Using Mind Mapping to Develop Students' Writing Skills

Imam Subari[1], Purna Wiratno[2], Desy Berminati[3]
[1,2,3]STKIP PGRI Bandar Lampung
[1]imam_subari@stkippgribl.ac.id

Abstrak: Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa melalui mind mapping di kelas tujuh MTs Negeri 2 Bandar Lampung. Subjek penelitian ini terdiri dari tiga puluh siswa yang terdiri dari 11 laki-laki dan 19 perempuan. Penelitian ini dilakukan dengan menggunakan penelitian tindakan kelas. Kemmis dan Taggart menyatakan tentang model penelitian tindakan kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari empat tahap; perencanaan, tindakan, observasi, dan refleksi. Penulis melakukan pra-siklus sebelum masuk ke siklus 1, pra-siklus dilakukan untuk mengetahui kemampuan menulis siswa dan kesulitan siswa dalam menulis. Dalam penelitian ini, penulis bekerja sama dengan guru bahasa Inggris di kelas tujuh (VII A) MTs Negeri 2 Bandar Lampung untuk mengumpulkan data siswa. Dalam penelitian ini, penulis berfokus untuk meningkatkan aktivitas belajar siswa dan kemampuan menulis siswa. Peningkatan aktivitas belajar siswa dapat dilihat dari rata-rata skor aktivitas belajar siswa pada siklus 1 yang adalah 7,16 dengan kriteria cukup aktif, sedangkan pada siklus kedua adalah 7,87 yang aktif. Selama siklus 1 dan siklus 2, terdapat peningkatan aktivitas belajar siswa sebesar 0,71 poin. Sementara itu, dalam kemampuan menulis siswa, peningkatan dapat dilihat dari rata-rata skor pra-siklus yang adalah 64,03, dengan 17 siswa yang lulus Kriteria Ketuntasan Minimum. Kemudian rata-rata skor siklus pertama adalah 69,03, dengan 20 siswa atau 66,66% yang lulus Kriteria Ketuntasan Minimum dan rata-rata skor siklus kedua adalah 78,36, dengan 25 siswa yang lulus Kriteria Ketuntasan Minimum atau 83,33%. Berdasarkan hasil analisis data, dapat disimpulkan bahwa Penelitian Tindakan Kelas melalui mind mapping dapat meningkatkan aktivitas belajar siswa dan kemampuan menulis siswa.
Kata kunci: keterampilan menulis siswa, mind mapping, penelitian tindakan kelas

Abstract: This research aimed to improve the writing skills of seventh grade students at MTs Negeri 2 Bandar Lampung using mind mapping. The research subjects consisted of thirty students, 11 males and 19 females, and the research was conducted using classroom action research, which consists of two cycles of four steps: planning, action, observation, and reflection. The writer conducted a pre-cycle to assess the students' writing skills and difficulties before moving on to cycle 1. The writer collaborated with the English teacher of VII A grade at MTs Negeri 2 Bandar Lampung to collect student data. The writer focused on

improving the students' learning activities and writing skills. Improvement in students' learning activities was observed from the average score of cycle 1, which was 7.16 (quite active), while cycle 2 was 7.87 (active). The improvement of students' learning activities between cycle 1 and cycle 2 was 0.71 points. Improvement in students' writing ability was observed from the pre-cycle average score of 64.03, with 17 students passing the minimum mastery criterion. The first cycle's average score was 69.03, with 20 students (66.66%) passing the minimum mastery criterion, while the second cycle's average score was 78.36, with 25 students (83.33%) passing the minimum mastery criterion. Based on the data analysis results, it can be concluded that classroom action research through mind mapping can improve students' learning activities and writing ability.
Keywords: *action research, mind mapping, writing skill*

INTRODUCTION

Learning a foreign language is not something strange to Indonesian people, especially learning English, which is currently considered a must-have skill for everyone. Even children are introduced to English from an early age. Not only that, but the government has also made it mandatory for children to learn English from elementary school to college, although only general English. This is one of the government's efforts to improve the foreign language skills of Indonesian students. In English, there are five skills that students must master to become proficient speakers, and one of these skills is writing. Through writing, someone can express their ideas and thoughts effectively (Hastomo, 2019).

