

**THE USE OF MIND MAPPING TO IMPROVE
DESCRIPTIVE WRITING SKILL: A Classroom Action Research with
The Students of SMP N 7 Surakarta**

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Abstract

This research was aimed to determine the improve students' writing skill by using mind mapping to eighth grade students especially in class VIII B of SMP N 7 Surakarta in the 2022/2023 academic year. The method used in this research was a Classroom Action Research (CAR). The research was conducted in two cycles. The subject was the students of SMP N 7 Surakarta in 2022/2023 academic year. This research used test and non-test to collecting the data. To analyze the data, this research used qualitative data and quantitative data. The qualitative data is consisted of data collection, data reduction, data display, conclusion, and verifying. The quantitative data is consisted of mean score and t-test formula. The result of the research, it can be seen from the mean score of Pre-Test was 61.34, Post-Test 1 was 71.21, and Post-Test 2 was 85.28. The t-test value of Cycle I was 4.14, and the t-test value of Cycle II was 10.22. The result of the research showed that mind mapping technique can improve the students' writing skill. It can be seen from the students writing achievement. It can be concluded that mind mapping technique can be improve students' writing skill.

Keywords: Mind Mapping, Descriptive Writing Skill, Classroom Action Research.

Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan menulis siswa dengan menggunakan Mind Mapping pada siswa kelas VIII khususnya kelas VIII B SMP N 7 Surakarta tahun ajaran 2022/2023. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam dua siklus. Subjek penelitian adalah siswa SMP N 7 Surakarta tahun ajaran 2022/2023. Penelitian ini menggunakan tes dan non-tes untuk mengumpulkan data. Untuk menganalisis data, penelitian ini menggunakan data kualitatif dan data kuantitatif. Data kualitatif terdiri dari pengumpulan data, reduksi data, penyajian data, penarik kesimpulan, dan verifikasi. Data kuantitatif terdiri dari skor rata-rata dan rumus uji-t. Hasil penelitian ini dapat dilihat dari nilai rata-rata Pre-Test adalah 61.34, Post-Test 1 adalah 71.21, dan Post-Test 2 adalah 85.28. Nilai uji-t Siklus I adalah 4.14, dan nilai uji-t Siklus II adalah 10.22. Hasil penelitian menunjukkan bahwa teknik mind mapping dapat meningkatkan keterampilan menulis siswa. Hal ini dapat dilihat dari prestasi menulis siswa. Dapat kesimpulan bahwa teknik mind mapping dapat meningkatkan keterampilan menulis siswa.

Kata Kunci: Mind Mapping, keterampilan menulis deskripsi, Penelitian Tindakan Kelas

INTRODUCTION

Language was an element that used in communication. People communicate with another using the same language or a language that was appropriate for the situation or the other person. Every nation in the world had a unique language that varies from nation to nation. Therefore, learning a foreign language was important if someone wanted to communicate with people in another language and understand their conversation. English was considered the first global lingua franca. It was also the most commonly used language in the world for publishing newspapers and other books as well as for international trade, diplomacy, mass entertainment, international telecommunications and scientific publications (Rao, 2019).

In English learning process, the teacher had a good method and interested in teaching. But the teacher did not used media or technique in learning English. The teacher was usually used a simple learning method. The teacher was read the textbook, explaining the material, taking note, give an example and then give a student worksheet. Even though the teacher had been given the structure and the example for students, some of the students were still confused in selecting vocabulary in correctly with the structure. Therefore, the students got scared if they had a mistake in writing.

Writing is a skill that requires practice and knowledge from three language skills, there are listening, reading, and speaking. Writing must have purpose, be careful in planning, and pay attention to grammar and the structure. Therefore, writing is considered as a complex activity that there are many challenges for EFL students (Rinnert & Kobayashi, 2009).

Writing skill is learning process that complicated because there are grammar, spelling, and punctuation. That is make students' writing skill still weak. As stated by Nunan (2003), writing skill is the intellectual effort of finding ideas and deciding how to communicate and arrange them into a statement and paragraph that is easy to understand. Writing skill is learning process that complicated because there are grammar, spelling, and punctuation.

Descriptive text is a text that explains and describes something, such as a person, animal, location, or object. The text is write by writer is suitable with observation, experiment and feel with explain the detail of character and other shape from the object (Slamet, 2008). The object that described is (Gerot & Wignel in Mardiyah and Refnaldi, 2013) particular thing, people or places which show the physical appearance of something clearly. The reader can feel or imagine something that is being described in descriptive text.

Descriptive text has characteristics in order to describe something in a way that readers can easily understand and imagine. The characteristics of descriptive text are specific noun, use an adjective, use Simple Present Tense, use verb *be* (*am, is, are*), and content of the text is just focus on certain object. The generic structures of descriptive text are identification the object in the first paragraph, and the next paragraph is description the object in details.

Mind Mapping is a technique that used for map the mind with the creative way. It seems like described by Buzan (2005) that Mind Mapping is a creative and effective technique for noting by map our minds. The important in design mind mapping is use the shape or picture with colors. That is able make a lesson feel interest because the students will imagine with created visuals, so the students' memory about the material was improve with mind mapping.

According to Kokotovich (2008), mind mapping is able to use in problem solving and design of mind framework. Mind mapping also helps in arranging the good students' knowledge and the interpretation in visualization by Stankovic et al. (2011). Some benefits in using mind mapping by Michalko (2001) are arrange the students' mind, form a relationship between information unit, give a summary about subject, give a detailed picture in clear, give focus and concentration to the certain subject, make group and compare the concept, and change the short memory into the long memory.

