, rules, and elliptical forms.

f. Recognize that a particular meaning may be expressed in different grammatical forms

g. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

While in the macro-skills, the readers need to make use of their discourse knowledge, communicative functions of written texts, inference skill, scanning and skimming techniques. The macro skills will help the readers to comprehend a text well. As presented by Brown (2004:187-188), these are the macro-skills of reading as follows:

a. Recognize the rhetorical forms of written discourse and their significance for interpretation

b. Recognize the communicative functions of written texts, according to form and purpose

c. Infer context that is not explicit by using background knowledge

d. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification

e. Distinguish between literal and implied meanings

f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata

g. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

C. Relevant Research about Mind Mapping

In this research, the writer takes three previous researches. The first one is the research that had been done by Melor Md Yunus on The Use of Mind Mapping Strategy in Malaysian University English Test Writing. This study aims to investigate SMK students' perceptions on the use of mind mapping strategy in their MUET (Malaysian University English test) writing. The analysis of the data indicated that majority of the students had positive perceptions of the use of mind mapping strategy in enhancing their writing skills. The use of mind mapping helps students in planning their writing, adapting a deeper level of understanding of the writing topics and promoting creativity in writing. The findings of the study are hoped to provide insights to the students, teachers and curriculum designers to integrate mind mapping strategy in ESL (English as a Second Language) writing classes.

The second previous research about mind map is conducted by Cathy (2005) on the title : Student views' of concept mapping use in introductory tertiary biology classes. The research findings suggest that the students found the use of concept mapping enjoyable and that it can enhance meaningful learning for topics that require students to link concepts.

The third study about mind map is conducted by Pua & Cheng (2013) who indicated that mind-mapping could be an effective tool that helps students to acquaintance new information to their existing knowledge. (Pua & Cheng, 2013) aim at improving students' competence in English learning by introducing mind-mapping techniques to facilitate the knowledge acquisition and retrieval process.

Thanks to the suppleness format of mind maps in any directions, they have the capacity to express ideas clearly and in an understandable fashion to audience. Mind maps help to retrieve the information stored in the memory. In fact, they act as a memory aid to remember the information easily. They can be designed collaboratively in class and enhance the sense of cooperation of learners. Therefore, as the teaching methods tend to favor active and collaborative learning techniques that cover diverse learning styles, mind map strategies might be a good choice to investigate its effects in the classroom. Mind mapping is a highly effective way of getting information in and out of our brain. Mind mapping is a creative and logical means of note-taking and note-making that literally "maps out" our ideas.

All Mind Maps have some things in common. They have a natural organizational structure that radiates from the center and use lines, symbols, words, color and images according to simple, brain-friendly concepts. Mind mapping converts a long list of monotonous information into a colorful, memorable and highly organized diagram that works in line with brain's natural way of doing things.

One simple way to understand a Mind Map is by comparing it to a map of

a city. The city center represents the main idea; the main roads leading from the center represent the key thoughts in your thinking process; the secondary roads or branches represent your secondary thoughts, and so on. Special images or shapes can represent landmarks of interest or particularly relevant ideas.

The great thing about mind mapping is that you can put your ideas down in any order, as soon as they pop into our head. You are not constrained by thinking in order. Simply, throw out any and all ideas, then worry about reorganizing them later.

Mind mapping is a highly effective way of getting information in and out of our brain. Mind mapping is a creative and logical means of note-taking and note-making that literally "maps out" our ideas.

All Mind Maps have some things in common. They have a natural organizational structure that radiates from the center and use lines, symbols, words, color and images according to simple, brain-friendly concepts. Mind mapping converts a long list of monotonous information into a colorful, memorable and highly organized diagram that works in line with brain's natural way of doing things.

One simple way to understand a Mind Map is by comparing it to a map of a city. The city center represents the main idea; the main roads leading from the center represent the key thoughts in your thinking process; the secondary roads or branches represent your secondary thoughts, and so on. Special images or shapes can represent landmarks of interest or particularly relevant ideas.

The great thing about mind mapping is that you can put your ideas down

in any order, as soon as they pop into our head. You are not constrained by thinking in order. Simply, throw out any and all ideas, then worry about reorganizing them later.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains research method, description of research location, participants of study, technique of data collection and technique of data analysis. The writer points out the approach used in this research as a qualitative research.

A. Research Method

This research uses qualitative approach. According to Creswell (2008) qualitative research is primarily exploratory research. It used to gain an understanding of underlying reasons, opinions, and motivations of the respondents. The purpose of this study is to investigate students' perception on the use of mind mapping by the lecturer in the classroom during learning and teaching process.

