Improving Student's Writing Skill through Mind Mapping

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Abstract: This research was aimed to improve students' writing skill through mind mapping at the seventh grade of MTs Negeri 2 Bandar Lampung. The subject of this research consisted of thirty which consisted of 11 males and 19 females. This research was conducted by using classroom action research. Kemmis and Taggart stated about the model of action research it consisted of two cycles. Each cycle consisted of four steps; planning, action, observing, and reflecting. The writer did pre-cycle before going to cycle 1, the pre-cycle was conducted to know the students' writing skill and the student difficulties in writing. In this research, the writer collaborated with the English teacher at the seventh (VII A) grade of MTs Negeri 2 Bandar Lampung to carry out the data of the students. At this research the writer was focused to improve the students' learning activities and the students' writing skill. The students' improvement in learning activities it could be seen from the average score of students' learning activities of cycle 1 were 7.16 with the criteria quite active, while in the second cycle that 7.87 was active. So, during the cycle 1 and the cycle 2 there were improvement of students' learning activity, which got 0.71 point. Meanwhile in the students' writing ability, the improvement could be seen from the average score of pre-cycle was 64.03 there were 17 students that passed the Minimum Mastery Criterion. Then the average score of first cycle was 69.03, there were 20 students or 66.66% who passed the Minimum Mastery Criterion and the average score of second cycle was 78.36 there were 25 students who passed the Minimum Mastery Criterion or 83.33%. Based on the result of analyzing the data it could be concluded that the Classroom Action Research through mind mapping can improve students' learning activities and the students' writing ability.
Keywords: Students' Writing Skill, Mind Mapping

INTRODUCTION

Learning a foreign language is not something strange to Indonesian people, especially learning English, which is currently considered that everyone must be able to master English. Even children have been introduced to English from an early age right now. Not only that, the government has made it obligate

for children to learn English from Elementary school to college, although only general English. However, this is one of the government's efforts to improve the foreign language skills of Indonesian students. In English, there are five skills that must be mastered by students to become good and correct English speakers. One of these abilities is the writing ability. Through writing, someone can express ideas and express what they want to convey through writing.

In this case the writer will focus on writing. As we all know that writing is not easy activity to do. Therefore, writing needs to be studied deeply, then practice it continuously and applied in order to be able to master it well. According to Sulistyo & Ningsih (2015: 41), writing activities and writing process are very important 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 the lack of writing practice carried out by these students and the lack of support from people around them, such as support from the teachers, family and friends.

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

Related the problems above, teachers as a facilitator in teaching and learning process are required to be able to solve the problems that faced by students. To increase students' writing skill and to increase the students' interest in learning writing, teachers can use many existing techniques. This aim is to increase the students' interest in learning. One of the interesting techniques is mind mapping technique. So, the writer assumed to use mind mapping technique in this research.

Mind mapping is a teaching technique that can be used to improve the students' writing skill. This technique is considered fun so that it can attract the students' interest to learn. Mind mapping helps students to easier develop words. Where students are given one keyword and then students will develop it themselves based on what they thinking.

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

Skill through Mind Mapping at the Seventh Grade of MTs Negeri 2 Bandar Lampung in 2021/2022".

THEORETICAL FRAMEWORK
Concept of Writing

Writing is one of the complex activities among the four skills that must mastered by students. This is supported by the opinion of Harmer (2007) in Rusmawan (2018: 13), stated that something more difficult is the process of writing. An action in which there is a process and arranging or organize the ideas to be conveyed, then put on the paper in the form of writing then making improvements to it is called writing Wahyuni (2017: 74).

Raimes (1983) in Khoiriyah (2014: 177), stated that there are several factors that cause important writing skill for students. First, by writing the students can practice a lot, improve or strengthen the structure of students' language, idioms, and vocabulary. Second, through writing students can apply and use the language that they have learned previously. The last, writing can encourage students to express the ideas they have in mind through writing in a well-structured and correct word order.

Henny Irawati (2015: 3) added that writing is carried out in order to deliver a message and expressing the idea in indirect way or through writing. Writing is not just about writing, making, arranging and producing a sentence, a paragraph consistent from the words that have been arranged. That is why writing is said to be a complicated process because it contains a long process, such as a though process and a process of indirect communication. Besides that, in writing there is also a process of remembering, repeating, correcting, and practicing. So, the writer assumes that through writing students are able to improve achievement in various ways, depending on what students write.

