

USING MIND MAPPING METHOD TO IMPROVE STUDENTS' WRITING SKILLS OF DESCRIPTIVE TEXT IN CLASS VIII

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ABSTRACT

This research is focused on improving students' ability in writing descriptive text with the mind mapping method. Mind mapping is one of the methods of learning that focuses on taking notes that help us remember the material and can improve understanding of the material, help organize material and provide new insights. With this method, students become more active, creativity, and can receive lessons easily. Although the descriptive text is not too difficult, there are still many students who find it difficult. The purpose of this study was to determine the students' ability in writing descriptive texts with the mind mapping method and to find out how teachers teach descriptive texts. This is qualitative research. In collecting data, the researcher used text analysis and observation. The writing components analyzed were idea development, idea organization, grammar, vocabulary, and punctuation. The results of this study illustrate that the mind mapping method helps improve students' ability in writing descriptive texts, as can be seen from the way students develop ideas and organize ideas into a paragraph. Behind all that, the researcher also found the students' biggest difficulties in writing descriptive texts. Difficulties in grammar, vocabulary, and mechanics also have errors, but the errors are not significant.

Keywords: Mind Mapping, Descriptive Text, Writing

ABSTRAK

Penelitian ini difokuskan untuk meningkatkan kemampuan siswa dalam menulis teks deskripsi dengan metode mind mapping. Mind mapping adalah salah satu metode pembelajaran yang dengan fokus mencatat, yang membantu kita mengingat materi dan dapat meningkatkan pemahaman materi, membantu mengorganisasikan materi dan memberikan wawasan baru. Dengan metode ini, siswa menjadi lebih aktif, kreatif, dan dapat menerima materi dengan mudah. Meskipun teks deskriptif tidak terlalu sulit, masih banyak siswa yang merasa kesulitan. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam menulis teks deskriptif dengan metode mind mapping, dan untuk mengetahui bagaimana guru mengajar teks deskriptif. Pendekatan yang digunakan pada penelitian ini adalah kualitatif. Dalam mengumpulkan data, peneliti menggunakan analisis teks dan observasi. Komponen penulisan yang dianalisis yaitu pengembangan ide, organisasi ide, tata bahasa, kosa kata, dan tanda baca. Hasil penelitian menunjukkan bahwa metode mind mapping dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif, terlihat dari cara siswa mengembangkan ide dan mengorganisasikan ide ke dalam sebuah paragraf. Selain itu, peneliti juga menemukan kesulitan siswa dalam menulis teks deskriptif. Kesulitan tata bahasa, kosa kata, dan mekanik juga terdapat kesalahan, namun kesalahan tersebut tidak signifikan.

Kata Kunci: Mind Mapping, Teks Deskripsi, Menulis

INTRODUCTION

The teacher is the human element in the world of education. The teacher is the person who plans, implements, and develops the curriculum so a teacher needs

to increase activity, creativity, quality, and professionalism. The teacher holds an important task in learning activities. The teacher's task in learning is the integrative use of some skills to convey learning messages in the hope that they are easily accepted and understood by students so that there is a change in behavior towards students per the goals that have been set. Sardiman (2007) argues that the learning process will not be optimal without interactive reciprocity between teachers and students. Therefore, teachers must be able to innovate learning as attractive as possible by using appropriate learning strategies, methods, and media to foster student activity and interest in learning to think in the learning process.

As we know, the learning method is the steps to streamline the implementation of a lesson. According to Sani (2019), the learning method is an operational step from the chosen learning strategy to achieve learning objectives. It can be concluded that the learning method is one of the important elements in transferring material to students. The right and correct learning method will affect the quality of student understanding so that the material presented can be easily understood by students.

One of the learning methods that can be used to help students understand and increase creativity in achieving learning objectives is using the mind mapping method. Mind Mapping can be called a pre-writing technique because it is the first technique before starting an essay or writing. This is very useful for students who are still learning about the basic structures of language. The problem of lack of ideas and vocabulary can be overcome by using this technique (Nurani and Saputri, 2020). With this learning method, children are free to express ideas. This method was chosen as an effort to help students improve their creativity and learning activities so that teaching and learning activities run according to the objectives.

The existence of mind mapping of subject matter that can be recorded more concisely saves time by noting only the points. With the implementation of this learning method students become more active and easier to accept learning. The mind mapping method itself does not take much time, which means it takes a short time (flexible) because students note down keywords and other important points.

Learning in class is also fun for students to imagine and be creative as freely as possible in developing their ideas.