In this case, the writer will focus on writing. As we all know, writing is not an easy activity to do. Therefore, it needs to be studied thoroughly, practiced continuously, and applied in order to be mastered well. According to Sulistyo & Ningsih (2015: 41), writing activities and the writing process are essential to be taught to students. They also added that the writing difficulties faced by students in learning to write anything or using any language were due to the lack of writing practice carried out by these students and the lack of support from people around them, such as teachers, family, and friends.

Based on the results of the pre-research interviews with English subject teachers at MTs Negeri 2 Bandar Lampung, several factors cause teachers to have difficulty in teaching writing, especially during the pandemic. The problems that cannot be denied at this time are the limited internet network, as not all students use Wi-Fi at home, making it difficult for them to be active in online classes. In addition, students find it difficult to develop words, and some do not open the materials given by the teacher. The pre-research results show that the scores obtained by the students are still below the KKM.

Regarding the problems mentioned above, teachers, as facilitators in the teaching and learning process, are required to be able to solve the problems faced by students. To increase students' writing skills and interest in

learning writing, teachers can use various techniques. One of the interesting techniques is the mind mapping technique. Therefore, the writer aims to use the mind mapping technique in this research to improve students' writing skills.

Mind mapping is a teaching technique that can be used to improve students' writing skills. This technique is considered fun and can attract students' interest in learning. Mind mapping helps students to develop words easily. Students are given one keyword, and then they develop it themselves based on what they think.

Based on the explanation above, the writer is interested in using the mind mapping technique to improve students' writing skills through teaching writing. Mind mapping is a technique that gives each student the opportunity to express their ideas, what is on their mind after they see, hear or read a keyword. The title of this research is "Using Mind Mapping to Develop Students' Writing Skills".

LITERATURE REVIEW
Teaching Writing for EFL Students

Writing is a complex activity that requires students to master the process of organizing and expressing their ideas on paper (Andewi & Hastomo, 2022). According to Harmer (2007) cited in Rusmawan (2018:13), writing is considered more challenging than other language skills. Wahyuni (2017:74) defines writing as the action of putting ideas into words and making improvements to the written piece. Raimes (1983) in Khoiriyah (2014:177) identifies several benefits of writing for students, including the opportunity to practice language structures, idioms, and vocabulary, to apply and use previously learned language, and to express ideas in a well-structured and grammatically correct manner. Writing also involves a thought process, indirect communication, and practices such as remembering, repeating, correcting, and practicing. Irawati (2015:3) adds that writing is a complicated process that involves conveying messages and ideas indirectly through writing. Therefore, writing is an essential skill that can improve student achievement in various ways, depending on the content they write.

Writing consists of five essential components, as outlined by Nasution et al. (2020). The first component is content, which must be clear and easily understood by the reader. The second component is organization, which includes coherence, order of importance, general to specific, chronological order, and spatial order. The third component is vocabulary, which is crucial for effective communication and perception. The fourth component is language use, which involves using grammatically correct endpoints such as agreements, nouns, and verbs. The last component is mechanic, which involves

using capitalization, punctuation, and spelling appropriately. It is important for teachers to explain these components in writing instruction to help students write properly and correctly based on the rules of good writing.

Teaching writing requires students to have an understanding of the process and components of writing in order to express their ideas effectively on paper. This process can be challenging and requires regular practice. At the Junior High school level, the focus is on developing students' abilities and knowledge to handle oral and written texts. Hastomo, Istiara & Nurchurifiani (2021) recommends appropriate writing activity as an effective methodology for implementing a text-based syllabus, which is supported by Feez and Joyce. This approach offers benefits such as collaborative learning opportunities with peers and teachers and a clear understanding of language. Feez and Joyce have illustrated a teaching and learning cycle that can be used to support this approach.
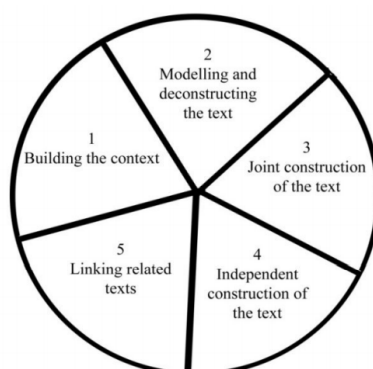

Figure 1. Illustrated of Teaching and Learning Cycle by Feez and Joyce.