B. Description of Research Location

The writer specifically conducts research at the English Department in the Faculty of Tarbiyah UIN Ar-Raniry. English Department is also well known as Pendidikan Bahasa Inggris (PBI). It aims to train professional, prospective English teachers in private or state school. Students in this department are taught various subjects in order to master English such as listening, grammar, academic writing, reading comprehension, teaching methodology, cross culture understanding, English for Academic Purposes, literature, and etc. the focus of this study is the English course which is taught by using mind mapping.

Research location in this study particularly takes class which students learn Reading Comprehension. The course is specifically chosen for the reason that lecturer of the course assigns task regarding mind mapping to the students, which is concern of this study.

C. Research Participant

Participants of this research are not taken randomly because this study uses purposive sampling as sampling technique. This technique allows the researcher to determine research's population and research's sample based on requirement of the research, and this research requires participants' opinion about mind mapping which is used by lecturer in class. The participants of this research are those who are taking Reading Comprehension class during the research.

The participants are students of English Department of UIN Ar-Raniry. There are 16 students selected to be the participants of this research since they have mind mapping assignment in the class. The 16 students are not the only who are taking Reading Comprehension class, they are chosen because they are taken as sample of the research.

D. Technique of Data Collection

To collect the data, the writer use the interview. Cohen (2007) as cited in Kvale stated that interview is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situated of research data.

Semi-structured interview is applied in this data collection. Broad opening

questionnaire used in this study to seek more appropriate information about the research question (Creswell, 2008). Basit (2010) claims that the beauty of semi-structured interview is that unlike questionnaire of structural interview there is no need to need equivalent of asking the same questions of all participants. Hence, critical construct and supplementary question are prepared in which all questions related to, and sought to address the research question. Longhurst (2010) said that the advantage of using semi-structured interview is qualitative research is that research participants have greater opportunity to explore issues they regard as important for sharing with the writer.

Referring to the experts' argument above, it is clear that semi-structured interviews is the most suitable method to gain understanding students' perception on the use of mind mapping by the lecturer in Reading Comprehension class. In order to grasp details about the participants, the interviews are recorded.

To begin the interview, the writer does some steps. First, setting gathering with participants at determined place. Second, asking the participants' willingness to be interviewed. Third, starting interview with the participants personally. As question, the participants are asked about their perception on the use of mind mapping in learning reading influence in the class, their perceptions for lecturer's mind mapping, and the advantages and disadvantages of using mind mapping in Reading Comprehension class. Finally, the writer thanks to the participants.

E. Technique of Data Analysis

The data of interview are analysed by using descriptive qualitative analysis. According to Nazir (1998) descriptive method is a research which

concern a group of human status, an object, a condition, the system of thinking, or phenomenon which occurs at present time. The purpose of this descriptive research is to create a description, or systematic illustration, factual and accurate deals with facts, characteristics and phenomenon in that research. And according to Whitney (1960), descriptive method is seeking fact with appropriate interpretation.

CHAPTER IV

RESULTS AND DISCUSSION

A. The Analysis of Interview

Here are the list of participants that the writer conducted interview with. There were sixteen participants in this interview, and all of them are student of English department in UIN Ar-Raniry Banda Aceh. The name of participants are not revealed as their true name, the writer used initial of their names. And here are the participants:TR, MF, FL, YR, LN, SR, ES, NB, MF, HF, TMA, AF, MH, TM, DU, and FU.The interviews were conducted via mobile phone and recorded by using smartphone recorder. The result of the interview can be seen in the following table:

Table 1. The benefit of using mind mapping in the classroom

No	Respondents Name	Explanation
1.	TR	It help the student to know the points of the information from the textbook.
2.	MF	Mind mapping make students more easy in getting detail information.
3.	FL	It can give clear definition of the teacher explanation by providing some branches in mind mapping.
4.	YR	Using mind mapping as a media communication in giving presentation is very usefull especially for college student.
5.	LN	It helps some students in considering some points and keywords.
6.	SR	This media is very usefull because it can make student remember what they want to learn about the konsep and if they have obstacle in remember it, so they can see the

		mind map.
7.	ES	Mind Mapping very usefull for students when they do not have good mood to read all the text, so they can use mind mapping to make them easy.
8.	NB	Students can grab the point which explained by teacher by using mind mapping.
9.	MF	This media helps students to search the core topic of reading.
10.	HF	It helps student more focus and ready before reading all the topics.
11.	TMA	By using this method the students can differenciate among wide ideas and specific ideas of the reading text.
12.	AF	It helps students remember what they have learned about the topics.
13.	MH	It makes student easy in elaborating the idea of the topics by writing the poin of the text or mapping it.
14.	TM	This media can create good atmosphere in teaching learning process.
15.	DU	Mind mapping makes students easy understand the content of the reading from general to specific.
16.	FU	Its very usefull because we can find the context specific ideas from media.

