The Implementation of Mind Mappping Technique in Teaching Writing Descriptive Text at First Grade of Al-Kautsar Senior High School Bandar Lampung

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Penelitian ini bertujuan untuk meneliti apakah teknik *mind mapping* dapat meningkatkan secara signifikan dalam kemampuan menulis siswa khususnya teks deskripsi. Pendekatan penelitian ini adalah kuantitatif. Subjek penelitian ini adalah 30 siswa tingkat satu SMA. Data diperoleh dari nilai pretest dan posttest dalam bentuk esai. Hasil penelitian ini menunjukkan bahwa penggunaan teknik *mind mapping* meningkatkan kemampuan siswa dalam menulis teks deskripsi. Hal ini menandakan bahwa teknik *mind mapping* dapat diterapkan untuk meningkatkan keterampilan menulis siswa.

This research aimed to find out whether the mind mapping technique significantly improved the students' ability in writing descriptive texts. The approach of the research was quantitative. The subjects were 30 students of the first grade of SMA. The data were collected through both the pretest and the posttest, in a form of writing an essay. The result showed that the use of mind mapping technique improved the students' ability in writing descriptive texts at the significant level 0.05. This indicates that mind mapping technique can help the students to improve their writing skill. This suggests that mind mapping technique help the students improve their ability in writing skills.

Keywords: Writing, Descriptive Text, Mind Mapping Technique.

INTRODUCTION

Writing is one of the language skills that will never be left in education. It is very essential part of the lesson, not only in language class, but also in other classes such as Biology, Mathematics, and History etc. Writing skill is complex and difficult to teach, because it requires mastery not only grammatical but also conceptual and judgmental elements (Heaton,1998). This statement is also supported by Tarigan (1985:5) who states that writing is productive skill. Because, before the students begin to write they should master the other language skills first, therefore writing is difficult to be mastered.

Furthemore, writing is considered as the most difficult one because the students are required to pay attention to the content, organization, vocabulary, language use and mechanics when doing writing activity. The students also should arrange and organize the ideas clearly so that the readers do not misunderstand on what they write. The students also sometimes have difficulties in getting ideas to write. Because the students have to think first before putting their ideas on papers. The students also have difficulty in expressing their ideas into a good arrangement. It is in line with Campbell (2002) claims that the biggest problem that students have in writing is that they cannot put their ideas and facts into papers since they are afraid if their ideas cannot be written correctly in terms of grammar. This condition causes students to stop writing and feel anxious.

The researcher here uses mind mapping technique for teaching writing especially in decriptive text. The mind mapping is an effective technique that can help the students in creating good composition of paragraph, mind mapping also allows the students to improve their writing ability by observing the picture given by teacher. For these reasons, the researcher is interested in implementing mind mapping technique to improve students' in writing descriptive text at the first grader of senior high school. According to Buzan (2008) mind mapping is alternative thinking of brains toward linear thinking. Mind mapping is powerful graphic technique and become universal key to unlock the potential of the entire brain. In the usage of mind mapping, students do not only use their left side of the brain to identify words but in the same time they also use the right side of the brain in learning language. In other words, it helps students to associate ideas, think creatively, and make connections in sentence.

A previous research on mind mapping technique is done by Purnomo (2014) who carries out mind mapping technique in his reaserch at MTs Muhammadiyah 1 Cekelan. The result of this research is mind mapping can significantly improve students' ability in all aspects of writing. It can be said that mind mapping is a suitable technique to be applied in revising stage of teaching writing. Other study conducted by Cahyo (2013) found that the use of the mind mapping was effective to improve the students' writing skill especially in content. All students could understand and respond to the researcher' instructions and explanations. The similar research of mind mapping was conducted by Nurlaila (2013). The results of this study showed that the use of mind mapping technique was effective to improve students' scores in writing Descriptive

texts. Mind mapping technique contributes to help students' writing ability in writing descriptive texts in terms of enriching vocabularies, improving creativity, arranging sentences and organizing ideas.

The research above showed that many studies have been done on different dimension, subject and findings. With regard to the results of those studies, it can be inferred that mind mapping technique can be implemented in teaching writing, especially in helping the students improve their writing skill. The difference between previous researchers and this research is that this research focus on finding out students' improvement in writing skill in different level that is first grade of senior high school.

METHODS

This research was quantitative study which was conducted based on one group pretest-posttest design (Setiyadi, 2006). The group of this research is X Social 3 of SMA AL-KAUTSAR Bandar Lampung consisting 30 students. The activities were started from conducting the pre-test, doing the treatments, and conducting the post-test. The research used writing test as the instrument. It was conducted twice: the first meeting was the pretest, that is to know the students' ability before the treatments and the last meeting was the posttest, that is to know the students' writing after the treatments. In analyzing the data, paired sample t-test was used to prove the hypothesis and to find out whether this research was significant or not by looking at the results of the pretest and the posttest.

