

# THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE SECOND GRADE STUDENTS OF MTS N 3 LAMPUNG UTARA

Dedi Hermansyah, Sudirman, Burhanuddin  
English Education Study Program  
Lampung University  
[dedihermansyah69@gmail.com](mailto:dedihermansyah69@gmail.com)

**Abstrak :** Penelitian ini bertujuan untuk melihat apakah ada peningkatan yang signifikan terhadap kemampuan siswa dalam menulis teks deskripsi dan melihat aspek manakah yang paling meningkat setelah penerapan teknik *mind mapping*. Sasaran penelitian ini mencakup 25 siswa kelas VIII A di MTs N 3 Lampung Utara tahun akademik 2018/2019. Tes menulis yang mencakup pretest dan posttest diberikan sebagai alat untuk mengumpulkan data. Data yang diperoleh berupa nilai kemudian dianalisis menggunakan *repeated measure T-test* dengan tingkat signifikan  $p < 0.05$ . Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan terhadap kemampuan menulis siswa setelah mereka diajarkan menulis menggunakan teknik *mind mapping*. Aspek yang paling meningkat adalah aspek konten. Hasil ini menunjukkan bahwa mengajar menggunakan teknik *mind mapping* dapat diterapkan untuk meningkatkan kemampuan siswa dalam menulis teks deskripsi.

**Abstract :** The objectives of this research were to find out whether there was significant improvement on students' writing skill of descriptive text and which aspect of writing improved the most after the implementation mind of mapping technique. The subjects of the research were 25 students of class VIII A at MTs N 3 Lampung Utara in academic year 2018/2019. The writing tests consisted of pretest and posttest were applied to collect the data. The data in form of score were analysed by using *repeated measure T-test* with the significant level  $p < 0.05$ . The result showed that there was significant improvement on students' writing skill after they had been taught by using *mind mapping* technique. The aspect which improved the most was content. This suggests that teaching writing by using mind mapping technique can be applied to improve students' skill in writing descriptive text.

**Keywords:** *writing, descriptive text, mind mapping technique.*

## INTRODUCTION

According to curriculum 2013 English is categorized as a compulsory subject in junior high school level. Students are expected to be able to use English in both spoken and written form. In English subject, writing is one of four basic language skills that students need to master besides listening, reading and speaking. Compared to those three other language skills, writing is the most complicated skill to be learnt. In the process of writing, students deal with the process of arranging words into sentences and developing it into paragraph in order to make a piece of written text.

Raimes (1987) states that writing is a skill in which we express the ideas, feeling and thought arranged in words, sentences and paragraph using eyes, brain and hand. From this statement, it can be said that in writing we involve our brain to think about the ideas then write it down into sentences. But in reality, many of students complain that they do not know how to write and they cannot connect the sentences into coherent ideas. Most of students have their ideas to write but do not know how to express them into words. This condition shows that there are many students who still have difficulties in expressing their ideas and developing them into written forms especially in paragraph writing. For instance, when the students are given a topic by the teacher, they cannot write a paragraph based on the topic coherently and cohesively, which means their writings are not integrated well in form and meaning. They have troubles to associate the sentence to other sentences and they also lack of vocabulary. In making a good writing, there are five aspects that should be considered in the process of making a composition. According to Jacobs (1981) there are five aspects of writing they are content, organization, vocabulary, grammar and mechanics. Those five aspects should be covered so that the readers can understand the message or information shared by the writer effectively.

The researcher did observation at MTs N 3 Lampung Utara and found that in writing subject the students were confused to develop their ideas. The English teacher informed that most of the students had problems in developing ideas. Many students got under minimum criteria of mastery learning (KKM) and they had difficulties in writing subject. For example, they had difficulties in arranging words and connecting them into sentences because of their lack of vocabulary and also their less understanding in grammar rules. There were many students who feel confused to create an idea when the teacher asked them to write something, especially in descriptive text. One of problems may be the students feel bored because the techniques used by the teacher are monotonous and do not attract students' attention. It is necessary for English teacher to make the students more interested and motivated so that the students have good progress in writing skill.

From the problems stated above, the students may need a technique to help them in learning writing as an English skill. The researcher tried to apply mind mapping technique to solve the students' problem in writing. Mind mapping orders many keywords in every branch. The keywords in the branches can suggest as a new idea or topic to make a sentence. In other words, it helps the students to associate ideas, think creatively and make connection in sentence. Buzan (2007) states that by using

mind mapping, people could represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches.

Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranges a central keyword by branches and typically it contains words, colours, short phrase and picture (Buzan, 2006). Apparently, mind mapping technique can be applied in any topics in writing and it can be applied in writing descriptive text, for example how to describe someone in their physical appearance, personal trait and so on. Mind mapping technique can improve students' creativity and make them enjoy in learning, because it consists of colours, picture, and some keywords that facilitates them in learning writing skill.

