



## The Use of Mind Mapping Technique In Improving Students' Writing Ability at SMA Al-Khazanah Tidore Kepulauan

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### Abstract

*The research aims to see the using of mind mapping techniques in improving students' writing ability. The subjects are 16 students of grade XI at SMA Al-Khazanah and the type of this research is quantitative. The data are gained by assessing the students' writing ability through the post-test in control class and experimental class. The data analysis is using t-test by determining mean and standard error of both variables. T-test is used to see the difference between the result and t-table. The result of the research showed that the hypothesis null ( $H_0$ ) are rejected and hypothesis alternative ( $H_1$ ) are accepted because the t-observation (5,062) higher than t-table (1,895). It can be concluded that mind mapping had positive effect toward students' writing ability. Mind mapping made students' more active and creative in shared their ideas in writing English.*

**Keywords:** *Mind Mapping, Writing, Ability*

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## INTRODUCTION

Learning language involves fourth crucial skills; they are reading, writing, listening and speaking. Writing is the way to express ideas in written from using letter, word, art or media and it requires mental process in order to express the ideas. Westwood (2008) said that "written language is perhaps the most difficult of all skill to acquire because its development involves the effective coordination of many different cognitive linguistic and psychomotor processes". It is not easy to study writing because in the writing we learn about how to put a pen and paper, how to write a letter, make a correlation between words and become a sentence, and how to make our writing product are interesting to read by other people.

However, everyone as language learner ensured study writing skill. As well writing skill is component of language skill with important rule in human life. Through writing activity, an individual can express his idea and thought then achieve purpose and objective. Beside that in writing we have effort to use a grammar in every sentence we are writing for, because grammar is important to express our idea and opinion. Through writing someone convey their ideas, feelings, events, and objects to others, for that reason this ability should be taught appropriately is school.



In teaching writing, teachers sometimes faced some students that have problems. The students have difficulties to express their idea in writing, and they also difficult to write sentences in English. Generally, they find difficulties in finding the theme, in wording, and mastering grammar poorly. These difficulties make the students incapable of expressing idea and thought well, even they write reluctantly.

Due to weaknesses of the students' writing ability that was always found in anywhere of any aspect and reasons, student in formal school who learn English as a subject in curriculum are insisted to understanding those skills which is part of English it self, they are Speaking, Reading, Listning, and Writing. These skills are being the arbiter to knowing English no exception to the writing skill. In reality student who learn English without an interest always experiencing difficulties in school. The cause is quitly various, those are, the English is not student's mother tongue, English is foreign language, English is unfamiliar for student who only lived at rural area, English less interest by students, and in the globalization era, English is not only as universal language,.

To solve the students' problem in writing ,one technique that can be used to help students' writing ability is mind mapping (Buzan, 2005). According to Murley (2007) mind mapping can maximize brain's ability in associating number with visual qualities (space, image, color) and as the result the memory will be able to store more fact. Concept mapping also known as semantic mapping, clistering or webbing has gradually been developed as one of the effective technique in generating ideas for writing.

Based on the problems, this research must be held to see the using of mind mapping technique that can improve student's writing ability or not. The research's significances are to improve students' writing ability and to facilitate the students in conveying their ideas and opinion. For the teachers, it will be a good reference in teaching writing by using mind mapping technique.

### **Definition of Writing**

Rivers (1981) stated that writing is conveying information or expressing original ideas in a consecutive way in the new language. By writing, someone expressed their ideas and give information through new language that they write before. Brown (2001) also claimed that writing is thinking process. Furthermore, he stated that the writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (cited in Brown, 2001) also said that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think, it is because the writing process reflects things, with stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students' will start looking for some reasons when they start to write and produce written sentences, they also will find some difficulties when they try to write.

According to Gebhardt and Rodrigues (1989, p. 1), writing is one of the most important things you do in school. Students in good writing will success in examination. Zamel (cited in Graham and Perin, 2007) pointed out that writers go through the process where meaning is created because writers seem to start off the process notknowing what they are going to say at all.

Klein (1985) explained that writing is the ability to put pen and paper to express ideas through symbols. This way, representations on the paper will have meaning and the content should be communicated to other people by the writer. In writing any idea that you advance must be supported with specific reasons or details. Chambell in her said that one of life greatest releases is to express oneself in writing. She goes further by quoting one of her students as saying the writing as a form of creative release in a second or foreign language is freedom.

### **Teaching Writing**

Brown (2001) develops some principles for designing interactive writing techniques. They are as follows:

1. *Incorporating practices of "good" writers to be a good writer should fulfill some criteria. They are:*

- a. Focusing on goals or main ideas in writing,
- b. Gauging their audience perceptively,
- c. Spending some time (but not too much) planning to write,
- d. Letting their first ideas flow into the paper easily,
- e. Following the general organizational plan as they write,
- f. Soliciting and utilizing feedback on their writing,
- g. Are not wedded to certain surface structure,
- h. Revising their work willingly and efficiently, and
- i. Making as many revisions as needed patiently.

