

THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SECOND GRADE OF SMPN 1 TRIMURJO

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Abstrak. Penelitian ini bertujuan untuk meneliti i) apakah *mind mapping* dapat meningkatkan aspek kemampuan menulis siswa dan ii) hambatan yang dialami siswa dalam belajar menulis menggunakan *mind mapping*. Penelitian ini termasuk kedalam penelitian kuantitatif. Subjek penelitian ini adalah 31 siswa VIII A SMPN 1 Trimurjo. Tes menulis dan questioner digunakan sebagai alat untuk pengambilan data. Data dianalisis menggunakan Paired Sample t-test. Hasil menunjukkan bahwa ada peningkatan kemampuan menulis siswa yang signifikan dengan tingkat signifikansi $p=0.00<0.05$. Pemahaman tatabahasa (*grammar*) adalah hambatan utama yang dihadapi siswa selama belajar menggunakan *mind mapping*. Hasil dari penelitian ini menganjurkan bahwa menulis menggunakan teknik *mind mapping* dapat membantu siswa untuk meningkatkan kemampuan mereka dalam menulis.

Abstrack. The objective of this research was to find out i) whether mind mapping significantly improved the aspects of writing and ii) the constraints in learning writing descriptive texts using mind mapping. This research was quantitative research. The subjects were 31 students of VIII A and of SMPN 1 Trimurjo. The writing test and questionnaire were used to collect the data. The data were analyzed by using Paired Sample t-test. The results showed that there was statistically significant improvement of the students' writing $p=0.00<0.05$. Understanding grammar was the major constraint in learning descriptive texts. The findings suggest that teaching writing through mind mapping facilitates the students to improve their writing skill.

Keywords: *Mind Mapping, Writing Achievement, Descriptive Text.*

INTRODUCTION

Writing skill is one of language skills the students need to master. Writing is the most difficult language skills because it is also considered as the most complicated language skill to be learned, compared to other language skills. In writing process, learners always deal with the process of arranging words into sentences and the putting sentences into paragraph until they can create a piece of written text. According to Tarigan (1985:5) writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability.

Writing is most complexes skill and hard work, so teachers should be encourage the students to write continually. To write appropriately, people must have good capabilities in writing. They must be able to organize the ideas to construct the sentences, to use punctuation and spelling appropriately. In the teaching learning process, the teacher can use a technique to delivering the material to the students. 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 be anxious.

To increase students' writing skill in writing descriptive text, this study applies the technique to help students in their writing by means of using mind mapping technique. Mind mapping is naturally one of the techniques in teaching the target language. In other words, it helps students to associate ideas, think creatively, and make connections in sentence (Buzan, 2007). 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, because using all the skills contained in the neo-cortex of the brain or better known as the left brain and right brain. Buzan (2003) argues that the students can learn in an interesting way using certain technique which is called Mind Mapping. In the usage of mind mapping, students 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.

Based on the previous research, Purnomo (2014) in MTs Muhammadiyah 1 Cekelan entitled "Improving Descriptive Writing Skill Through Mind-Mapping Technique at Second Grade Students of MTs Muhammadiyah 1 Cekelan in the Academic Year of 2013 / 2014", it was found that the students' ability in writing descriptive text still low. Students of MTs Muhammadiyah 1 Cekelan faced serious problem in constructing and arranging sentences as well. They were still confused to determine words to describe something. They used to do many mistake when they used simple presents. They usually used pattern of past tense to make a paragraph of descriptive text. Besides that, they were difficult to express their memoriam about thing which they wanted to be described. 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) entitled “Using the Mind Mapping Technique to Improve The English Writing Skill of The Tenth Grade Students At Man Yogyakarta III in The Academic Year Of 2012/2013” focused to find out how is the mind mapping technique applied in the classroom to improve the students’ writing skill in the English teaching learning process at MAN Yogyakarta III. The subject was the tenth grade students at MAN Yogyakarta III. The results of this study showed 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). Her research was aimed in investigating the use of mind mapping to help students improve their writing ability in writing descriptive texts at seventh-graders in a Junior High School in Bandung. 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 next research conducted by Sari (2014) conducted a research at second grade students of SMA Kartikatama Metro to find out significant difference in students’ writing achievement after being taught by using mind mapping technique and whether or not mind mapping can be used to increase students’ writing aspect in terms of organization, vocabulary, and grammar. This research was quantitative based on the experimental design. The result of this study showed that there was significant increase of students’ achievement after they are taught by using mind mapping technique and mind mapping technique could increase each aspect of writing, namely: organization, vocabulary and grammar.

