

THE IMPLEMENTATION OF THE MIND MAPPING METHOD TO
INCREASE STUDENTS' WRITING SKILLS
OF THE 12th GRADE OF SMA NEGERI 4 PEMATANGSIANTAR

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Abstract

Writing is the most difficult skill because we know that by writing it means we must be required to be able to compose language properly and correctly. To be able to write well, we must be able to think creatively and innovatively, to be able to produce a language that is worthy of writing. In this study, researchers found that students of SMA Negeri 4 Pematangsiantar, especially grade 12 science, had problems writing an incident or explaining something by writing a description of the incident. This happened because they did not have detailed ideas when they were asked to explain the picture or the incident. The research was to find out whether there was effectiveness in the mind mapping method, especially for grade 12 students at SMA Negeri 4 Pematangsiantar, and also the researchers wanted to see if students were able to improve their writing using the mind mapping method. Based on the data generated from students' research in improving their writing skills through the mind mapping method, it can be concluded that the average of the pre-test and post-test obtained in the first cycle is 32.31 and 58.28 and a significant difference is found in the second cycle, which is 49.90 and 71.09. And it can be seen that the value after using the mind mapping method increased in cycle 2.

Keywords: *Writing Skill, Mind Map, Students*

1. INTRODUCTION

As we know today, especially in learning English, there are four skills that we must know and master in English, namely, writing, reading, listening, and speaking. The four skills have their own level of difficulty. But what will be discussed by the author this time is writing skills. Writing is the most difficult skill because we know that by writing means we must be required to be able to compose language properly and correctly. To be able to write well, we must be able to think creatively and innovatively, to be able to produce a language that is worthy of writing. In addition, we know that there are several rules that will be used in the writing system and yes we can say that the rules in writing are very strict.

The most important thing and especially in writing is that we must master vocabulary and also grammar or tenses. With that, we will be required to be able to use good vocabulary preparation so that we can develop a word into a paragraph. And for tenses or grammar in writing, we must master so that we can arrange vocabulary into a correct sentence according to the rules in writing. Writing is a skill that must be mastered by students because it has been explained earlier that writing is a difficult skill, so students want to be led to master it.

In this study, researchers found that students of SMA Negeri 4 Pematangsiantar, especially grade 12 science, had problems writing an incident or explaining something by writing a description of the incident. This happened because they did not have detailed ideas when they were asked to explain the picture or the incident. They also feel lazy and bored when writing something, even if it's just a descriptive text.

Many students lack the intention and motivation to write, and that's why most of them get bad grades in learning to write (Lewin, 2003). They do not know what they should do in writing, choosing topics and problems and the order in paragraphs that they do not understand. And that causes the achievement obtained by students to be below, because they don't get much achievement. Because their vocabulary is very minimal and they also don't have ideas, innovation, and creativity in thinking so they are not able to write.

And an internal factor that makes them unable to write is their lack of confidence to be able to write, and that is caused by several factors that have been described by the author above. When someone wants to write or become a writer, they must first think about what the purpose of the writing is, what the benefits of writing are, and who is the audience for the writing.

And in this study, the researcher found a method that would be used for students, to help them write creatively and correctly. That is by using the Mind Mapping method. Especially in learning English, this method is very helpful so that students can determine the important points of the story to be rewritten into a new paragraph. And this method can also help students to find and develop ideas in good and correct writing.

For this reason, researchers use Mind Mapping or commonly known as a mind map, which is one of several techniques that can help students improve their creativity or ability to write well. And then the researchers conducted the research to find out whether there was effectiveness in the mind mapping method, especially for grade 12 students at SMA Negeri 4 Pematangsiantar, and also the researchers wanted to see if students were able to improve their writing method using the mind mapping method.

The researcher also really hopes that this research can help teachers and students in learning to write. Now with this method, the teacher will be easier in teaching, especially in teaching descriptive text. Teachers can teach it more simply and easily by using this mind mapping method. And also students will feel more interested in doing it because this method itself is very easy and simple to do. And this can motivate students to use the method in a more enjoyable learning. And students, especially grade 12 students of SMA Negeri 4 Pematangsiantar can improve their writing skills using mind mapping.

2. THEORETICAL REVIEW

2.1. Writing Skill

Writing is one of the skills in English that someone must know when they want to learn a foreign language because writing in English is the part where we have to express our thoughts to our writing. Hyland in (Richard Jack, 2001) states that writing involves composing skills and knowledge about text, context, and readers, thinking in English for someone who is not a native speaker by nature is forced to create sentences or texts from English words.

