

STUDENTS' PERCEPTIONS ON TEACHERS MIND MAPPING STRATEGIES IN WRITING RECOUNT TEXT

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Abstract: Teaching strategies are certainly a part of teaching English, and there are ways that teachers can help them teach more effectively. Students must master oral, reading, and writing four skills to learn English well. Writing is a useful skill that all students should be familiar with. Writing skills need to be developed with the right strategy and lots of practice. Mind mapping is one of the strategies that can be used to teach writing. Researchers use surveys as a method of conducting research. The survey data is collected through questionnaires and interviews. the survey results, it was found that most of the students had a positive attitude towards the teaching method of mind mapping. The students' suggestions for writing retelling texts using mind maps in class were very helpful. They made suggestions for teachers, events related to the learning process, and the use of mind maps. They believe mind mapping should be used in all disciplines, not just writing.

Key Words: Perception, mind mapping, recount text.

INTRODUCTION

TEFL (Teaching English as Foreign Language) although, English is not the mother tongue, or native language of Indonesia, since English is one of the key subjects in formal education, there are English textbooks, that teach English as a foreign language. In schools, English teachers in Indonesia must provide excellent English lessons. Instructional strategies are likely to be part of an English class. Because there are strategies that can help teachers teach more effectively.

Teaching strategy is a plan that guides decision-making considering the curriculum, the school's role, the selection of methods and techniques, and the selection of instructional materials. In order to, succeed in meeting the learning goals through instruction and teaching practice for aspiring teachers. Since teachers provide as the important human connection between the learning environment and the subject. According Kindsvatter (1996:168) argues that “teaching method is a key factor in determining the level of students' learning”. Therefore, the planning includes a sequence of actions created to meet particular educational objectives can be described as teaching methods.

The success of English education and learning is shown by the interaction between the teacher and the students. Teachers play a key role in interacting well with students in the English Foreign Language (EFL) classroom, since they spend a significant amount of class time giving instructions, outlining tasks, and assessing how well the students are using the target language. Teachers are one of the most important components in any school, and good instruction is one of the main drivers of school improvement. According to Yanfen & Yuqin (2010: 77) said that “realizing the needs of students, the community, and the context to know what to provide for the students, how to manage, and how to be effective are all parts of being a professionally experienced teacher”.

Based on strategy has mentioned above, it can be show that mind mapping strategy is one of strategy used to organize and develop ideas, before writing the text. By using mind mapping, students can easily develop and organize their ideas. Mind mapping is the innovative way, for the students in creating idea, nothing what is being learned, or planning upcoming assignment. It can help the students, to recognize what material they have learnt.

Specifically, the word Perception is psychological process through the experience gained by the five senses, individuals can process responses into positive, or negative perceptions. "Obtaining responses is obtained, through the stages of selection, interpretation, and reaction" (Erin & Maharani, 2018). According to, Rahmat (in Arifin, Fuady & Kuswarno, 2017) perception is about objects, events, or relationships obtained by inferring information. Experience interpreting messages, whereas, according to Sugihartono (in Arifin, Fuady & Kuswarno, 2017) perception is the ability of the senses to translate stimulus, or the process to translate stimulus into human senses. In human perception, there is all difference in sensing something that is good, or positive perception and negative perception that will affect the human action. From the definition above, it can be concluded that perception arises based on experience and feeling of each individual. Perception is a response owned by each individual through the process of sensing.

Mind mapping was developed by a British psychologist, named Tony Buzan. Mind mapping is the innovative way for the students in creating idea, nothing is being learned, or planning upcoming assignment. It can help the students to recognize what materials they have learnt. Besides, it also helps them to note what they have planned before. "Mind mapping is words and images connection which make use of cortical skill, namely a) word, b) image, c) number, d) logic, e) rhythm, f) color, g) and spatial awareness in a single, uniquely powerful technique" (Buzan, 1996)

Recount text is used to describe something that has already happened. Recount text can be the form of letters, journals, diaries, learning logs, newspaper articles, anecdotes, memoirs, stories, school reports and reflections. According to Anderson (1997: 48) said that "recount is a text that retell past events, usually in the order in which they happened". It is one of the texts proposed to be mastered by VIII grade junior high school, student will have the text taught during the two semesters.