2. *Balancing process of product.*

Because writing is a composing process and usually requires multiple drafts before an effective product is created, a teacher has to make sure that students are carefully led through appropriate stages in the process of composing. At the same time, do not get so caught up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing. Make sure students see that everything leading up to this final relation was worth the effort.

3. *Accounting for cultural/literary backgrounds.*

Make sure that the techniques do not assume that our students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that we are trying to teach, trying to help students understand what it is, exactly, that they are accustomed to and then by degrees, bring them to the use of acceptable English rhetoric.

4. *Connecting reading and writing.*

Clearly, students learn to write in part by carefully observing what is already written. They learn by observing, or reading the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about the subject matter that may become the topic of their writing.

5. *Providing as much authentic writing as possible.*

Whether writing is real writing or for display, it can still be authentic in that the purposes of writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class

news letter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements-all these can be seen as authentic writing.

6. *Framing the techniques in terms of prewriting, drafting and revising stages.* Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages are the core of process writing. In traditional approaches to writing instruction, students are given time in-class to finish their work, or they are given a homework writing assignment. The first option gives no opportunity systematic drafting, and the second assumes that if students did any drafting at all, they would simply have to learn the tricks of the trade of their own. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

### **Mind Mapping Technique**

Mind mapping use a diagram used to visually organize information. A mind mapping is hierachial and shows relationship among pieces of the whole. It is often created around a single concept, and other ideas branch out from those. Mind Maps can be drawn by hand, either "rough notes" during a lecture, meeting or planning session. Mind mapping are considered to be a type of spider diagram.

Buzan (2008) explained that mind mapping is a creative note taking technique in a visualization and graphic forms that is used to make people find it easy to enter information into their brains, keeping information in a long term memory and taking it out from their brain easily by engaging imagination and association.

Silberman (2009) also added that mind mapping is a diagram that have functions as away to student ideas and represent words, tasks, or another links that arrange at central keyword by branches and typically it contains words, colors, short phrase, and picture. In addition, Dawson (2005) expressed that mind mapping is a type of pre writing method as the first stage of the writing process and as the point at to discover and explore our initial ides about a subject. Pre writing helps use to get our idea on paper, though not usually in an organized form and brainstorming thoughts that might eventually make their way in to our writing.

### **Steps in Making the Mind Mapping**

Mind mapping is a system that uses brain management to open all the hidden brain potency and capacity. Besides, mind mapping is also a learning system that is often used to help students to learn effectively, efficiently and happily. Buzan (2005) mentioned that seven stages to make a mind mapping as follows:

1. *Putting the main idea in the center.*

The beginning idea in the center is designed to give freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action. Most students find it useful to turn their page on the side and do mind map in "landscape" style. Placing the main idea or topic in the middle of page will give maximum space for other ideas to radiate out from the center.

2. *Using a picture or photo for the central idea.*

Picture and photo are important enough in making mind mapping. It is because pictures have a strong impact on imagination and memory. It also pleases sight and keeps attention focused.

3. *Using colors.*

Color makes mind map more alive and adds the energy on creative thinking. It can be used to capture eye's attention and interest.

4. *Connecting main branches to the center picture and connect the second and third branches to the first and second, and so on.*

Trying to connect main branches to the center picture and connect the second and third branches to the first and second, and so on because the brain works according to the association. Human brain likes to relate two or more things all at once. The connections among branches make it easier to understand and remember.

5. *Making a curve line connector, not a straight line.*

A mind map with straight lines is boring to the eyes and does not reflect its creative intent, but the curve branches like a tree branches are more interesting for eyes.

6. *Using one key word for each line.*

It is because a single key word gives more energy and flexibility for mind mapping.

7. *Using pictures.*

Image and symbol are easy to remember, and they stimulate new creative association.

So that, mind mapping is a simple technique that can be used to note creatively and effectively. Besides, it can help the students to memorize information, by using mind mapping, people can emerge and organize ideas to be a good sentence. Moreover, mind mapping can make the students happy in studying because there are colorful pictures. That is the reason that mind mapping is a technique can be used to learn writing skills.

In this stage researcher get a conclusion that the writer have to write ideas and opinion by using picture or photo, colors, able to connected ideas and color or photo, and using key word to be a foundation in write something.

### **The Benefit of the Mind Mapping in Writing**

Some people realize that a certain chart or diagram can help them rearrange and visualize the ideas that bear on their mind. That chart usually helps them to remember well by using symbol or pictures that can represent words and ideas. Mind mapping has many benefits in the daily life. According to Murley (2007), there are some advantages of mind mapping technique. One of them is that the radiating design concept keeps the mind topic or central idea with all its major sub-topics close to it. Similarity, sub-topics stay close to their topic. This arrangement keeps the big picture in focus. Beside, mind mapping makes relationships and connectors easier to see, it is more flexible than outlining. In addition, it encourages creativity and improves memory retention and it is also easier to understand, saves time and increases productivity.

