

## The Implementation of Mind Mapping Technique in Improving Students' Writing Skill at SMA Negeri 2 Ambon

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### ABSTRACT

This research is focused on the implementation of mind mapping technique in improving students' writing skill. This research is aimed to describe the improvement of students' writing skill by implementing mind mapping technique and to see the students' response towards the implementation of mind mapping technique. Mind mapping can simply define as a creative technique involving lines, colors, keywords, and images which connected each other. The research design is classroom action research that consist of preliminary study and one cycle. There are four activities, there are planning, acting, observing, and reflecting. This research focus on report text materials and supporting instruments were used to help the researcher to collect and analyze the data such as questionnaire and test. The result of this research showed that students' responses were positive for the implementation of mind mapping technique and this is also support by the post test of writing report text where most of students got high score above the criteria of minimum mastery (KKM).

**Keywords:** *Mind Mapping Technique, Writing*

### INTRODUCTION

Since English become an international language, the interest of mastering English is quite high in Indonesia. As a proof, English has been taught to the students from the lowest level to students in highest level of education. English is taught in informal class as well as formal classes. In non-formal education, English is taught to improve students' English skills and get more knowledge from school. English is not a major here as it is studied by students who want or are interested in learning English. On the other hand, in formal education, English is one of the national exam subjects, so it automatically becomes a subject to be studied in all grades such as junior high school and high school.

For this reason, Indonesian government has made English a major in the curriculum, with different goals depending on the school level. Based on the school-based curriculum, students are expected to be proficient in four language skills; listening, speaking, reading and writing. By

mastering these skills, students are expected to explore themselves and acquire information that will help them access different types of information sources in English, such as: Articles, novels, magazines and etc. Writing can be used as a media to improve a student's ability to spreading information in English. Harmer (2007) states that students can well- learned languages if they practice more in writing. Because it helps students to communicate and exchange ideas and opinions. Moreover, today people communicate in writing by using various ways such as email, Whatsapp, twitter, Facebook or blog. These activities could build students' writing habits and encourage them to sharpen their writing skill in order to share and convey their ideas. In fact, there are many people who are good at speaking but are not good at writing. In this context, writing is considered more difficult than other basic language skills.

English subject at Senior High School state that one of the goals of teaching English is to develop students' oral and written language skills. Students are expected to be able to communicate both in writing and orally. Additionally, students' ability in English are far from learning goals that have been settled. Learning English is not as easy as we imagine, so many problems arise especially in writing for students learning English. Students who have difficulty writing said that they get stuck in writing because they have to think a lot about how to write down their ideas. Also, students lack vocabulary, structure and procedures for good writing.

Writing is considered the most difficult of the four English skills. This phenomenon occurs among many Indonesian students. When the researcher carried out the preliminary research at SMA Negeri 2 Ambon especially at class X-8. The researcher found that students got problems in writing. It can be seen on their final product of writing text project. Mostly the students' lack of idea to writing so they decided to copied a full text on the internet and decorates it interestingly on canva application. Their score on summative test also don't fulfill the standard.

Therefore, teachers should choose appropriate techniques to help students overcome their writing problems. There are many techniques that can help students generate ideas for writing and Mind mapping become one of a technique that generally used by people before they start to write something. According to Fajri (2011) Mind Maps is a technique involving lines, colors, keywords, and images which connected each other. Mind Maps can help the students in guiding them before they start writing. In other hand, Nagbi (2011) stated, "Mind mapping do help students to plan and organize their ideas for writing tasks. It can be concluded that mind mapping is a creative technique that helps students in writing especially in organizing their idea.

Based on the preliminary study conducted by the researcher, students got difficulties in writing because lack of idea in writing a text. Dealing with this, the researchers will focus on the implementation of mind mapping technique and the students' responses toward it.

## LITERATURE REVIEW

### *The Concept of Writing*

Writing is an activity or process of expressing ideas and thought in a written language. White (1986:10) in Khasanah (2015) states that “writing is the process of expressing ideas, information, knowledge, or experience and understand the writing to acquire knowledge or some information to share and learn”. It similar with Tiwari (2005:120) in Hotimah (2015) states that writing can be defined as a process of transforming thought into written language. It means that writing as the process of transforming ideas, knowledge, and information become an important thing in life, because people can shares their ideas and give information to each other.

