

The Influence of Mind Mapping Technique on Students' Writing Skills at MA Guppi Samata

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Abstract

This research aims to find out the influence of the Mind Mapping Technique on students' writing skills at MA Guppi Samata. Since writing in English seems to be one of the most difficult tasks to do. The researcher intended to help the students write a descriptive text by applying the mind mapping technique. The researcher performed the quasi experimental research method to find the influence of the technique. The population of this research was 49 first-grade students at MA Guppi Samata. The subjects of this study were 25 students from the experimental class and 24 students from the control class. The researcher did the treatment by teaching descriptive text and applying the mind mapping technique. The data were collected through the test. The result of the data was analyzed quantitatively. By comparing the value of the t-test and t-table to analyze the hypothesis, the researcher defined the result of the research. The researcher found that there was a significant difference between students' scores in the post-test for the experimental class and the controlled class. The mean score of post-tests (7.44) in the experimental class was greater than the mean score of post-tests (6.54) in the controlled class. Furthermore, the comparison of the t-test (3.333) and the t-table (2.021) indicated that the t-test was higher than the t-table at the level of significance (α) = 0.05 with a degree of freedom (df) = (N1 + N2) - 2 = (25 + 24) - 2 = 47. Based on the t-test and t-table comparison results, it was shown that the mind-mapping technique influenced the students' writing skills. It has been proved that mind mapping is one of the techniques that helps students find and organize ideas for writing, especially descriptive text. Students are facilitated by the diagram in mind mapping that represents the way of organizing ideas linked to the central keyword with branches containing related words.

Keywords: Descriptive Writing, Mind Mapping, Technique

INTRODUCTION

Writing is a skill included in English subject based on the syllabus, especially in the curriculum of senior high school in Indonesia. In senior high school, students can construct and produce a simple writing that serves as a functional text in a basic competency of the English syllabus. Texts such as descriptive, narrative, report, procedure, and news item are included in writing subject. Students learn those kinds of texts based on their level. Students at the level of beginner or the first graders focus on learning the descriptive text predicated on the English syllabus.

According to Ahmad (2017: 67), descriptive text is an article which illustrates an object based on the product of observation, feeling, and experience of the writers to achieve perfect impression, fact, and imagery. The purpose describing an object we involve our memories about an object we have experienced. Therefore, starting to write is very essential part in writing descriptive text.

In writing a text, an idea is the most fundamental element to build information and to start writing. Expressed in the text form, the idea must be on the selected topic, clearly stated, supported, comprehensible, well-developed, relevant, and fluently expressed. It is important in the content rubric of writing assessment.

Finding ideas in writing is not easy for students of senior high school. Some research revealed that the students of senior high school were difficult to find ideas in writing. Nurlinda (2015) found that the students were difficult to express ideas in their writing. Another researcher, Nasmawati (2014), found that students got some difficulties in finding and organizing ideas in writing. Otherwise, based on a preliminary research conducted on the 26th of July 2019, it was known that the students of the first grade MA Guppi Samata got some difficulties in finding ideas.

Byrne (1929) stated that certain psychological linguistic and cognitive factors make writing complex. The problem related to psycholinguistic factor includes the students' low feedback in learning writing. The writing problem in the cognitive factor covers the students' lack of ability of organizing and expressing the ideas (how to say and what to say). Those problems by some revealed data indicated that teacher should take some actions to solve the students' descriptive writing problems.

There are some techniques to overcome the students' difficulties in writing. Mind mapping introduced by Tony Buzan is one of the techniques. According to Buzan (2006), mind mapping uses a diagram that function as a way to organize ideas, represent words, task, and other links that arranged a central keyword by branches, and typically it contains words, colors, short phrases, and pictures.

Some experts revealed some research findings about writing. Magdahalena (2016) in her research "The Use of Pre-Writing Methods to develop EFL Students' Competence in Writing" explained that a teacher can develop students writing by pre-writing. In teaching, the teacher should be creative to make students interested in writing. Some kinds of the pre-writing techniques are asking questions, discussing an interesting topic, taking notes, free writing, clustering, brainstorming, grouping, doing buzzy group, outlining, completing notes based on

pictures, making a list, making idea map, categorizing, and classifying. This research proved that pre-writing method was able to enhance students' writing skills.

Syeda (2016) also conducted a research about Mind Mapping Techniques to Enhance EFL Writing Skill. She thought Mind mapping techniques with color codes, pictures, keywords, some clues, and in a proper hierarchal paragraphing structure of the writing to organize the entire main and sub-ideas along with relevant supporting details on the topic. Her application of the Mind mapping proved successful when the results evaluated after she compared pre-test and post-test in her study. She found that there was a significant improvement in students' writing using mind mapping. The stated research used many types of writing texts among of them are narrative text, analytical text, and descriptive text, while this research is focusing on the descriptive text only.

In this research, Mind mapping is a technique that helps the students to represent ideas in the process of writing based on the students' prior knowledge about the object previously. It has an illustration that shapes a diagram to help the students' associate ideas with their experiences. Therefore, it was assumed that Mind Mapping technique will be one of facilitation to help the students writing descriptive text.

