

**Improving Writing Ability Using Mind Mapping Technique for the Eleventh
Grade Students at SMA Negeri 1 Kalasan in the Academic Year of 2016 /
2017**

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Abstract: This research is aimed to improve students' writing ability in writing analytical exposition texts using mind mapping technique for the eleventh grade at SMA Negeri 1 Kalasan. This research is categorized as classroom action research. The research was conducted in two cycles. The results of the research showed that the implementation of mind mapping technique in the teaching and learning process of writing was believed to be effective and successful to improve students' writing ability supported by the following statements. First, mind mapping technique helps students in bringing out the ideas, developing the ideas, and organizing the ideas. Second, mind mapping technique promote students' creativity in the same time. Third, it can increase students' involvement and enthusiasm in following the process of teaching and learning of writing. Fourth, there is improvement in students' writing achievement. Based on the quantitative data, the students' mean score obtained in the pre-test was 47.39 and increased into 64.57 in post-test of Cycle 1 and became 70.60 in the post-test of Cycle 2. Then, the gained score from pre-test to post-test in Cycle 2 was 23.21. This means students made a significant improvement in writing analytical exposition texts.

Keywords: *Mind Mapping, Writing Ability, Analytical Exposition Text*

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Introduction

English is an international language that is used to communicate among people who come from different countries with different first languages. Moreover, English is also used in many aspects such as education, business, economic, tourism, art and culture, etc. It helps people develop science, technology, art and culture. It also improves relationships among nations. Based on the facts, it can be understood that English is an important language to be learned and mastered. The importance of English makes people in the world, including Indonesian people, decide to learn and master it. Brown (2001: 118) says that more than half of the one billion English speakers of the world learn English as a second or foreign language. Furthermore, the importance of learning English also makes governments around the world state English as a compulsory subject that should be learned in school. Crystal (2003) declares that nowadays English is the language that is most widely taught in more than 100 countries in the world such as China, Russia, Germany, Spain, Egypt and Brazil. In those countries, English is regarded as the chief foreign language to be taught in schools.

In Indonesia, the English subject serves as a compulsory subject from Junior High School to university levels. According to Indonesian curriculum, the aim of English teaching and learning is to develop students' communicative competence to speak English in both spoken and written form in order to face the development of science and technology in the globalization era. Students do not only expected to communicate using English orally, but they have to master the written form as well. Spoken and written languages differ from each other for they have their own characteristics. Spoken language uses conventionalized sounds while written language uses conventionalized signs.

There are four macro-skills that students need to master when they learn English. They are listening, speaking, reading, and writing. These four macro-skills are classified into receptive and productive skills. Listening and reading belong to receptive skills while speaking and writing belong to productive skill. Receptive skills are skills in which learners do not need to produce language. Meanwhile, productive skills are skills in which learners need to use language that they have acquired and finally try to produce message to convey the meaning that they want to deliver through speech and written form. Those four macro-skills are related to each other so people cannot only learn some of them if they want to master the language.

However, learning English itself is not easy for Indonesian students. Even though they have learned it for years in either formal or informal education, most of them still cannot speak and write English well. Among those four macro-skills of English, writing is considered as the most difficult one. Richards and Renandya (2002: 303) state that writing is the most difficult skill to be mastered by second or foreign language learners. Writing is not simply speech written down on paper. Written language tends to be more formal rather than spoken language. Unlike speech, writing requires systematic instruction and practice. It is also more restricted and generally follows a standardized form of grammar, structure, organization, and vocabulary. Thus, it makes the written language seems to be more difficult than the spoken language to be mastered.

Even though the written language is more difficult than the spoken one, secondary level students are still expected to master both spoken and written language as it is stated in the curriculum. This also happens to be the case found in SMA Negeri 1 Kalasan. Eleventh grade students of SMA Negeri 1 Kalasan are expected to master English well in both spoken and written form. Based on the classroom observation done in SMA Negeri 1 Kalasan, there were several problems related to students' writing ability and teaching and learning process of writing. Most students had low writing skills. Consequently, the students' writing scores were low. Some students were good in spoken form yet they had weaknesses in written form. The students found it difficult to master written form and there were some factors that caused it. The first one is because they did not know how to express their ideas in written form. Eventhough they already found a topic to write, they did not know how to develop and generate their ideas. They found obstacles to organize the ideas as well. The second one is vocabulary mastery. Most of

students had limited vocabulary to express their ideas. It was not easy for them to translate their ideas from their first language into target language due to the limitation of vocabulary. The third one is about the grammatical rules. Most students were still confused of the tenses and the use of grammar. The lack of the grammatical rules mastery caused the students make mistakes in constructing sentences and paragraphs. The last one is the students' involvement. There were some students who lacked involvement to do writing practice. The teacher used monotonous technique and media in teaching writing. She also did not provide students with many interesting writing activities. As a result, the students were not interested in following the teaching and learning process of writing. They liked talking to their friends and did things which were not related to the lesson. The monotonous technique and writing activity also made them sleepy. Thus, there were some students who laid their heads down on the table.