1. **Component of Writing**

According to Hughes (2008) in Sianna & Syawal (2017: 52-53), there are five components in writing, including:

a. Content

The content of the message conveyed in a text must be well understood by the reader. Therefore, the content of the writing must be clear. So that the information being presented is acceptable and understandable to the reader. In addition, the content of the written word must also be good in writing so that it can be incorporated into the correct sentence.

b. Organization

The writing organization consists of several aspects, namely:

a) Coherence means that all written content consisting of various ideas must be interrelated and arranged clearly and correctly.

b) Order of importance means building and arranging ideas that aim to strengthen at the end of the paragraph.

c) General to specific means arranging a topic sentence from general nature, then followed by supporting sentence with details, specifics, examples, and facts. Besides that, it can also be arranged from specific to general is the opposite from general to specific.

d) Chronological order means the sentences have been arranged into a paragraph and then the paragraphs are arranged chronologically, the events and details are arranged in the order they occur.

e) Spatial order means telling how something looks and is more effective in describing vocabulary.

c. Vocabulary

To be able to produce a good writing, there is one requirement, which always depends on the effectiveness of using words. In personal description words play the dual role of communicating and evoking, whereas for readers they are to perceive and sense.

d. Language Use

The use of language in writing will involve using grammatically correct endpoints such as agreements, nouns, and verbs.

e. Mechanic

This aspect is the most important aspect because it directs the reader to understand what the writer means and wants to convey. This includes the use of capitalization, punctuation, and spelling appropriately.

Based on the explanation above, it can be concluded that in teaching writing the teacher should also explain the components of writing considering that the writing component has an important role. Other hand the teacher, students also must know the writing component, it is intended that students can write properly and correctly, based on the rules of how-to good writing.

2. Teaching Writing

Teaching writing means teaching students to be able to express ideas that exist in their brain into writing on paper. In writing students should be, first know and understand how the process of writing and the component of writing themselves. This is so that students can write well and correctly. Writing is not easy, therefore the students need to keep practicing.

According to Ajeng Latifah (2016: 18), the material of learning at the Junior High school level are related to the text accompanying methodology. This enables students to develop the ability and knowledge to handle oral and written text. Then according to Ajeng Latifah, the genre-based approach is an effective methodology for implementing a text-based syllabus.

According to Feez and Joyce in Ajeng Latifah (2016: 18), an approach can provide some benefits. First, the genre based approach enables the students to collaborate with their friends or teacher. Second, an approach can also supply students with a clear knowledge of language. Here is the illustrated of teaching and learning cycle by Feez and Joyce:
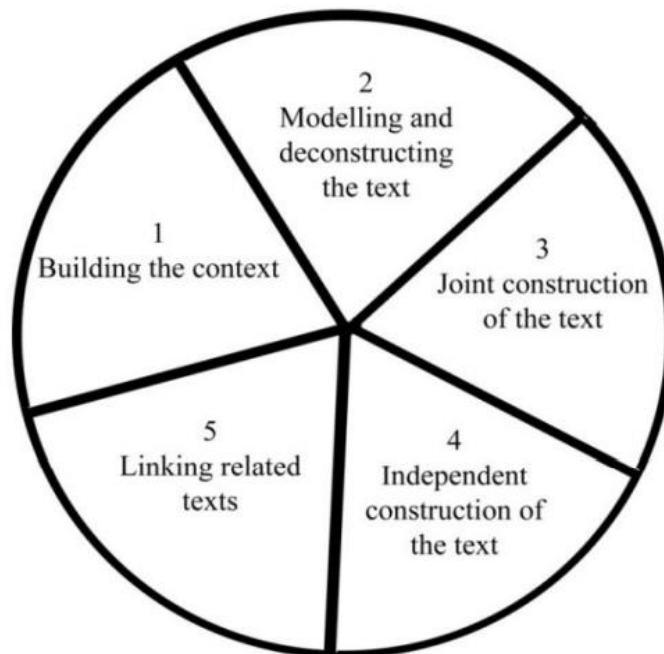
Figure 2.
Illustrated of teaching and learning cycle by Feez and Joyce

