



Teaching Reading Descriptive Text by Using Tree Mapping for Senior High School Students

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Abstract

The teacher can use tree mapping in teaching reading descriptive text in the teaching and learning process. By applying this technique, the students can get interest and understand the descriptive text well. The objective of this paper is to help the students to organize their ideas and write the ideas in a good order. Besides that, the teacher also has to give more time for teaching reading especially in teaching text in order to increase the students' ability in reading descriptive text. Reading descriptive text through tree mapping brings the students to new kind of situation. It would help both the teacher and the students to revise the students' reading method and made reading more fun than the way it used to be.

Keywords: Tree Mapping, Descriptive Text, Reading.

A. INTRODUCTION

Based on the regulation of Indonesian education government, English teaching begins from junior high school, because of that, most of the students have been have a basic knowledge about the English language to come to senior high school. Besides listening, writing, and speaking, reading is one of the basic knowledge that very important to learn. Anderson (2008:4) states that much of the information available in the world comes in the format of print. Most of the printed materials in the world come in English.

In this case, reading is one of the fundamental aspect that need to be learned by students in Indonesia. Good readers, at a minimum, need to be able to identify main ideas and details; draw inferences; determine author intent, stance, and bias; summarize; synthesize two or more reading passages; and extend textual information to new tasks, such as class projects, oral presentations, and written assignments (Grabe and Stoller 2013). For all these reasons, teacher has some

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responsibilities to teach English through reading and help the students to catch the information from the text that they read. Besides that, reading is also one way for students to learn the new information by catching the idea of the writer. In order to increase student's ability in reading, the teacher should teach the knowledge of reading with attractive and variety ways. Furthermore, capable readers need a repertoire of reading strategies and the ability to apply them in meaningful combinations, at the right times, to achieve their reading goals (Anderson 2009).

When reading, students normally bring their own information to the processing of a text. Arianto (2017: 2) added that readers need to built their mental activity to understand the reading text. The information includes the understanding of the ways in which discourse is structured. Students need to become aware of the goals for reading that they might adopt and teacher need to be more sensitive to clarify the goals explicitly. Wallace (2000:03) states that the most important resource that any potential reader possesses, whether reading in a first or any other language, is an awareness of the way in which we use language. There are two things which we all know about language: first, we use it for a purpose; second, that is only makes sense in context that is as part of a larger text or in a situation. In this case, students read to get their purpose of reading understanding and build a new information from the text.

The purpose of reading in SMA (senior high school) is not only about finding information, but also the understanding of the information given by the writer. So, the students can emerge the new idea from the text to compare with the other text that they found later on. Here, descriptive text is not only the text that learns at school. Students can find the descriptive text from the game's introduction, since the game is one of the media that often used by students to spend most of the time. This chance can use to integrate student's attention to learn the descriptive text.

Reading comprehension for descriptive text requires the development of a number of language processing skills. Students need to recognize a large number of words to integrate the text. Reading comprehension instruction requires attention to a range of comprehension issues and reading comprehension system. Because of that, the teacher needs to verify the understanding of students to their purpose for reading. So, teachers can effectively integrate explicit strategies introduction into the reading materials that are currently used in the classroom.

Related to the issue of improving students' reading comprehension, many techniques have been proposed to help the students improve their reading ability. There are some techniques proposed by some experts like mind mapping and semantic mapping. According to Kotcherlakota, Zimmerman, & Berger (2013) mind mapping help students clarify their thinking and lay the foundation for in depth expertise related to their research focus, review of the literature, and conceptual framework (Kotcherlakota, e al, 2013, p. 252). Farrand, Fearzana, and Hennessy (2002) found that mind mapping not only aided education students in studying, but also encouraged a deeper level of learning, especially when paired

with a problem based learning curriculum. Besides that, Jones R.C, (2006) stated that semantic mapping could be a helpful reference for students to use in clarifying confusing points as they are reading. In addition, Bouchard (2005:69) stated that semantic mapping serves as a means to give students a partial and visual venue in which to organize ideas, show relationship, and retain important information. However, there are still no studies describing using mind mapping and semantic mapping in teaching English for all kinds of teenagers and engineering students.

For that reasons, writer choose the other technique to complete mind mapping and semantic mapping named tree mapping. Tree mapping is one of ways to catch student's attention for reading and understanding the descriptive text. By using tree mapping, the information shows directly without checking the text for each sentence. Students can imagine the way of the writer describe the text in order to find the information easily. The combination of tree mapping and reading comprehension of the descriptive text covers the whole process of reading comprehension. It is expected that this combination would less the boredom of the classroom activity for teenagers.