The mind mapping is also considered as the technique that enables the user to enlist the full power of the brain both the right side, which is employed for spatial

wareness, a sense of wholeness, imagination, day dreaming and color, and the leftside, which is the more analytical, logical side. According to De Porter and Mike (2008), the mind mapping has four benefits. They are as follows.

1. It is flexible; flexible in case that missing idea can be added in every place in mind mapping.
2. It focuses attention; in mind mapping, we do not pay attention in every word. We only mention such words which become ideas. Thus, we can concentrate more in ideas.
3. It increases understanding; mind mapping will improve the comprehension and produce valuable frequent note later.
4. It is fun; The mind mapping does not limit the imagination and creativity. That makes mind mapping become one of the amusing technique in writing.

So as we can see that mind mapping has many benefits in writing, the researcher applies it in teaching writing for the eleventh grade students in senior high school.

## **METHODOLOGY**

This research is using quantitative method with true experimental design. They are two classes which get treatments and post-test, namely experiment class and control class. Experiment class is a class which get a treatment by using mind mapping technique with the kinds of writing is descriptive writing and the topic is about Champing, meanwhile control class is a class which get a treatment but not apply mind mapping. Population of this research is at second grade of SMA Al-Khazanah Tidore Kepulauan, it is divided into two classes (XI IPA 1 & and XI IPS 1), total number of students are 16 students with differentiation of level in each class. The samples are all students who divided into 8 students each class. The data collection is by giving post-test, and to analyse the data use t-test formula by determining mean, standard error and the difference between t-observation and t-table.

## **FINDING AND DISCUSSION**

In increasing the students' writing skill, the teacher must be able to guide the students in upgrading the competence of their writings. Accurate writing involves spelling, forming letters, writing legibly, punctuating, using correct layouts, choosing the right vocabulary, using grammar, joining sentences and using paragraph. All aspects must be writing correctly to produce good writing. In composing the writing product, Brown (2001) stated that the composition that should be included; the gathering of certain standards of prescribed English rhetorical style, reflecting accurate grammar, and being organized in conformity what the audience would consider to be conventional.

The finding of the research showed that there are difference between the result of post-test experiment class and post-test control class which experiment class gave treatment by using mind mapping technique and control class gave treatment by conventional technique.

Table 1. Post-test score of control class

No	Initial	Score (Y)
1	DN	25
2	IM	25
3	IU	30
4	JM	30
5	JL	25
6	NK	30
7	SA	20
8	SN	25
<b>Total</b>		<b>130</b>

Table 2. Post-test score of experiment class

No	Initial	Score (X)
1	JD	65
2	MJ	65
3	KN	65
4	SS	60
5	PD	65
6	AM	70
7	OB	70
8	SM	65
<b>Total</b>		<b>205</b>

From the tables above, it indicates that the students who taught by applying mind mapping technique have score higher than the students who taught by conventional technique. The researcher used scoring criteria to count students' scores; they are content, organization, vocabulary, language use and mechanics. First, contents consist of knowledge, substantive, development of ideas, and relevant to assigned topic. Second, organizations consist of fluent expression, ideas clearly stated/supported, succinct, well-organized, and logical sequencing, and cohesive. Third, languages use consist of effective word/idiom, choice and usage, word form mastery and appropriate register. Fourth, contents consist of effective complex constructions, few errors of agreement, tense, number, word, order/function, articles, pronouns, and preposition. Lastly, mechanics consist of demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, and paragraphing.

Based on the result, there is 1 student in control class who got score 20 in vocabulary, language use, content and mechanics. Lack of knowledge influence the development of ideas and the meaning of paragraph was absurd. Meanwhile, in experiment class there is 1 student who got score 60 because the development of ideas is good and the expression flows fluently but the tenses is still in wrong place, and also there are error in some paragraph.

The middle score in control class is 25; there are 4 students who got it. They still lack in knowledge when writing, the use of language also bad, and the

expression is not fluently produced. In experiment class, there are 5 students got 65. They are good in vocabulary and mechanics but lack in content and language use. The high score in control class is 30 got by 1 student who knows about mechanics but in vocabulary, language use and content he is still bad. The high score in experiment class got by 2 students, they write better than other because they understand the mechanics, content, good in vocabulary but still less in organize the writing.

The difference score between two classes explained that the using of mind mapping technique make students understand in choosing topics, using a good words and arrange sentence correctly. They can explore their ideas and write down fluently by considering the rule of writing itself. Mind mapping technique is grouping some ideas that help the students in remembering and analysing a problem. So, the students are easy to write because they know the steps in writing. When they know the topics, they elaborate it into main branch that may consist of two or three words then divided into sub-topics. They will find more ideas in writing because the steps are structured clearly.

## **CONCLUSION**

Based on the result of the research, researcher can conclude that the using of mind mapping technique can improve students' writing ability. It can be seen from the result of post-test in treatment class that higher than post-test control class. In control class some students lack in vocabulary, they write in Bahasa. They also difficult in putting accurate grammar and organize sentence. However, in experiment class students more easy in writing because they have structured what they want to write. So, it is easier to them. Mind mapping have positive effect toward students' writing ability by improving their skill better.

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