

## **APPLYING MIND MAPPING STRATEGY IN FOSTERING STUDENTS' WRITING SKILL**

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### ***Abstract***

*This present research was conducted to undertake students' problems in writing skill dealing with the process to produce descriptive text in which the subjects were 28 students of MTs Mambaul Ulum Banjarejo Pagelaran Malang. Regarding to the research design, Classroom Actin Research (CAR) was utilized. The present research employed two cycles in which each cycle consisting of two meetings. Dealing with the instruments, test (preliminary and post-test) was applied to obtain the data findings. The test covered pre-test and post in which it was used to investigate the students' prior writing skill score before and after teaching them by using mind mapping strategy. In analyzing the students' writing skill, the researcher utilized writing Scoring Rubric. The finding showed that in preliminary test, the students obtaining a minimum mastery criterion (KKM) was 10,71%. It indicated that mostly the students' writing skill was under score minimum. Yet, for the first cycle, the students obtaining a minimum mastery criterion (KKM) was 42,85%. The first cycle showed an improvement of students writing score. While for the second cycle, the students obtaining a minimum mastery criterion (KKM) was 75,00%. The finding underlined mind mapping strategy was effectively in fostering students' writing skill. Hence, this research highlighted and recommended mind mapping strategy should be applicated and utilized when teaching writing skill related to descriptive text exactly.*

***Keywords: Mind Mapping Writing Skill, Descriptive Text.***

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## **Introduction**

English is one of the most crucial subjects inserted in Indonesia. As curriculum design, there are four skills should be developed; listening, speaking, reading and writing.<sup>2</sup> Writing skill gets a very imperative role in the context of English teaching in Indonesia.<sup>3</sup> Thus, by writing skill the students are able to convey message and feeling to the readers, therefore, writing must be taught by a various strategy.<sup>4</sup>

Based on the results of preliminary interview with the teacher and the observation, the students get obstacles and problems relayed with writing. The students did not know how to arrange the words in a good paragraph or they arrange the sentences in a random word. They did not consider whether it is correct or meaningful sentences. This case brings and influences the quality of the writing, so the score minimum is not achieved. Yet, they only cheated and copied their teacher's example sentences. From the preliminary test, it was found that only 25% students achieved minimum learning standard while the others got below a minimum learning standard.

To overcome those obstacles and problems, the researcher applied mind mapping strategy as one a technique in teaching writing. Mind mapping strategy was selected in order to make easier the students to explore their feeling and idea. Also, Huda in Cahyono states that mapping strategy is very useful in prewriting activities because it can help the writers to generate, visualize, structure, and classify ideas and mind mapping strategy is probably the simplest and the most applicable in the context of teaching writing.<sup>5</sup>

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<sup>2</sup> Rini Saragih, Sondang Manik , Erika Sinambela , Arsen Nahum Pasaribu, Improving Students' Writing Skill Through Mind Mapping and Four Square Writing Method in Virtual Learning At Sma Negeri 1 Pangaribuan, *Jurnal Education and development*, ISSN.2614-6061, Vol.10 No.2 Edisi Mei 2022,p.492

<sup>3</sup> Khoiriyah, Increasing the Students' Writing Skill through Mind Mapping Technique, *Nusantara of Research*, ISSN.2355-7249, 2014, p.117

<sup>4</sup> Bambang Yudi Cahyono. *Technique in Teaching EFL Writing Practical Guides for English Teachers of SMP/MTs in Indonesia*. Malang: State University of Malang Press. (2009), p. xiii

<sup>5</sup> Ibid 3., p.83

De Porter and Hernacki<sup>6</sup> describes a number of advantages in using mind mapping strategy such as having flexibility, concentrating on topic or idea, developing comprehension, fostering engagement, structuring information, identifying crucial ideas, and enhancing students' mind.

A number of research have been conducted related to fostering students' writing skill through mind mapping strategy. Sasongko<sup>7</sup> employed classroom action research with the subjects were VIII-A consisting 20 students to solve students' problems in writing. Pre-test and post -test were used to collect the data. The result showed that students' writing skill outcome in descriptive gained improvement and progress. Another researcher, Khoiriyah<sup>8</sup> confirmed that mind mapping strategy developed students' writing skill. She utilized classroom action research paradigm to solve the students' problems in writing. The subjects were 44 students of English Department at Nusantara PGRI Kediri University consisting 28 female and 12 males. Observation sheet and questionnaire were employed to complete the data. The research spent two cycles with detailed score for first cycle was 70.95 and the second cycle 76.88. This researched highlighted that mind mapping strategy improved students' writing skill. Current research was conducted by Nira Erdiana<sup>9</sup> to investigate the effectiveness mind mapping strategy toward students' writing skill on how to organize and generate idea related to two types of business letters (making inquiry and replying to inquiry letter). Classroom action research was employed as an approach of research methodology. To analyze the data, analytical scoring rubric and descriptive qualitative procedures were applied. The result indicated that mind mapping strategy gave a significant impact on students' writing skill related to business letters.