Tree mapping activities require students to actively engage in their learning, often by connecting their prior knowledge to new information. When creating a tree mapping, a student frequently interacts with a textbook, notes from class, a teacher, classmate, or study group. Thus, it is one of the responsibility of all teachers when they are teaching, in order to increase student's desire in reading for most of the text they found. Every teacher have no freedom to change the school curriculum, but the teacher needs a confident to improve student's reading abilities better. The changes that teacher made in teaching, can motivate the teacher to create another idea and implement the changes in classroom activity. Therefore the purpose of this study was to observe the implementation of tree mapping in teaching reading comprehension.

There are many different ways that can used by the teacher in teaching reading descriptive text. In this paper, the writer limited the discussion on how to use tree mapping in teaching reading comprehension for senior high school students. Based on the explanation of the problem, the writer formulated the problem as follows "How is the tree mapping used in teaching reading descriptive text for senior high school students?"

The main purpose of this paper was to explain how to use tree mapping in teaching descriptive text for senior high school students. In addition, the writer hopes that this paper could be useful for increasing student's motivation in reading and help teachers in teaching reading for descriptive text by using tree mapping technique.

B. DISCUSSION

The Concept of Reading Comprehension

According to Nunan (2003:68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In the other words, a reader should use information from a text and their own background knowledge to get meaning and to understand what the writer idea in a text. So, information and knowledge is very interesting to understand. Meanwhile, Seyler (2004:3) also states that reading is the process of obtaining or constructing meaning from a word or cluster of word. It means that, the reader gets something about what they have read before and they must be able to find the meaning of the text. In order to know the information of the text and improve their knowledge. Furthermore, Mira, Fitrawati (2017) states that reading is an interactive process between a reader and a text. There is a process in readers' mind involving recognizing the words and connecting information from the text to their background knowledge before generating the meaning.

Based on definition above, it can be concluded that reading is a complex process from the reader when they try to get the meaning from the text. First, the reader should be able to combine information with background knowledge and bring the content of the text into their own words. Then, to achieve the reading comprehension the student not only should be able to read a text but also identify meaning from a word to a group of words that has meaning. Besides that, the readers' competency or ability also one of important point of constructing the meaning in the text.

Teaching Reading Comprehension

The Importance of Teaching Reading Comprehension

Teaching reading is teaching the students how to comprehend what they read. Kenneth (2001:5) defines that teaching reading as the action of a person important skill or knowledge or giving instruction; the job of person who teaches. According to Nunan (2003:68) teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. Second, teaching reading refers to teaching learners who already have reading skill in their first language. It means the teaching of reading can be made for students who are first learning to read and for students who already have the ability to read. In addition, Harmer (2003:69) adds that there are many reasons in teaching reading comprehension skill. First, reading is useful for other purposes such as process of language acquisition. Second, reading text provides opportunity to study language such as vocabulary, grammar, punctuation, sentence, paragraph, and text. It means that, reading has many purposes and benefits for the student because reading is an active process.

Reading proficiency is the most fundamental skill for academic learning and success at school. The use of reading strategies can give impact for students to improve student's reading comprehension. Reading is a

psycholinguistics process. It requires partial use of available minimal language cues selected from perceptual input on the basis of the student's expectation. Besides that, understanding and performing a great amount of reading tasks in speed and with good comprehension becomes essential for students. In academic settings, reading is regarded to be the central means for learning new information and gaining access to alternative explanation and interpretations. In addition, reading is primary means for independent learning whether the goal is performing better on academic tasks, learning more about subject matter, or improving language abilities (Grabe and Stoller, 2001, p.187).

Part of Teaching Reading Comprehension

Reading is one of the language skills. Reading skill is the ability to relate the textual material to one's own knowledge by comprehending the text (Fauziati, 2010:138). The purpose or trading activity is language ideas. In reading, the process of thinking is very urgent and vital because the sentences they read. Instead, in the same time their minds work to get the message.

Besides that, reading is constructing meaning of obtaining form a word of word, when the students read a text, they should construct from word to word and groups of words in order to know what the writer want to say through the written text. As a result, reading is a foundation of advance studies which requires reading abilities to access both textbook and other reading materials outside the classroom. Because of that, comprehension is the ultimate goal of reading.

Teacher's Role

In teaching reading comprehension, teacher can prepare some preparation that can ease in teaching and learning process. The first is lesson plan. Lesson plan can help teacher to organize the learning process. The second is the interesting and familiar material for the students to catch student's background knowledge. The third is the media that can help students to comprehend the text well. Last, the teacher should consider the time allocation.

