

TEACHING MIND-MAPPING TECHNIQUE TO IMPROVE STUDENTS WRITING DESCRIPTIVE TEXT

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Abstract

Writing descriptive text is challenging for students nowadays, especially in online learning. Online learning makes students easily bored and tend not to understand what the teacher is explaining. Therefore, an alternative learning technique is needed to maintain student focus and concentration. One technique that teachers can use is the Mind mapping technique. This study aims to determine the effect of Mind mapping technique on students' ability to write descriptive text. The research used quasi-experimental by using One Group Pretest-Posttest as the research design. The subjects of this study were 20 eleventh grade high school students in Cimahi. The researchers used SPSS to analyze the data. Based on the test result, the pretest's mean is 55.80; after the treatment using mind mapping technique, the post-test mean is 75.35, which means that there was a significant improvement when the mind mapping method was being applied. Thus, it can be concluded that mind mapping technique can improve students' writing descriptive text.

Keywords: Mind-Mapping Technique; Writing; Narrative Text

INTRODUCTION

Writing is a method of expressing thoughts in printed form through the use of letters, words, art, or other media, and it entails cognitive processes (Flower & Hayes, 1981). Moreover, writing is the most challenging skill to develop since it requires the proper collaboration of numerous cognitive, linguistic, and affective procedures (Fung, 2010). There are many kinds of writing forms, namely explanatory, expository, descriptive and narrative. Of all the four kinds of writing, the researchers focused on descriptive text.

Descriptive text is a form of text that describes an object (in the form of people, objects, places, events and so on) with words in actual circumstances (Lailatul et al., 2019). In the descriptive text, the writer describes the form, appearance, sound, smell, taste, atmosphere, situation of an object. In writing, the writer presents something to the reader, so that it is as if the reader can see, hear, and feel the object presented by the author. The primary purpose of descriptive writing is to explain something. It is a way of writing that emphasizes the thorough description of a personality, an occasion, or a location (Agustina & Muklas, 2018).

However, students continue to struggle with developing their writing abilities, especially descriptive text. It is because they could not identify the organization of the text (Kristiana et al., 2021; Ullah, 2018; Yoandita, 2019). On the other hand, students' poor grammar and a limited vocabulary worsen their ability in writing descriptive text. (Silalahi, 2016). Therefore, an alternative method or technique is needed to fulfill the lack in the teaching writing activity. One of the techniques can be used by the teachers in teaching writing is Mind mapping.

In the 1970s, Tony Buzan developed the technique of mind mapping. He defined mind map as an alternative method for storing, retrieving, and accessing huge libraries contained within the phenomenal human brain (Buzan, 1993). Mind maps are a suitable technique for providing data

into the memory and obtaining it - Mind maps are innovative, practical note-taking techniques that literally "map" our ideas. Mind mapping is a technique by taking note, which can be used in a range of contexts and situations, involving planning, innovative thinking, summarizing, and rearranging, as well as writing notes, presentations, conversations, and discussions (Naghmeh-Abbaspour & Rastgoo, 2020).

Futhermore, according to Bawaneh (2019), mind mapping is a method of taking notes that teaches students how to maximize their brain's capabilities. The idea is to integrate the left and right brain's activities. This method increases the efficiency of obtaining information from people's memories. Mind mapping is the most successful approach for continually supporting the brain's cognitive development because it utilizes cognitive processes derived from human cognition that are valuable in producing basic patterns that unlock the brain's ability (Suhardi, 2018).

Buzans (1993) identified the following characteristics of mind mapping: the first characteristic is prepare and followed by to exchange information. Mind mapping also can improve one's ability to be innovative. Learners could also a solution to their difficulties during the learning activity. And the last character is to help learners effectively understand the material and help them to concentrate more.

Mind mapping is a technique for conveying information through free-flowing sentences, symbols, and visuals and then presenting them comprehensively through use of the tree concept. Basri (2020) argued that this technique is based on characteristics and generates a basic mind map by observing the cognitive patterns of the brain. By employing mind map, huge lists of information can be transformed into imaginative, properly organized, and clear descriptions that match to the way the brain processes naturally (Buzan, 1993).

In recent years, researchers have concentrated their efforts on this method, examining its impacts and implications in the teaching of various subjects, particularly languages. Thus, the implementation of mind mapping has been explored from a variety of perspectives, including its usefulness in developing vocabulary, writing abilities, and reading ability. Several studies has been conducted globally on mind mapping and its correlation with the acquisition of various abilities during the learning process. The following sections summarize some research that have examined the effectiveness of mind mapping in teaching writing.

