The Use of Mind Mapping to Improve the Students' Writing Ability of Descriptive Texts in the Seventh Grade of SMPN 2 Ngajum Malang

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Abstract: English is an important language used in either formal situation such as class meeting or informal situation such as traveling. Besides, a lot of languages are spoken nowadays, but English is still widely used in the world. The research aims at describing how the mind mapping to improve the students' ability of descriptive texts in the seventh grade of SMP 2 Ngajum Malang. The research design is a classroom action research conducted to 29 students of the seventh grade at Ngajum Malang as the subject of the study. This research is based on Kurt Lewin's model of CAR, which consists of planning, acting, observing and reflecting. This study was carried out in two cycles, each of which consisted of two meetings. Based on the data analysis, it was found that there was improvement for the students' writing ability of the descriptive texs after using mind mapping technique. Of the criteria of success and mastery learning of 75 determined by the school, the students could achieve higher than the score in the cycle 2 of this research. The mean score of students in the preliminary study was 57.58, in cycle 1was 68.6 and in cycle 2 was 79.48. Of the result above, it is concluded that the Use of Mind Mapping could Improve the Students' Writing Ability of Descriptive Texts in the Seventh Grade of SMPN 2 Ngajum Malang.

Keywords: writing; mind mapping; descriptive tex;, action research

PENDAHULUAN

Language is a tool used by human beings to communicate with each other. Qiu (2014) states that human beings rely on language to express themselves, communicate with others, and know the world. Therefore, the language really plays important roles for their lives to express their need, emotion, and feeling in both written and spoken languages. So without language, they will face difficulties to communicate and exchange information. As one of the most widely used languages in the world, English becomes very beneficial and useful in its status as an international communication. Consequently, a lot of countries all over the world include English in their teaching and learning curriculum and syllabus, including Indonesia. In Asia especially in Indonesia, English language is considered as a foreign language and taught to students of Junior High School as an obligatory subject which means that the schools require their students to master English skills in addition to English components. The skills included in curriculum and syllabus cover listening, speaking, reading, and writing, while the language elements involve grammar, vocabulary, pronunciation, and spelling.

Writing is one of the language skills that has to be mastered by English language learners. Revel (1979) in Jusmawar (2016) argues that writing is a kind of activity where the writer expresses all ideas in their mind in the paper from words to sentences to

paragraph and from paragraph to essay. Writing is an activity that needs full attention so that the reader of the work can understand what the writer wants to convey through their writing. According to Harmenita and Tiarina (2013) writers have to be able to express their thoughts to develop the ideas, and make readers interested when their writing is read. Through writing, the writer can also transfer information and knowledge to others. In other words, writing can be said as a means of communication between the writer and the reader. Writing is one of the skills that is learned in school. Most of the time, schools start to teach writing seriously in junior high school. Because in elementary school, the students learn reading and vocabulary first. Although some schools already teach writing in elementary school, it is generally taught in junior high school. For junior high school students, writing can be very hard to do because of a lack of understanding and interest. Teaching writing has to be fun, because fun and interesting ways can make students pay attention. Many techniques were born to make the teaching process easier and more interesting, one of the techniques is mind mapping.

According to Buzan (2006) Mind Map is a great route map for memory, allowing us to organize facts and thoughts in the way the brain works. This means that remembering information will be easier and more reliable than using traditional note-taking techniques. Purnomo (2014) writes that mind maps can be applied to every aspect of life. Mind mapping can help because the human brain works to process information through observation, reading or hearing about something, and organizing it as a relationship between a concept and keyword. Mind mapping is a note taking technique that helps someone optimize their brain capacity, mind mapping optimize the left brain and right brain. Rahayu (2021) states that mind mapping is a method to align the left brain

and right brain to accept new information. Mind mapping also helps the brain to process information. Mind mapping is actually a simple technique but can yield different outcomes than traditional note taking.

A few kinds of texts which needs to be learned by junior high school students encounters narrative text, announcement, greeting card and descriptive text. The descriptive text is a text used to explain something, someone or someplace, either in new lace or old lace. In addition, it can introduce new lace and reawakened memories about old lace. Blaylock (2006) in Yenita, et al (2014) states that in descriptive text, you are writing about what a person, place, or thing is like. Sometimes one may know where a place is located. Descriptive text can help a person to understand something that they never know before. Siregar and Dongoran (2020) writes that Descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides an image to the reader. Gerot and Wignell (1994) in Anggun (2016) state that Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well.

