

IMPROVING STUDENTS' ABILITY IN WRITING REPORT TEXT THROUGH MIND MAPPING TECHNIQUE AT THE SECOND GRADE OF SMA N 3 BANDAR LAMPUNG

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Abstrak. Penelitian ini bertujuan untuk meneliti apakah ada peningkatan signifikan pada keterampilan pemahaman menulis siswa setelah penerapan teknik mind mapping. Pendekatan penelitian ini adalah kuantitatif. Subjek penelitian ini adalah 33 siswa tingkat kedua SMA. Tes menulis digunakan sebagai alat pengumpulan data. Data dianalisis dengan menggunakan *Repeated Measure t-test*. Hasil penelitian menunjukkan bahwa terdapat peningkatan signifikan pada kemampuan menulis siswa dengan tingkat signifikansi 0.05. Hal ini menandakan bahwa teknik mind mapping dapat diterapkan untuk meningkatkan keterampilan menulis siswa.

Abstract. The objectives of this research were to find out whether there was a statistically significant improvement of the students' writing ability after the students were taught through mind mapping technique and to find out which writing aspect improves the best after being taught by using mind mapping technique. The approach of the research was quantitative. The subjects were 33 students of the second grade of high school. The writing tests were used as the research instrument. The data were analyzed by using *Repeated Measure t-test*. The result showed that there was a statically significant improvement of the students' writing with the significant level of 0.05. This suggests that mind mapping technique facilitates the students to improve their ability in writing skill.

Keywords: *writing, writing ability, mind mapping technique*

INTRODUCTION

In learning English, there are four major skills which need to be mastered by the learners. They are reading, writing, listening, and speaking. According to Langan (2007: 13), writing is a necessary basic skill. Through writing, people can share the information with others, such as to carry out the transaction, to persuade, to infuriate, to tell how they feel, learn to shape their thoughts, their ideas and their lives. In addition, Raimes (1983: 76) says that writing is a skill in which people express their ideas, feeling and thoughts which are arranged in words, sentences and paragraph using eyes, brain and hand. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as means of communication. However, Nunan (1985: 91) states that writing is clearly complex. This knowledge will be useful for the students and important for them to be able to express what they actually want to express. Not only that, but also there is another reason why writing is regarded difficult. According to Simpson in Supiani (2011: 13) the difficulty is due to the fact that a writer needs to have enough language and general intellectual skills to generate the organized ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays.

Besides, most students did not like writing. It was because the students considered writing was difficult. Their difficulties happened in producing a written text. Byrne (1988: 4) states that writing is difficult for most people both in mother tongue and in foreign language. Hall and Harris (1979) in Waldron (2005: 25) also say that writing is perhaps the most complex of all the language skills that the students must learn because there are many aspects to produce a piece of a good writing, they are: content, organization, vocabulary, grammar, and mechanic. Those factors that might influence the students' quality of writing. Students mostly encountered the problems in writing because they were lacking of one of those factors; content, organization, vocabulary, grammar, and mechanic. Therefore, the teacher should pay attention in increasing these factors to make the students' writing skill better. The teacher should enrich the students' vocabulary, teach the rules of grammar, and develop the students' ability of making ideas.

There are many kinds of text such as narrative, recount, hortatory, descriptive, and report text. According to Barker (2000: 23) report text is a piece of writing which aims to describe something in a general way. This theory implies that report text refers to kind of text that describes the information by explaining the general information which is used to report the information. There are some topics that can be discussed in report text are such as; phenomenon, animals, sports.

There are some ways of teaching the report text. They differ on the media, method, or technique which are used in the teaching-learning process. Mind mapping can be an appropriate technique in teaching writing report text. Based on the researcher's experience in Teaching Practice (*PPL*) at SMAN 1 Semaka, it

was found that the students still got difficulties in producing the ideas before they did writing. Besides, most of the students got bored and confused because they did not have the ideas that they were going to write. In line with the problem above, Buzan (2007) says that by using mind mapping, people can represent ideas in visualization and graphic forms where one idea is connected to another idea by using branches. Mind mapping orders many keywords in every branch. In other words, it helps students to associate ideas, think creatively, and make connections in sentence. Therefore, the researcher believed that mind mapping could overcome the students' problem in producing the ideas which meant it helped them at the first writing step because they had already had the written ideas. Thus, the students just needed to elaborate the ideas into sentences then arranged them into paragraphs sequentially based on the generic structure of report text.

Referring to the explanation above, this research applied mind mapping technique in teaching writing on report text of Senior High School students. Therefore, the objectives of this research are (1) find out if there is an improvement of the students' ability in writing report text after being taught by using mind mapping technique, and (2) to see the aspect of writing which improves the most after mind mapping technique applied in teaching learning process.