In addition, Tarigan (1994:3) in Khasanah (2015) stated, “writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented”. According to Gaith (2002) in Hotimah (2015) said that “writing is a complex process of transforming thought and ideas and make them visible and concrete on the piece of paper”. It is means that writing provides opportunities for people to express their ideas and thought and shares it.

Writing can simply a process of transforming ideas, thought, experience and knowledge into written language to acquire information and share it. Writing is also an activity to produce graphics or language symbols that are understood by people.

### *The Process of Writing*

Writing is a complex process that is means in writing the writers should have to follow some steps in writing to get a good writing. Harmer (2004) in Khasanah (2015) states that there are four steps in writing, they are:

#### **a. Planning**

Planning is an important step in the writing process. The writers should have to make a plan before going to write. When planning, writers have to think three main issues, below:

1. Purpose of writing. It is important to know the purpose of the writing since this will influence the type of the text, the language that will be use and the information that will be conveyed to the readers.
2. The audience they are writing for. The audience is the readers of the writing. The audience will influence structure, diction, paragraph language style, etc.
3. The content structure, how the best to sequence the facts, ides, or arguments which they have decided to include.

### **b. Drafting**

Drafting means getting ideas down on the paper in sentences and paragraph. In the process of writing, drafting is helping the writers to write ideas and decide what comes first, second until the final process of writing.

### **c. Editing**

Editing means the writer are read through what they have written as a draft. Another reader's comment will help the author to make the appropriate revision. Here, the writer may change what the writers have written if they find something bad.

### **d. Final Version**

Final version is the last step in writing. This may look different from the first draft that has been made before due to there are many changes in editing process. However, the writer is ready to send the written text to the readers.

## ***The Concept of Mind Mapping Technique***

Mind map is a technique introduced by Tony Buzan who are the original promoter of mind mapping and coined the term mental literacy. According to Tony Buzan (1993) mind mapping is a graphic representation of ideas (usually generated via a brainstorming session).

A mind map is a diagram used to visually organize information into a hierarchy, showing relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those major ideas.

Evrekeli, E, lel, D. & Balim, A. (2009) state that mind mapping is a highly valuable technique that students can learn and apply in their learning process. Additionally, Boyson (2009) also stated that using Mind Mapping for lesson planning can help teachers identify a logical teaching route and increases recall of the subject matter. This will give teachers' more confidence when teaching and the lessons will go smoothly.

## ***Advantages of Mind Mapping***

Mind mapping is a technique that helps students in reading comprehension. However, a technique cannot be separated with the advantages and disadvantages in its use. Below are the advantages and disadvantages of mind mapping techniques according to Tony Buzan (2002) :

- a. Mind mapping helps the students to speed up their think rapidity.
- b. Mind mapping takes the students to develop new ideas quickly.

- c. Mind mapping gives easy way for the students to plan, communicate, be creative, arrange, and explain the ideas fastly and efficiently when they want to work with others.
- d. Mind mapping facilitates the students to understand a complicated system or structure because mind mapping delivers the students to be focused on the ideas.

### ***The Process of Creating Mind Mapping***

Mind Mapping is a belonging to pre-writing activity or planning stage. It is always done in the first stage of writing proces. Buzan (2005:15) explains seven steps to make Mind Mapping:

- a. Take a blank paper and start to draw from the center of the paper. Draw from the center of the paper will give the brain freedom to express and explore anything naturally.
- b. Use a picture or photograph as the central idea. A picture or photograph can help to improve the imagination an keep focus on the main topic.
- c. Use colors. For brain, colors are interesting. Coloring pencil will make Mind Mapping more alive and bring new energy and creativity.
- d. Connect the main picture to some branch details. Brain can connect three or four points in one time, and it is easier to be remembered and understood.
- e. Connect the branches with bowline, not straight because straight line will bore the brain.
- f. Use one keyword in every branch. Every single word will encourage the brain to develop it to be a new thought.
- g. Use picture in branch as much as possible because is picture means a thousand words.

### ***Procedure In applying Mind Mapping in the writing activity in class***

The procedure is done as follows:

- a. Describe or demonstrate the process of drawing the Mind Mapping to the students.
- b. Divide the students into groups.
- c. Pick a topic to be discussed.
- d. Ask the group to brainstorm.
- e. Ask to start scratching.
- f. Deliver necessary suggestion.
- g. Ask to develop main concept into paragraph.