According to figure 1, there are five stages that teachers can use to guide students in their learning process. Firstly, teachers can build the context of the field by introducing students to an authentic model of the text type they are learning. For instance, if students are learning descriptive text, teachers can ask them to explore vocabulary related to describing animals. The next stage is modeling and deconstructing the text, where teachers can ask students to investigate the structural pattern and language features of the text. After that, in joint constructions of the text, students are trained to apply those theories in a text. Then, students are asked to produce a text and apply the language they have learned independently in the independent construction stage. Finally, in the last stage of linking to related text, students are asked to investigate how the text they have learned can be related to other texts in the same or similar context.

Mind Mapping

Mind mapping is a useful and simple technique to enhance students' interest in learning. It is an effective way to place information into the brain

and take information outside the brain. According to Buzan (2005:4), mind maps are creative, visually stimulating, and help map our thoughts, compared to traditional note-taking methods. It is a diagram that represents words, tasks, ideas, or systems that are related and arranged around a keyword. Students can use various tools such as paper, pictures, and color pencils to make it more attractive and increase student interest in learning (Fajri, 2011:20; Purnomo, 2014:248). Mind mapping can be used in various writing topics, presentations, planning family activities, and more (Buzan, 2006, in Purnomo, 2014:249). In conclusion, mind mapping is a highly creative teaching technique that helps students organize their ideas systematically and more easily develop their thoughts.

Buzan & Buzan (1994) proposed principles for making mind maps, which include using emphasis, association, clarity, and developing a personal style. Emphasis involves using a central image, using images and colors throughout the map, and varying the size and dimension of images. Association involves using lines or arrows to connect branches and using codes or colors. Clarity involves using only one keyword per line, printing all words, and making major branches connect to the central image. Developing a personal style is also important. Overall, mind mapping involves using images, connections, and colors to encourage creativity and a broad understanding of the learning process.

Buzan (1994) outlined several laws of mind mapping that involve using a blank sheet of paper placed in a landscape position and drawing a central image representing the subject using at least three colors. He suggested using keywords in capital letters, placing each word or image on its own branch, radiating flowing branches out from the central image, and keeping branches the same length as the words or images on them. Buzan also emphasized using colors, emphasis, arrows, and connecting lines to depict associations between related topics and aiming for clarity by positioning branches in carefully thought-out space. In his book "Mind Map for Kids," Buzan (1994) suggested a simpler process involving a blank sheet of paper, color pencils, and drawing lines coming from the central image, then filling in details and drawing branches coming off each point. Aisyah (2011) provided a process for using mind mapping in class writing activities, which involves explaining the process, dividing students into groups, brainstorming on a topic, starting to scratch, delivering necessary suggestions, and developing the main concept into paragraphs.

METHOD

The research was conducted by the writer using Classroom Action Research (CAR). Teachers, as educators, best understand what happens in the

learning process. The abilities of educators become one of the defining factors of the success rate of students' learning. One of the efforts that educators can make to increase students' learning achievements is by conducting classroom action research. This is supported by the statement from Suharsimi, et al. (2019: 191), that classroom action research offers new procedures and ways to improve and increase the professionalism of educators in the learning process in the classroom by looking directly at students. Classroom action research is a systematic approach to improving learning practices, and it includes all forms of research conducted by educators in the classroom. An example of classroom action research, according to Pelton (2010) in Azuar (Juliandi, 2014), is interacting with students, assigning tasks, developing lesson plans, and everything that is done in a teaching routine.

