

MIND MAPPING TO TEACH WRITING IN DESCRIPTIVE TEXT

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ABSTRACT

This research article discussed the effectiveness of mind mapping to teach writing descriptive text. In this case, the subject of research was 32 students of English Department, Faculty of Teacher Training and Education in Mayjen Sungkono University of Mojokerto. This article was aimed to use qualitative pre-experimental research design. The finding showed a significant different score between the pre-test and post-test. It indicated that mind mapping was effective to teach writing descriptive text.

Keywords: mind mapping, writing, descriptive text

Introduction

There The importance of writing for communication had long been realized. Writing was

the way to express ideas in written form using letters, words, art or media, and it required mental process in order to express the ideas (Uusen, 2009). In other word, writing was a communication act; it was a way of sharing information, thought, experiences or idea, between others and ourselves. So, writing skill should be mastered by the students due to it could be used to express the students' ideas as well as feeling and to communicate with others. Writing skill was something which needed to be learned deeply. As it contained some words arranged became a sentence which has meaning of what was being told to the reader. Writing as one of the language skills was not an innate natural ability. Brown (2001) stated writing was a way to end up thinking something which was begun by thinking. Writing was a process of filing down learners' thought in order to express ideas in their mind into written form. Furthermore, Hyland (2002) stated that writing was a textual product, a coherent

arrangement of elements structured according to a system of rules. Writing involved many components of language as like vocabulary, spelling, grammar, and punctuation. In other words, to make a good writing, the students had to have an ability or mastery in all components. That was the hardest part for students. Teacher had to have some supporting aspects in teaching writing. It was not only about the way to give tasks but also the way teacher conducted teaching and learning process. Moreover, writing was the most difficult skill to be learnt among the four skills. To support this opinion, Richards (2002) stated that writing was the most difficult skill for second language learners to master.

Meanwhile, Kane (2000) stated that description was about sensory experience, how something looked, sounded, tasted. Mostly it was about visual experience but description also related to other perceptions. It had social function to describe a particular person, place, or thing

(Wardiman, et al., 2008). It aimed to inform the readers about how something or someone looked like. The characteristic features of person, animal or particular thing became the focus of it. Clouse (2004) added it was an important dimension to our lives because it moved our emotion and expanded our experience. In other words, it recreated sense impression by translating feeling, sound, taste, smell, and look of things into words. Emotion might be described too, as like happiness, fear, loneliness, gloom, and joy.

Buzan (2002) thought that mind mapping was an effective technique that could be used to help teacher in teaching writing. It was not difficult to be applied and created enjoyable classroom atmosphere during teaching and learning process. However, mind mapping was an extraordinary registry and planning which was harmony work with brain to recollect easily fresh idea. It evoked pattern that would show how to order facts and

ideas in interesting ways (Buzan, 2002). In addition, Keles (2012) believed that mind map was an effective tool in learning. It improved students' creativity and permanent learning than teaching English writing without mind mapping technique. This technique facilitated both students and teacher in writing class.

The researchers considered mind mapping technique as an effective technique for students in achieving better writing skill in descriptive text. It was believed that mind mapping made students be more creative, enjoyable and easier to write in descriptive text. The objective of this research was to measure the effectiveness of mind mapping to teach writing in descriptive text.

Method

The research design of this research was quantitative research in pre-experimental. The researchers took one group as sample and it was

given pre-test and post-test. The pre-test was conducted to know the students' basic knowledge while the post-test was conducted to know the improvement of their skill after the treatment. It was comparing the output of the pre-test and post-test. If there was improvement of score between pre-test and post-test or the result of post-test was higher than pre-test, it meant that the research treatments made a different output effectively. The subject of this research was 32 students of 2nd and 4th semester English Department, University of Mayjen Sungkono Mojokerto 2020/2021.

Findings

From the data were taken after pre-test and post-test, the researchers found that the mean score of post-test higher than pre-test. The result was presented as followed:

Table 1. Mean of pre-test and post-test

Score	N	Mean
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Pre-test	32	73,59
Post-test	32	85,78

Then the researchers calculated t-test by formula as followed:

1. The mean from different between test after using mind mapping technique and before using mind mapping technique (\bar{D})

$$\bar{D} = \frac{\sum d}{N}$$

Where:

$\sum [d=]$ the sum difference (d) between test after mind mapping technique and before using mind mapping technique.