RESEARCH METHOD

Respondents

This research was the quantitative method with quasi-experimental design which applied *Nonequivalent Control Group Design*. The population covered all of the students in the first grade at MA Guppi Samata. There are two classes namely class XA and class XB. The total number of the population is 49 students. as the research sample which was determined by using total sampling. The Sample of the controlled class was XB and the experimental class was XA. The total number of the sample in class XB was 24 students and the total number of the sample in class XA was also 25 students.

Instruments

The instruments used in this research were writing tests administered in pre-test and post-tests. The pre-test was given before the treatment to get the data on the student's prior knowledge in writing. The post-test was given to know the improvement of students' writing by using the mind mapping technique after the treatment.

The test that was given to the controlled class is a descriptive text with assignment technique. The test that was given to the experimental class was a test using the mind mapping

technique. The students made a descriptive text which described a person based on the lesson plan.

Procedures

Before giving the treatment, the researcher administered a pre-test to both the experiment and control class. the procedures convey the intention to do the research to students and asking students to complete the test of writing descriptive text. the purpose of the pre-test is to know students' basic knowledge about descriptive text.

After the pre-test, the treatment was given. There were some phases in treatment, which covered into material explanation which was about generic structure, language feature, and simple present that were used in making a sentence in descriptive text, mind mapping introductions and ways to do it, and the descriptive writing practice.

After the treatment phase which took about eight times, the researcher gave post-test for both experimental and controlled classes. It was aimed to measure the influence of mind mapping technique in writing skill on finding ideas in writing descriptive text.

Data analysis

To analyze the data, the researcher used quantitative method in analyzing the score of pre-test and post-test that had been collected. It is about the score of the descriptive text from controlled class and experimental class. The data was analyzed using descriptive statistical analysis techniques. To assess students' writing skills on finding ideas, the researcher used the content rubric as follows:

Score	Range	Indicators of Unity and Completeness
A (9-10)	Very good	<ol style="list-style-type: none"> 1. The ideas are about the selected topic. 2. The ideas are clearly stated. 3. The ideas are clearly supported. 4. The ideas are comprehensible. 5. The ideas are well-developed. 6. The ideas are relevant. 7. The ideas are fluently expressed.
B (7-8)	Good	<ol style="list-style-type: none"> 1. The ideas are about the selected topic. 2. The ideas are clearly stated. 3. The ideas are clearly supported 4. The ideas are quite comprehensible. 5. The ideas are generally well- developed. 6. The ideas are adequately relevant. 7. The ideas are adequately expressed.
C (5-6)	Average	<ol style="list-style-type: none"> 1. The ideas are about the selected topic. 2. The ideas are rather clearly stated. 3. The ideas get enough supports.

		<ol style="list-style-type: none"> 4. The ideas are quite comprehensible. 5. The ideas are generally developed. 6. The ideas are quite relevant. 7. The ideas are sufficiently expressed.
D (3-4)	Poor	<ol style="list-style-type: none"> 1. The ideas are about the selected topic. 2. The ideas are not clearly stated. 3. The ideas get limited support. 4. The ideas are not comprehensible. 5. The ideas are not quite relevant. 6. The ideas are lack of development. 7. The ideas are not fluently expressed.
E (1-2)	Very poor	<ol style="list-style-type: none"> 1. The ideas are about the selected topic. 2. The ideas are not clearly stated. 3. The ideas are not clearly supported. 4. The ideas are not comprehensible. 5. The ideas are irrelevant. 6. The ideas have very poor development. 7. The ideas are not communicative.

(*Dekdikbud* in Junaid, 2012)

After finding out the result of the t-test, the t-test was compared with t-table to see if there was a significant difference between the experiment class and control class.

FINDINGS AND DISCUSSION

Findings

Before giving the treatment, the researcher conducted pre-test to both of experiment and controlled class. After giving the pre-test, the students' score was calculated and was classified, all the students score of the pre-test both of experimental and control class can be seen in the following table:

Table 1. Classification of Students Pre-test Both of Experimental and Control Class

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Very Good	9-10	0	0 %	0	0 %
Good	7-8	8	32 %	7	29.7 %
Average	5-6	16	64 %	13	54.7%
Poor	3-4	1	4 %	4	16.6 %
Very Poor	1-2	0	0 %	0	0 %
Total		25	100 %	24	100 %

Table 1 above describes the rate frequency and percentage score of the experimental class and control class in the pre-test which indicated the students' prior score before giving the treatment. The experimental class score shows that 32% students in a good classification while

68% classifies as average to poor students. It indicates that students' writing skill is mostly average.

The controlled class classification score shows similar result to the experimental class which 29.7 % of the students are in a good classification and the 71.3 % of the students classify as average to poor. These results indicate that the students' writing score in the pre-test both in the experimental class and the controlled class are in the average classification.

