

THE USE OF MIND MAPPING TECHNIQUE IN WRITING DESCRIPTIVE TEXT

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Abstract

This study is a pre-experimental research that aims to find out the use of mind mapping to improve students' writing skills. The participants were the students of VIII-3 MTsN 2 Makassar for the academic year 2021/2022 with as many as twenty-two students. Cluster random sampling was used as the way of selecting the sample and a writing test (descriptive text) was administered as the way of collecting data. The result showed that the score of students' writing skill tests was improving after conducting mind mapping in the writing class. The mean score of students' writing tests before and after applying the mind mapping technique improved (53.18 to 75.27). It means that the students' writing skills can be improved by using mind mapping as a teaching strategy in writing class.

Keywords — Effectiveness, Descriptive Text, Writing Skills.

INTRODUCTION

Delivering written communications (information) to other people while using written language as a tool or medium is referred to as writing. The writer, who conveys the message, the writing's content, the medium or channel, and the speaker are all factors in writing activities. Writing is the most challenging ability for second language learners to achieve, according to Richard and Renandya (2002). The challenge is not just in coming up with and organizing ideas, but also in turning them into text that is understandable.

In theory, the main objective of writing is to use it as a tool for indirect communication. Writing is crucial for education because it does critical thinking for pupils comfortable and straightforward. Additionally, it can increase our grasping ability or perception, help us solve difficulties, and organize the order of our experiences. Writing enables us to communicate our ideas. We frequently come across written expressions of our opinions and feelings about individuals, concepts, issues, and ongoing events. According to Taringan (2015), writing is a

creative process that involves conveying ideas in written language for various purposes, such as to inform, persuade, or entertain. Essays or essay writing are popular names for the products of this creative process. Although they have different meanings, both phrases allude to the same outcome. Writing activities involve the process of conveying information in writing in the form of the author's creativity by using creative thinking, which is not monotonous and is not centered on one solution as a basis for pouring ideas and ideas in written form because writing skills are frequently neglected because someone prefers to express ideas orally.

From this perspective, it can be determined that writing abilities are not only useful for conveying thoughts and ideas in writing but also for developing more focused individual thought. Because writing abilities are vital for everyone, not just those who are educated or in school, they must be honed. One must be proficient in using vocabulary and linguistic structure when engaging in writing-related activities. A writer can create writing in a variety of formats. Writing, though, must go through the procedure. Basic writing skills call for greater attentiveness. Through application and practice, it can grow. Although the majority of kids do not have the desire to become writers, writing is one of the crucial abilities for pupils to express their views in addition to speaking.

During the observation on September 3rd, 2022, and an interview with the MTsN 2 Makassar English subject teacher, it is found that not all students can write well. Students occasionally just write for academic purposes and not for communication. They find it very challenging to complete this assignment because they lack a reliable starting point for their writing. This indicates that students lack the pre-writing abilities necessary to develop their ideas. The methods employed by teachers to teach writing are varied. However, occasionally they don't focus much on the pupils' writing abilities. This demonstrates that writing is a challenge for students. High school pupils should take English because they will need it in the future. Writing proficiency is therefore regarded as a very crucial skill for pupils to gain as they advance in their understanding of the language. Numerous researchers have frequently done it, especially in the study of how to improve English writing skills.

Several researchers have conducted research related to teaching writing. Supriadi, 2018 in the study the researchers used a quasi-experimental method, with a Non-Equivalent Control Group Design. In this study, researchers selected 30 members of the experimental group and control group members each. Furthermore, the experimental group was subjected to treatment, namely the clustering technique, while the control group did not receive the same

treatment using the lecture method.

Herniyastuti and Rahmi (2019) describe the increase in the ability to develop folklore into short stories through a scientific approach with clustering and fast writing technique of student's class X MIPA 1 at SMA Negeri 1 Watansoppeng. The approach in this study was qualitative. After conducting research using two cycles in the application of the scientific approach with clustering and fast writing techniques, it was found that the application of the scientific approach with clustering and fast writing techniques for students in SMA Negeri 1 Watansoppeng could improve student learning outcomes in the material development of folktales into short stories.