Writing has an important role in one of the English teaching skills, because writing allows students to know how to write letters, how to write several kinds of text, how to write reports, how write to reply advertisement, how to write the use electronic media, etc. In general, writing is a process in which every stage of writing is interconnected (Rifa'at and Setiawan, 2019). In language class, writing is considered difficult because students are required to have the ability to organize ideas into goals so that they are not just copying and pasting someone's text. the writing process also has a complicated role because students must be able to know the vocabulary, and tenses, choose the right vocabulary to arrange words into good sentences and develop them into paragraphs (Jamilah et al., 2020). This can be useful for students to learn in develop their skills in expressing ideas and building social relationships in communicating with others. It can be concluded that the ability to write is an important part of communication because it is a tool to convey ideas, messages, and feelings in written form.

Octavia (2018) states that writing is a way for people to convey information or express ideas and feelings, then turn them into writing through a thought process. Gunday (2018) states that writing is more complex and difficult to teach, understand, and not only in grammar and rhetoric but also in concepts and judgments. According to Brown (2001), writing is a written product of thought, drafting, and revision that requires special skills in how to generate ideas, how to organize them coherently, how to revise texts for clear meaning, how to edit texts for proper purposes, and how to produce final products.

From the explanations, the researcher can conclude that writing is a way or process of providing information to the text that is involved in producing letters, words, and sentences. By using writing, everyone can explore and share ideas, and opinions, and feel something that is in his mind, making other people or readers understand the idea.

The Process of Writing, to write some ideas that will become good writing certainly requires a process. The writing process focuses more on a learner-centered

approach and the basic stages of writing: preparing, compiling, revising, editing, and publishing (Novia and Saptarina, 2021). Clouse (2004) states that before starting to write, there are six writing processes, namely: a) Generating ideas, ideas are needed to write an essay or writing. b) Setting goals, and objectives must be decided to clarify what will be written and what the author's goals are. c) identify the audience, and must pay attention to the writing to be read. d) Sequence of ideas, we may have many ideas that we want to share, but we must also remember that it affects the quality of our writing. Sequencing of ideas is needed to understand whether our writing is good or not. e) write the first draft, if we compare writing with building construction which must have a plan, writing also has a plan and is referred to as a design. f) Revision, organization, and expression of ideas, by revising our writing, we can add or remove some ideas that are not important or have nothing to do with the topic we are discussing. In revising, we must pay attention to the existence and content of our writing. Then, Correct errors by correcting grammar, spelling, use of capital letters, and punctuation. We need to improve the grammar, spelling, capitalization, and punctuation that make up our writing well.

Process writing is a writing method in which language learners concentrate on how their written product is made rather than on their product (Chan and Kong, 2011). Descriptive text is a text that aims to explain or describe people, animals, situations, events, places, or objects. Generally, describes the form, characteristic, or nature. According to Mukmin and Afriyanti (2020), descriptive text is when we write a description of something along with its characteristics and some of its appearances, readers can feel deeply about what they are reading. Descriptive text is a basic material for improving students' writing skills. Descriptive text is a written work that is intended to convey meaning to the reader through sensory details and provide an overview to the reader. Furthermore, the descriptive paragraph is one type of written text paragraph, in which it has a special function to describe an object and aims to provide a clear picture of the object to the reader (Siregar and Dongoran, 2020). In writing descriptive texts, sometimes students still often have difficulty even though they have been guided by the teacher. Students' difficulties

in writing descriptive texts usually include developing ideas, organizing ideas into descriptive texts, difficulties in grammar, and lack of vocabulary (Apriliana et al., 2020). According to Basri and Syamsia (2020), the main purpose of writing a description is to make the reader aware of what life is absorbed by the writer through the senses, stimulate the reader's feelings about what they describe, and present the quality of direct experience. From this explanation, descriptive text describes, explains, and tells in detail about something such as people, places, animals, situations, events, places or objects, making readers feel or imagine them because descriptive details allow readers to visualize elements in the story text.