To strengthen the research, the researcher provided some previous studies that are related to this research. The first previous research was conducted by Irwandi (2012) in SMA N 8 Malang at eleventh graders of senior high school that aimed to find out the improvement of students' writing report text through mind mapping technique. The finding showed that mind mapping is an effective teaching strategy to improve the eleventh graders' ability in writing report text, because it is a thinking tool that primarily uses imagination and association to develop and organize ideas effectively. The second was a research by Fajri (2011) entitled Improving Students' Writing Skill by Using Mind Maps (A Classroom Action Research at the Tenth Grade of SMA Negeri 1 Boyolali in the Academic Year 2010/2011) that showed significant improvement on students writing achievement, mind maps also make students' motivation in writing increased. The third previous research was done by Falah (2013) who conducted the research entitled The Use of Mind Mapping Technique to Improve Students' Writing of Recount Text (a classroom action research at VIII a class of MTs NU 08 Gemuh Kendal in the academic year of 2012/2013) the result of the research showed that the students got significant improvements on their writing achievement on recount text after they were taught by mind mapping technique.

According to those previous studies, mind mapping technique is regarded effective to help students to improve their writing skill. Therefore, the researcher finally chose this technique to teach writing skill and he found the answers of the research questions about the improvement of students writing skill on descriptive text through mind mapping technique and what aspect of writing which improve the most after learning writing descriptive text through mind mapping technique to the students of second grade in MTs N 3 Lampung Utara.

## **METHODS**

The approach of this research was quantitative. This study applied *one-group pretest-posttest design of pre-experimental design* (Setiyadi, 2006). In this research the students were given pretest before treatment to find out the students' initial ability in writing descriptive text and then they were given posttest after treatments to see the students' improvement in writing descriptive text. This research was conducted in four meetings, the first meeting was pretest session, then the next two

meetings were the treatments for the students and the last meeting was for post-test session.

According to Hatch and Farhady (1982) there are two basic types of validity; content validity and construct validity. The test was considered valid since the test was tested about writing and also the material was chosen based on 2013 English curriculum and the syllabus for the second grade of junior high school students in MTs N 3 Lampung Utara. In this research, the researcher instructed students to write a descriptive text to measure their writing skill. The researcher classified the score using writing descriptive scoring rubric by Jacobs et al (1981). The scoring technique was based on five aspects of writing, namely content, organization, language use, vocabulary, and mechanic. Moreover, to make sure that data collection instruments were reliable, the researcher used *inter-rater reliability*. The students' scores from pretest and posttest were analyzed by using T-test of SPSS 17 program. The gained data were analyzed using repeated measure T-test.

## RESULTS AND DISCUSSION

### Results

After conducting the research, the researcher gathered the result of pretest and posttest as follows:

In order to see whether the objectives of the research can be achieved or not, the researcher analysed the test result of pretest and post-test which is displayed in the following table.

**Table 1. Distribution Statistic of Pretest and Posttest**

	Pretest	Posttest	Gain
N	25	25	
Mean	61.92	80.00	18.08
Minimum	56.00	73.50	17.50
Maximum	70.00	85.00	15.00

Table 1 shows that there is significant improvement on students' writing skill after the implementation of mind mapping in four meetings. It can be seen from the table that the mean score of the pretest is 61.92 and the mean score of the posttest is 80.00. The gain of both tests is 18.08.

**Table 2. Distribution of the students' pretest and posttest score**

No	Students' Score Interval	F1 pre-test	Percentage	Fi post-test	Percentage
1	85-81	-	-	11	44 %
2	80-76	-	-	12	48 %
3	75-71	-	-	2	8 %
4	70-66	4	16 %	-	-

5	65-61	11	44 %	-	-
6	60-56	10	40 %	-	-
Total		25	100%	25	100 %

It can be seen from table 1 to table 2 that the students' pretest scores varied from 56.00 to 70.00. There were only 4 students (16%) who got the score between 70-66, 11 students (44%) who got score between 65-61, and 10 students (40%) who got score between 60-56. Meanwhile in the posttest, there were 11 students (44%) who got the score between 85-81, 12 students (48%) who got score between 80-76, 2 students (8%) who got 75-71 in their posttest.

### Table 3. T-test Results of the Hypothesis Testing

T-test is a hypothesis test used to find out whether there is an average difference from the sample taken. Hypothesis used in Paired Sample Test is as follow:

H<sub>1</sub>: There is significant improvement on students' writing skill of descriptive text after the implementation of mind mapping technique. H<sub>1</sub> is accepted if significant level is lower than 0.05 (P-value<0.05)

### Paired Sample Test

Paired Samples Test								
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest - Pretest	18.08000	3.33129	.66626	19.45509	16.70491	27.137	24	.000

Table 3 shows that the result of the computation of the value of significance is 0.000. It means that H<sub>1</sub> is accepted since  $0.00 < 0.05$ . Thus, it can be concluded that the implementation of *mind mapping* technique gives significant improvement on students' writing skill of descriptive text.