Seventh grade students in junior high school are still in the stage of transformation, therefore they need a certain amount of attention when doing something. Many seventh grade students still find it hard to understand a text and need the teacher to explain the text thoroughly. The students also need the example they can follow, the teacher cannot let the students do something without giving an example. Some students need examples and explanations only once, but other students need more than one example and one explanation. The teacher must be patient and guide them slowly. Students' low ability in writing descriptive text can happen

because of the limitation in the use of media, lack of interesting technique, students lack of interest in teaching and learning activity and stressful atmosphere when learning. Therefore, in teaching writing it needs interesting media and technique and a comfortable atmosphere. Based on the description above, the research aims at describing how the mind mapping to improve the students' ability of descriptive texts in the seventh grade of SMP 2 Ngajum Malang.

METODE

This research used classroom action research (CAR). Khasinah (2013) writes that Action Research is a process in which educators examine their own practice systematically and carefully using the techniques of research. Participants design the research question, collect data, analyze what they have learned, and write about their findings. Yaumi and Damopolii (2014) writes that classroom action research is a systematic procedure done by a teacher (or any other person in the education environment) to gather information to improve the way of learning and teaching, for the students and for the material of teaching and learning activity.

This research are based on Kurt Lewin's CAR with planning, acting, observing and reflecting. 1). Planning, In this stage, the researcher prepare many things, such as lesson plan, technique, media, observation sheets, and material for teaching and learning activity.2) Acting, This stage is the realization of the plan, all the plans that are already done will be implemented here. In this stage, the researcher is not just researching, but also needs to do the teaching. 3) Observing, This stage is done at the same time as the acting stage, the researcher gathers all the information. 4). Reflecting, In this stage, the researcher analyzes all the data gathered. This stage is important because in this stage, it can be seen whether the CAR is successful or not. IF a cycle is not successful, the researcher need to find out the reason and improved in the next cycle.

Criteria of Success in this research are when 75% of students can get 75 results in the cycle test. This research conducted from March until April 2023, each cycle is two meetings, therefore in this study it was conducted in five meetings. The subject is the seventh grade students of SMPN 2 Ngajum in class 7D.

The scoring rubric is based on Brown rubric, with the full score of 100. The aspect in Brown's rubric is content, organization, grammar, vocabulary and mechanic. For each aspect, if students make few to no mistakes, they got 20. For students who make same mistakes or incomplete, they got 15. For students who makes many mistakes and their text is incomplete, they got 20. And for students who not complete their text or their text make no sense, they got 5. To calculate their score, the researcher use the following formula,

To get the average of each aspects of the writing, the formula will be use:

$$X = \frac{\Sigma x}{N}$$

Where:
X = Mean
Σx = The sum of all score
N = Total number of subject
(Anas in Nofrita, 2019)

To get the class average of criteria of success which is 75% of the students that can get the score of 75:

$$P = \frac{F}{N} X 100\%$$

Where:
P = Class percentage
F = Total percentage score
N = Number of students
(Anas in Fajriyani, 2011)

To find out the improvement of students' writing ability, the researcher used the percentage technique with the following formula:

$$\% = \frac{X2 - X1}{X1} \times 100\%$$

Where:

%   = The percentage of the student's improvement

X1   = The mean score of Test

X2   = The mean score of Cycle Test

(Gay in Jusmawar, 2016)

RESULT AND DISCUSSION
Result

Based on the data collected above, it was found that the mean of the test in preliminary study was 57.58, cycle 1: 68.6 cycle 2: 79.48. Besides, the aspect in the test is Content, Organization, Grammar, Vocabulary, and Mechanic. Based on the data above, it could be seen that the result of the Test was not very good or poor. After the implementation of mind mapping the results of the Cycle Test were gradually becoming better. Classroom Action Research is not based on results, but based on the process. In the process of improving students' writing ability in descriptive text, many things happened with the students. At first, the students were not really enthusiastic with the teaching and learning activity, but after the usage of mind mapping, the students gradually were interested in teaching and learning activity.

