
**USING MIND MAPPING TO IMPROVE THE STUDENTS' ABILITY IN
WRITING ANALYTICAL EXPOSITION TEXT**

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Abstract

This research was conducted at SMAN 10 Pekanbaru. The participants were the second year students, particularly XI Science 4 that consisted of 40 students. There were two objectives on this research that the writer would like to obtain. The first one was to find out the students' ability in writing analytical exposition text after being taught by mind mapping technique. The second objective was to find out the factors cause the improvement of the students' writing ability on writing analytical exposition text. In addition, there were two cycles in this research and the writer used written test to see the improvement of the student' writing ability on each cycle. Besides, the writer asked the collaborator to observe the process of the teaching and learning process by using the observation sheets and field note prepared by the writer. This research started on January, 5 2013 and ended on January 19, 2012.

After accomplishing this research, the writer concludes that the use of mind mapping technique in writing analytical exposition text can improve the students' writing ability. It was clearly proven by the improvement in average score of the student from 46,36 (Pre-test) up to 60,33 (Post – test 1), then up to 81,58 (post-test 2). Moreover, based on the qualitative data that collected by the observer, the writer concludes that the use of mind mapping technique could improve the students' behaviour in learning especially in writing skill. They are more active and have a great motivation during the process of teaching and learning since they are free to explore their idea into a simple schema before composing an analytical exposition. In addition, the use of media during the process of learning could engage students' motivation in doing writing tasks.

Keywords: *mind mapping, writing ability, analytical exposition text*

INTRODUCTION

For students, writing is often considered as the most difficult and boring activities among the four language skill. Acquiring writing skill needs a lot of practice, and to produce a piece of essay needs long process; hence the appropriate method or technique of teaching and learning is very important to help students in writing.

Based on the 2006 curriculum which called by School-based Curriculum or in Bahasa is called 'Kurikulum Tingkat Satuan Pendidikan' (KTSP), the students of SMA should acquire four English skills and one of them is writing. In writing skill, the students are expected to have an ability to write their ideas, thought, information, facts and so forth. In addition, there are several genres that are taught for the students of SMA, especially to the second year students of SMA, they are report, narrative, analytical exposition, spoof, hortatory exposition text. Furthermore, according to the school-based curriculum, the second year students of SMA have learned report, narrative and spoof text since these texts have been taught from junior high school. On the contrary, analytical exposition and hortatory exposition are still new for them.

The writer did the research from January 5 2013 until January, 9 2013 and the participants were the second year students of SMAN Pekanbaru, particularly XI IPA 4 and the number of students was 40. The researcher did a pre-test by asking them to write an analytical exposition text at the beginning of this research in order to find out the students' base score before getting the treatment using mind mapping technique. After calculating the students' pre-test based on criteria adapted from Hughes, the students got low score in all the aspect of writing; the average score for grammar was 3,19, vocabulary was 2,73, mechanics was 2,48, fluency was 2,48, and organization was 3,03 with the range was 1 up to 6. In addition, the average score of the students in pre-test was 43,36 with the ability was poor. There were some factors caused the students' writing ability was low. The lack of idea may become the other reason of the difficulties faced by the students when the teacher gave them a topic to be explored in written form. They got confused about how to start writing since their understanding of the organization of the text was still low. Another problem that occurs on writing activity is lack of vocabularies; the students have limited vocabularies which make them hard to write a good paragraph or even a single sentence. Moreover, In teaching and learning process, the method that used in her writing class is still conventional and teacher-cantered. This method involves a class discussion focusing on the topic and the main points. In this method, the students generally feel bored and unsatisfied on learning writing. The situation while writing the text was not interesting enough for them. On the other hand, the result that the students gained on writing task was very unsatisfying too. Almost more than half of students got the score below the criteria of successful action (KKM).

To solve the problem the writer forms a problem that the students have difficulties in starting to write since the teacher could not make the process of teaching and learning as interesting as possible. In order to solve the problem above, the writer decides to use mind mapping technique. As Bobby DePoteer (2007:152) said in his book entitled *Quantum Learning*, mind mapping is a fun, interesting and creative technique. DePotter also stated that using this technique makes students easier to remember than the conventional types of writing. Mind mapping technique has a detail that is easy to remember, particularly for

students in writing activity since this technique provides students to use symbol, pictures, visual, colours and so on.

According to Tony Buzan in Femi Olivia (2008,7), while writing or making ideas in our mind using pictures and texts, means that we use our both side brain, left and right. The brain often remembers the information in the form of images, symbols, sounds, shapes, and feelings. To help the brain remembers easily about what someone learns, in this case is the students, mind mapping provided visual and sensory reminders in a patterns of related ideas.