According to the elaboration above, the researchers are interested to conduct a research about the effectiveness of mind mapping technique in improving students' writing descriptive text.

METHOD

The research uses quasi-experimental research by using one group pretest-posttest design. The researchers conducted pre-test and post-test as the research instrument. The population of this study consisted of 24 11th grade of senior high school students in Cimahi.

The researchers guided by the following hypothesis:

Null hypothesis (H₀): mind mapping can not improve students' writing descriptive texts.

Alternative hypothesis: mind mapping enhance students' writing descriptive texts.

RESULTS AND DISCUSSION

Results

The findings of the study are presented in the next section by the researchers. As a first step, the researchers provide their findings from the pre- and post-test scores. In order to compare

the students' score before and after the treatment, the pre-test and post-test results were used. Mind mapping technique was used to accomplish this.

Table 1. pre-test and post-test results

Students	Pre-test	Post-test
1	60	80
2	65	85
3	55	68
4	50	70
5	45	60
6	57	70
7	52	65
8	60	87
9	53	78
10	55	78
11	50	70
12	45	68
13	60	85
14	55	68
15	67	80
16	68	87
17	46	70
18	55	76
19	56	79
20	62	83

Based on the first table, a score improvement has seen. The improvement occurred after the researchers employed mind mapping technique in the teaching activity.

Next, the researchers analyzed the data by using descriptive statistics analysis. The purposes of descriptive statistics are to analyze, interpret, and report on the distribution of the studied data patterns (Saparita, 2001).

Table 2. Descriptive Statistics

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	20	45	68	55.80	6.779
PostTest	20	60	87	75.35	7.969
Valid N (listwise)	20				

From the table above, we are able to see that the mean of pre-test was 55.80 while the mean of post test was 75.35, it means that there was improvement statistic of data.

After that, the researchers conducted normality test. Normality test is a test conducted to ascertain the random data distribution in a small sample. The data is said to be regularly distributed in evaluating if the value of significance is greater than 0.05 (sig. > 0.05) in the test (Shapiro et al., 1968).

Table 2. Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.103	20	.200*	.961	20	.571
PostTest	.199	20	.037	.938	20	.216

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3. Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.103	20	.200*	.961	20	.571
PostTest	.199	20	.037	.938	20	.216

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table 3, the result of normality tests on post test had Sig score 0.190 > 0.05. Additionally, it can be conclude that the data were properly distributed.

The researchers conducted Paired-Sample test as the last analysis. The Paired Sample T Test determines whether or not the paired sample is significantly different. The results are determined by the Paired Sample T Test significance value. This value denotes the study's conclusions.

The probability of a statistically significant difference between the initial and final variables was indicated by the value of 0.05. This demonstrates a statistically significant effect of the treatment applied to each variable, which means that there was a difference of students' writing descriptive text before and after the treatment using Mind mapping technique.

Table 4. Paired-Sample test

Paired Samples Test

Paired Differences

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 VAR00001 - VAR00002	-19.55000	4.65069	1.03993	-21.72659	-17.37341	-18.799	19	.000

The results presented in table 4 revealed that the sig. 2 tailed was.000, with such a significance value of .05. That is resulted that the significance value was below the level of significance. In

other ways, the H_0 is rejected, indicating that mind mapping technique can increase students' writing descriptive text.

Discussion

The objective of this research is to determine whether mind mapping technique can improve students' writing descriptive text. The finding showed that there was an improvement toward students' writing descriptive text. Based on the table above, the pretest's mean is 55.80; after the treatment picture series, the post-test mean is 75.35. It means that the post-test mean was more significant than the pre-test. Considering to table 3, the sig (2-tailed) is .000, which more minor than .05. Thus, the null hypothesis has been rejected and the alternative hypothesis has been confirmed. In other words, the mind mapping technique can help students enhance their writing descriptive text. The findings of this study validate those of previous studies conducted by Arlin et al. (2018), Waloyo (2017), and Nurani & Saputri (2019) who argued that students achievement in writing is increasing by using mind mapping technique. The finding is similar with Saad (2019). It showed that mind mapping enabled students to organize their thoughts prior to writing and was thus successful in improving their ideas' organization.

CONCLUSION

In conclusion, the use of mindmapping technique was effective for students to improve their writing skill in descriptive text.. In other words, the basis of the foregoing analysis, it is possible to confirm that the Alternative hypothesis was accepted, which suggests that the mind mapping technique has a role to play in developing students' writing abilities. This research could serve as a framework for other academics who are interested in pursuing a similar issue in the future.

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