In teaching reading, the activities support students as readers through three activities, they are pre-reading, whilst-reading, and post-reading activities. Because of the simple fact that students learn to read by reading, the ideal is to ask students to read a lot. But in some settings, that can be difficult to achieve. Nonetheless, teachers can take small steps, which take very little time away from instruction, to create print rich classroom or school environments. The goal is to surround students, to the best of a teacher's ability, with textual materials that students will gravitate toward and be motivated to read independently.

Descriptive Text

Teaching Reading Descriptive Text

Descriptive concentrate on thing such as person, a piece, and an object rather than the action that the thing participates. It permits people to share their sensual impression of person, a place, or an object. Djuharie (2007: 24) states that descriptive text is describe about something like particular person, place, or thing that have characteristic that related to location, purposes, function, features, proof, and noun. Descriptive text is also the text that describe something in order the reader or listener are able to get the same sense as what the reader experience. In line with this, Suryana (2007:13) states that description reproduces the ways things look, smell, fell or sound. An important thing about descriptive texts should describe what thing looks like not based on speaker opinion only.

Considering the importance of reading, reading is include in reading curriculum at school. In school, descriptive text becomes one of the most difficult text to be comprehend by the students. According to Anggi, Fitrawati (2014) there are some problems in reading descriptive text. The first, most of the students do not know how to present their ideas clearly and meaningfully in written language. The second problem is related to language feature in a descriptive text. The third problem, the teachers do not create interesting media in teaching and learning proces. In comprehending descriptive text, the students should consider many things such as focus on the topic when describes about particular person, place, or thing. However, the students cannot predict the topic because most of them not always have a background knowledge about it. Most students waiting the information from the explanation of the teacher only. Finding main idea is one of the difficulties that face by most of the students. As the result, the students do not understand what they read and finally lower their motivation in reading.

The Generic Structure of Descriptive Text

Different text has different generic structure. In descriptive text, the generic structure divides into two parts. According to Mulyono (2008:22) states generic structure of descriptive text consist of the identification that identifies the phenomenon and description that describes the parts, the qualities, and the characteristics of the phenomenon. Then, the language features is focused on specific participant and using simple present tense.

Pardiyono (2007:34) states that rhetorical structure of descriptive text is identification and description. Identification is statement contains the object and description has details about the object. This sentence means identification is a part of paragraph which introduces or identifies the object. Then, description is a part of paragraph which describe the object. In addition, Wardiman (2008) specify descriptive text has two elements: an elements to identify phenomenon (identification) and another one (description) to portray parts, qualities, or characteristic. In term of significant lexical grammatical features, the text focuses on specific participants, contains attribute and identifying process, comprise epithets and classifiers in nominal groups as well as uses simple present tense. Descriptive text can help the readers to understand more clearly about the real object and this text tell information about the object in specifically.

General Concept of Tree Mapping

Teacher need to make changes in the educational process, otherwise there will be more barriers students and teachers will be unable to overcome in the future. Interest in understanding the use of concept maps for instructional purposes has grown significantly in the past three decades (Nesbit & Adesope, 2006). There is a demand to use powerful, creative, and adaptable techniques in teaching and learning languages. Tree mapping can be used to solve the problems both for teacher and student.

Using tree mapping in teaching and learning English will be useful as the amount of information is increasing every second in our brain which work in a linear doesn't way can't perceive even a small part of it. Concept maps are used to form knowledge models by placing them in hierarchical organization and appending elaborating media onto the nodes within each map.

Definition of Tree Mapping

Based on encyclopedia, a tree mapping is used to summarize the probabilities associated with a sequence of random events. The set of branches emanating from any given start point represent all the possible events that could follow. Besides that, tree mapping is a visual tool used to map a process and show detailed information about it each step along the way. The first researchers who invented and described mapping technique as an effective aid of visualization, reflecting the structure of our brain were Tony and Barry Buzan. Tony Buzan described the technique working harmoniously with the way human's brain and processing the information.

The tree mapping, started in the middle of 1980s, is a simple mnemonic device to guide students through the steps of writing a well-developed paragraph and with some modifications can be used in writing well-developed essay (Riley, 2002:1). In this case, tree mapping help students to transfer their idea from the text they have read to the media like a tree. Tree mapping techniques were developed in the late 1980s, but only with the occurrence of information and communication technologies, tree mapping are being successfully applied nowadays in teaching and learning the languages.