The explanation is as follows:
a. Building the context of the field, this stage aims to introduce students to the context of an authentic model of the text type learned. The example one of the functions of descriptive text is describe an animal. Teacher can ask students to explore the vocabulary that related to the text.
b. Modeling and deconstructing the text, in this stage teacher ask students to investigate the structural pattern and language features of the text.
c. Joint constructions of the text, the students are trained to apply those theories in a text.
d. Independent construction of the text, the students asked to produce a text and apply the language that they have learned.
e. Linking to related text, at the last stage students are asked to investigate how a text being learned can be related to other texts in the same or similar context.

3. Concept of Mind Mapping

Mind mapping is a very interesting technique to help increase students' interest in learning. Mind map is a very simple technique. Through mind map can make it easier for us to focus to place information into the brain and take information outside the brain. Mind map is a way of taking notes that are effective, creative, and will literally help map our thoughts, Buzan (2005: 4). Then

Buzan (2005: 5) adds that mind maps are visually stimulating rather than traditional note-taking methods, which tend to be one-color and linear. In the mind map, there will be one keyword that will be used as benchmarks for students to decide what they will write or describe.

According to Aisyah (2011: 20), mind mapping is a diagram used to represent words, tasks, ideas, or other systems that are related and arranged around keyword. Then Purnomo (2014: 248) adds that in making mind mapping it can be supported by several things such as paper, pictures, color pencils, and so on. These tools can be used as a strong support in making mind mapping with the aim that mind mapping is made more attractive so that it can further increase student interest in learning.

Mind mapping cannot only be used to explore writing descriptions. However, almost all of writing topics such as recount, narrative, persuasion, argumentative, essays, and so on. According to Buzan (2006) in Purnomo (2014: 249), that mind mapping can also be used in many activities such as use in communicating and presentations, to planning family activities.

Based on the above statement, the writer can conclude that mind mapping is a teaching technique with a high level of creativity; this technique can be an interesting learning technique for students. In addition, teachers can use several tools to support mind mapping such as a paper, drawings, color pencils, crayons, diagrams, interesting shapes, and so on. In mind mapping, students are required to put their ideas into paper into diagrams, pictures, and writing. Mind mapping helps students organize their ideas to be more systematic and easier to develop.

There are several principles in making mind mapping, this is based on the opinion of Tony Buzan and Barry Buzan (1994: 94-104) including:

    a. Use emphasis
        1) Use central image.
        2) Use images throughout personal mind map.
        3) Use three or more colors per central image.
        4) Use dimension in images and around words.
        5) Use synaestnesia (the blending of the physical senses).
        6) Use variations of size of printing, line, and image color.
        7) Use organized spacing.
        8) Use appropriate spacing.
    b. Use association
        1) Use line or arrows when want to make connections within and across the branch pattern.
        2) Use colors.
        3) Use codes.
    c. Be clear
        1) Use only one keyword per line.
        2) Print all words.

3) Print keywords on lines.
4) Make line length equal to word length.
5) Make major branches connect to central image.
6) Connect line to the other lines.
7) Make the central lines thicker.
8) Make the boundaries embrace the branch outline.
9) Make the images as clear as possible.
10) Keep the paper placed horizontally.
11) Keep the printing as upright as possible.

d. Develop a personal style

If we are brief, it will be that mind mapping can be measured by uses such as images, connections, and colors. The terms that have been previously mentioned will be more useful if students can take advantage of their abilities and creativity in understanding the learning process. As we know that student creativity is one of the determinants of students in thinking broadly.
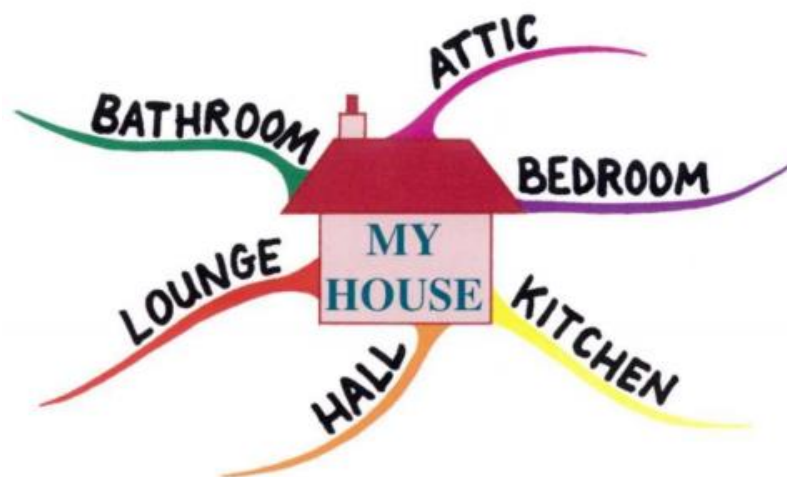