To solve the problems above, an interesting teaching technique needs to be implemented to improve students' writing achievement. Mind map is one of the teaching writing techniques that is useful. It can improve students' involvement and make them interested in learning writing. To make mind map, students can use colorful pens and add pictures. Then, they can connect their ideas using line. Buzan (2006: 4) says that mind map is the most excellent tool which helps mind to keep thinking. This technique helps students to construct a text and remember things that they want to describe easily.

Regarding the reasons above, the researcher is interested to conduct a classroom action research entitled: Improving Writing Ability Using Mind Mapping Technique for Eleventh Grade Students in SMA Negeri 1 Kalasan in the Academic Year Of 2016/2017.

Research Method

This classroom action research was adapted from Kemmis and McTaggard (1988) in Burns (2010: 7-9) consisting of two cycles. Each cycle consisted of planning, action, observation, and reflection. This research was conducted in the end of first semester of the academic year 2016 / 2017. The subjects of the research were eleventh grade students of SMA Negeri 1 Kalasan in the academic year of 2016 / 2017. The data of the research were in the form of qualitative and quantitative data. The qualitative data were obtained through classroom observations and interviews with the English teacher and the students. The data were in the form of field notes and interview transcripts. The quantitative data were obtained by assessing students' ability in writing analytical exposition text via pre-test, post-test 1, and post-test 2. The data were in the form of mean scores. There were some instruments used in this research. They were observation checklists, interview guidelines, writing tests (a pre-test and post-tests), students' worksheets, and writing rubric assessment. In analyzing the qualitative data in the research, the researcher used some steps of qualitative data analysis which was proposed by Burns (2010) namely assembling the data, categorizing the data, comparing the data, building meaning and interpretations, and reporting the outcomes. While the

quantitative data that was obtained from the pre-test and post-tests were analyzed using descriptive statistic. To check the validity of the data, the researcher used five criteria of validity proposed by Arderson (1999: 161-162) which were democratic validity, dialotic validity, catalytic validity, process validity, and outcome validity. The reliability of the research data was checked by using time and investigator triangulation proposed by Denzin (1978) in Burns (1999: 164).

Findings and Discussion

The findings, which are based on the result of Cycle I and Cycle II, are presented and discussed in this part. The findings are in in the form of qualitative data and quantitative data.

In qualitative data, the findings are in the form of general discussions of the actions. There are three conclusions that can be derived from the implementation of mind mapping technique in improving students' writing ability. The first conclusion is related to the students' interest and involvement during the teaching and learning of writing. Previously, students were not highly-involved in the lessons. There were some of students who did not pay attention to the teacher's explanation. They tended to talk with their friends and did something which was not related to the lesson. There were only few students who were actively-participated during the lesson. In addition, there were some students who were sleepy during the lesson. It could be seen by how some of students tended to lay their head down on the table. After the implementation, students' interest and involvement improved. They began to follow the teaching and learning process enthusiastically. The students gave good responses on the process of the implementation of mind mapping technique. The use of colors and pictures in the mind map could attract their interest and involvement. The number of students who were sleepy also decreased. Besides, students, who were being quiet before the implementation, began to speak up and follow the lesson. Thus, the number of students, who were actively-participated during the lesson, increased.

Second conclusion is related to the students' creativity. Mind mapping technique is believed to promote students' creativity. In decorating the mind map, students had freedom to use their imagination and creativity. The could use any colors and add pictures for their mind maps. By doing it, students' creativity was improved as well.