Based on the findings of previous studies cited above, the researchers conclude that the use of mind mapping as a source of material in teaching writing can stimulate students to write well. Researchers believe that mind mapping will organize students' ideas in the pre-writing process, and it is one of the effective ways to help students in building their ideas. To understand the importance of English writing skills in schools, the researchers conducted observations at MTsN 2 Makassar, especially students in class eight. The results of the observations found that students' writing skills were still low. Especially for the English teacher from the interview results, rarely try to use interesting techniques in composing writing. This means that students do not have a good idea to start writing. As a result, students' writing skills are also low. This is also evidenced by the results of learning to write for even semester 2020/2021 students where students' writing scores are still much below the KKM. Therefore, the researchers will try to provide a technique as an approach to learning English to influence students' writing skills. This technique is called the mind mapping technique. Several techniques can be used to improve students' writing such as the direct teaching technique which has five important phases: preparation and motivation phase, demonstration phase, mentoring phase, checking phase, and advanced training phase. For example, the teacher shows a picture of a flood that hit a village or sees a flood event in a village first-hand. From the picture, students can write coherently and logically based on the picture.

The clustering technique is one simple way to help them in constructing their mind. This will guide them to make sentences to form a good paragraph. Based on the description above, the researchers focused on taking samples at MTsN 2 Makassar, especially for year eight students because there were problems that the researchers found in writing. In addition, there is a lot of information obtained from English teachers that most of them do not have many

ideas or do not have good strategies for doing writing activities. The scope of this research is focused on the use of clustering in teaching writing to students of year eight at MTsN 2 Makassar to improve their writing skills. It is limited in discipline, content, and activity. Discipline this research is limited to the subject of applied linguistics in terms of the process of teaching English, especially in writing. In content, this research uses several themes, namely, transportation, corona impact, pollution, and sports. Then, the type of writing taught in this process is limited to descriptive composition. It is based on the new curriculum for first-year high school students.

Recently, some researchers have investigated the form and purpose of feedback and its impact on students' writing. The effect of students' perception is highly dependent on the type of perception provided by the teacher, the abilities of the students, the educational and cultural background of the students and expectations. The results of the research revealed that students' perception was found to be sometimes helpful but other times found to prevent or not have any impact on student learning based on Silva and Brice (2004) Hedgcock (2005). Both teachers and students believe that students' perception is indispensable during the writing process. Montgomery and Baker (2007) show that teachers are aware during the writing process of students' perceptions of feedback and they try to effectively provide constructive and encouraging feedback. In their study of peer review. Lundstrom and Baker (2009) investigated to find out whether giving feedback or receiving feedback could contribute more to improving students' writing skills. Students of the intensive English program are divided into "givers" and "recipients". The overall results showed that the "giver", who looked at other students' writing, made considerable progress in improving their writing during the training. However, this notion of a 'giver' and a 'receiver' will probably achieve its most fruitful aims if the trainee writers share a common cultural and educational background.

Based on previous research, the researchers found that there was a lack of research that looked at students' perceptions after being given English language learning with the mind mapping method. With these limitations, the researchers tried to add students' perceptions as a form of renewal and saw feedback from students who had been given treatment during the research.

In this activity, students made essays after they made a grouping of topics provided by researchers in class. Then, researchers corrected errors from students and judged the content, organization, vocabulary, use of language and mechanical problems. This activity was carried

out four times. Located in the background above, the researchers conducted a study entitled “The Use of Mind Mapping Technique in Writing Descriptive Text”.

METHODS

The approach that the researchers use in this research is quantitative. According to Sugiyono (2007) research data on quantitative approach in the form of numbers and analysis using statistics. This research design was pre-experimental research. The researchers put one group and use pre-test and post-test to see the results of the test. The researchers want to focus on conducting this research in one class. Therefore, the researchers chose one group pre-test and post-test design. The design research is shown:

$$O_1 \quad X \quad O_2$$

(Sugiyono, 2007)

O1: Pre-test. In the pretest, the test gives to the students before treatment.

X: Treatment. In the treatment, the researchers give the Descriptive Text with Mind Mapping.

O2: Post-test. In the posttest, the test gives to the students after treatment.

Pre-test and post-test were given to evaluate whether there is a significant difference between student scores and the effects of mind mapping on the English writing skills of the students.