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<sup>6</sup> DePorter, Bobbi & Hernacki, *Quantum Learning*. Bandung : Kaifa, 1999, p.172

<sup>7</sup> Febry Khunto Sasongko, *Improving The 8th Graders' Writing Skill Using Mind-Mapping at Smp Negeri 2 Geneng*, Proceedings, Intenational Seminar on Language, Education, and Culture, 2017

<sup>8</sup> Ibid 2

<sup>9</sup> Nira Erdiana, *Improving Students' Writing Skill Through Mind Mapping*, Proceedings of the 1st English Education International Conference (EEIC) in conjunction with the 2nd Reciprocal Graduate Research Symposium (RGRS) of the Consortium of Asia-Pacific Education Universities (CAPEU) between Sultan Idris Education University and Syiah Kuala University, ISSN: 2527-8037, 2016.

Based on the theories and practice, mind mapping strategy can give an improvement and development towards the students writing products. Hence, the researcher intends to solve the students' obstacles and problems through application of mind mapping strategy to fostering students' writing skill related to descriptive text.

### **The Nature of Writing**

Writing skill is a language skill that the students should learn in studying English both as a second and a foreign language (ESL/EFL). Writing can be used as a means of expressing ideas. He also mentions that writing means aims at developing students' competence in expressing short and simple messages for interaction with people in their environment. Because of these facts, writing as a language skill needs to be mastered by students through teaching language process.<sup>10</sup> According to Harmer, (1998) as cited by Cahyono writing is one of the four basic languages which plays important role in the context of English teaching as a foreign language in Indonesia.<sup>11</sup>

Fahrurrazy<sup>12</sup> classifies the aims of writing into five, they are: (a) to write in order to learn, e.g. writing in book margin; (b) to write in order to convey emotion or feeling, e.g. writing diary; (c) to write in order to inform, e.g. writing an announcement; (d) to write in order to convince or persuade, e.g. writing an application letter; and (e) to write in order to entertain, e.g. writing short stories for publication. And one of writing types which the students need to master descriptive texts.<sup>13</sup> Descriptive text is the sentence or paragraph to describe people, places, and things. A descriptive text is usually used to create and develop the characteristics so the reader understands the character Leksono in Cahyono.<sup>14</sup> Hence, to produce a good description, it can be done such as using specific

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<sup>10</sup> Ibid 3

<sup>11</sup> Ibid 3

<sup>12</sup> Fahrurrazy. *Teaching English as a foreign language for Teacher in Indonesia*. Unpublished Course Book. Malang: English Department, Faculty of Letters, State University of Malang, p.82

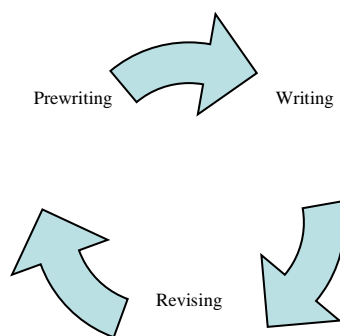
<sup>13</sup> Ibid 5

<sup>14</sup> Ibid 3

detailed picture.<sup>15</sup> While Oshima<sup>16</sup> underscores that a good description is such as a word picture in which the reader could imagine the object, place, or person in his or her mind. Yet, to have a good writing, some components should be completed such as having idea, organizing words, good grammar, selecting prior diction, and determining mechanic of the writing.<sup>17</sup>

### **The Writing Process**

Blanchard and Root<sup>18</sup> give the process involved when producing writing; prewriting consisting of topic and organizing idea; writing process consisting of producing paragraph; and revising consisting of editing, and revising the paragraph.