The Test was given before the Classroom Action Research begans, it was given after the teacher explained the material with the usual practice. It did not give other techniques, just explaining and giving tasks on the spot and giving detail and repeat explanation if needed. Each of the results can be seen below.

Content   : 13.45
Organization : 11.38
Grammar   : 10.34
Vocabulary   : 10.69
Mechanic   : 11.72
Total Score   : 57.58

From the 29 students of class 7D, only 3 students who could pass the Test, the remaining 26 students could not pass the Test.

Passed   : 3 students, 10.3%
Not Passed   : 26 students, 89,7%

The test was included in preliminary study and aimed at knowing the real condition in the school. Because of a condition, the task is to write descriptive text. Nevertheless, before the task was given, the researcher already explained to them how to write descriptive text and the researcher also assisted them in writing descriptive text. The Test was not given in the first meeting of the students and the researcher, it can be mentioned that students and the researcher are quite familiar even though the researcher is not their real teacher. But when the researcher explains to the students that they will be given a new chapter and that they have already finished their last chapter, they show resistance to this information. When the researcher asked them for the reason, they said that they are afraid this new chapter will be harder and they like the last chapter that they already understand. It can be seen here that they think english is a hard subject to learn and the students fear it getting harder.

a. Cycle 1

The results of the students started to become better. Many students showed signs of improvement, even the worst students showing signs of improvement. But there were some students who had the same result as the Test as shown in the following ways.

Content   : 15
Organization : 13.62
Grammar   : 13.96
Vocabulary   : 13.96
Mechanic   : 12.06
Total Score   : 68.6

Each aspect showed signs of improvement from the previous Test, but the improvement is not enough. It is the reason that cycle 2 is needed in this classroom action research.

Passed : 13 students, 44.8%
Not Passed : 16 students, 55.2%

The process of cycle one could be considered difficult because the difficulty lies in the students' belief that it is hard to start new chapters and new material. As the seventh grade students, their sense of collaboration with each other in class is not really high. Therefore, when one student asked the others did not pay attention. Also if there was another who asked the same question, they didn't want to ask their friends and choose to ask their teacher. It is not a bad thing actually, but if they asked the same questions and always wanted to be the first to answer, it is quite hard for their teacher. From the media used, the students showed acceptance. From just being explained to be invited to see in real life, they liked to be invited to see animals around them. They saw ants, ladybugs, grasshoppers, and chickens.

Other than inviting the students to see animals in real time, the researcher also guided them to do mind mapping and showed them the example to write descriptive text from the mind mapping. The researcher also helped them with the vocabulary and grammar when they found trouble there. The atmosphere in the cycle one is slightly relaxing, few students already accept the new material, but most students are still hesitant to learn the new material.

b. Cycle 2

Cycle 2 happens because cycle one results are not satisfactory, the result doesn't reach the criteria of success that was already set before. Below here is the result of post test in cycle two :

Content : 16.9
Organization : 14.66

Grammar : 16.2
Vocabulary : 16.03
Mechanic : 15.69
Total Score : 79.48

Even though the mean score is not really high, it already reaches the criteria of success. And the students who passed already reached the criteria of success.

Passed : 24 students, 82.8%
Not Passed : 5 students, 17.2%

In the cycle 2 of this research, the researchers modified something, that is the vocabulary. In cycle 1 the researcher just helps them when they ask, in cycle 2, the researcher writes the vocabulary on the whiteboard. And this method is quite successful for the students. With the vocabulary in the whiteboard, the students never ask the same question about the vocabulary anymore, because they can see for themself in the whiteboard. The media is still a real object, for this cycle it is a deskmate. For those sitting alone, the researcher allows them to choose whoever is in the class for the description. In this cycle, the students are completely relaxed. The reason is because they know how mind mapping techniques work, they also know how to write descriptive text from mind mapping and they can describe people around them that are very obvious and can be observed directly. With the result of cycle two, this research is considered a success.