Figure 3.
The example of Mind Mapping

4. Procedure of Mind Mapping

According to Buzan (2018: 12), we can see the laws of mind mapping as below:

a. Always use a blank sheet of paper, placed in landscape position. Make sure the sheet is large enough to allow you to create sub branches and sub-sub-branches.

b. Draw a picture in the center of the paper, representing your subject, using at least three colors.

c. Use images, symbols, codes, and dimension throughout your mind map.

    d. Select keywords and write these using capital letters.

    e. Place each word or image on its own branch, so that it stands by itself.

    f. Radiate flowing branches out from the central image. Make the branches thicker toward the center of the mind map and thinner as they radiate outward into sub branches.

    g. Keep branches the same length as the words or images on them.

    h. Use colors throughout the mind map, developing your own color code in branches.

    i. Use emphasis, arrows, and connecting lines to depict associations between different related topics in your mind map.

    j. Aim for clarity in your mind map by positioning your branches in carefully thought-thought space. For example, the space between trees is a forest: your brain negotiates these gaps to understand where you are and where you are going, rather than the trees.

While according to Buzan (2005: 22-23) in his book Min Map for Kids, procedure to make mind mapping an article:

    a. Use a blank sheet of paper and some color pencils.

    b. Pick out the main topic of the article and draw in the center of your page.

    c. Draw some lines coming from your central image.

    d. Fill in the details of this sub topic level of facts. Use key images or key words printed clearly on the lines.

    e. Draw some branches coming off each of the points.

Here is how to apply mind mapping in the class writing activities, Aisyah (2011: 23):

    a. Explain the process of drawing a mind mapping.

    b. Divide students into a group.

    c. Pick a topic to be discussed.

    d. Ask the groups to brainstorm.

    e. Ask to start scratching.

    f. Deliver the necessary suggestion.

    g. Ask to develop main concept into paragraphs.

METHOD

    The writer was conducted the research using Classroom Action Research (CAR). Teacher as educators best understand what is happens in learning process. The abilities of educators become one defining success rate of learning in students. One of the efforts that educators can make in increasing the achievement of students' learning is by conducting classroom action research. This is supported by the statement from Suharsimi, dkk (2019: 191), that classroom action research offers new procedures and ways to improve and increasing 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 practice. Classroom action research is all forms of research conducted by educators in the classroom. An example of classroom action research, according to Pelton (2010) in Azuar (2017: 1), interacting to students, assigning tasks, developing lesson plans, and everything that is done in a teaching routine is action research.

PROCEDURE OF THE RESEARCH

In classroom action research, there are 4 stages used, according to Kemmis and Mc Taggart:

1. Identifying problem and planning action
2. Implementing the action and observing or monitoring the action
3. Reflecting the result of the observation
4. Revising the plan for the following step