The research above showed that many studies have been done on different dimension, subject and findings. It can be inferred that mind mapping is the effective techniques that can be used to improve the students’ ability. They also show that these techniques also successful in giving positive increase in students’ writing aspects, i.e. content, organization, vocabulary, grammar, and mechanics. Additionally, the similar study will be done in different subject, aspect, and aims. The aims of this study are to find out whether mind mapping can significantly improve the aspect of students’ writing achievement and what the constraint in learning writing descriptive text using mind mapping. To fulfill the above mentioned aims the following research questions are posed 1) Does mind mapping significantly improve the aspects of students writing achievement? 2) What is the constraint of the students in learning writing descriptive text through mind mapping?

METHODS

This research was a quantitative which aimed to find out whether mind mapping can significantly improve the aspect of students' writing achievement and what the constraint in learning writing descriptive text using mind mapping. The population of this research was the first grade of SMPN 1 Trimurjo. The researcher used class VIII A which consisted of 31 students as experimental class to be treated.

This research was quantitative and qualitative research. Quantitative research design was used to answer the first research question and qualitative research design was used to answer the second research question. To answer research question number one the researcher used writing test which consists of pre-test and posttest and to answer research question number two the researcher used questionnaire and observation. Paired sample t-test was used to analyze the data in order to compare two kinds of data or mean. All students' compositions were assessed in terms of content, organization, grammar, vocabulary, and mechanics.

RESULTS AND DISCUSSION

After collecting and analyzing the data, the researcher comes to the following result and discussion.

Results

1. The Students' Writing Achievement

The pretest and posttest were done by the students in this research. The tests were in descriptive writing form. The pretest was conducted see the students' basic writing ability. The posttest was administered in order to see the students' score of writing skill in descriptive text after the implementation of mind mapping technique. The result of the students' scores of the pre-test and the posttest could be seen on the table below:

Table 4.1. The Distribution of the Students' Pre-test and Posttest Scores

No.	Students' score	Pretest		Students' score	Posttest	
		Freq.	Percentage		Freq.	Percentage
1.	0-50	15	48.38%	0-50	3	9.67%
2.	51-55	5	16.12%	51-55	6	19.35%
3.	56-60	4	12.90%	56-60	6	19.35%
4.	61-65	2	6.45%	61-65	5	16.12%
5.	66-70	1	3.22%	66-70	1	3.22%
6.	71-75	-	-	71-75	4	12.90%
7.	76-80	4	12.90%	76-80	6	19.35%
	Total	31	100%	Total	31	100%

The table 4.1 indicates that there was an improvement of students' writing achievement after being taught by mind mapping technique. It could be seen from the pretest and the posttest scores. This means that, the students' writing ability achievement was increased after they got the treatment. In short, this can be concluded that teaching writing by using mind mapping technique can improve students' writing ability in descriptive text.

There was an improvement of students' writing descriptive text in terms of content, vocabulary, organization, grammar, and mechanics. To see in what aspect of writing descriptive contributes more, the researcher compared the gain score of students' writing in each aspect as can be seen on the table below:

Table 4.2. The Improvement in Aspect of Writing

Test	Aspect of Writing					Students' Score		Mean	Improvement
	C	O	V	G	M	Lowest Score	Highest Score		
Pre-test	16.15	11.15	10.88	11.33	3.70	36	78	53.23	18.97%
Posttest	18.93	13.58	13.01	13.79	3.96	46	80.5	63.33	
Gain	2.78	2.43	2.13	2.46	0.26			10.10	

Notes:

C : Content

O : Organization

V : Vocabulary

G : Grammar

M : Mechanics

Table 4.2 showed that mind mapping increases all aspects of students' writing descriptive text. From the table above, the researcher would compare the pretest and posttest score to know the significant improvement and what would be the most improved aspect after the students were taught through mind mapping technique, and for the result, it could be seen that the highest improvement was content aspect, it was 16.15 to 18.93. The increase of this aspect was 2.78. The second improvement was grammar from 11.33 to 13.79, the increase of this aspect was 2.46. the third improvement was organization from 11.15 to 13.58, the increase of this aspect was 2.43. Then vocabulary increased from 10.88 to 13.01, the increase of this aspect was 2.13. The last improvement was mechanics from 3.70 to 3.96, the increase of this aspect was 0.26.

To see the difference on the students' scores before and after the implementation of mind mapping technique, the researcher used Paired Sample T-test to analyze the data. We can see the table of t-test result as follows:

Table 4.3. Paired Sample Statistic

		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	1.03548E1	8.50019	1.52668	7.23694	13.47273	6.783	30	.000

The table above revealed that the result of t-test shows that t-value is 6.783 with two tail significance level shows $p < 0.05$ ($p = 0.00$). The significance level is 0.00 it means that the result of the test is can be trusted. The use of t-test here is to see the differences between mean score of pretest and posttest. The difference of mean score in pretest and posttest is 6.783 and it is shows that the result of posttest is bigger than pretest. In conclusion, there is a significance difference of students writing skill in descriptive text before using mind mapping technique and after using mind mapping technique.