Mind mapping is a creative note-taking method that makes it easier for us to remember a lot of information because only the important points will be noted down. When finished, the notes made are formed in a pattern of interconnected ideas, with the main topic in the middle, while the subtopics and details become branches. The mind mapping method was first introduced by Tony Buzan in the 1970s. Mind mapping is an extraordinary system for storing, retrieving data, and accessing a giant library, which exists in the amazing human brain (Buzan, 2009). Mind mapping is the easiest way to enter information into the brain and extract information from the brain. Mind mapping is a creative, effective, and literate way to map our thoughts. Mind mapping is a technique of compiling notes to help students use their brain's potential to the fullest, by combining the work of the left and right brain. This method makes it easy to enter information into the brain and retrieve information from the brain (Basri and Syamsia, 2020). Buzan (2006) in his book explains how mind mapping can be applied in teaching descriptive text, the steps are as follows: a) Students write some keywords to write. b) Students then circle the word or phrase so that the word or phrase is related verbally and mentally. c) Students write down new words or phrases that come to mind, circle, and connect each one. d) Teachers need to encourage students to keep their hands moving. e) Students write drafts without worrying about making mistakes.

These steps are the basic steps for applying mind mapping techniques. Steps can be conditionally increased depending on the situation in the classroom. There are several benefits of mind mapping techniques, mind mapping provides

opportunities for students to increase knowledge and find various types of errors in their writing such as commas, misspelled words, inconsistencies of ideas, and tense errors before being checked by their teacher (Buzan, 2006).

Based on description, mind mapping is a note-taking technique that develops a visual learning style. Mind mapping made by students of course can be different every day. This is due to the differences in emotions and feelings that students experience every day. The pleasant atmosphere that students get when they are in the classroom during the learning process will affect the creation of a mind map.

Implementation of mind mapping in writing descriptive text; Learning is a combination composed of human elements, materials, facilities, equipment, and procedures that affect each learning goal, the intended learning goal is behavior change for the better (Basri and Syamsia, 2020). Can be concluded that the learning process is a continuous process between students and everything that supports behavior change.

Mind mapping method is very suitable for learning to write descriptive text, because some things are difficult in writing, such as choosing what to write, determining the theme, and how to start. With mind mapping, themes can be translated into several other themes so that they become developers of ideas in writing. Furthermore, when compared to conventional methods, the mind mapping method is much better because, in addition to being fun, this method also involves both brains. Creativity and imagination do not develop properly if they still use the question and answer method and discussion. Therefore, mind mapping method is good to be applied in learning to write descriptive texts.

The implementation of mind mapping method can be done as follows, students and teachers choose the theme of the essay, then prepare a blank sheet of paper to write keywords or points from the selected ideas, which can be accompanied by symbols or colors, after students make plans in the Mind Map, then students are assigned to write descriptive texts. If suddenly an idea pops up in the middle of writing activity, it can be stated in any branch or branch of the mind mapping to be further elaborated in a descriptive text.

METHODOLOGY

This research method is a qualitative method with a case study as a research design. A case study is a model that focuses on exploring the bounded system of a particular case or some cases in detail with in-depth data mining. Various sources of information rich in context were carried out for data mining (Creswell, 2014). This research focuses intensively on one particular object and studies it as a case. Case study allow researchers to remain holistic and significant. According to Arikunto (2013), the research method is the method used by researchers in collecting research data. Qualitative research is research that produces descriptive data (a description in the form of written and spoken words of each behavior of the people observed). The case study data can be obtained from all parties concerned, in other words, data is collected from various sources. Furthermore, Arikunto (2013) suggests that a case study is one type of descriptive approach, research that is carried out intensively, in detail, and in-depth on an individual, institution, or phenomenon with a narrow area or subject. The case study is a research strategy that focuses on understanding the dynamics present in a single setting.

The participants in this study were students of class VIII Junior High School in Kotbaru. The class consists of 25 students. The research instruments were observations and student text analysis: 1) Observation; Observation is a research activity to collect data related to research problems through the process of direct observation in the field to obtain valid evidence in the report to be submitted. Observation is a data collection method in which researchers record information as they witnessed during the study (Gulo, 2002). In this observation, the researcher uses the type of non- participants, namely researchers only observe directly the state of the object. In this case, observation is used to find out how the teacher teaches the material in teaching and learning activities. 2) Student Text Analysis; In text analysis, the researcher uses descriptive text. Then, the topic of the test is about describing places. The writing components analyzed by the researcher are developing ideas, organizing ideas, grammar, vocabulary, and mechanics. In terms

of mechanics, the researcher analyzed the punctuation and capitalization of students' texts.

Data analysis Qualitative methods were used to analyze students' writing tests. The aspects which are: developing ideas, organizing ideas, grammar, vocabulary, and mechanics are assessed by people who are competent in writing and in assessing tests, such as English teachers. Researchers took three steps that can be used to analyze the data. The first step is to describe and interpret how teachers teach writing descriptive texts in class. The second step describes or interprets the abilities and difficulties in writing descriptive texts. The last step in data analysis is analyzing students' descriptive texts based on developing ideas, organizing ideas, grammar, and vocabulary of the text.