*Figure 1: Writing Process*

### **The Concept of Mind Mapping**

Buzan<sup>19</sup> defines as mind mapping as an instrument to make a sketch main idea quickly and clearly and have a connection among the ideas. Besides, mind mapping is a powerful graphic technique, which provides a universal key to unlock the potential of brain. Mind mapping is simply a diagram used to represented words, ideas, tasks or other items linked to and arranged in a free

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<sup>15</sup> Karen Blanchard & Christine Root. *Ready to Write (3<sup>rd</sup> Ed)*. New York: Pearson Education, 2003, p.69

<sup>16</sup>Oshima Alice & Hogue Aan.. *Introduction to Academic English (3<sup>rd</sup> Ed)*, New York,2007, p.61

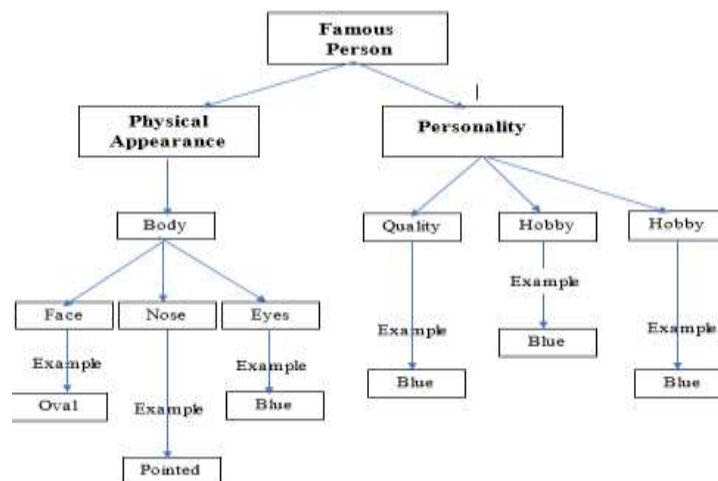
<sup>17</sup> Ibid 10

<sup>18</sup> Ibid 13

<sup>19</sup> Buzan. In Sumarni,. *Model Model Pembelajaran Geografi*. Malang: Aditya Media Publishing, 2012,p.15

fashion around a central key or word or idea.<sup>20</sup> Mind mapping strategy imitates the thinking process, namely possible us to move from one topic to the other topics back and forth. A pattern which at least consists of picture, symbol and color that will not just help the students to understand the vocabulary knowledge but also makes the students feel good, enjoyable and attract their brain.

Mind mapping strategy can create effective ways to generate and connect one idea to the others. So, this strategy enables the students to involve in teaching learning process.<sup>21</sup> This strategy involves and enables the students in learning process. Some parts should be inserted in constructing mind mapping namely; key words, basic ordering ideas, and branches.<sup>22</sup> Mind mapping can be constructed in variety ways such as tree of network, chain of event, cycle mapping, and spider mapping.<sup>23</sup>



*Figure 2: Network Tree of Mind Mapping*

Using network mind mapping, the ideas can be made in a quadrangle and the words are inserted in a connected line. This can be used for a cause and effects relations, branch procedures, and technical terms used to explore some

<sup>20</sup> Hunan In Cahyono , B.Y, 2009. *Technique in Teaching EFL Writing Practical Guides for English Teachers of SMP/MTs in Indonesia*. Malang: State University of Malang Press, 1993,p.3

<sup>21</sup> Ibid 5

<sup>22</sup> Windura, <http://abuafeefah.Files.wordpress.com>, accessed on August 5<sup>th</sup> 2022

<sup>23</sup> Trianto, (<http://abuafeefah.Files.wordpress.com>, accessed on August 5<sup>th</sup> 2022

correlations. Yet, event chain mind mapping also can be used for exploring steps in a procedure, or steps in a process.

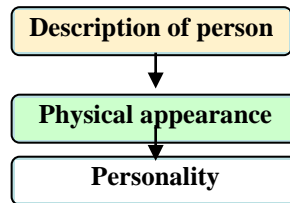


Figure 3: Event Chain of Mind Mapping.

Another mind mapping design that can be used is cycle concept map. This is appropriate to explore interacting correlation among components.