### ***Previous Study***

There are several previous study regarding with the implementation of Mind mapping technique to improve writing skill. First, Purnomo (2014) had done a research at MTs

Muhammadiyah 1 Cekelan with entitled “Improving Descriptive Writing Skill Through Mind-Mapping Technique at Second Grade Students of MTs Muhammadiyah 1 Cekelan”. The results of this research shows that mind mapping can significantly improve students’ ability in all aspects of writing. Other researcher is Fajri (2011) under the title: “Improving students’ writing skill by using mind maps”. This research was conducted at Tenth Grade of Sma Negeri 1 Boyolali. The result of the research shows that the students’ writing skill has been improved after the implementation of Mind Maps to teach writing.

## **METHOD**

### ***Research Design***

This research used Classroom action research (CAR) as the method to apply Mind-Mapping in this research. According to Kemmis & McTaggart (1998, as cited in Manuputty, R & Souisa, Th.R., 2012), action research is trying out and reflecting on ideas in practice as a means of improvement and as means of increasing knowledge.

In conducting the research, the research used the procedure for continuous treatment based on the action inquiry cycle adapted from Kemmis and Mc Taggart (1998, as cited in Manuputty, R. & Souisa, Th.R., 2012) as follow

1. **Planning:** In this phase, the researcher and the English teacher set the planning. This activity includes research schedule, designing lesson plan and preparing teaching materials. Whereas in research schedule, the researcher plan to conduct the research only one cycle because of time limitation. The cycle has 4 meetings for the action and the test will be done at the end of the cycle. Report text is going to use as the material in the learning process. The material of this research made by the researcher used several references and has been revised by the English teacher.
2. **Implementing the Action:** In this stage the researcher provided treatment (Mind-Mapping Technique) to the students. To do the action, the researcher collaborated with the English teacher. The researcher was helped by the English teacher in implementing Mind-Mapping technique for the students at tenth grade of SMA Negeri 2 Ambon. The action of research procedures was stopped after the students achieved the criterion of success.
3. **Evaluation:** Evaluation is used to measure students’ improvement in writing skill through their result and their response to the implementation of the technique. The evaluation involves test and questionnaire
4. **Reflection:** The researcher and the teacher discussed together about the implementation

of the technique based on the students' test result and questionnaire

5. Indicator of success: Students' writing skill should improve for this cycle. The cycle stopped when the target had been achieved. The target is 70% of total 36 students get score 70 in test in form multiple in the end of the cycle.

### ***Research Site and Participants***

This action research was conducted in SMA Negeri 2 Ambon, specifically at class X- 8 in the academic year of 2023/2024. This research was conducted in four meetings started from April 29th,2023 until May 27th,2023. The participants of this study consisted of 36 students.

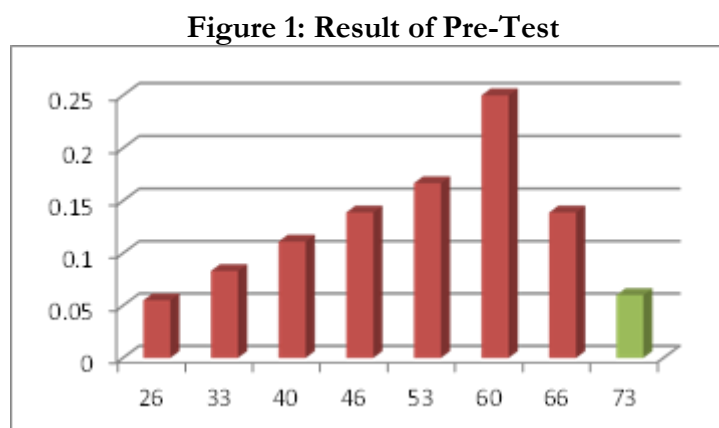
### ***Data Collection and Analysis***

A test and questionnaire were used in this study. After treatment, a test was given at the end of the cycle. At the same time, a questionnaire was presented at the end of the study to know about students' responses toward mind mapping technique. To determine students' writing ability, the researcher used test. The researcher used formula by Nikijuluw (1989) to analyze the test while the questionnaire used percentage formula by Sudjana (1989).