The mind mapping was given to the students to help them building their descriptive text. those, the result of the students' post-test after treatment in the experimental class and without treatment in the controlled class can be seen in the table 2:

Table 2. Classification of Students Post-test Both of Experimental and Control Class

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Very Good	9-10	2	8 %	0	0 %
Good	7-8	22	88 %	12	50 %
Average	5-6	1	4 %	12	50 %
Poor	3-4	0	0 %	0	0 %
Very Poor	1-2	0	0 %	0	0 %
Total		25	100 %	24	100 %

Table 2 above presents the rate frequency and percentage score of the experimental class and the controlled class in the post test after the treatment phase. The experimental class score shows 96% students achieved good to very good classification score. There are only 4% students got average classification score. Further, the control class score shows that only 50% students got good classification score and half of the students got average classification score. In the other word, there is a significant difference between the students' score of the experimental class and the controlled class.

After finding the result of students' pre-test and post-test of experimental and control group by formula, the mean score and standard deviation score can be presented in the table below:

Table 3. Mean Score and Standard Deviationscore of Pre-test and Post-test

Group	Mean Score		Standard Deviation	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Experimental	6,28	7,44	0.96	0.82
Control	5,46	6,54	1,25	1,10

The significance of the students' score between the experimental and the control class in pre-test and post-test could be known by using t-test. The result of t-test can be seen in table as follows:

Table 4. Distribution the Value of T-test and T-table in The Pre-test

<i>Variable</i>	<i>T-test Value</i>	<i>T-table Value</i>
<i>Pre-test</i>	3,333	2,021

The table indicates the result of post-test analysis in the experimental class and controlled class by finding the t-test and comparing it with the t-table. It indicates that there was a significant difference between the t-test value and the t-table value ($3.333 > 2.021$). The table shows that the t-test value (3.333) was higher than the t-table value (2.021) at the level of significant 0.05 and the degree of freedom $(N_1 + N_2) - 2 = (25 + 24) - 2 = 47$.

Discussion

Based on the quantitative analysis, the researcher found that applying the mind mapping technique in learning writing especially descriptive text was significant. It means that the technique had an influence especially in helping the students to write in English. It was indicated by the result of mean score in the post-test between the experimental class and control class ($7.44 > 6.54$), the t-test comparison with the t-table value also indicated the significant difference ($3.333 > 2.021$), and the influence test also showed that the treatment was significant higher score students' writing skill to be applied.

Finding and expressing the idea is one of difficult aspects in writing. Therefore, it needs some strategies or even technique in helping the students having an idea before writing. The application of mind mapping technique helps the students in finding the idea which made them easier in writing a descriptive text. The mind mapping technique facilitated the students to find and generate the idea in writing a text. It is relevant with the statement by Murley (2007) who stated that mind mapping gives several advantages, they are: the design of mapping keeps the main topic, the connection between the main topic and sub topic is easy to see, remember, understand and generate. The findings also in line add the more current research with Buzan (2006) who said that mind mapping can facilitate the users in remembering better on something, making better notes taking, arising an idea, organizing the way of users' thinking, and learning with fun process.

Addition, the students' in making connection of the topic encourages them to be more creative and productive. Therefore, the students are easier in finding the ideas before writing the text because they are already having more branches of the topics. The issues of the Mind Mapping technique in writing have great impact in helping the students preparing their writing. They can manage the topics by making connection with others sub-topic so that they will find the ideas to write.

The significant of using mind mapping technique that is found in this research is relevant with the previous finding by several researches such as Fitria (2016) in her journal “*Using Mind Mapping Technique for Better Teaching of Writing in English*” which stated that the mind mapping technique affect the student’ ability in developing their ideas into a good paragraph and composed well-written piece of writing. Further, Nurlaila (2013) conducted a research under the title “*the Use of Mind Mapping Technique in Writing Descriptive Text*” also recommended to use the technique because it increases creativity and vocabulary, help the students arranging and organizing the ideas and it is enjoyable way to motivate the students in writing descriptive text.

In conclusion, based on the result of this study, it showed quantitative proof. The analysis of the data describes the influence of mind mapping technique in helping the students to find the ideas in writing descriptive text.

CONCLUSION

Based on the result of data analysis, research finding, and discussion above, the researcher concluded that the mind mapping technique has an influence to the students’ writing descriptive text improvement. The technique facilitates the students in finding the ideas in writing descriptive text. Based on the influence test of the treatment also revealed that the mind mapping technique is significant to use in learning writing at MA Guppi Samata.

In teaching/learning activity, especially in writing, the teacher can facilitate the students with the mind mapping technique in teaching descriptive writing. Using this strategy is possible to make the students easily to find and generate ideas especially about descriptive text. Besides, it is also enjoyable technique and easy to be applied.

For future researcher who needs to conduct similar topic, this research can be used as one of references to maintain the proof of the significant of the mind mapping technique in writing. Subject teacher who wish to implement the mind mapping technique make sure that the technique is well delivered and suitable with the syllabus as well as material to be taught.

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