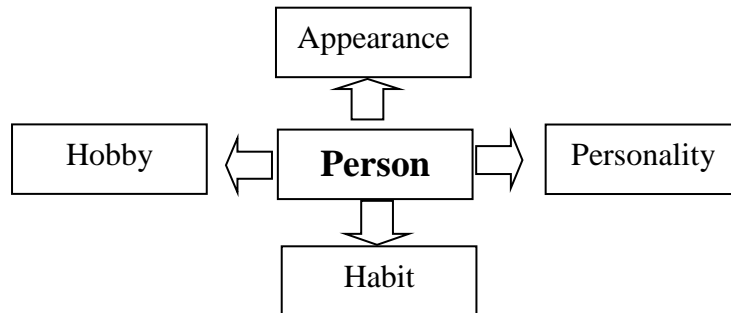


Figure 3: Cycle Concept Map of Mind Mapping

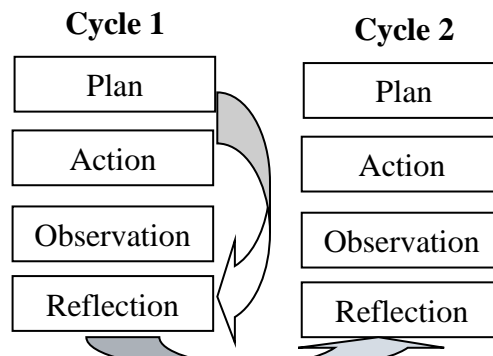
### **Research Method**

In this present research, the researcher applied Classroom Action Research paradigm conducted in cycle ways. This research was applied in two cycles. Four steps were conducted in a Classroom Action Research; plan, action, observation, and reflection.<sup>24</sup> Those steps were utilized in this research.

1. Plan. In this step, the researcher investigated the students' obstacles and problems related to writing ability, found the effective solution and its steps to solve.
2. Action. In this phase, the researcher implemented the teaching strategy related to teaching writing skill by mind mapping.
3. Observation. In this cycle, the researcher collected data of students' writing ability, students' engagement during teaching learning process.

<sup>24</sup> Kemmis, S. & Mc Taggart, R., *Action Research Planner: Doing Participatory Action Research*, Singapore, 2014

4. Reflection. Here, the researcher clarified and interpreted data, and reflected the teaching learning process done by using mind mapping strategy.



*Figure 3: Cycles in Classroom Action Research*

In this research, the students of VIII A MTs Mambaul Ulum Banjarejo consisting 28 students were involved. Those are having obstacles and problems in writing ability regarding to producing descriptive text. To gain data, the researcher applied writing test consisting of preliminary test and post-test. The writing test was done to explore the students' writing skill in the preliminary study and after teaching learning process using mind mapping strategy and they were analyzed using analytical writing rubric score.

### **Findings and Discussion**

To analyze the students' writing score, writing scoring rubric score was utilized. It was containing content, organization, language, grammar and diction. This current research was conducted into two cycles. It was constructed by plan, action, observation, and reflection. The first cycle spent three meeting including the preliminary test. Meanwhile, the second cycle was conducted into two meetings. For the first cycle, students' preliminary test score was obtained in the first meeting, while students' writing score after teaching learning using mind mapping strategy was gained in the third meeting. In the first cycle, students' improvement in writing skill regarding to descriptive text was not significant, so the researcher continued the second cycle. Hence, the development plan was rearranged and organized to conduct cycle 2.

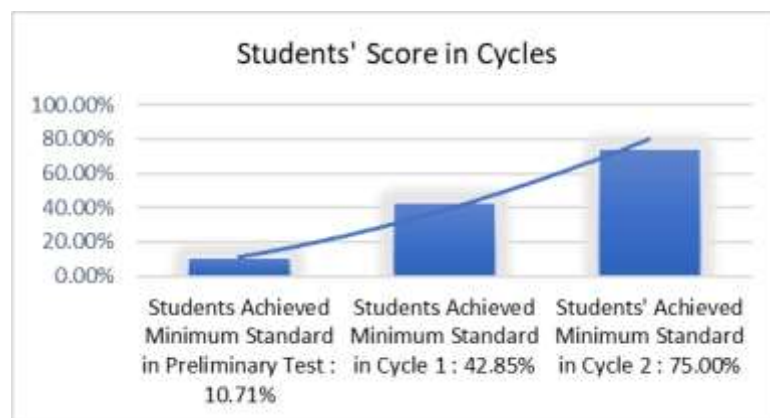


Yet, the students' writing score in cycle 2 was obtained in the last meeting (meeting 2). This cycle was conducted as a continued plan in order to get improvement achievement of the students' writing skill. Here, the students' writing score of preliminary test, cycle 1 test and cycle 2 test.