In writing a person must be able to pay attention to their writing to make proper and correct writing, Nunan (2001: 37) states that success in writing a text or sentence in English involves: knowing the spelling of words, mastering, and knowing what punctuation marks are, which must be applied to the writing, making good and correct language to convey a meaning that can be understood by others, creating a paragraph that is indeed appropriate and text and sentences in which there is a complete structure, then reviewing what was said. must be added or subtracted from the text. And teaching in writing, especially in English, is very necessary for students to be able to write, as well as write reports or how to write, letters and others.

2.2. Mind Mapping Method

The method is a procedure that is used to accomplish a set goal. According to (Jannah et al., 2017), in teaching activities, the method is required by the teacher and their usage varies according to the purpose they would like to achieve after the teaching has ended. Whereas according to Aini et al. (2012) mind mapping is a strategy in learning that tries to activate the right and the left brain and to function in a balanced way. The mind mapping method was first discovered by a scientist named Tony Buzan. Mind mapping is an alternative solution that is hoped to enable students to understand learning material.

According to Buzan & Abbot (2005) Mind Mapping is a creative recording method that memorizes a lot of information is easy. The notes made form an interrelated pattern of ideas, with the main topic in the middle and details becoming the branches. In the use of mind mapping, students are expected to be able to think creatively and thus enable students to search out information or ideas. In mind mapping there are pictures, colors, lines, and words that can help to be better at remembering, pouring ideas, and saving time.

So, based on the understanding of the expert above, it can be concluded that mind mapping is a recording technique that develops visual learning styles. With symbols, color and shape, it is easier for the brain to absorb the information received than it is used by normal notes. Learning by using mind mapping is one of the methods that can be used to enable teacher to teach the students easier in finding different sources of information to express idea.

2.3. Descriptive Text

Descriptive text is the text that aims to describe or explain something that can be in the form of pictures, events, objects, people, or animals. And in general or usually, this text tells about the characteristics, nature, or types.

The generic structure of the descriptive text are :

- (a) Identification is about identifying the character or object to be described;
- (b) Description is explaining or informing the characteristics, types, or characteristics of the character or object and event to be described.

Meanwhile, the linguistic elements in descriptive text are :

- (a) Using Nouns and Adjectives;
- (b) Using Simple present tense;
- (c) Using Figurative Language and degree comparison.

3. RESEARCH METHOD

Researchers use the Classroom Action Research method or what is known as Classroom Action Research. So this research with classroom action research method is carried out to change or improve the learning process in the classroom to be more efficient and can reflect the results of observations made during research into action (Arikunto, 2013).

According to Wardhani (Ningrum, 2016) "Classroom action research is research conducted by teachers in their own classrooms through self-reflection that aims to improve the teacher's self in teaching". And in this study, the researcher used a pre-test and also a post-test to find or find out the extent of students' understanding of the material, especially in the use of this mind mapping method itself. And this research is calculated using t-test analysis.

The formula for the mean is :

$$X = \frac{\sum X}{N}$$

X = Mean

X = Score

N = Number of Score

\sum = Sum

4. RESULT AND DISCUSSION

a. Pre Cycle

The result of pre-test :

$$X = \frac{\sum X}{N}$$

$$X = \frac{1034}{32}$$

$$X = 32,31$$

b. Cycle 1

The result of post-test :

$$X = \frac{\sum X}{N}$$

$$X = \frac{1865}{32}$$

$$X = 58,28$$

c. Cycle 2

The result of post-test :

$$X = \sum X$$

$$\begin{array}{l} \overline{N} \\ X = \frac{2275}{32} \\ X = 71,09 \end{array}$$

Based on the calculation of the data above, it can be seen that the data above shows a significant difference in average between the pre-test and post-test, after and before using the Mind Mapping method. And it can be seen in pre-cycle before using the mind mapping method and in cycle 1 and 2 after using mind mapping. So different results can be obtained from the two cycles.

Based on the data generated from students' research in improving their writing skills through the mind mapping method, it can be concluded that the average of the pre-test and post-test obtained in pre cycle is 32.31 and a significant difference is found in post test of the first and the second cycle, which are 58.28 and 71.09. And it can be seen that the value after using the mind mapping method increased in the second cycle. Thus, it can be concluded that mind map is really influential for students writing skills.

5. CONCLUSION

It can be concluded that the use of mind map to teach writing shows a positive impact. Based on the results of the research when researchers carried out the classroom action research on cycle 1 and cycle 2, there are changes of the average of students' values acquisition. Before applying the mind mapping method, the researcher tested the students to evaluate their abilities in writing. Based on their results, researchers found that they were still not able to write well.

Then, at the implementation of the classroom action research for the first cycle, the value of students is still below average and has not achieved satisfactory results, but there has been change from their value compared to the pre-cycle test.

Then, in the implementation of the second cycle, the value of students experienced a significant increase and the average value of students in the second cycle had achieved good results.

Thus, it can be concluded that the use of mind mapping method has a good impact to improve students' writing skills, and researchers suggest to teachers or educators to apply this method to teach writing.

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