## **FINDINGS**

### ***Result of Pre-Test***

The researcher conducted pre-test in order to see students' ability before the treatment. The pre-test administered on April 27th, 2023. The scores of students' writing test in pre-test could be seen in Figure 1.

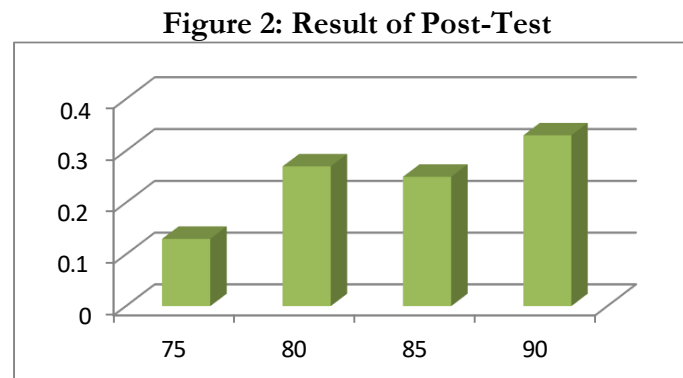


Based on the figure, it could be seen from 36 students, there were 6 % got score 26; 2 students, 8% got score 33; 3 students, 11% got score 40; 4 students, 14% got score 46; 5 students, 17% got score 53; 6 students, 25% got score 60; 9 students, 14% got score 66; 5 students and only

6%; 2 students got score 73. It means that 94% of total class didn't pass the criteria of minimum mastery (KKM) and only 6% pass the criteria of minimum mastery (KKM).

### ***Result of Post-Test***

Post-test was conducted in order to see students' ability after the treatment. The post- test administered on May 27th, 2023. The scores of students' writing test in post-test in could be seen in Figure 2.



Based on the figure, it could be seen from 36 students, there were 25 % got score 13% got score 75; 5 students, 27% got score 80; 10 students, 25% got score 85; 9 students, and 33%; 12 students got score 90. It means that 100% of total class pass the criteria of minimum mastery (KKM)

### ***Result of Questionnaire***

The questionnaire was delivered in order to know about students' perception toward the implementation of Mind mapping technique. There are four responses to the statements of the questionnaire such as SA; Strongly Agree, A; Agree, D; Disagree, and SD; Strongly disagree. The result of the questionnaire can be seen on the table below:

**Table 1. Results of Questionnaire**

No	Statements	Response			
		SA	A	D	SD
1	I felt that from the beginning of learning, I was interested with the learning process that uses mind mapping techniques	34%	66%	-	-
2	Mind mapping techniques can decreased boredom during the teaching and learning process	60%	26,7%	13,3%	-
3	My learning motivation increased when I used mind mapping technique	23,3%	66,7%	10%	-



No	Statements	Response			
		SA	A	D	SD
4	Mind mapping techniques make me excited to learn report text material	33,3%	63,3%	3,3%	-
5	Using mind mapping technique makes me more active in learning process	23,3%	73,3%	3,3%	-
6	Mind mapping technique is suitable to be applied to report text material	23,3	76,7%	-	-
7	mind mapping technique made me more serious in learning report text material	20%	66,7%	13,3%	-
8	Mind mapping guide me in sorting what will be written in making my own report text	43,3%	56,7%	-	-
9	I become more active in group discussions in writing report texts based on group's mind map	36,6%	53,3%	10%	-
10	learning using mind mapping techniques makes it easier for me to understand the structure of report text	40%	60%	-	-

Statement number 1 showed that 66% which consist of 24 students stand agree that they felt that from the beginning of learning, they were interested with the learning process that uses mind mapping techniques. While 12 students represent 34% which choose Strongly agree. Statement number 2 indicates that 23 students which represent 60% Strongly agree that Mind mapping techniques can decreased boredom during the teaching and learning process while 11 students stand agree for 26,7 %. Next, statement number 3 showed that 66,7% which consist of 24 students stand agree that their learning motivation increased when they used mind mapping technique while 23,3% stands for Strongly agree which consist of 8 students. Statement number 4 indicates that 23 students which represent 63,3% agree that Mind mapping techniques makes them excited to learn report text material while 11 students stand Strongly agree for 33,3 %. Statement number 5 showed that 73,3% stands Agree which consist of 26 students stated that Using mind mapping technique makes them more active in learning process while 8 students stand strongly agree for 23.3%.