METHODS

The approach of the research was quantitative. The design was one group pre-test and post-test design. The population of the research was students of the second grade of SMA Negeri 3 Bandar Lampung and the sample of the research was class XI Science 5 consisting of 33 students. The activities were started from administering pre-test, doing treatment, and administering post-test.

The instrument used were writing test. The writing test was administered twice: the first was pre-test and the second was post-test. Pre-test was conducted to know the students' writing ability before being given the treatment and post-test was given to know the students' writing ability after treatments. In analyzing the data, repeated measure t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

According to Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. The test in this research has content validity because the researcher made this test based on the objective of teaching in syllabus for the second grade of senior high school students. In this research, the researcher asked the students to write a report text to measure the students' writing ability. The researcher classified the score using writing report scoring rubric by Heaton (1998: 146). The technique of scoring is based on five aspects. They are content, organization, vocabulary, language use, and mechanic.

Hatch and Farhady (1982: 243) establish that the reliability of a test could be defined as the extent to which a test produces consistent result when it administers under similar conditions. In order to achieve the reliability of the writing of the students, *interrater reliability* was used in this study. In this study, the first rater was the researcher based on the scoring criteria Heaton (1998: 146); the second rater was the English teacher in the school. The result of reliability score of pre-

test was 0.956 (very high reliability), and the result of reliability score of post-test was 0.951 (very high reliability).

RESULTS AND DISCUSSION

Results

After conducting the research, the researcher gathered the result of pre-test and post-test as follows:

Table 1. The Difference of Students' Writing Score in the Pre-Test and Post-Test

Mean Score of Pretest	Mean Score of Posttest	Gain
62.75	68.28	5.53

Table 2. Distribution of the Students' Pretest and Posttest Score

No	Score	Fi Pre-test	Percentage	Fi Post-test	Percentage
1	45-51.5	3	9.09	1	3.03
2	52-58.5	11	33.33	3	9.09
3	59-65.5	6	18.18	11	33.33
4	66-72.5	9	27.28	6	18.18
5	73-79.5	3	9.09	10	30.31
6	80-86.5	1	3.03	1	3.03
7	87-93.5	0	0	1	3.03
Total		33	100	33	100

From Table 1, it shows that the mean score of pretest is 62.75. Meanwhile, the mean score of posttest is 68.28. It can be concluded that there is an increase between the students' pretest and posttest. The increase of the mean score of the pretest and posttest is 5.53.

Besides, it can also be seen that mind mapping technique can increase the students' ability in writing report text in each aspects of writing. The increase of each aspect of writing report text is presented in the following table.

Table 3. The Increase of Each Aspect from the Pre Test to the Post Test

No	Components	Pretest	Posttest	Increase
1	Content	18.72	20.71	1.98
2	Organization	12.65	13.62	0.96
3	Vocabulary	14.81	15.74	0.92
4	Language Use	13.40	14.27	0.86
5	Mechanic	3.15	3.93	0.78

It can be seen in the table above that there is an increase in every of writing including content, organization, vocabulary, language use, and mechanic. The aspect with the highest increase is content (1.98). The second is organization (0.96) then vocabulary (0.96), language use (0.86), and mechanic (0.78).

The researcher administered the hypothesis of this research to find out whether the hypothesis of this research was accepted or not. Besides, the researcher also compared the result of t-value and t-table to determine whether the alternative hypothesis can be accepted or not. The researcher used Paired Sample t-test to test; and this was the result of the test.

Table 4. T-test of the Hypothesis Analysis

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	5.53030	.86548	.15066	5.22342	5.83719	36.707	32	.000

Null hypothesis is rejected if $t\text{-value} > t\text{-table}$ with the level of significance at <0.05 . From the data in Table 4.5, it could be seen that $36.707 > 2.0345$ and $0.00 < 0.05$. Therefore, for the hypothesis, the null hypothesis was rejected and the research hypothesis was accepted.

In short, it means that there is a significant increase of students' writing report text through mind mapping technique for the second grade students of SMA Negeri 3 Bandar Lampung. Moreover, the aspect improved the most was content.

Discussion

This research had showed that the implementation of mind mapping technique can improve the students' writing report text. The improvement of the students' writing ability can be seen from the comparison between the students' pretest score and posttest score. The researcher asked the students to write report text by limiting the topic, that is about sport. After that, the researcher and the English teacher analyzed the students' score to know whether there is an increase of the students' writing report text. The result of the mean score of the pretest was 62.75 and the posttest was 68.28. The increase of the means score is about 5.53. So, it can be said that there is an increase of the students' writing report text by using mind mapping technique.

There are several previous studies about the implementation of mind mapping technique in teaching writing. One of them was conducted by Purnomo (2014). The subject of her research was second grade students of MTs Muhammadiyah 1 Cekelan in Academic Year of 2013 / 2014. The result shows that mind mapping technique can be used in teaching writing descriptive text.