Some weakness of mind mapping according to Spoorthi, Prashanti, & Pandurangappa (2013), there are: 1) Be expected for students to understand or have information before from the topic that will be used; 2) Think creatively in make certain the mind map design; and 3) If it cannot be implemented properly, students will feel bored and frustrated.

The creative mind mapping technique is able make a learning to be efficient. The ideal way that introduced by Buzan (2008), mind mapping arranged with the way 1) A picture that summarize the main subject is located in center; 2) Make a branch that started from the picture of main subject; 3) First branches represent the picture of main subject; 4) Second branches represent the first branch; and 5) Picture and/or keywords are located in the each branch.

RESERACH METHOD

The subject of the research was the Eighth Students of SMP N 7 Surakarta in the 2022/2023 academic year. The class was consisted of 32 students with 18 male students and 14 female students. The research method that used in this research is Classroom Action Research (CAR). CAR model that often to use was CAR model by Kemmis-McTaggart (1998). To do the research, this model had four steps; they were planning, action, observing, and reflection. From that all steps, CAR was able to do in two cycles and more than two cycles depending on the plan by researcher.

Technique of collecting data that used in this classroom action research was test which consists pre-test and post-test; and non-test which consists observation, interview, and documentation. The qualitative data analysis consists data collection, data reduction, data display, and conclusion and verifying by Miles and Huberman (1994) in the book entitled "*Metode Penelitian Pendidikan*" by Sugiyono (2021). The quantitative data was analysed by using the formula to calculate the average of the pre-test and post-test results to find out the differences (Ary, Jacobs, Sorensen, and Razaviech, 2010).

RESULTS AND DISCUSSION

The aim of this research was to found the weather of mind mapping could improve descriptive writing skill of the Eighth grade students of SMP N 7 Surakarta in academic year 2022/2023. Minimum score or KKM (Kriteria Ketentuan Minimal) of English lesson in SMP N 7 Surakarta was 75. The students were still lack in writing English correctly. Their problems were lack in grammar, vocabulary, and spelling of word.

The students' factors were less motivation so they were bored on English learning, and less in grammar, vocabulary, and spelling of word. The teacher's factors were only used text book and LKS (*Lembar Kerja Siswa*), did not interesting media, and just used a basic technique. The students were interested when learning English with an interesting media or technique. There was a solution to solve students' problems in writing English. One of learning technique to be able in students' writing skill was mind mapping.

The researcher discussed about the result of the research in Cycle I and Cycle II in SMP N 7 Surakarta. The result of Post-Test 1 in Cycle I was 71.21. It improved from the result of Pre-Test (61.34). In Post-Test 1, some students did not achieve the KKM of SMP N 7 Surakarta (75). So, the researcher conducted the Cycle II with the Post-Test 2. In the Post-Test 2, the students' mean score was 85.28. It meant that the students' writing skill was improved in Cycle I and Cycle II.

Table 1. The Table of the Result

The mean score of Pre-Test	The mean score of Post-Test 1	The mean score of Post-Test 2	T-Value of Cycle I	T-Value of Cycle II
61.34	71.21	85.28	4.14	10.22

Based on the result above, the mean score was improved in every test. The mean score of Pre-Test was 61.34, and it was under the KKM of SMP N 7 Surakarta (75). So, the researcher implemented Cycle I and the researcher did the Post-Test 1. The mean score of Post-Test 1 was 71.21. The score was higher than the Pre-Test, but still under the KKM (75). The t-value of Cycle I was 4.14. So, the researcher implemented Cycle II and then the researcher did the Post-Test 2. The mean score of Post-Test 2 was 85.28 and the t-value of Cycle II was 10.22. Based on the score, the Post-Test 2 was improved and the score was higher than the KKM (75).

Based on the result of the action research in the students of SMP N 7 Surakarta especially in the class of VIII B, in the 2022/2023 academic year, the researcher gets the result of the research by analyzing the data of observation, interview, pre-test, lesson plan for two cycles, post-test, and documentation. The researcher found the improvements of students' writing skill, there were follows: (1) The students got knew vocabulary with match the pictures and the meaning, (2) The students knew how to use grammar to write more sentences into descriptive text, (3) The students knew well how to arrange the content

of descriptive text consists the information using mind mapping technique, (4) The students knew well how to arrange the text using mind mapping technique, (5) The students' writing skill was detailed better than before. The result of the action research could be concluded that the mean score of the pre-test was 61.34, the mean score of post-test 1 was 71.21, and the mean score of post-test 2 was 85.28. Therefore, the students' writing skill was improved because of the supported by the mean of the pre-test and the post-test in every cycle.

CONCLUSION

The Classroom Action Research was conducted in the Eighth grade students of SMP N 7 Surakarta especially in VIII B. From this research, the researcher was concluded that mind mapping technique could improve students' writing skill in descriptive text at the class of VIII B. It could be seen on the result of Pre-Test, Post-Test 1, and Post-Test 2. The mean score of Pre-Test was 61.34, in the Post-Test 1 was 71.21, and in the Post-Test 2 was 85.28.

From the results, it meant that the students more paid attention to the material and they could understand the material that explained by the researcher. So, the students' writing skill was better than before. From the results of the score in writing descriptive text, the students got knew how to write the text by the content relevant with the topic. Besides that, the students also got knew how to organize the text systematically, to use appropriate vocabulary, to write in good grammatically, and use appropriate mechanics. It meant that the mind mapping technique was appropriate to apply in learning English especially in writing.

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