Based on the explanation above, the purposes of this research are: (1) to find out if the use of mind mapping can improve students' ability on writing analytical exposition text; (2) to find out the factors cause the improvement of the students' writing ability on writing analytical exposition text.

RESEARCH METHODOLOGY

This research was a classroom a classroom action research that aim to obtain the progress and the result of implementing mind mapping technique. That procedure is expected to be able to improve students' writing ability. According to Kemmis and Taggart (1998), the classroom action research consists of planning, acting, observing and reflecting in every cycle.

This research was conducted at SMAN 10 Pekanbaru and the implementation was done in regular time of study, at second semester start on January 2012. The participants were the second year students of SMAN 10 Pekanbaru, particularly XI IPA 4 and the number of the students was 40.

The writer use some instruments in order to collect the data as follow: (1) lesson plan where the treatment instruction is used by the writer; (2) pre-test and post-test which was written test used to examine the students' writing ability before implementing the technique; (3) observation sheets (teacher and students' observation sheet) to observe the activity of teacher and students during the treatments (4) field notes used by the collaborator to give notes about the activities during the treatment which were not covered on the observation checklist.

The implementation of classroom action research is plan, action, observation and reflection.

1. Plan

The following are the activities will be done in planning phase:

- Prepare the lesson plan (RPP).
- Make the instruments: pre-test question, post-test question.
- Prepare the observation sheets: teacher's observation sheet, students' observation sheet, and field notes.
- Prepare media, arrange the schedule, inform the students, meet the collaborator, etc.
- Meet the collaborator to explain what and how to do in the classroom.

2. Action

The researcher implements the plan she has developed, addressing all or particular set of problems. The activities in the action phase are:

- a) The teacher does the pre-test.

This test is conducted at the beginning of the research. The aim of this test is to know the ability of the students in writing before the mind mapping technique applied. In answering the question in this test, the researcher gives 60 minutes to the students.

- b) The teacher applies the teaching and learning process by using Mind Mapping technique in the class, as stated in lesson plan,

- c) The teacher does post-test. On contrary with pre-test, post test is conducted at the end of the research. The time given to the students in this test is as the same with pre-test. This test is held in order to get the result gained by the students after getting the treatment

3. Observation

Simultaneous with action is the collection of data. Observation is important for subsequent reflection and action. While doing the teaching and learning process, the collaborator observes that process based on the observation sheets prepared.

4. Reflection

Reflection is an attempt to assess what has happened with the writer's project, developing revised action plan based upon what she had learned from the process of planning, acting and observing.

In this step, the researcher discusses some aspects related to the process of teaching and learning in the classroom with the collaborator, they are:

1. the students' improvement
2. the application of the method
3. the atmosphere of teaching and learning process.

Finally, the reflection is used to do the next cycle if the result of the first cycle can not achieve the Minimum Criteria of Achievements.

RESEARCH FINDINGS AND DISCUSSIONS

The writer did a pre-test at the beginning of this research in order to find out the students' base score before getting the treatment used mind mapping technique. This test was observed and evaluated based on the components of writing: grammar, vocabulary, mechanics, fluency and organization. The result of the students' average score in pre-test was 43,36 with the ability was poor. In addition, the students got low score in all the aspect of writing; the average score for grammar is 3,19, vocabulary is 2,73, mechanics is 2,48, fluency is 2,48, and organization is 3,03 with the range is 1 up to 6.

Based on the average score of the students in pre-test which is 43,36 (poor), the writer decided to use mind mapping technique to improve the students' writing ability. The first activity that the writer did in this step was prepared the lesson plan, the instruments (pre-test and post-test question), teacher's observation sheet, students' observation sheet and field note. In order to yield a good lesson plan, the instruments, observation sheets and field note, the writer took counsel with the counsellor lecture. In addition, before started to

do this research, the writer met the collaborator to discuss about the participants, the time, and the procedure of this research. The writer also explained her about what and how to do in the classroom and asked her to be a collaborator. Moreover, the writer also prepared the media used in the class when the treatment given.

The implementation of the action was done in two meetings in the first cycle. At the end of this cycle, the writer analysed the post-test 1 and observed the observation sheets and field notes with the collaborator. After doing the treatments in the first cycle (from pre-test and post-test), the writer found that there was an improvement on the score of the students, but it was still not enough to reach the MMC (7,8). It could be seen that there was no students got score 7,8. The average score of the students' writing ability after implementing mind mapping technique was 60,33 and it was still not reached the MMC.

In addition, the first meeting in cycle 1 did not run well. The teacher was too nervous on starting the class and failed to give attention to all the students. This fact made the students not give their attention to their teacher. Being busy walked around and talked to their friends while the teacher was giving explanation, the students were hard to control. The teacher also did not explain about the technique clearly, so the students confused about what to do with the technique. In addition, the teacher also took a long time in explaining the material, and it made her could not give the conclusion at the end of the class.