Kemmis and Mc Taggart have outlined 4 stages that are typically used in classroom action research. These stages include identifying the problem and planning the action, implementing the action and observing or monitoring it, reflecting on the results of the observation, and revising the plan for the following step (Hastomo & Zulianti, 2022). Aqib (2006: 30) has presented the figures from this action research.
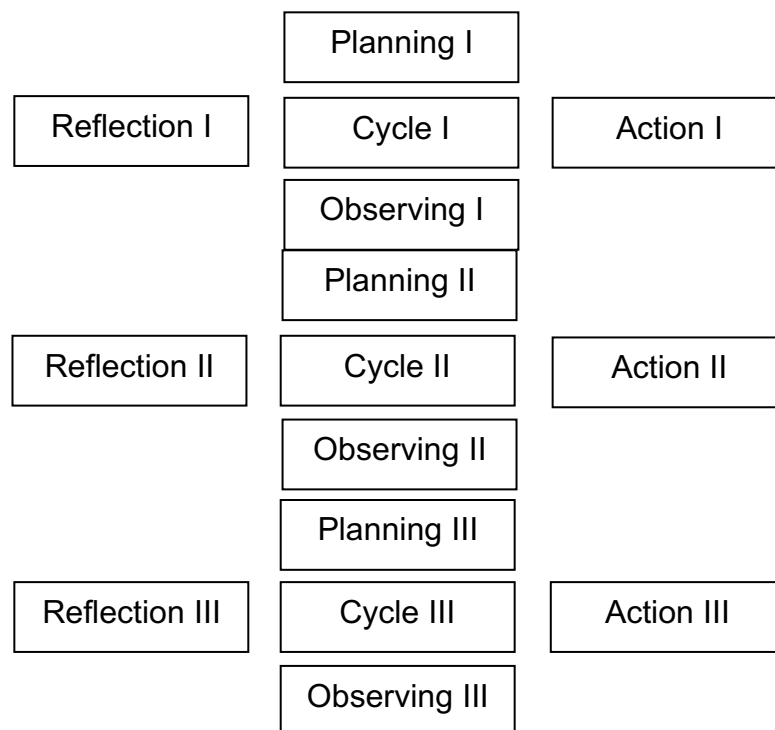

Figure 2. Concept of Action Research CAR Design Model By Kemmis and Mc Taggart

According to the given diagram, there are four steps involved in action research. The first step is planning, where the teacher prepares the necessary materials and plans for the learning based on the syllabus. The second step is

acting, which is applied for at least two cycles, depending on the material requirements. The third step is observing, where the researcher collects data from the instruments used to research the learning process. The final stage is reflecting on the results obtained from the research. The writer reflects on whether there has been an increase in the students' writing ability or not. In terms of quantitative data analysis, the mean score of students' writing mastery can be found by dividing the sum of scores by the total number of students. To calculate the percentage of students who have passed, the formula used is the sum of passed students divided by the total number of students multiplied by 100%.

RESULT AND DISCUSSION
RESULT
Students Learning Activities

Table 1. The Students Learning Activities of Cycle 1 and Cycle 2

Students	Cycle 1	Cycle 2	Improvement
Students' learning activity	7.17	7.87	0.7
Students' writing ability	69.03	78.37	9.34
Students' learning completeness (%)	66.67%	83.33%	16.66%

The presented table displays the progress of students' learning activities in cycle 1 and cycle 2. The initial cycle indicates that the students' learning activities had an average score of 7.17, which was rated as moderately active. However, in cycle 2, there was a visible improvement in the students' learning activities, as they scored an average of 7.87, which is considered active. This indicates an improvement of 0.7 from cycle 1 to cycle 2. The table also reflects the improvement of students' writing skills from cycle 1 to cycle 2. The average score for writing in cycle 1 was 69.03, while it increased to 78.37 in cycle 2, resulting in an improvement of 9.34. Additionally, the students' learning completeness increased from 66.67% in cycle 1 to 83.33% in cycle 2, which reflects an improvement of 16.66%. The progress of students' learning activities from the first cycle to the second cycle is illustrated in the following diagram.
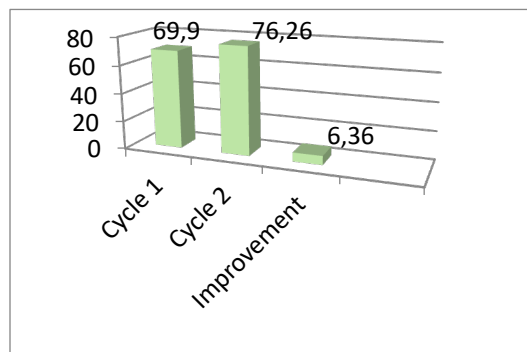