The population of this research is eight grade students of MTsN 2 Makassar. In MTsN 2 Makassar, there are 12 classes of students with a total of 224 students.

To get the sample, this study used cluster random sampling. Cluster sampling is very useful when the population is widely scattered. The sample in this research is one class of second-grade students. The researchers choose the VIII-3 class. From that class, the researchers choose 22 students for being the sample for this research.

In collecting data for this study, the researchers use a quantitative approach. The specification of the analysis is a quantitative approach. Data were obtained by using pre-test, post-test and questionnaires. The techniques used in obtaining the data are as follows:

a. Pre-Test

The pre-test is given before treatment. The researchers gave the students some topics. They make a composition based on the topic minimally 100 words and maximally 150 words.

The topics examined according to the essay instrument which contains five components of content, organization, vocabulary, language use, and mechanics. These topics include:

- 1) My activity in Islamic boarding school.
- 2) My mother's activity at home.
- 3) The effect of pollution in our country.
- 4) The most favorite sport.
- 5) My favorite place.

b. Post-test

Posttest is the final evaluation when the material given on that day is given which is given in the post-test with the intention of whether the student has understood and understood the material that was just given on that day. The benefit of holding this post-test is to get an idea of the abilities achieved after the end of the lesson. The results of this post-test are compared with the results of the pre-test that have been carried out so that it will be known how far the effect or influence of the teaching that has been carried out, in addition to knowing which parts of the teaching materials are still not found by most students. Post-test will give after treatment. The researchers gave the same test as in the pre-test.

In this study, researchers find out the results of students' writing skill after receiving instruction, especially how to improve writing skills. To analyze the data collected through the text, the writer was using descriptive and inferential statistics. To find out the students' writing skill in writing a good essay, it views from the five components: content, organization, vocabulary, language use and mechanics. To measure the skill of each component of good writing, the researchers referred to the ESL composition profile of Jacobs et. al (1981).

Analysis of research data is a very important step in research activities. Correct and precise data analysis produces correct conclusions. Data analysis is carried out after the data is obtained from the sample through the selected instrument and used to answer the problem in the study or to test the hypothesis proposed through the presentation of the data. In this study, researchers used quantitative data analysis. The statistic used is a t-test, finding the writing score, classifying the writing score, and finding the percentages.

RESULTS

1. The Percentage of Students' Achievement Pre-test and Post-test

The following table presents the students' pretest scores and percentages for the experimental class:

Table 1. Students' Pretest Writing Score

No.	Students Code	Content	Organization	Vocab	Lang Use	Mechanics	Score
1	A1	22	17	14	17	4	74
2	A2	22	17	14	17	3	73
3	A3	23	17	14	17	3	74
4	A4	22	13	13	11	3	62
5	A5	26	18	17	18	4	83
6	A6	25	17	14	17	3	76
7	A7	24	14	13	12	3	66
8	A8	21	13	13	17	3	67
9	A9	21	14	13	17	3	68
10	A10	25	14	14	17	3	73
11	A11	26	17	15	18	3	79
12	A12	22	14	13	17	3	69
13	A13	26	17	14	17	3	77
14	A14	22	14	13	17	2	69
15	A15	26	17	17	17	4	81
16	A16	26	18	17	17	4	82
17	A17	26	17	16	17	3	80
18	A18	26	17	17	17	4	81
19	A19	26	17	17	17	4	81
20	A20	26	17	17	17	3	80
21	A21	24	17	17	17	4	79
22	A22	26	18	17	17	4	82

Table 1 above shows the result of students' pretest writing scores. The score consists of content, organization, vocabulary, language use and mechanics. The students' scores are still low because all of the scores are under 80.