No	Name	Score in Cycles		
		Pre	Cycle 1	Cycle 2
1	AS	50	60	75
2	AM	40	45	55
3	AFC	45	45	55
4	ARK	65	75	78
5	FR	50	60	55
6	FH	65	75	75
7	F	55	60	75
8	HPS	60	60	76
9	H	55	60	77
10	HNW	55	60	75
11	HD	45	45	50
12	IVPW	55	75	80
13	MA	60	75	79
14	MAA	70	80	85
15	MNHS	75	80	83
16	MR	45	45	50
17	MM	55	75	75
18	MM	75	80	85
19	MNN	75	80	85
20	MN	55	75	80
21	MFA	65	75	77
22	MIA	75	80	80
23	MMS	60	60	75
24	MZA	45	45	55
25	NH	65	75	80
26	RR	75	75	82
27	SRP	45	45	60
28	SF	55	75	75
Upper Minimum Standard		10,71%	42,85%	75,00%
Under Minimum Standard		89,29%	57,15%	25,00%

*Table 1: Score of students' Writing Skill*

The students' writing score in preliminary test was 10,71% achieving minimum standard score. While those were under minimum standard score was 89,29%. In this case, mostly the students' writing score was not achieving standard minimum. While after teaching learning using mind mapping strategy, in the first cycle, the students' writing score obtained improvement and progress. It was 42,85%, students who were achieving minimum standard. And in the second cycle, students who were achieving minimum standard were 75%. The students' score in each cycle can be seen as follow;



*Chart 1: Progression of Students Obtaining Minimum Standard*

The students' score from preliminary, cycle 1 and cycle two were obtaining improvement. In the first cycle, the students' writing score obtained improvement 32,1% while in the second cycle was 64,29%. In a brief, teaching writing skill using mind mapping strategy fostered students' writing skill.

A number of researches regarding to fostering writing skill through mind mapping strategy have been conducted by some researchers. This research revealed that mind mapping strategy could foster the students' writing skill related to descriptive text. Yet, in each cycle, the students' writing skill could be fostered by teaching learning process using mind mapping strategy. Hence, mind mapping strategy is an effective strategy in fostering students' writing skill. It is in line with Erdiana (2016), Rini Saragih *at all* (2022), Khoiriyah (2014), and Febry Khunto Sasongko (2017) in which they underlined that mind mapping strategy is recommended for teachers when teaching writing skill. Besides, using mind mapping strategy, the students are easier to create a description and organization of the sentences correctly.

In the first cycle, students were obtaining an improvement in writing descriptive in which it was different form the preliminary test result. Continuing the cycle, the students also were gaining a progress in writing a descriptive text. The topics discussed using mind mapping in the teaching learning process was about description of person. This topic was inserted in a curriculum as a topic should be discussed and taught for junior high school exactly for the eighth grade. The distribution of students' writing score revealed that the students obtaining

minimum mastery criterion score of preliminary tests was 10,71%. This showed that the students' writing skill are needed to foster because of the students' obstacles and problems in producing descriptive text. So, mind mapping strategy was used to solve the obstacles and problem. Classroom Action Research (CAR) was employed in this research. The first cycle revealed the students' obtaining a minimum mastery criterion score was 42,85%, while for the second cycle was 75,00%. This shows that teaching using mind mapping strategy was successfully and effectively foster the students' writing skill.

This current research distinguished from previous researchers. Erdiana (2016) focused on students' writing ability of college students at Secretary Class of LP3I College dealing with generating and organizing ideas and writing well two kinds of business letters (making inquiry and replying to inquiry letter). Meanwhile Rini Saragih *et al* (2022) conducted research to senior high school students in which Mind Mapping and Four-Square Writing Method was applied. While Khoiriyah (2014) investigated research to college students of English department at Nusantara PGRI Kediri University. Yet, this research was conducted in junior high school students in fostering students' writing skill related to descriptive paragraph of person.

### **Conclusion and Suggestion**

This current research was conducted by Classroom Action Research (CAR). It is used by teachers or educational practioners when they are facing or finding problems and obstacles in the classroom to find a solution. And it is a powerful way to create a change or improvement in a specific issue.<sup>25</sup> In this case, students of VIII-A are facing obstacles and problem in writing skill. Hence, mind mapping strategy to solve their obstacles and problems was applicated. Based on the data of students' writing score, it is inferred that students' writing skill was obtaining improvement. So, mind mapping strategy is recommended to use in teaching learning process of writing skill. For further researchers, this research is

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<sup>25</sup> Dwi Poedjiastuti, A Closer Look of Qualitative Research: A hand Book guide for novice researcher, UMM Press, 2021, p.95

only focuses on fostering writing skill related to descriptive text and only using mind mapping strategy as a method or approach. Hence, another method can be combined to complete mind mapping strategy in fostering writing skill in large scales or issues. In short, it is also recommended to the further researchers to examine this strategy using a quantitative paradigm in which it is to generalize the findings.

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