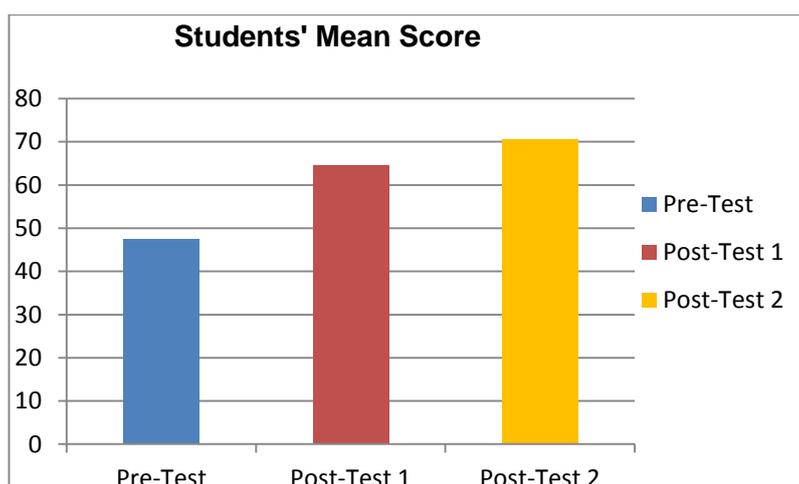
The last conclusion is related to the improvement of students' writing ability itself. Before the implementation, students often spent too much time to bring out the ideas for their writing, develop their ideas, and organize their ideas. After the implementation, students could spend lesser time in bringing out the ideas. They began to spend time for writing effectively. The use of key words in the mind map also helped them to develop the ideas and enriched their vocabulary. At the same time, the use of branches in mind map could help students in demonstrating the connections between their ideas. In addition, mind mapping technique also could

guide the students to organize their writing into the right organizations like thesis, arguments, and reiteration. It showed that mind mapping technique was a cognitive way that helped students in thinking aspects. It helped them learn to write analytical exposition text. Furthermore, students' writing aspects such as content, organization, vocabulary, grammar, and mechanic also significantly improved.

To support the qualitative data, the quantitative data is also presented. The quantitative data were derived from students' writing scores. The quantitative data were in the form of mean scores from students' writing scores in the pre-test, post-test 1, and post-test 2 that had been done before and after the implementation of the actions. The improvement of students' writing aspects in Cycle I and Cycle II are presented in the following tables.

Pre-Test	Post-Test 1	Post-Test 2
47.39	64.57	70.60

In reference to Table 9 above, it means that students' mean scores improve. In the pre-test, students' mean score is 47.39. After the implementation of mind mapping technique in Cycle 1, students' mean score becomes 64.57. Thus, the gained score is 17.18. Then, the mean score that students gained in the post-test 2 is 70.60. It means that the gained score from post-test 1 to post-test 2 is 6.03. Thus, the gained score from pre-test to post-test 2 is 23.21. The improvement is presented in the following chart.



The data presented on Figure 9 prove that there was a significant improvement of students' writing scores from pre-test, post-test 1, and post-test 2. The researcher and the English teacher agreed that the implementation of mind mapping technique in improving students' writing ability during the research was successful. It facilitated them to improve their writing ability effectively. It proved

that mind mapping technique was a cognitive way that helped students in thinking aspects.

Using mind mapping technique increased students' enthusiasm in following teaching and learning process of writing. They now show involvement in writing because the mind map can be colored and added with pictures so the lesson becomes more attractive, fun, and interesting. They seemed happy and interested in making mind map. Coloring their mind maps and decorating them using pictures also improved students' creativity in the same time. They also enjoyed the learning process during writing analytical exposition text. It also gives students various techniques in learning writing.

Conclusions

Based on the result of Cycle I and Cycle II and the discussions of the previous chapter, it can be concluded that mind mapping technique was successful in improving students' writing ability. It was successful in students' achievement in writing analytical exposition texts. It is supported by the following three statements. First, it is related to the improvement of students' writing ability itself. Students' writing ability improved. Mind map helped the students to bring out the ideas for their writing. It enabled them to spend the time for writing effectively. The key words used in the mind map also helped students in developing the ideas. The use of key words also could enrich students' vocabulary. In the same time, it also helped students to organize their ideas into the right organization. This means that mind mapping technique was a cognitive way that helped students in thinking aspect. Moreover, there was significant improvement in some writing aspects such as content, organization, vocabulary, grammar, and mechanic.

Second, it deals with the improvement of students' interest and involvement during the teaching and learning process. The use of colors and pictures in mind map could attract students' involvement and interest. It could avoid the students to feel bored. The number of students who were sleepy could be minimized. In following the lesson, the students showed enthusiasm. They were also actively-participating in doing the activities. The last one deals with students' creativity. The use of mind mapping technique could increase students' creativity. Students had freedom in using their imagination and creativity in decorating their mind maps. Students found out that coloring mind map and decorating mind map with pictures was fun activities.

Thus, it proves that the implementation of mind mapping technique in improving students' achievement in writing analytical exposition texts was successful. It can facilitate the students to improve their writing ability effectively. It is a cognitive way that helps students in thinking aspect. It helps them learn to write analytical exposition text.

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