2. The Students' Constraints in Writing Descriptive Text

To answer research question number two the researcher used observation and distributing questionnaire. Based on the observation sheet, the researcher found that the problem faced by students in learning writing through mind mapping in form of content, organization, vocabulary, grammar and mechanics. The researcher found the students' problems are in grammar and vocabulary.

In order to support the observation findings to answer research question number two, distributing questionnaire was conducted after teaching learning activities. It was conducted on Thursday, February 02 2017. The students were given a set of question about their problem in writing descriptive text. The questionnaire set in *Bahasa Indonesia* with open ended question, so the students were free to express their problem in writing descriptive. The questionnaire session was followed by all students, the researcher found the students problem as follows:

Table 4.4. The Result of Questionnaire

Aspect	Students	%
Content	4	12.90%
Organization	1	3.22%
Vocabulary	10	32.25%
Grammar	16	51.61%
Mechanics	0	0%

From the table 4.5 it can be seen that there were 16 students (51.61%) who got the difficulties in grammar because they did not understand how to arrange the sentence well in English. There were 10 students (32.25%) who got the difficulties in vocabulary because based on their reason they still have low vocabulary. There were 4 students (12.90%) who got the difficulties in content because they cannot develop their idea. There was 1 student (3.22%) who got the difficulties in organization because they did not know how to use a variety of transitional signals such as *before, next, at first, then, after, finally, etc.* There was no students chose mechanic. It means they were mastered in mechanic. From the result above, it was reported that understanding grammar was the major constraint in learning descriptive texts, because based on their reason they did not understand how to arrange the sentence well.

Discussion

The result of the research showed that there was an improvement in the students' writing descriptive text after being taught using mind mapping. Based on the result presented before, it is proven that there was an improvement of students' writing ability in term of content, organization, vocabulary, grammar, and mechanics. The aspect of writing that improved the most was content. It can be seen from the comparison of mean score of pretest and posttest. The pre-test average score was 53.23 and in the posttest average score was 63.33. It could be seen that there was improvement 10.10 or 18.97% in the posttest average score. By comparing the average score of pre-test and posttest, it could be conclude there was an improvement in all aspect of writing in the students' writing descriptive text score after being taught using mind mapping. Although even 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.

Concerning the mean comparison from pre-test to post-test, content places the highest improvement in the students' writing ability. The mean of content score in pre-test was 16.15 and the mean of content score in posttest was 18.93. This result was reasonable because mind mapping order that used many keywords in every branch. Branches were then drawn and added as the students suggest new ideas or ideas to already established aspects. 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. Mind mapping help the students to develop their paragraph based on the main ideas of the paragraph and focus on one topic sentence. This was supported by the notion established by Buzan (2007), to increase students' writing skill in descriptive text writing, this study applies the technique to help students in their writing by means of using mind mapping technique. Mind mapping is naturally one of the techniques in teaching the target language. In other words, it helps students to associate ideas, think creatively, and make connections in sentence. This was supported by Dawson (2005) who states that mind mapping is a type of prewriting method as the first stage of the writing process and as the point at to discover and explore our initial ideas about a subject. Prewriting helps us to get our ideas on paper, though not usually in an organized form, and brainstorm thoughts that might eventually make their way into our writing. It was in line with the previous research finding conducted by Cahyo (2013) who said the use of the mind mapping was effective to improve the students' writing skill especially in aspect of content.

Besides that, from the result of questionnaire and observation, the constraint in learning writing descriptive text using mind mapping was grammar, because based on their reason they did not understand how to arrange the sentence well. 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 if their ideas cannot be written correctly in terms of grammar. This condition causes students to stop writing and be anxious.

Based on the explanation of increasing in experimental class seen from each aspect of writing and means of the total score, it could be concluded that the technique applied, teaching writing by using mind mapping technique, was effective. In summary, it can be stated that mind mapping technique can be used to increase students' writing achievement of descriptive text. It was proved by the mean score of the test before and after the treatment.

CONCLUSIONS AND SUGGESTIONS

Referring to the discussion of the researcher in the previous chapter, the researcher comes to the following conclusions.

Conclusions

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 aspect. By using mind mapping, it might be easy for students to develop their idea because mind mapping order that used many keywords in every branch, so students were able to write a sentence related the idea in the branch and they know what they want to write.

The constraint of students in learning writing descriptive text through mind mapping was 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.

Suggestions

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.

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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