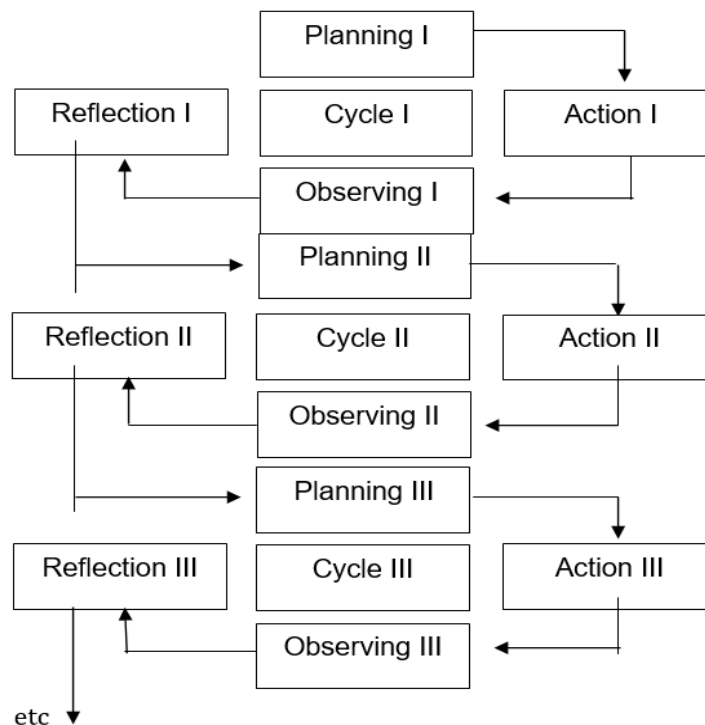According to Kemmis and Mc Taggart in Aqib (2006: 30), showing figures from action research are as follows.

Figure 4.
Concept of Action Research CAR Design Model By Kemmis and Mc Taggart

Based on the figure above, there are four steps in action research that must be carried out. The first step is planning; at this stage what must be done is that the teacher must prepare the material needed. More specific preparations are found in learning preparation based on the existing syllabus. The second step is

acting. The action must be applied to at least the next two cycles. The time for each cycle depends on the material required.

The next step is observing. After implementing the learning strategy, the writer collected information from the instruments used. At this stage the writer conducted research on the student learning process. The last stage is reflecting. The writer reflected what they did before. Is there an increase in the students' writing ability or not.

1. Quantitative Data Analysis

1) Finding mean score of students' writing mastery

$$\bar{x} = \frac{\Sigma x}{n}$$

In which:

$\bar{x}$ = mean of score students' writing

n = sum of students

Σx = sum of students' score

2) Finding the percentage

To know the percentage of the classical achievement, the writer used the following formula:

$$P = \frac{\Sigma P}{\Sigma N} \times 100\%$$

In which:

P = the percentage of the students who have passed

ΣP = the total students who have passed

ΣN = the total of the entire students

FINDING AND DISCUSSION

Table 10. The Students Learning Activities of Cycle 1 and Cycle 2 at the Seventh Grade of MTs Negeri 2 Bandar Lampung 2021/2022

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 table above showed the improvement of the students' learning activities from the cycle 1 to cycle 2. In the cycle 1, the average score of students' learning activities 7.17 with the criteria was quite active, while in the cycle 2 it could be seen there was improvement of the students' learning activities were 7.87 with the criteria was active. So, improvement from the cycle 1 to cycle 2 was 0.7. However, it showed the improvement of students' writing skill from the cycle 1 to cycle 2. In the cycle 1, the average score of the students' writing skill were 69.03 and the cycle 2 78.37. It means that improvement in the cycle 1 and cycle 2 was 9.34. Meanwhile, students' learning completeness at the first cycle was

66.67% and the second cycle 83.33%. In the improvement of first cycle and second cycle was 16.66%. The improvement of students' learning activities from the first cycle and the second cycle was described in the diagram below.

The Improvement of the Students' Learning Activities
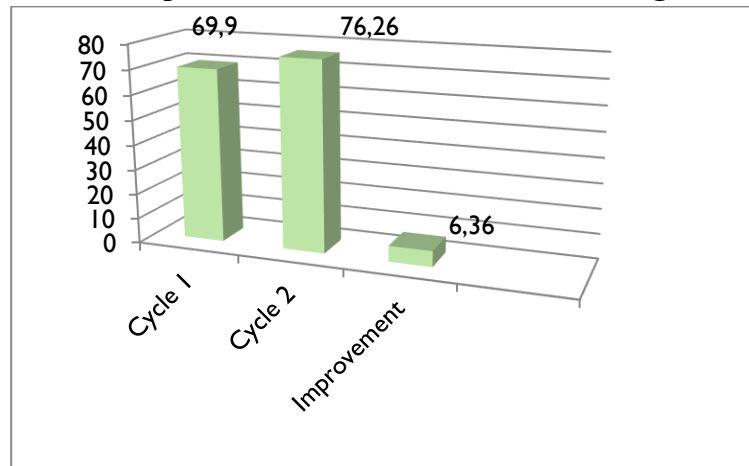
Students' Writing Skill

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

Based on the table above, the result showed the increasing of students' scores from the pre-cycle to the writing test of cycle 1, writing test of cycle 2. In the pre-cycle, the mean score of students in writing test before applying Classroom Action Research by mind mapping was 64.03. Meanwhile, the class percentage which passed the Minimum Mastery Criterion was 56.67%. It means that there were seventeen students who passed the Minimum Mastery Criterion and there were thirteen students failed of the score target.