Discussion

On the basis on the result above, the findings in terms of the use of mind mapping to improve the students' writing abilities in Junior High School 2 of Ngajum Malang can be analyzed in more detailed analysis in the following ways. In the criteria of success, there were criteria of when 75% of students can pass the writing assessment, it can be concluded that the research is successful. After two cycles, the students who reach 75 in the test are 82.8% of the students. Meaning

that 24 students can pass the 75 and 5 students didn't pass. The improvement of students that passed criteria of success from Test to cycle 1 is 34.5%, from cycle 1 to cycle 2 is 38% and from Test to cycle 2 is 72.5%.

From the Test of students who can succeed are only 3 students and just 10.3% of students who succeed and 26 students in 89.7% who did not pass the criteria of success. To the cycle one where 13 students in 44.8% who can pass the criteria of success and 16 students in 55.2% who did not pass the criteria of success. The result of cycle two is a few higher than the criteria of success, 24 students in 82.8% who can pass the criteria of success and 5 students in 17.2% who did not pass the criteria of success.
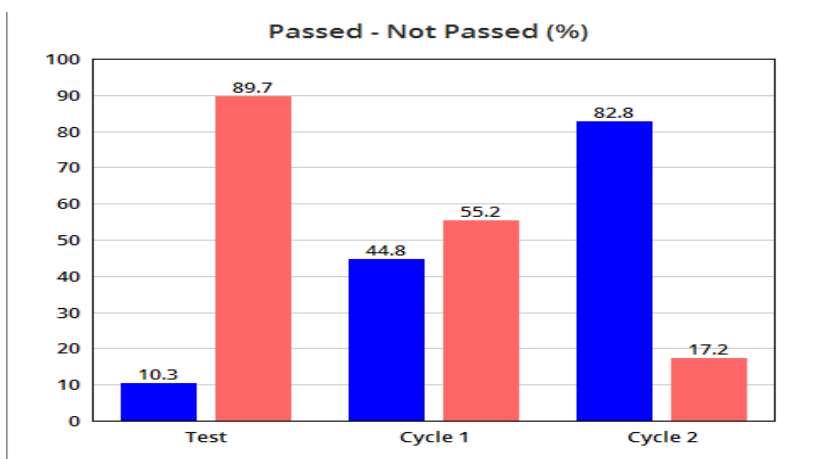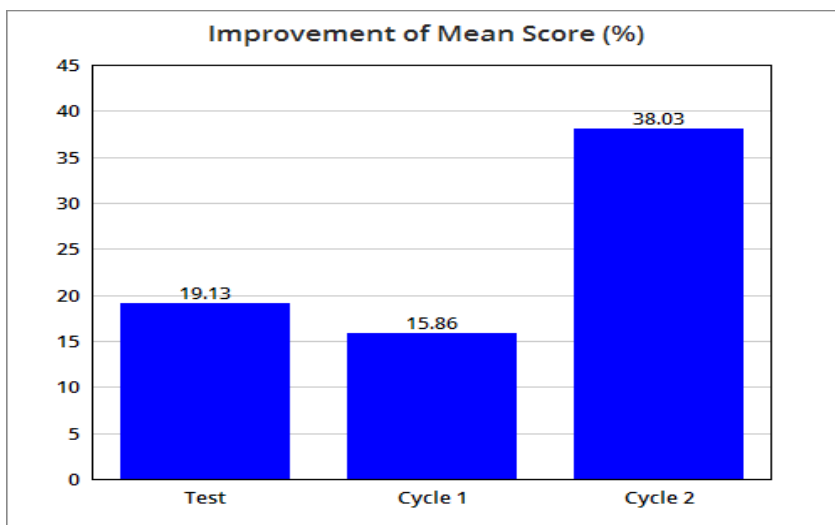