Table 2. Students' Posttest Writing Score

No.	Students Code	Content	Organization	Vocab	Lang Use	Mechanics	Score
1	A1	22	14	10	11	4	61
2	A2	20	14	10	11	3	58
3	A3	22	17	14	10	2	65
4	A4	20	10	10	11	3	54
5	A5	20	13	13	11	4	61
6	A6	20	10	10	11	3	54
7	A7	20	10	10	10	3	53
8	A8	20	10	10	10	2	52
9	A9	19	10	10	10	2	51
10	A10	19	10	10	10	3	52
11	A11	20	14	13	11	4	62
12	A12	19	10	10	9	2	50
13	A13	19	9	10	10	2	50
14	A14	17	12	9	9	2	49
15	A15	18	10	10	9	3	50
16	A16	17	10	10	10	4	51
17	A17	18	9	10	10	2	49
18	A18	20	9	10	11	4	54
19	A19	18	9	10	10	2	49
20	A20	13	9	10	9	4	45
21	A21	20	10	10	10	3	53
22	A22	13	10	10	10	4	47

Table 2 above shows the result of students' posttest writing scores. The score consists of content, organization, vocabulary, language use and mechanics. The students' score is improved than the pretest score. The score ranges from 45-65. The categories are fair and good.

Table 3. Frequency and Percentage of Pre-test

No.	Students' Score		Frequency	Percentage
	Score	Classifications		
1	86 – 100	Very good	-	-
2	71 – 85	Good	-	-
3	56 – 70	Fair	5	22.72%
4	41 – 55	Poor	17	77.28%
5	< 40	Very poor	-	-
Total			22	100%

Based on Table 3 above, the results for the classification above show that most of the students were in the poor category (77.28%). 5 students (22.72%) got fair category and 17 students (77.28%) got poor.

Table 4. Frequency and Percentage of Post-test

No.	Students' Score		Frequency	Percentage
	Score	Classifications		
1	86 – 100	Very good	-	-
2	71 – 85	Good	16	72.27%
3	56 – 70	Fair	6	27.27%
4	41 – 55	Poor	-	-
5	< 40	Very poor	-	-
Total			22	100%

Based on Table 4 above, the results for the classification above show that most of the students were in a good category (72.27%). 6 students (27.27%) got a fair category and 16 students (72.27%) got a good category.

From the explanation above, it can be concluded that the student's writing skill has improved, as seen from the percentage of good, and fair which is higher than the percentage of the pre-test.

2. Mean Score and Standard Deviation of Pre-test and Post-test

Table 5. Mean Score and Standard Deviation of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
	Pre-Test	53.18	22	10.827	2.210
	Post-Test	75.27	22	10.151	2.072

Table 5 above shows the result of the t-test from the pre-test and post-test. It indicated that there was a significant difference between the mean score pre-test which is 53.18 and the post-test is 75.27. The standard deviation of the pre-test is 10.287 and the post-test is 10.151. Meanwhile, the standard error of the mean from the pre-test is 2.210 and the post-test is 2.072. It can be concluded that if the standard deviation value is smaller than the mean value, then the mean value can be used as a representation of the entire data (Yuliandra, 2012). As we can see in Table 5 that the standard deviation value is smaller than the mean value.

DISCUSSIONS

In this section, the researchers discuss the interpretation of the pre-test and post-test results; the researchers explained that there were several procedures used to determine

students' writing skill. Several tests were conducted to collect data such as pre-test and post-test. Students were given a pre-test to determine their writing skill, followed by treatment to improve their writing skill, and finally a post-test to see if there were any improvements experienced by students after treatment.

The mean score and standard deviation show the post-test higher than the pre-test, indicating that there was a significant improvement in both scores. Besides, the frequency and percentage scores show that the student's pre-test writing skill was only poor. This is because many of them do not write well.

A pre-test was administered to 22 students. The researchers explained the test instructions before the pre-test. The purpose of the pretest was to determine the students' initial ability in terms of writing skill. The pre-test in this research consisted of a writing test. The researchers gave the students some topics. They made a composition based on the topic minimally 100 words and maximally 150 words. The topics examined according to the essay instrument which contains five components of content, organization, vocabulary, language use, and mechanics.

After being given treatment, the researchers gave a post-test to the students. The post-test in this research was the same as the pre-test, which is a writing test.

Based on the explanation above, the researchers found that the use of mind mapping was effective in improving students' writing skill. It is recommended to teachers improve students' writing skill by using mind mapping as a learning process in class because students are satisfied with learning languages with mind mapping techniques and they enjoy using them.

CONCLUSIONS

Based on the findings and discussions in the previous chapter, the researchers conclude that the use of the mind mapping technique improves the student's skills in learning English writing. The test given to VIII-B students at MTsN 4 Makassar with a post-test score of 75.27 (good) is higher than the pre-test score of 53.18 (poor).

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