N=the number of subject

$$\bar{D} = \frac{\sum d}{N} = \frac{-390}{32} = 12,18$$

2. Standard deviation of the difference (SD)

$$SD = \sqrt{\frac{\sum D^2}{N} - D^2}$$

Where:

$\sum D^2$ =the sum of squared deviations

$(\bar{D})^2$ = squared the mean from difference between test after mind mapping technique and before using mind mapping

N = the number of subject

$$\begin{aligned}SD &= \sqrt{\frac{\sum D^2}{N} - D^2} \\&= \sqrt{\frac{5950}{32} - 12,18^2} \\&= \sqrt{185,9375 - 148,35} \\&= \sqrt{37.5875} \\&= 6,1\end{aligned}$$

Standard error of the mean for the difference $(s) \times D$

$$\begin{aligned}S \times D &= SD \\&\sqrt{(N-1)}\end{aligned}$$

Where:

SD = standard deviation of the difference

N = the number of subject

$$\bar{S} \times D = \frac{SD}{\sqrt{N-1}} = \frac{6,1}{\sqrt{32-1}} = \frac{6,1}{\sqrt{31}} = \frac{6,1}{5,57} = 1,09$$

$$\sqrt{N-1} \quad \sqrt{32-1} \quad \sqrt{31} \quad 5,57$$

After find standard error value and the researchers were able to count t-test formula as followed:

$$t = \frac{D}{SXD} = \frac{12,18}{1,09} = 11,17$$

After knowing the t-value, the researchers looked for the interpretation toward t-calculation or combined with the degree of freedom (df) of the sample:

$$df = N - 1$$

Whereas:

df = Degrees of freedom

N = Number of experimental group

$$= 32 - 1$$

$$= 31$$

According to the data above, t-value was 11.17 and degree of freedom in this research was 31.

So, the researchers could make “t” table below:

Table 2. The result of “t” table

Df N-1	t-value	t-table 5%
31	11,17	1.696

Based on the table above, it could be seen that t-value had higher value than the value from t-table at level of significance. T-value was 11.17 with degree of freedom 31 and 5% level of significance was 1.696. In other word, the critical value of t-value was higher than t-table ($11.17 > 1.696$). It meant that there were significance differences between the result score of test before and after using mind mapping techniques. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_i) was accepted.

Discussion

The pre-test mean score was 73.59 while the post-test mean score was 85.78. The mean score of post-test was higher than pre-test. It indicated that the score of the student in post-test were

significantly increased. It was concluded that mind mapping technique could help students to get better achievement in writing descriptive text. It was proved when the students were able to understand as well as to write the text when they were taught in treatments. After the teacher gave an instruction what to do in the class, the student enjoyed studying activity. They applied their ideas to the mind mapping before wrote descriptive text. It could be seen from the result of post-test and pre-test and the value of t-test after the treatments. The different mean score was also significantly better.

From the calculation t-test, it would be compared with the t-table. If the t-value was lower than t-table, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. In the other words, if the value of t-test was higher than t-table, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_i) was accepted. It was found that the t-test was 11.17 and t-table was

1.696. So, it indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Conclusion

The researchers concluded that the use of mind mapping technique to teach writing descriptive text was effective. It was proved by students' writing ability score before using mind mapping technique was low. The result before they were taught by using mind mapping technique was 73.59 and the writing ability score of the students' after were taught by using mind mapping technique was 85.78. The value of using Mind Mapping technique was increased. T-value was 11.17. The researchers determined the critical value based on test. It was 1.696 on 0.05 level of significant whereas $11.17 > 1.696$ meant t-value was higher than 0.05 level of significant. So the alternative hypothesis (H_1) was accepted. Statistically, the difference of the

post test scores was greater enough than the pre-test. It meant that using mind mapping technique improved the students' achievement in writing descriptive text. So the researchers concluded that mind mapping technique was effective to teach writing descriptive text. Mind mapping technique could be used not only in teaching learning descriptive text but also in other types of text. Hopefully, the next research would do much research focus in other types of text and create an excellent research report.

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