Here the participants give various answer deal with the question above, basicly all of the participants agreed that mind mapping has significant benefit or advantage in the classroom, but in term of the answer there are also some similarities on way of providing their own answer.

Table 2 The weaknesses of using mind mapping in the classroom

No	Respondents Name	Explanation
1	TR	Mind mapping does not effective for some cases, for example if the learning material is too long, its too broad to be described for the student.
2	MF	This media sometime only benefit for smart students, and the amount of data in mind mapping could not be absorbed at all.
3	FL	Some students does not understand, they are unable to grab the point, and sometime they do not know how to move from one point to another because perhaps of their nervous, so this media only useful for smart student.
4	YR	When mind mapping presented in printed media, the picture that pick up in the wall is to small or too big and sometime not attractive.
5	LN	The benefit of using mind mapping in the classroom is the learning process become very usefull, because this media help the brain to consider some points or keywords.
6	SR	According to SR if we use mind mapping in teaching, it quite like to spend more time just for finding the point, so i think its take a long time to make mind map more simple to narrow.
7	ES	Sometime the information of mind mapping not exist in detail or the information not to clear and too short, so students do not get the poin.
8	NB	It makes some students who do not like reading could not understand mind mapping.
9	MF	If background of knowledge of someone is low, its could not understand some words or terminologies in

		reading text.
10	HF	As long as he learn, mind mapping does not have weaknesses.
11	TMA	If the student does not have good enough knowledge, he will face some obstacle in making mind mapping, because when making mind mapping we need energy and good knowledge in order to mapping the ideas.
12	AF	Actually mind mapping is very efective to used, but if student seldom using it, mind mapping become difficult to used, and if the material is to broad and massive students will have obstacle in creating maind mapping.
13	MH	Students need more time to think.
14	TM	Its very complicated and need more time to create mind mapping.
15	DU	When creating mind mapping sometime the students confuse how to design mind mapping, and have difficulties in connecting the ideas in making mind mapping.
16	FU	There are some materials that difficult to make mind mapping and it depends on the text, also we have to know the step in designing mind mapping.

In responding the second question, the respondents point out some weaknesses regarding the use of mind mapping in the classroom. Large number of participants said that mind mapping only suitable for smart students or students with good understanding about the course that being studied.

Table 3 the suggestion about using mind mapping in the classroom.

No	Respondents Name	Explanation
1	TR	It has to used to make student easy to uderstand the topic.
2	MF	The teacher has to be more creative in preparing learning material, make the mind map looks more atractive, in order to get students interest in that lessson.
3	FL	Use the mind map only for college student.
4	YR	The teacher should be use other media or combined mind map with power point or prezy and so on in order to looks more interest.
5	LN	Using mind mapping is more usefull if we can make a konsep because its really help students when they have to recall some information about the subject.
6	SR	It is a useful media to use in the clasroom.
7	ES	It has to be implemented in the class epecially for students who does not very interested in reading subject.
8	NB	It should be applicated in the classroom because we will know the illustration of the important point in mind mapping.
9	MF	Mind mapping is very usefull and it suggested to used in the classroom especially for reading class.
10	HF	It is good and need to be used in the classroom.
11	TMA	Mind mapping should be used in the classroom to

		reduce using too many words in the white-board when teacher explain the subject in front of the class.
12	AF	When teacher provides some materials in the classroom he should explain the goal of teaching learning by using mind mapping.
13	MH	This media is good to used in the classroom especially in reading class because reading is a receptive skill and linked to productive skill or writing skill, and it is good to use in the bigining of semester.
14	TM	According to TM mind mapping is good and make students easy to understand the topics and need some modifications.
15	DU	Mind mapping should be used intensively in the classroom, because if we understand reading we understand writing.
16	FU	When we make mind mapping we have to organise the idea in order to get the point.

The respondents give different suggestion, but the points of the respondents are similar which indicate that mind map has to be elaborate with other learning media, so that the mind map could offer good feedback from students during learning process.

Table 4 does mind map should be applied in the future

No	Respondents Name	Explanation
1	TR	It must be used, especially in english department student.

2	MF	This media has to be applied in the future because this media has the keyword.
3	FL	It should be applied in the future because it can change the way teacher and student in trying do deliver or explaining the subject.
4	YR	It could be implemented next time, because this media is one of the best way to explain more about the subject.
5	LN	It has to be continue in the future because because it was very easy for the teacher and the students, it help students students cognitive and learning proces become more effective and efficient.
6	SR	We can implement the mind map in the future.
7	ES	It should be applied in the future especially for students who not too interested in reading.
8	NB	Yes, it does to be applied in the future.
9	MF	Mind mapping is very good media and it need to used in the classroom especially in reading class.
10	HF	Yes, it should be applied in the future.
11	TMA	Yes, it should be applied in the future.
12	AF	Yes it should, and we can use it intensively.
13	MH	Yes, it should be applied in the future.
14	TM	Yes, id does especially in reading class.
15	DU	Yes it does, and very important to be applied in the future.
16	FU	Yes it does.