Figure 1. Students that Passed

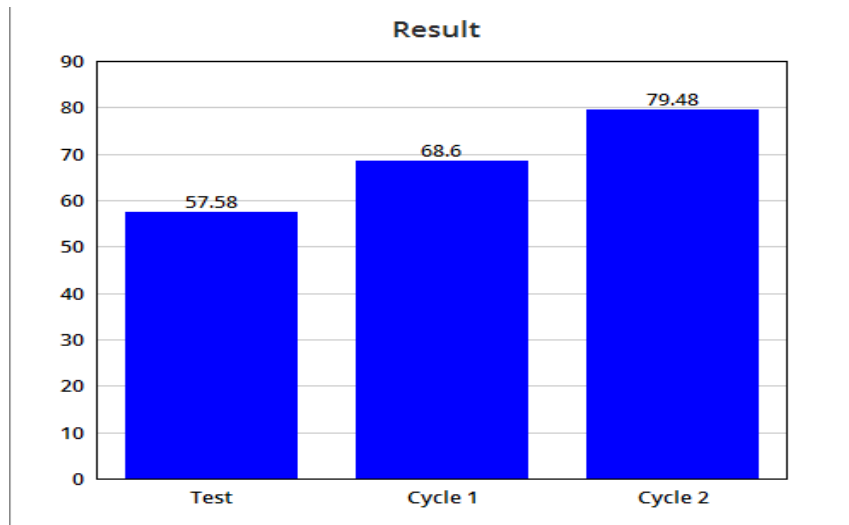Figure 2. Improvement of Mean Score

Figure 3. Results of Cycle

The improvement of the result is not really obvious, from Test to cycle one, the improvement of the result is 19.13% and the cycle one to cycle two is 15.86%. And the improvement from the Test to cycle two is 38.03%. Although the improvement is not really high, it already reaches the criteria of success. Therefore, this research is considered a success.

The mean of each test can be seen in the graphic below, in Test, students' mean score is 57.58. In cycle 1, students' mean score is 68.6. And in cycle 2, students' mean score is 79.48.

The aspect of writing that is quite low in each test is different. In the Test, the students lack grammar. To help students, the researcher assists them in doing grammar, showing them which side is correct and which side is incorrect. In cycle one, the students lack mechanics.

They often forget to give a period at the end of the text and do not give a comma where they should put a comma and make out a period instead, that is make the sentences short. In cycle two, the students lack in organization, because the theme is what the students like, they write it whatever they like and make the paragraph messy.

The observation from the start to finish shows many things, from the tense atmosphere when learning new material to the relaxed atmosphere because the students know they can do the material. They also start joking in the class to relax the atmosphere and help each other in doing the task. Even though their collaboration is not really good as a seventh grade student, they can collaborate and help each other, moreover in my deskmate theme, they can help each other write the descriptive text, even though the reason they help their deskmate is they don't want the weird description of themselves.

Other than the result that does not reach the criteria of success, the other reason to continue to the cycle 2 is because the process is not smooth and the students have not mastered the technique and the material. Although the students have not mastered the technique and the material at the end of cycle 2, it is better than the cycle 1. In cycle one, the atmosphere is not really relaxing, but in cycle two, the students have completely relaxed and start to show their true nature and attitude.

After cycle one that is not successful, the researcher does reflection to do better in cycle two. The reflection is writing vocabulary on the whiteboard for the students to see anytime. In cycle one, the researcher just answers the question if students ask, but in cycle two, the researcher directly writes the vocabulary on the whiteboard. Of the previous researches done, the findings of the study have close relations in the fact that the research support the previous ones, and the next ones can follow up these findings, especially in the use of mind mapping for the students' improvement especially in writing abilities.

CONCLUTION

The research on mind mapping methods to improve students' writing ability in descriptive text in SMPN 2 Ngajum, 2022/2023 in class 7D were done. It can be concluded that mind mapping can improve students' writing ability in descriptive text. It can be seen in the result of Test, cycle 1 and cycle 2. Where in Test the mean is 57.58 with 10.3% students who passed, in cycle 1 the mean is 68.6 with 44.8% students who passed and in the cycle 2, the mean is 79.48 with 82.8% who reach 75.

The Mind mapping is a good technique, but mind mapping alone cannot help students, it needs other aspects too. If there are limitations in media use, teachers can ask students to observe in real time about the subject they want to write in line with the theme. Teachers also need to provide vocabulary in the whiteboard in case students need it. Although the teacher can ask the students what the English of an Indonesian word is, it is best if the teacher also writes it so students do not forget.

Not only pictures and colorful lines can attract students' attention, the relaxed and comfortable atmosphere when teaching can also attract student's attention. Being heard by a teacher can make students happy, make sure to hear students in teaching and learning activities. Praising them if they are doing good is also needed, it can make students feel honored and they will do their best next time the teacher asks a question.

Therefore, a good method combined with a good teacher can bring out the best in students.

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