RESULTS AND DISCUSSION

Results

The result of the pretest and the posttest implied that mind mapping technique had improved the students' descriptive text writing ability. It can be seen from Table 1 that the mean score of the pretest is 49.27 with the highest score is 69 and the lowest score is 20, meanwhile; the mean score of the posttest is 70.27 with the highest score is 83.50 and the lowest score is 55.50. The increase of the mean of the pretest and the posttest is 21.00. It indicated that there is an increase of the students' writing descritpive text after the students were taught by using mind mapping technique.

Table 1. The Score of the Pretest and the Postest

	The Lowest Score	The Highest Score	The Mean Score
pretest	20.00	69.00	49.27
posttest	55.50	83.50	70.27

Then, the scores from the pre-test and the post-test were analyzed by using paired sample t-test in which the significance was determined by sign<0.05. The result of paired sample t-test showed that t-value was 9.125 and t-table was 2.042 because the value of t-value was higher than t-table (9.125>2.042) and the significant level is lower than 0.05 (a significant 0.00<0.05). It means that H_1 is accepted. It can be concluded that there is significant increase of the students' writing through mind mapping technique.

Besides, it can also be seen that mind mapping technique can increase the students' ability in writing descriptive text in each aspects of writing.

Table 2. The Increase of Each Aspect from the Pre Test to the Post Test

No	Components	Pretest	Posttest	Increase
1	content	13.02	20.10	7.08
2	organization	10.27	16.07	5.80
3	vocabulary	10.87	15.30	4.43
4	grammar	11.77	15.50	3.73
5	mechanic	3.18	3.27	0.09

It can be seeen in Table 2 that there is an increase in all aspects of writing, content, organization, vocabulary, grammar, and mechanic. The aspect with the highest increase is content (7.08). The second is organization (5.80) then vocabulary (4.43), grammar (3.73), and mechanic (0.09). So, mind mapping technique improved the students' writing in all aspects of writing. Moreover, the aspect of writing which improves the most is content and mechanic has the lowest imporvement.

Discussion

The improvement of the students' writing ability can be seen from the comparison between the students' pretest score and posttest score. The result of the mean score of the pretest was 49.27 and the posttest was 70.27. The increase of the means score is about 21.00. It can be said that mind mapping technique can be used to improve the students' writing skill. Although there was low improvement but this technique proved that it was effective to improve the students' writing skill in descriptive text. It was in line with the finding of Purnomo (2014) who said that mind mapping can significantly improve students'
ability in all aspects of writing. Through mind mapping technique, the students are actively involved in the process of learning.

This study also analyzed the improvement of each aspect of writing. The gain was obtained in each aspect, they were: content (7.08). The second is organization (5.80) then vocabulary (4.43), grammar (3.73), and mechanic (0.09). The data of the research revealed that the aspect which improved the most was content

because during the treatments the students accostumed to have their ideas by exploring a key word in every branch. So they can elaborate their ideas to write a good descriptive text. The students were able to write some words in the branches that related to the topic given and made a sentence from the keyword. This finding is confirmed by the previous research finding conducted by Cahyo (2013) who says the use of the mind mapping was effective to improve the students' writing skill especially in aspect of content.

Besides that, the constraint in learning writing descriptive text using mind mapping is grammar, because they did not know how to arrange the sentence correctly. As stated by Campbell (2002) that the biggest problem that students have in writing is that they cannot put their ideas and facts into papers since they are afraid of making errors in grammar. This condition causes students to stop writing and feel anxious.

In reference to the description above, this research found that mind mapping technique did not only increase the students' descriptive text, but it also increased aspects of writing. They are content, organization, vocabulary, grammar, and mechanic. From five aspects of writing, the highest score was content. It is because the students can express their ideas by using the keywords provided by mind mapping technique. Other than that, it is proved by the mean score of the test before and after the treatment.

The constraint of students in learning writing descriptive text through mind mapping is grammar and it caused them felt difficult and afraid to express their idea. The students had many ideas in their thoughts, nevertheless, when they tried to transform them into words, it might be hard for them.

CONCLUSION AND SUGGESTION

Conlcusion

Referring to the discussion of the research findings on the previous chapter, the researcher comes to the following conclusion.

Based on the findings in the fields and from the statistical report in the last chapter, mind mapping can be applied as one of the techniques to increase the students' descriptive text writing ability. Mind mapping can help students to improve their writing skill in writing descriptive text in terms of content, organization, vocabulary, grammar and mechanics by seeing the analysis of the students' works in the posttest in each aspects. By using mind mapping, it might be easy for students to develop their ideas because mind mapping provides many keywords in every branch, so students were able to write a sentence related the ideas in the branch and they know what they want to write.

Suggestion

By seeing the advantages of the implementation these techniques, English teachers can apply mind mapping as one of the ways to increase students' descriptive text writing ability. This technique can help students develop the ideas related to the topic. The teachers should prepare some example using mind mapping. Here is the example of mind mapping;

In addition, the researcher recommends that for further research should conduct this technique on different levels of students and can try to apply mind mapping with another kind of text, narrative and report text for instances.

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