Furthermore, this research is also intended to find out which aspect of writing improves the most. In this case, the analysis was done by comparing the mean score of each aspect of the students' writing based on the pretest and posttest results. The researcher scored the students' writing based on the writing aspect and the scoring criteria adopted from Jacobs (1981). The improvement of the students' writing skill in each aspect is presented as follows:

**Table 4. The Increase of Each Aspect from the Pre-test to the Post-test**

No	Aspects of writing	Mean score of Pretest	Mean score of Posttest	Improve ment	Percentage
1	Content	17.88	25.09	7.21	24.03 %
2	Organization	12.80	16.12	3.32	16.60 %
3	Vocabulary	13.18	15.88	2.70	13.50 %
4	Language Use	14.76	19.12	4.36	17.44 %
5	Mechanic	3.30	3.68	0.38	7.6 %

It can be seen in table 4 that there was improvement in all aspects of writing including content, organization, vocabulary, language use, and mechanic after the implementation of mind mapping technique where the highest improvement was on the content aspect.

Finally, according to the results above, it can be inferred that mind mapping technique is applicable to improve students' writing skill of descriptive text especially in terms of content.

### **Discussion**

The result of the research showed that mind mapping technique significantly improved students writing skill of descriptive text. It can be seen from comparison of mean score between pretest and posttest, the pretest mean score was 61.92 and the posttest mean score was 80.00. There was improvement 18.08 point in the posttest mean score. By comparing the mean score of pretest and posttest, the researcher then concluded that there was significant improvement on students' writing skill of descriptive text after being taught by using mind mapping technique. This finding obviously supports the previous finding conducted by Irwandi (2012) who found that mind mapping is an effective teaching strategy to improve the eleventh graders' ability in writing report text. With regard to this research, it is obvious that by using this technique the students are able to learn effectively because this technique facilitates the students in writing and develop ideas by the help of clues or keywords in branches related to the topic sentence which is in line with Buzan (2007) who states that by using mind mapping, people can represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches.

This research also analysed the improvement of each aspect of writing; they were content, organization, vocabulary, language use, and mechanic. Concerning the gain from pretest to post-test, content places the highest improvement among the other aspects. The mean score of content aspect in pretest was 17.88 and in posttest was 25.09, so gain of pretest to posttest was 7.21. It confirms the previous research conducted by Cahyo (2013) who said that the use of the mind mapping was effective to improve the students' writing skill especially in aspect of content. This result was

reasonable because mind mapping order many keywords in every branch. Branches were then drawn and added as the students suggest new ideas suggestion. The students were able to write some words in the branches that related to the topic given and made a sentence from the keyword. So, they can express their ideas smoothly when they wrote a descriptive text, this certainly give impact on students writing become richer and detail in information. In other words, mind mapping technique helps students to associate ideas, think creatively, and make connections in sentences.

From the explanation above, it approves that mind mapping technique is an effective technique to improve students' writing skill especially in terms of content.

## CONCLUSSION AND SUGGESTION

### Conclusions

After conducting the research at the second grade of MTs N 3 Lampung Utara and analysing the data, the researcher concluded that there is significant improvement on students writing skill of descriptive text after the implementation of mind mapping technique. It can be seen from the result of the test which showed that the students mean score of pretest was 61.92 increases to 80.00 in posttest, and also the result of hypothesis testing on *Paired Sample T-test* that showed the significant value was lower than 0.05. In other words, it can be said that the implementation of mind mapping technique successfully improved the students writing skill on descriptive text.

Besides, content is the aspect which improves the most among the other aspects since the keywords in every branch facilitated the students to write and develop ideas in their brain easily.

### Suggestion

#### 1. For the teacher

After having the study, the researcher suggests English teachers to implement mind mapping technique in teaching writing descriptive text, because the researcher found that through mind mapping technique, students are able to develop their ideas based on topic and they become more active and enjoy in teaching learning process. Then, in scoring students' works, the teacher should follow the scoring rubric of writing which consists of five aspects of writing namely content, organization, vocabulary, language use, and mechanics. This is to turn out the fair and good scoring.

#### 2. For further researcher

Since this research was conducted in junior high school level, the researcher expects the other researchers who will conduct similar research to try to find out the implementation of using mind mapping technique in different level of school such as elementary or senior high school.

In this research, descriptive text was employed as media to measure the improvement of students' writing skill after the implementation of mind mapping technique. Further, the researcher also suggests other researchers to apply mind mapping technique in another kind of text, such as analytical exposition text, narrative, and recount text for instance.

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