At the second meeting, the teacher did some improvement. She began the class confidently and gave a good attention to all of the students. She also explained about the topic and the technique clearly so the students did not confused on what they should to do. It was easy to control the class since the students quite interested to the technique and did their task well. The teacher also succeed to lead the time, she gave conclusion at the end of the class.

Similar with the first cycle, in the second cycle the writer asked the collaborator to observe the teaching and learning process. Compared from the first cycle, the treatments in the second cycle had a significant improvement. Both the teacher and the students gave a good performance during the teaching and learning process. In teaching and learning process, the students and the teacher's performance in this second cycle was obviously better than in the first cycle. The progression could be seen in worksheet and field note that collaborator made during the class activities for the fourth meeting and fifth meeting.

Therefore, based on the result of the post-test 2 that held at the end of the research, the writer computed and analysed the data and still found that there was a great improvement in terms of the students' score. 28 students or 70% of students could reach the standard score of the school while 12 students or 30% of students could not reach that score.

In short, there was a great improvement in students' writing ability that could be seen and compared from the pre-test to the post-test 1 and from post-test and from post-test 1 to post-test 2. Here are the discussions of the improvement of the students' writing ability during the mind mapping activity in teaching and learning process from the first cycle to the second cycle.

In addition to this, the writer also presented the improvement of students' writing ability in each aspect. Let us the table above:

The Improvement of Students' Ability in each Aspect of Writing

No.	Aspect of Writing	Pre-Test	Post-Test 1	Post-Test 2
1.	Grammar	3,19	3,84	5,28
2.	Vocabulary	2,73	3,47	4,85
3.	Mechanics	2,48	3,14	4,41
4.	Fluency	2,98	3,34	4,47
5.	Organization	3,03	4,30	5,47

From the chart above, it could be concluded that for 'Grammar', the students average score in pre-test was 3,19, and then it improved into 3,84 in post-test 1, then improved into 5,28 in post-test 2. For 'Vocabulary', the students' average score in pre-test was only 2,73, but it increased up to 3,47 in post-test 1, then improved again into 4,85 in post-test 2. In pre-test, the average score for 'Mechanics' was only 2,48, then became 3,14 in post-test 1, then improved up to 4,41 in post-test 2. The aspect of 'Fluency' in pre-test, the students' average score was 3,03, then in post-test 1 was 3,34, then it improved into 4,47 in post-test 2. The last aspect was 'Organization', in pre-test the students' average score was 3,91. Then improved into 4,30 in post-test 1, then it improved into 5,47 in post-test 2.

In brief, the writer could conclude that the use of mind-mapping technique could improve students' writing ability and gave a great improvement of students' writing ability of SMAN 10 Pekanbaru since over 70% of the students could reach the minimum standard of English subject. In addition to this, there were some factors that influence the improvement of the students' writing ability. From the result of the observation in the first cycle and second cycle, it was proved that the use of media likes pictures and colours be one of factors that improve the students' writing ability. Furthermore, by implementing this technique, the students' behaviour changed gradually from the "teacher-cantered" learning to "students-cantered" learning. In addition, these techniques also made the students were more active while studying with mind mapping technique since they free to express their ideas. Therefore, it was concluded that the use of mind mapping technique could improve the students' writing ability because over 70% of the students could reach the minimum standard of English subject.

CONCLUSIONS

After accomplished this research, the writer concludes that the use of mind mapping technique in writing analytical exposition text can improve the students' writing ability. It was clearly proven by the improvement in average score of the student from 46,36 (Pre-test) up to 60,33 (Post – test 1), then up to 81,58 (post-test 2).

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IMPLICATION

Based on the result of this research, the implementation of mind mapping technique can improve the students' writing ability. Therefore, it is needed to spread this technique to other English teachers as one of the techniques that can improve students' writing skill. It is expected that mind mapping technique could be used by English teacher in teaching writing so that the students will be more active and stimulated their motivation in writing.

SUGGESTION

Based on the data that found in this research, there are some suggestions that the writer gives in implementing mind mapping technique in the writing classroom, they are: (1) Mind mapping technique was suggested to be considered as one of the alternative technique that can be used by English teacher in writing class since this technique could improve the students' writing ability and can stimulate the motivation of the students; (2) Before implementing mind mapping technique, the teacher should explain about the steps in this technique clearly so the students could not confuse about what to do with this technique; (3) The English teacher should be able to create interesting and active classroom situation for the students; (4) The English teacher should be able to find put the interesting topic.

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