The second previous research was conducted by Aprilia (2017) who carried out a research about mind mapping technique to improve students' writing ability in writing descriptive text at second grade of SMPN 1 Trimurjo. The result of this research shows that there is an improvement in students' writing descriptive text

after being taught using mind mapping and also mind mapping technique can increase each aspect of writing, namely: content, organization, vocabulary, grammar, and mechanics.

The third previous research was conducted by Nurlaila (2013). Her research was aimed to investigate the use of mind mapping to help students improving their writing ability in writing descriptive text at seventh-graders in a Junior High School in Bandung. The results of this study shows that the use of mind mapping technique is effective to improve students' scores in writing descriptive text. It also shows that mind mapping can increase each aspect of writing.

The fourth previous research comes from Cahyo (2013) who tried to find out how the mind mapping technique was 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 of Man Yogyakarta III. The results of this study shows that the use of the mind mapping successfully improves the students' writing descriptive text especially in content.

According to the findings of the previous researches above and in this research, the students gained significant improvement after the implementation of mind mapping technique for their writing scores. Interestingly, the improvement of students' scores happened not only in report text as it is used in this research, but also in another type of text such as descriptive text as it had been tested in the previous researches.

According to those three previous researches, they found that mind mapping technique improves students' writing ability mostly in aspect of content. This happened because mind mapping technique more guide the students in content aspect, such as leading the students to have the ideas before doing writing. Therefore, mind mapping technique can improve students' aspect of writing mostly in aspect of writing.

In addition, in this research it was also found that mind mapping technique did not only increase the students' report text, but it also increased aspects of writing. They are content, organization, vocabulary, language use, and mechanic. From five aspects of writing, the highest score was content. The increase is 1.98. It was because on the prewriting, the students had already had the ideas about the topic they were going to write by making the mind map. Besides, the students were active and got new vocabularies by making the keywords as the ideas. It was also easier for the students to make the content of their writing because on the drafting session they just needed to elaborate their ideas became sentences, gave the number in each sentence based on the generic structure of the report text and arranged the sentences into paragraphs.

Through mind mapping technique, the students were given a guideline in the form of pictures in writing report text to help the students to make the ideas. By having mind maps, they have something to write and their piece of writing would be well organized. It also supports Mercer's statement (2002) who said that mind mapping can help writers stick to the topic by having their ideas in front of them as they are writing. It is similar to what the researcher found during the treatments. Before

getting the treatments, the students had difficulties in conveying their ideas by writing. It made their writing disorganized and poorly written. However, after getting the treatments, their writing became better and smoother. It means that it is good for the students because mind mapping helps the students to organize and create the ideas as many as they can before they move on writing. That makes the students can be easily to write because they only need to elaborate the ideas. So, mind mapping is useful for the students to do writing and the students in this research were helped in writing report text through mind mapping technique.

On the other hand, the aspect with the lowest increase was mechanic with 0.78. This happened because the researcher did not discuss the mistakes made by the students in form of mechanic aspect during the implementation. This made the students unaware that they made mistakes such as the use of capital letter, punctuation, and paragraph.

From the explanation above, it is concluded that the implementation of mind mapping technique can significantly improve students' writing especially in terms of content.

CONCLUSIONS AND SUGGESTIONS

Referring to the discussion of the research findings on the previous chapter, the researcher comes to the following conclusions: (1) Based on the result of this research, mind mapping technique can increase students' writing skill and it also improves the students' skill in five aspects of writing namely: content, organization, vocabulary, language use, and mechanic. (2) The content has the highest score than other aspect. It is because the students already have the ideas before writing which makes the students only need to elaborate their ideas into sentences then arrange the sentences into paragraphs. Mind mapping also makes the students more focus on making the ideas that will be the content of their writing. The suggestions for both English teacher and further researcher can be drawn as follows: (1) English teachers are suggested to apply mind mapping technique as one of the alternative ways to increase the students' writing report text. This is because mind mapping technique can help the students who still have the problems in expressing their ideas in written form to generate their ideas related to the topic. (2) English teachers are also suggested to use media in teaching writing by mind mapping technique while the treatments, such as: pictures, videos, and posters. It is because most of the students are more excited when the teacher uses media in teaching learning activity. Besides, the activities in the class will be more fun. (3) Topic choice also motivates the students in learning activity. Teachers should choose a topic that is appropriate for students and also choose the topic which can make the students interested. The topic should be related to the students' daily life. (4) The mechanic aspect was the lowest achievement among the other aspects of writing. The teacher should discuss the aspect of writing especially mechanic aspect during the treatments. (5) In this research, the researcher only focused on the increase of students' report text writing ability. The researcher suggests other researchers to find out the effect of mind mapping technique in other skills such as reading, listening and speaking.

(6) Other researchers also can try to find out other types of texts besides report text, for example: analytical exposition text, narrative text and procedure text.

Those are the conclusion of this study during the research using mind mapping technique, also the suggestions for both English teachers and further research in using mind mapping technique.

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