The Use of Tree Mapping

The use of tree mapping technique in language teaching provides an active role for students, while a teacher becomes a facilitator and a coordinator for helping the students. Besides that, tree mapping are useful for solving problems, brainstorming the ideas, learning new vocabulary, taking notes, and improving reading skills. Mapping allow students to create a visual image to enhance their learning (Budd, 2004) and can be used as a meta-cognitive tool that allows them to make connections to material in meaningful ways. Usually, tree mapping starting with a single concept, the tree branch out into more specific blocks of information until the initial idea is fully explained.

The use of tree mapping can be showed as follows:

- a. When an issue is known or being addressed in broad generalities and must move to specific details, such as when developing logical steps to achieve an objective.
- b. To developing actions to carry out a solution or other plan.
- c. To analyzing processes in detail.
- d. To probing for the root cause of a problem.
- e. To evaluating implementation issues for several potential solutions.
- f. As a communication tool to explain details to others.

Role of Tree Mapping

Tree mapping is slightly different from the other mapping. Important concepts and phrases are then linked to the center topic on branches which can continue to branch into other concepts and phrases. In addition, the text can be accompanied by images like tree, and color can be used for emphasis or to facilitate organization. Explaining complex processes with blocks of text can be confusing to those who are unfamiliar with the subject. By laying out the steps visually, it's easier to see how each piece of information connects with one another. When the text is conveyed graphically, it mimics the way minds take in and analyze information.

Mapping is a cognitive strategy that helps to improve the students' ability in reading such as in note taking and summarizing the crucial information for better understanding and memorization (Beare, 2009). When the students interpret the texts visually, it reflects their understanding of what they have read in a unique way. Transferring these visuals into words, phrases and sentences becomes easier as the ideas and comprehension of the texts has become much clearer to them. The use of tree mapping makes it possible to create meaningful reading experiences for students in the classroom. Tree mapping can be easily implemented to modify different teaching styles and providing an opportunity to the teachers, making their learning extremely simple for all.

Reading by Using Tree Mapping

The use of tree mapping is based on the form. Because the name is tree, the form of the mapping is also looks like a tree that shows the whole explanation of a text from the general to the specific one. Using tree mapping in reading has proven its efficiency either. Students used these techniques for retelling the texts. The benefits of tree maps before the text plan are obvious. It's much easier to remember the keywords than the pages of text.

Mapping is a visual strategy, which shows the major ideas of a certain topic and how they are related (Raymond C. Jones, 2006). In teaching reading, tree mapping helps teachers to get students focus not just on individual details but also

on the structure of a text and helps in the conceptualization of paragraph and short essay structure. It displays the interrelationships among ideas and the components of the story. The using of tree mapping in descriptive text is helping to organize and present the ideas, it also helps remember them and understand them better. When student come back to review the information, it is much easier to find an idea on a tree mapping compared to reading through long text notes.

Teaching Tree Mapping

Basically, the components of a tree mapping consist of one trunk as the central or controlling idea and then supported by several branches as the supporting ideas. The branches as supporting ideas of the tree should be relevant to develop the trunk as the central idea. Therefore, tree mapping not only shows the plan of the ideas in writing but also shows the relationship among the ideas. By using tree mapping, students can plan their idea and organize the relationship and the hierarchy of the ideas as well. As a result, students will be able to write well developed and well organized the descriptive text. In this study, the tree mapping will be used in understanding descriptive text.

Preparation

Tree mapping can be done in whilst-teaching activity of learning process. First, the teacher explain the procedure of using tree mapping and then teacher give an example to the students to show in front of the class. Before coming to the class and beginning the lesson, teacher need to make some preparations. One of factor that determine the success of teaching and learning process is the preparation of the lesson. This preparation is formulate in lesson plan. The lesson plan consist of core competence, basic competence, indicators, objectives, learning materials, learning models, teaching and learning activity, media, and evaluation.

Teaching Reading Descriptive Text by Using Tree Mapping

1. Pre-teaching Activity

In this stage, the teacher greet the students or the class to open or to make conversation with the students.

2. Whilst-teaching Activity

Whilst-teaching activities are those activities conducted during teaching process. In this phase, the teacher leads the students to the main activity in the teaching and learning process. The teacher guides the student by giving an example of descriptive text and the way to make the tree mapping to the students. They are as following:

a. Observing

The teacher activities in observing are presenting the context through picture, presenting audio visual material, conducting excursion, carrying out fields' trips, establishing social purpose through discussion, and surveys. In this stage, the teacher displays the video's example of