Figure 3. Concept of Action Research CAR Design Model By Kemmis and Mc Taggart

Students' Writing Skill

Table 2. The Students Writing Skilss of Cycle 1 and Cycle 2

Cycle	Mean
Pre-cycle	60.43
Cycle 1	69.03
Cycle 2	78.37

Based on the table above, the results indicate an increase in students' scores from the pre-cycle to the writing tests of cycle 1 and cycle 2. In the pre-cycle, the mean score of students in the writing test before implementing Classroom Action Research using mind mapping was 64.03. Additionally, only 56.67% of the class met the Minimum Mastery Criterion, meaning that only seventeen students passed, while thirteen students failed to achieve the score target.

Furthermore, in the writing test of cycle 1, the mean score was 69.03, indicating that some students had improved their scores from the previous test, with 66.67% of the class meeting the Minimum Mastery Criterion. This means that twenty students passed, while ten students failed to achieve the score target. The mean score in the writing test of cycle 2 was 78.37, and the class percentage meeting the Minimum Mastery Criterion was 83.33%. This indicates that twenty-five students passed the criterion, while five students failed to achieve the score target.

The class percentage improved from pre-cycle to cycle 2, reaching 83.33%. The writing test of cycle 2 fulfilled the Minimum Mastery Criterion target using mind mapping, with over 70% of the students passing

DISCUSSION

The findings presented in table 1 and 2 demonstrate the effectiveness of Classroom Action Research in improving students' learning activities and writing skills. The increase in students' learning activities from cycle 1 to cycle 2, as reflected in the table, is an encouraging sign of progress. The use of mind mapping may have contributed to this improvement, as it helps students organize their thoughts and ideas in a structured manner. Furthermore, the increase in students' writing scores from cycle 1 to cycle 2 is significant, with a 9.34-point improvement in the average score. This improvement indicates that students have gained a better understanding of writing concepts and have become more adept at expressing their ideas in written form.

The results also show an increase in the percentage of students who met the Minimum Mastery Criterion in the writing tests from cycle 1 to cycle

2. In cycle 2, over 80% of the class met the criterion, indicating that the majority of students have achieved the learning targets. This is a positive sign of progress, as it shows that the students have been able to apply what they have learned in the classroom effectively (Hastomo & Marcela, 2021). Additionally, the increase in learning completeness from cycle 1 to cycle 2 is also significant, indicating that the students have gained a more comprehensive understanding of the material.

Overall, these findings demonstrate that Classroom Action Research can be an effective teaching method in improving students' learning activities and writing skills. The use of mind mapping appears to be particularly beneficial, as it helps students organize their thoughts and ideas, leading to a more structured approach to learning. The increase in the percentage of students meeting the Minimum Mastery Criterion in writing tests is also noteworthy, indicating that the students have been able to apply what they have learned effectively. These findings are encouraging and suggest that Classroom Action Research can be a valuable tool in improving students' learning outcomes.

CONCLUSION

The writer conducted a study at the seventh grade of MTs Negeri 2 Bandar Lampung using classroom action research as the method. The conclusion drawn from the study was that the implementation of the mind mapping technique can enhance students' writing skills. There were improvements in students' learning activities from cycle 1 to cycle 2, as indicated by their average scores. The average score for cycle 1 was 7.17, classified as moderately active, while for cycle 2, it was 7.87, classified as active. This represents an improvement of 0.7 points. The students' writing skills also improved as seen in their scores from the pre-cycle, cycle 1, and cycle 2 writing tests. The average score for the pre-cycle was 64.03, and only 17 students met the Minimum Mastery Criterion. In cycle 1, the average score increased to 69.03, and 20 students or 66.67% met the criterion. In cycle 2, the average score increased to 78.37, and 25 students or 83.33% met the criterion. In summary, the implementation of classroom action research through the mind mapping technique improved students' learning activities and writing skills, as demonstrated by the improvements seen in their scores from pre-cycle to cycle 2.

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