Moreover, the mean score in writing test of cycle 1 was 69.03. It means that there were some students' score improvement from the previous test was 56.67%. Meanwhile, the class percentage which passed the Minimum Mastery Criterion in writing test of cycle 1 was 66.67%. It means there were twenty students who passed the Minimum Mastery Criterion and there were ten students who failed to get Minimum Mastery Criterion.

The mean score in writing test of the cycle 2 was 78.37. Meanwhile, the class percentage which passed the Minimum Mastery Criterion was 83.33%. It showed there were twenty five students who passed the criterion and there were five students who failed to get the score target.

From the class percentage that showed the improvement from pre-cycle to the cycle 2 was 83.33% in the class percentage. The writing test of cycle 2 had fulfilled the target of Minimum Mastery Criterion through mind mapping. It was above 70% of the students could pass the Minimum Mastery Criterion. The improvement of students' learning activities from the first cycle to the second cycle was described in the diagram below.

Table 12. Students Learning Completeness at the Seventh Grade of MTs Negeri 2 Bandar Lampung in 2021/2022
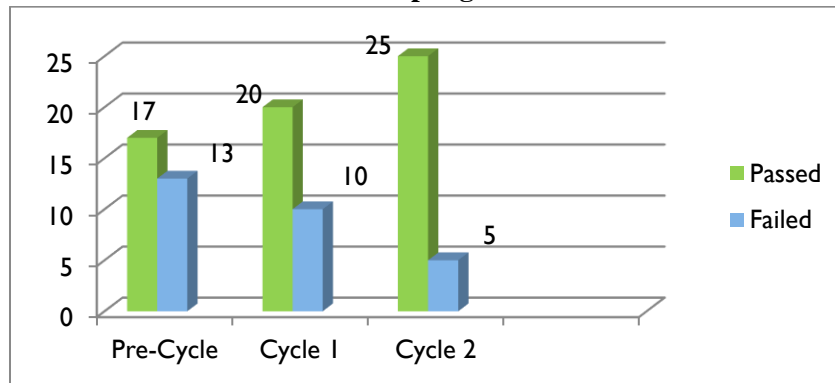
CONCLUSION

After carrying out classroom action research, the writer gave conclusion from the result of the study at the seventh grade of MTs Negeri 2 Bandar Lampung. The writer used classroom action research as the method in this research. The writer concluded that mind mapping technique can improve students' writing skill.

From cycle 1 and cycle 2, there were some improvements of students' learning activities. It could be seen from the average score of students' learning activities of cycle 1 is 7.17 with the criteria quite active, while in the cycle 2 is 7.87 with the criteria active. It can be concluded from the learning activities of students in cycle 1 and cycle 2 gets 0.7 points.

Based on the result of the students' writing test in the pre-cycle, cycle 1, and cycle 2, there were some improvements of the students' writing skill; it could be proved from the mean score of students in writing test before applying Classroom Action Research through mind mapping. This improvement could be seen from the average score of students' learning activities of cycle 1 were 7.17 with the criteria quite active, while the second cycle was 7.87 with the criteria was active. So, the improvement of students' learning activities during the first cycle to second cycle got 0.7 point. The improvement of the students' writing skill could be seen from the average score of pre-cycle was 64.03, there was 17 students who passed the Minimum Mastery Criterion. Meanwhile the average score of cycle 1 was 69.03, there were 20 students or 66.67% who passed the criterion and the average score of cycle 2 was 78.37 there were 25 students who

passed the Minimum Mastery Criterion or 83.33%. Based on the result above, it could be said that the Classroom Action Research by applying mind mapping technique can improve students' learning activities and the students' writing skill.

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