FINDINGS AND DISCUSSION

The Way Teacher Teach Writing Descriptive Text in The Class

The data presented in this study are based on observations. Researchers made observations for two meetings. The first meeting was held to obtain information about the actual condition of students during the teaching and learning process, the second meeting was held to obtain information about the mind mapping method in helping improve students' ability in writing descriptive texts. 1) First Meeting; The researcher held the first meeting on Thursday, October 21, 2021. The first step was the teacher saying "Assalamu'alaikum and good morning class, how are you today?". After that, the teacher checked the attendance list of the students. Incidentally that day all the students were present. In the second step, the teacher shows a video explaining several places such as Monas, Tangkuban Perahu, and Mount Bromo. After watching the video, the teacher asks the students what is the video about? This is done by the teacher to stimulate students' brains and to find out students' knowledge of descriptive texts. The teacher displays a power point containing descriptive text from several places that have been shown previously, to facilitate learning activities. 2) Second meeting; The researcher continued the research for the second meeting on Monday, October 25, 2021. At the second

meeting, the researcher observed the teaching and learning process in the classroom. The teacher asks for the last material to start the learning activity. Then the teacher again gives examples of descriptive text. The teacher also explains the mind mapping method; the teacher makes columns on the whiteboard and contains words that are related to each other. When the teacher was showing examples, and explaining, the researcher observed that not all students were interested and paid attention to the teacher who was explaining. Some students were chatting with their friends, daydreaming, etc. In the next step, after explaining descriptively, the teacher assigns students to make groups of 5 people each group, then the teacher assigns each group to describe a place using the mind mapping method which is done on colored cardboard. The teacher assigns students to make mind mapping more colorful and interesting as possible.

Ability of Class VIII Students in Writing Descriptive Text

The data presented in this study is based on the results of the student text analysis that the researchers got at the second meeting. In this section, the researcher analyzes the students' abilities based on the students' texts. There were 5 student texts analyzed by the researcher which students collected 3 days after the second meeting. There are several components of writing used by researchers to analyze student texts, namely in developing ideas, organizing ideas, grammar, vocabulary, and mechanics. In terms of developing ideas, students' abilities are very good with the words in the mind mapping column with the text they make to filter and relate and the organization of the ideas is very neat and structured. In terms of grammar, the researcher still found some errors in the students' writing. Maybe because students do not know about the simple present tense. Students forget to put the ending -s/-es after the pronoun, confused between singular and plural. So, the researcher concluded that the students' grammatical ability was quite low because grammatical errors were still found. In terms of vocabulary, many choices of words are not quite right. This is because students write descriptive text into Indonesian first, then translate using Google Translate and then directly copy and paste without paying attention to grammar, etc. In terms of mechanics, the researcher can conclude that almost all students can make descriptive texts easily with the help of

the mind mapping method, and use punctuation and capital letters correctly in their writing.

Discussion

After analyzing all the students' texts, the researcher found the problem that the mind mapping method helped improve students' ability in writing descriptive texts, as seen from the way students developed ideas and organized ideas into a paragraph. Behind all that, the researcher also found the students' biggest difficulties in writing descriptive texts. The difficulties in grammar, vocabulary, and mechanics also have errors, but the errors are not significant. If they practice writing English text often, their writing skills will improve.

Based on this explanation, many students can write descriptive text, but some students still have difficulty writing descriptive text. So, they have to practice their writing skills not only in their school but also at their home.

CONCLUSION

Several conclusions can be drawn from this research. From the observation, the researcher concluded that the teacher teaching descriptive text and explaining the mind mapping method was good. The teacher also explained the material using video and PowerPoint as the media, which was quite interesting for students, although some students did not pay attention. In learning activities between teachers and students, there is eye contact or good communication and interaction. Furthermore, text analysis revealed that almost all students showed good ability in descriptive writing based on the texts they wrote.

Based on the findings and conclusions of the study, the researcher would like to give some suggestions. Researchers suggest that teachers combine learning activities with songs, and quiz games, and provide motivation to make learning activities more fun. Teachers should always ask about students' progress in doing their assignments and help students provide ideas for compiling good texts. The teacher gives time for students to practice their writing skills, and the teacher brainstorms ideas and makes an outline before coming to the writing activity. An outline will help students to organize and develop their ideas well. Then,

suggestions for other researchers who will conduct further research on descriptive writing can analyze in more detail about this skill.

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