All respondents agreed that mind mapping should be applied for learning process in the future although most of them did not state why the mind mapping should be applied in the future. Only few respondents clearly offered their arguments about the implementation of mind mapping in the future.

B. Discussion

The perception of students on using mind mapping are positive, for example to know the points of the information from the textbook; make students more easy in getting detail information; give clear definition of the teacher explanation by providing some branches in mind mapping; to give presentation is very usefull especially for college student; consider some points and keyword; make student remember what they want to learn about the konsep.

In addition all of them agree if mind mapping should be applied in the classroom in the future. Because for them mind map is very usefull for english department students, such as it has the keywords; it can change the way teacher and students in trying to deliver or explaining the subject; it is one of the best way to explain more about the subject; and its develop students cognitive and learning proces become more effective and efficient.

Although they agree to implement mind mapping in the classroom, but they provide some suggestions toward it such as the teacher has to be more creative in preparing learning material and make the mind map looks more atractive in order to get students interest in that lesson; use the mind map only for college student; teacher should use other media or combined mind map with power point or prezy and so on in order to looks more interest.

Despite mind map has many benefit and and the students agreed to use in the class, yet the participant think that mind map also has some weaknesses

such as its to broad to be describe for the students if the learning material is too long; it sometime only benefit for smart students; its not clear enough for some students; the use of mind map could prevent students to derive additional information about subject that being learned since mind mapping only provide significant points which are directly related to the subject.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion as an inference or result from the research finding and discussion presented in the previous chapter.

A. Conclusion

After completing this research, finally the writer concludes that this research showed the positive feedback from the participant toward the research question. Furthermore since mind mapping gives many benefits for student, they agreed that mind mapping should be implemented in learning process in the future.

B. Suggestion

According to the result of the study, the writer humbly suggests some suggestion below:

1. For English teacher, he or she should know some students difficulties in learning English, for example the teacher have to improvise some medias in learning and create good learning atmosphere, moreover the teacher can use mind mapping technique as a strategy in improving students skill in learning English.

2. For students, they need to practice mind mapping in the class intensively in order to get the detail points of subject in learning English in the classroom.

3. For researcher, he believe that this study was still imperfect and it is still need further discussion by next researcher to find out the influence of mind mapping technique in teaching and learning process in the classroom in wide scoop of English course, finally the writer hope this study can be used as a reference or literature for the next research.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 10722/UN.08/FTK/KP.07.6/11/2017
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaa Perguruan Tinggi;

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11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepa Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 24 Oktober 2013

Menetapkan :

MEMUTUSKAN

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Un.08/DT/TL.00/5970/2015 tanggal 28 Maret 2015

Menunjuk Saudara:
1. Qudwatin Nisak M.Isa, S.Ag., M.Ed., M.Pd   Sebagai Pembimbing Pertama
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Nama	:	**Muttaqin**
NIM	:	**231020600**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students' Perception on the Use of Mind Mapping in the Classroom at English Department**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 13 November 2017
An. Rektor
Dekan,

Mujiburrahman

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-6609/Un.08/TU-FTK/ TL.00/07/2017   26 Juli 2017
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Menyusun Skripsi

Kepada Yth.

Di -
   Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Muttaqin
N I M	:	231 020 600
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	XIV
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Lingke

Untuk mengumpulkan data pada:

Mahasiswa Pendidikan Bahasa Inggris di Fakultas Tarbiyah dan Keguruan

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Perception on Using Mind Mapping in the Classroom at English Department

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG. UMUM   BAG. UMUM

Kode 3069

Surat Keterangan

No: B-4635/ UN.08/ KJ.PBI/TL.00/09/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-59801/Un.08/TU-FTK/ TL.00/07/2017 tanggal 18 Juli 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: **Muttaqin**
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Prodi /Jurusan	: Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Students' Perception on Using Mind Mapping in the Classroom at English Department

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 25 September 2017
Ketua Prodi Pendidikan Bahasa Inggris

Zulfikar

Interview for students of English Department

1. what is the benefit of using Mind Mapping in the classroom ?

2. what is the weaknesses of using Mind Mapping in the classroom ?

3. what is your suggestion of using Mind Mapping in the classroom ?

4. does Mind Mapping should be applied in the future ?

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