

**IMPLEMENTATION OF MINDMAP
TO FACILITATE BETTER ACQUISITION
OF READING SKILL AND WRITING SKILLS
AT SMA AL ISLAM KRIAN**

THESIS

Submitted in partial fulfillment of the requirement before conducting a study for
the degree of Sarjana Pendidikan (S.Pd) in teaching English



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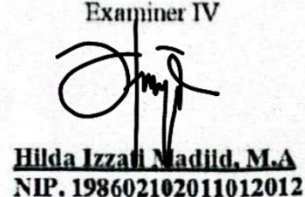
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ABSTRACT

Huzein, M. Yusuf. Baharudin (2023). *Implementation of Mindmap to Facilitate Better Acquisition of Reading Skill and Writing Skills at SMA AL ISLAM KRIAN*. English Language Education Department, Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya.
Supervisor I: Dr. Siti Asmiyah, M. TESOL Supervisor II: Hilda Izzati Madjid, M.A.

Keywords: Mind map, reading skill, Writing skills

Mind Maps can be a learning medium that stimulates writers or readers to understand a text more easily by creating a framework and network of words and ideas. This study aims to describe the implementation of mind maps to facilitate students' reading and writing skills in English and to find out students' perceptions of which skills are better taught using mind maps at SMA AL-ISLAM KRIAN. Data from this qualitative research were obtained through classroom observation, students' questionnaires, and teacher and students' interviews. This research shows there are several procedures used by the teacher in using mind maps to facilitate students' English reading skills: 1) grouping, 2) reading a text, 3) making a mind map, 4) presentation and 5) evaluation. For English writing skills, the procedure of the implementation is as follows: 1) teacher explaining, 2) distributing blank paper, 3) making a mind map, 4) presentation. Data from the questionnaire and interview highlight that the students prefer writing skills better taught using mind maps than reading skills. Mind maps enable students to write information in a more detailed and structured way. In addition, by using mind maps, they can easily organize texts. Students can also more easily develop their ideas in mind maps. This finding implies that teachers should facilitate English writing with mind maps. On the other hand, according to students, if mind maps are used to facilitate teaching English reading skills, there is a need for new techniques to optimize teaching English reading skills since it is believed that they are lacking.

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ABSTRAK

Huzein, M. Yusuf. Baharudin (2023). *Implementation of Mindmap to Facilitate Better Acquisition of Reading Skill and Writing Skills at SMA AL ISLAM KRIAN*. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan keguruan, UIN Sunan Ampel Surabaya.
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Kata kunci: Mind map, pemahaman membaca, keterampilan menulis

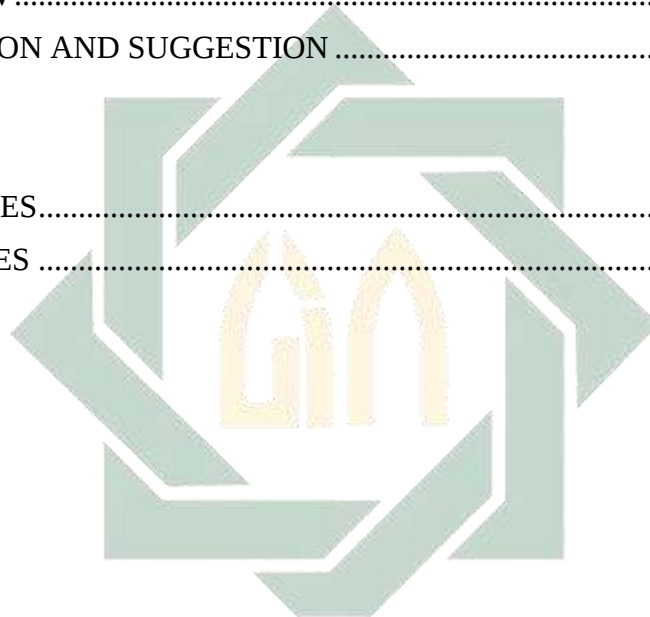
Mind map dapat menjadi media pembelajaran yang merangsang penulis atau pembaca untuk lebih mudah memahami teks dengan membuat kerangka kerja dan jaringan kata dan ide. Penelitian ini bertujuan untuk mendeskripsikan penerapan mind map untuk memfasilitasi keterampilan membaca dan menulis siswa dalam bahasa Inggris dan untuk mengetahui persepsi siswa tentang keterampilan mana yang lebih baik diajarkan menggunakan mind map di SMA AL-ISLAM KRIAN. Data penelitian kualitatif ini diperoleh melalui observasi kelas, angket siswa, dan wawancara guru dan siswa. Penelitian ini menunjukkan ada beberapa prosedur yang digunakan guru dalam menggunakan mind map untuk memfasilitasi keterampilan membaca bahasa Inggris siswa: 1) Pengelompokan. 2) Membaca teks. 3) Membuat mind map. 4) Presentasi. 5) Evaluasi. Untuk keterampilan menulis bahasa Inggris, prosedur pelaksanaannya adalah sebagai berikut. 1) Guru menjelaskan 2) Membagikan kertas kosong. 3) Membuat peta pikiran. 4) Presentasi. Data dari angket dan wawancara menunjukkan bahwa siswa lebih menyukai keterampilan menulis yang lebih baik diajarkan menggunakan peta pikiran daripada keterampilan membaca. Mind map memungkinkan siswa untuk menulis informasi dengan cara yang lebih rinci dan terstruktur. Selain itu, dengan menggunakan peta pikiran, mereka dapat dengan mudah mengatur teks. Siswa juga dapat lebih mudah mengembangkan ide mereka dalam peta pikiran. Temuan ini menyiratkan bahwa guru harus memfasilitasi penulisan bahasa Inggris dengan peta pikiran. Di sisi lain, menurut siswa, jika peta pikiran digunakan untuk memfasilitasi. pengajaran keterampilan membaca bahasa Inggris, diperlukan teknik baru untuk mengoptimalkan pengajaran keterampilan membaca bahasa Inggris karena dianggap masih kurang.

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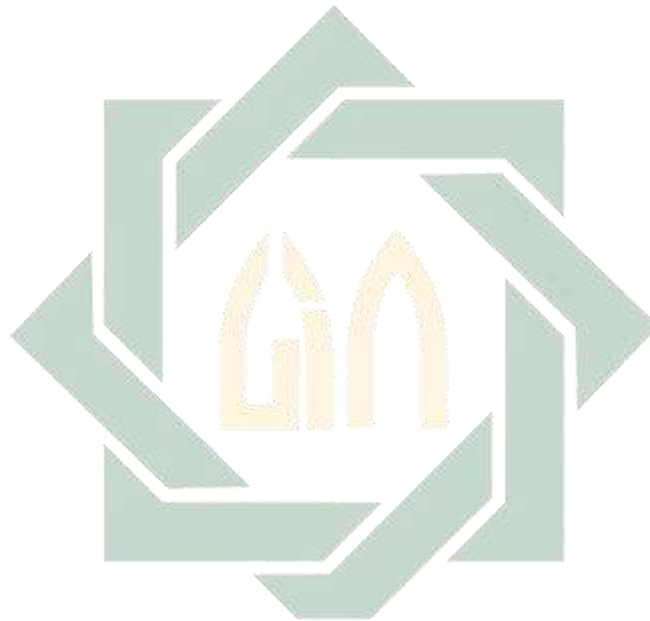
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