In fact, recount can be either spoken or written. The example of a recount can be biographies, or autobiographies, newspapers, or television news, letters and postcards, textbooks or conversation with friends. Hence, recount text has a purpose to tell the reader about a story, or an event. The texts are usually given in the order that the event occurred. The contexts of the text can be factual (such as a news story), procedural (such as telling someone how to build something), or personal (such as family holiday, or subject's opinion).

METHOD

This research uses qualitative descriptive. Qualitative descriptive method is a type of the research to analyze a person's perception or opinion about something. According to Moleong (2009) said that "qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action etc., holistically, and in a way description in the form of words and language, in a special context natural and by utilizing various natural methods". According to Creswell (2008) said that "qualitative research is primarily exploratory research. It used to gain an understanding of underlying reasons, opinions, and motivations of the respondents".

This study 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 respondent. The researcher specifically conducts research at SMP Negeri 2 Tanggul. SMP Negeri 2 Tanggul is in Jl. Hos Cokroaminoto No. 65, Curahbamban, Tanggul Wetan, Jember, East Java. This place was chosen, because it was known that, this school used many techniques in teaching students, and one of them was mind mapping technique. Therefore, choosing this high school was suitable for conducting this research. The Data from this study were collected using two instruments, namely questionnaire and interviews.

Questionnaire is the first instrument of this research to collect the data. Interview is the second instrument of this research to collect the data. To begin the interview, the researcher does some steps. First, setting gathering with participants at the determined place. Second, asking the participants' willingness to be interviewed. Third, start the interview with the participants personally. As a question, the participants are asked about their perceptions on teachers mind mapping strategies in writing recount text, and the advantages and disadvantages of using mind mapping in writing recount text. Finally, the researcher thanked the participants.

RESULTS AND DISCUSSION

This chapter reveals the data acquired from the result of the questionnaire and interview.

Questionnaire

The questionnaire's closed question focuses on the student's perceptions. The students express their opinions on the use of mind mapping techniques when writing recount texts in this section by selecting between strongly disagree, disagree, agree, or agree options. Twenty statements, of the questionnaire. Based on the results of the questionnaire, it was demonstrated that the majority of the research participants had a positive view of teacher uses of mind mapping techniques when giving writing assignments. The researcher would explain all result of the research in detail. Sixteen research participants (80%) agreed that they consider mind mapping important to perfect your writing. Four research participants (20%) disagreed with the fourteenth statement. Fourteen research participants (70%) agreed that mind mapping helps them become an active student. Six research participants (30%) disagreed. Thus, the result of the statement number fifteenth was positive. The majority of the research participants responded positively for the statement number sixteenth. One research participant (5%) strongly agreed and seventeen research participants (85%) agreed that mind mapping helps them become a creative student.

There were two research participants (10%) who disagreed. 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 mind mapping in writing. Meanwhile, nine research participants (45%) agreed that they liked to use mind mapping in writing. Thus, the result was negative. Sixteen research participants (80%) agreed and the research participants (15%) strongly agreed that they saved time reviewing mind map notes. There was only one research participant (5%) who disagreed with statement number eighteenth. As a result, the eighteenth statement was positive. Then, the majority of research participants agreed with statement number nineteenth. Twelve research participants (60%) agreed, three research participants (15%) strongly agreed, and five research participants (25%) disagreed that mind mapping helped them to find the important keywords to make them easier to see. It meant, using mind mapping helped the keywords to be more easily found. Two research participants (10%) disagreed, sixteen research participants (80%) agreed, and two research participants (10%) strongly agree that mind mapping helped them to find the important keywords juxtaposed in space and time, thereby increasing creativity and memory. Based on the result, mind mapping was helpful. Ninety percent of research participant agreed, therefore, the result was positive.

Interview

Six out of ten research participants reported during in the interview,

"That they were very motivated and enthusiastic to do mind mapping, because mind mapping is a learning strategy that can help in the teaching of exercises. They were very motivated and enthusiastic. It was useful in converting a long English text or recount into more be simple one. It supported goal achievement as well. Students that used mind maps found it simpler to retain their knowledge. Students could learn several notes on the subject through mind mapping, mind mapping takes careful reading of the source material".