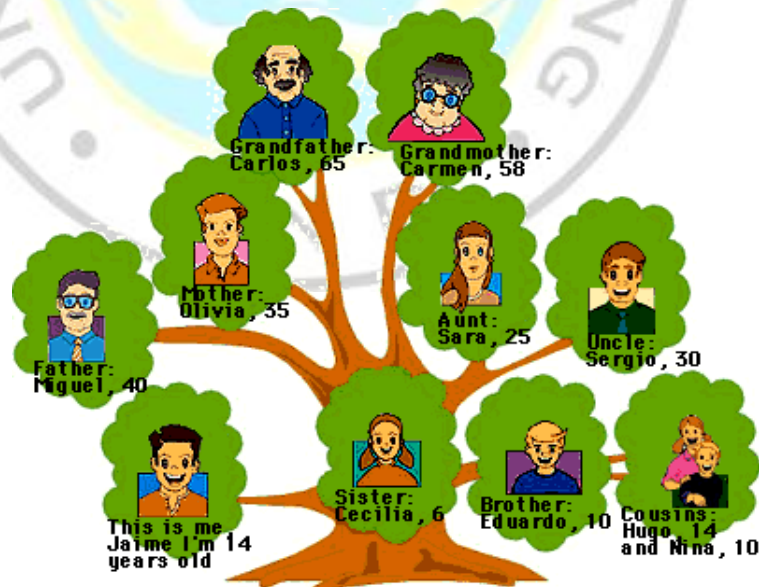
descriptive text about family tree member's arrangement on projector and demonstrate it in front of the class. After watching the video, teacher shows the video again and clarify the example of using tree mapping from the video given.

b. Questioning

The learning activities in this phase is ask question about information that is not understood from what is observed or question to obtain additional information about what is observed. The students may ask anything that do not understood which are found in the video and the example given. Next, the teacher leads the students to do a discussion related to the video. Then, the teacher with the students find out the answer and discuss about the video given together.

c. Experimenting

In this point, students find out information about the descriptive text from the video and the example given by the teacher. After finding the information, teacher guide the students to mention the definition of descriptive text, social functions, language feature, and the generic structure of the text. Then, the teacher explain the material about descriptive text to the students by giving an example from a text. After that, the teacher explain to students the way to make the tree mapping like the example that teacher gave before on board in front of the class. While, the students try to understand the example given.



d. Associating

In this stage, the teacher give the different example to the students. After that, the students try to understand the text given by discussing the meaning of the text in each paragraph pairing with their friends who sit behind them. Then, the students read aloud the text alternately based on teacher's instruction for several times. After that, the teacher ask the students to read the text by themselves to pay more attention and concentration. Next, teacher ask the students to write the part of the generic structure that they found besides the text given. After that, the teacher with the students discuss the generic structure together. After understanding the text and the generic structure, the teacher ask the students to make their own tree mapping based on the example that teacher gave before. By the guidance of the teacher, the students try to make the tree mapping. This way of activity can make the students easier to understand the text and less the boredom in the classroom activity. Having fun situation in the classroom can help students' shows their creativity in making the tree mapping.

e. Communicating

The learning activities in this phase are delivering the observation result and summary based on the oral and written analysis as well as other media use. In this stage, the students re-tell the topic given by showing their own tree mapping that have been made alternately in front of the class. While, the other students pay attention to their friend for giving suggestion and critics about the topic at the end of the presentation and the teacher give commentary to the students.

3. Post-teaching Activity

In the end of the lesson, the students and the teacher conclude the lesson that have been learned together. Then, the students reflect on the activities that have been carried out. Also, teacher re-explain the material that has been taught a glance and give some oral questions related to the topic to see students understanding. After that, teacher give the homework to the students by finding another example of the descriptive text. Giving homework is one of the best way to remain the lesson at home. Giving homework also make students to keep practicing because in order to understand the descriptive text, students need to practice a lot. After giving the homework and explain the instructions, teacher delivering the lesson plan at the next meeting. Finally, teacher end the class.

C. CONCLUSION AND SUGGESTIONS

Conclusion

Reading is one of English basic skill that has to be mastered by the students to get knowledge and information but, many students have lack of motivation in reading especially in reading descriptive text. This problem caused by several factors such as reading materials and teaching techniques used by the teachers is not interesting for the students.

Based on the discussion in previous chapter, it can be concluded that descriptive text can be taught by using tree mapping. It means the teacher can use tree mapping in teaching reading descriptive text in the teaching and learning process. By using this technique, the students can get interest and understand the descriptive text well.

Suggestion

From the conclusion above, it is suggested that in teaching reading descriptive text the teacher should use an appropriate material and technique that can make the students interested in learning and improving their ability in reading descriptive text. Using tree mapping in teaching reading descriptive text can help the students to organize their ideas in a good order. Besides that, the teacher also has to give more time for teaching reading especially in teaching text in order to increase the students' ability in reading descriptive text.

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