Moreover, Statement number 6 showed that 76,7% which consist of 27 students stand agree Mind mapping technique is suitable to be applied to report text material. While 8 students represent 23,3% which choose Strongly agree. Statement number 7 indicates that 23 students which represent 66,7% agree that mind mapping technique made me more serious in learning report text material while 7 students stand Strongly agree for 20%. Next, statement number 8 showed that 56,7% which consist of 20 students stand agree that Mind mapping guide me in sorting what will be written in making my own report text while 43,3% stands for Strongly agree which consist of 16 students. Statement number 9 indicates that 19 students which represent

53,3% agree that they become more active in group discussions in writing report texts based on group's mind map while 13 students stand Strongly agree for 36,6 %. Statement number 10 showed that 60% stands Agree which consist of 21 students stated that learning using mind mapping techniques makes it easier for them to understand the structure of report text while 15 students stand strongly agree for 40%.

## **DISCUSSION**

After the treatment using mind mapping technique, there are some important points that needed to be notice. There is significant improvement of the students' ability in organizing ideas and develop ideas. The result of the analysis data shows that the mean score of the students' posttest is higher than the mean score of the students' pretest.

This improvement is the result of the implementation of mind mapping techniques which stimulate students' interest in learning English, especially writing. The students enjoy drawing mind maps and exploring their ideas through their creativity using lines, branches, picture and color. For first draft some students still confuse to write which main topic that should be place in their own mind map. On this cycle the researcher decided to divide the students into several groups consist of four or five students. Then make lottery of topics. The researcher also gives four main points to guide them in writing their ideas on mind map based on topic that they got. They work in group and create their mind mapping based on topic and then consult with the teacher regarding with their result.

After implementing mind maps in class, the researcher did a reflection. Through the reflection, the researcher able to know the positive point and the weaknesses during the teaching and learning process using mind mapping technique. The weaknesses that found such as; first, the students really enjoy in drawing the shape of their mind map and exploring ideas so they didn't focus when they wanted to develop it into full text paragraph because there are much keywords on their mind map. Second, some students didn't like to draw so they didn't actively involve into group discussion in creating mind map.

However, after revision from the English teacher the students can actively write their own paragraph of report text based on mind map that have been design. The researcher finally found out that beside the weaknesses of mind map, there are also advantages of mind map in improving students writing skill especially in writing report text. Mind mapping technique attracts the students' interest in writing process. This because mind maps let the students explore their idea and creativity using lines, branches, picture and colors. According to Fajri (2011) Mind Maps is a technique involving lines, colors, keywords, and images which connected each other. Mind

mapping also useful in guiding students in writing any keywords regarding with the topic. Finally, mind mapping successfully in solving students' problem such as organizing ideas and developing ideas. It can be seen on their response on the questionnaire that most of students agree that Mind mapping guide them in sorting what will be written in making their own report text. Nagbi (2011) stated, "Mind mapping do help students to plan and organize their ideas for writing tasks. It can be conclude that mind mapping is a creative technique that help students in writing especially in organizing their idea. They also agree that Mind mapping technique is suitable to be applied to report text material. The results on the questionnaire proved that mind mapping technique bring positive impact for students learning process. The teaching and learning process become more active and conducive.

## CONCLUSION

Mind mapping technique attracts the students' interest in writing process. This because mind maps let the students explore their idea and creativity using lines, braces, picture and colors. Mind mapping also useful in guiding students in writing any keywords regarding with the topic. Most of students agree that Mind mapping guide them in sorting what will be written in making their own report text. It can be concluded that mind mapping is a creative technique that help students in writing especially in organizing their idea. The results on the posttest also proved that mind mapping technique bring positive impact for students learning process.

The researcher offers some suggestions dealing with the research. First for the English teacher, considering that Mind Mapping can improve the students' idea in writing, it is better for them to implement this technique as an alternative that can be used in teaching writing. Second for the other researcher, who fine similar problem that they conducted the similar study in different levels with different types of the text to see if the mind map technique was also suitable and effective in conveying students' ideas in improving their writing skill. The last for the students, Mind Mapping can help to improve their idea in writing. Not only in Report text but they can use mind mapping technique to help them in organizing idea on every subject they face.

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