Two research participants stated,

They had no enthusiasm and high levels of motivation for mind mapping, because mind mapping was similar to other strategies and sometimes left students confused, they had not a great deal of enthusiasm and passion. The study participants stated that to create mind maps, the students had to understand the teaching material, and sometimes there was a vocabulary that was challenging to translate into Indonesian. These individuals were the participants in the study's explanations. Two other research participants stated that although they were motivated and enthusiastic about mind mapping, they have not been as focused.

One research participant stated that,

Using mind mapping was clear and simple to understand. This research participant said that mind mapping was simple and just the way it was. The majority of their responses were in line with the questions, but they had not enthusiasm and were only slightly motivated.

Do you feel confident, when doing mind mapping? It was the second interview question. When mind mapping, nine out of ten research participants felt confident. Only one participant in the study expressed some confidence in the results.

"One could make the conclusion that the majority of research participants felt comfortable mind mapping, because of several of factors, the research participants felt confident when doing mind mapping".

Two of nine research participants in this study stated,

"They felt confident, because they completed the mind mapping on their own. They felt good about their effort. According to two other research participants, everything was already written materials, so they simply converted it to mind mapping. They did not need to be worried, if their works were incorrect it connected with the material".

The others stated that,

"Using mind maps greatly helped, because they had no problems remembering their notes. They had demonstrated to the research participants the value of mind mapping, they were at comfortable when using mind mapping. One research participant felt a little bit confidence. Mind mapping helped this research participant understand things more effectively. This research participant was comfortable learning about mind mapping, but one of research participants was less comfortable doing mind mapping. It could be concluded that this research participant, in addition to the other nine participants, felt comfortable using mind mapping".

Nine out of ten research participants who responded to the third interview question agreed that mind mapping was important in the creation of their recount text.

One research participant stated that,

"Mind mapping improved their writing skills. According to two research participants, mind mapping is critical for enhancing writing fluency. As a result, they had no problems accessing the answer".

One research participant stated that,

"Enhancing writing fluency using mind mapping was important. According to six research participants, was important to their ability to comprehend the information. They could write the material more quickly".

One research participant disagreed with the idea that,

"Mind mapping was important when creating recount text. According to this research participant, there was significant different in their writing before and after learning mind mapping. According to this research participant, mind maps are not necessary for creating recount text".

The fourth question of the interview was "Does mind mapping make you a more active student?" All research participants who took part in this research agreed that mind mapping made students more interested.

"They become more active in carrying out tasks or exercises on their own, memorizing and recalling the information presented to them. Also, mind mapping helped them become more active in their note-taking, question-answering, and creativity-enhancing activities".

One research participant stated that, *“there was a strong need to work on mind mapping. In general, it could be stated that mind mapping made respondents become more active students”*.

The last question of the interview was “What are your suggestions for using mind mapping to write recount text?” based on result of the interview with ten research participants about suggestions for using mind mapping.

Two out of ten research participants did not give any suggestion.

These research participants stated that, *“their suggestions for using mind mapping was clear enough”*.

Three research participants suggested that *“the creativity in doing mind mapping should be increased”*.

The last research participants suggested that, *“mind mapping should be more implemented in teaching writing. It could be summarized that their suggestions for using mind mapping in teaching writing should be increased”*.

CONCLUSION

This research was conducted to answer one research question as stated in research problem. In order to answer the research question, the researcher used the questionnaire and interview. The researcher would like to draw conclusion about the students’ perceptions from the data gathered. Based on the data gathered from instruments, it was found that the research participants give positive responses. The majority of the research participants perceived the teaching-learning process using mind mapping positively.

The researcher found out, that the research participants were interested in doing mind mapping in writing recount text. They were also highly motivated, enthusiastic, relaxed and were not tense when doing mind mapping. This is consistent with Buzan and Buzan (1994) “they suggest that mind mapping makes lessons and presentations more spontaneous, creative and enjoyable”. Moreover, using mind mapping was challenging. These research participants had the self-confidence to present their mind mapping in front of the class. Though they were interested in using mind mapping in writing recount text, fifty percent of them admitted that they did not do it wholeheartedly.

Mind mapping was important to enhance the writing of the students. Mind mapping helped them to be active and creative students, these research participants admitted that they saved time by reviewing mind mapping notes. They acknowledged that mind mapping helped essential keywords juxtapose in time and space, thus improving creativity and recall. These are consistent with the significance offered by mind mapping. Though they admitted that mind mapping was good, fifty percent of them did like to use mind mapping in writing recount text and forty five percent liked to use it.

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