

**USING MIND MAPPING TO IMPROVE STUDENTS' SKILL IN  
DESCRIPTIVE WRITING AT SEMESTER TWO OF BATANGHARI  
UNIVERSITY IN ACADEMIC YEAR 2015/2016**

**Khidayatul munawwaroh<sup>1</sup>**

**Abstrak:** *Penelitian ini adalah penelitian tindakan kelas. Bertujuan untuk menemukan peningkatan kemampuan siswa dalam menulis teks deskriptif pada mahasiswa semester dua di universitas Batanghari tahun ajaran 2015/2016 melalui mind mapping. Datanya diperoleh dari pre-test dan post test dari masing-masing siklus. Hasilnya menunjukkan bahwa ada peningkatan dalam kemampuan mahasiswa dalam menulis teks deskriptif. Hal ini dapat dilihat pada rata-rata dari pre test dan post test. Pada siklus 1 rata-rata pre test dan post test adalah 57.03 dan 65.15. Rata-rata dari pre test dan post test pada siklus 2 adalah 64.05 dan 73.00. Proses penelitian ini berlangsung selama empat minggu. Mahasiswa bisa mengikuti proses belajar mengajar dengan baik. Mereka tampak tertarik dalam pelajaran. Berdasarkan analisis, peneliti menyimpulkan bahwa mind mapping bisa meningkatkan kemampuan mahasiswa dalam menulis deskriptif.*

**INTRODUCTION**

Writing is the most difficult language skills. It is also considered as the most complicated language skill to be learned, compared to other language skills. In writing process we always involve thinking skill and creative skill. Not only that, but also it is supported by tight rules. Mastering vocabularies and tenses become the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph. Besides that, we also have to use a compatible tense to express an event in certain time. Writing skill is the one of skill which has to be mastered by students.

Since writing is the most difficult language skill, students face a lot of problem. In this research, the researcher found that the students of Batanghari University Jambi could not describe things, places, and a person in detail because they do not have any ideas when they are asked to describe them. They were lazy and bored if the researchers asked them to write something even it just writes a descriptive text. There were many students were lack of motivation in writing, so there are many of them got bad score in writing. Besides that, some of them did not know what they should write. The other problems which also emerged are choosing the topic, arranging paragraph and using of vocabulary.

Besides that, the students' achievement low in writing. Students had difficulties to write because they do not have any idea to write, their grammar and vocabulary is not good, and also they are not confident use their own language. When someone wants to write for a specific purpose, they have to think who will be their audience and how provide the information the readers need to know in

---

<sup>1</sup> Khidayatul Munawwaroh adalah Dosen Program Studi Pendidikan Bahasa Inggris Universitas Batanghari

their writing. Those students' problem with English writing need solving and their writing needs improving. Here, the researcher's role becomes important in the English teaching learning process, especially in choosing the appropriate technique in teaching writing. In this case, the researchers need a technique that can help students generate and develop their ideas in good writing.

The researcher used Mind Mapping. Mind mapping is one of the powerful techniques for helping students develop ideas and concepts in writing. Using mind mapping, the students are likely encouraged to create as many ideas as they can.

Based on the problems above, the researcher formulates into: To what extent does mind mapping improve descriptive writing skill semester two students of Batanghari University Jambi in the academic year of 2015/2016? The purposes of this research is to find out the improvement of descriptive students' writing skill of semester two students of Batanghari University Jambi in the academic year of 2015/2016 through mind mapping.

The researcher hopes this research can support the teacher to develop students' writing skill. The teacher will be easy to teach descriptive text. They will get the simple way to teach it. They can use new strategy to teach the students. In order students will be more interested in learning process. This result can motivate the students to participate in learning process delightfully. The students can improve their ability in writing skill by using mind mapping.

## **REVIEW OF THE RELATED LITERATURE**

### **1. Writing Skill**

Writing as one of the language skills is not an innate natural ability. John Lagan states that a realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, or cooking, and like any skill, it can be learned. Therefore, writing is a complex process and it needs practice. For almost everyone, work hard is a key to produce competent writing.

As one of four language skill, writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes and the most difficult skill to master for foreign language learner (Endang 2005: 147). Therefore, students have difficulties transferring ideas from their source language (Indonesia) in to the target language (English).

The reason for teaching writing to students of English as a foreign language include reinforcement, language development, language style, and most importantly writing as a skill in its own right (Harmer, 1998). Reinforcement is some students acquire languages in a purely oral way, but most of us benefit greatly from seeing the language written down. Language development, it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. Learning style is some students are fantastically quick at picking up language just by looking and listening. The last is writing as a skill, by far the most important reason for teaching writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media.

## 2. Descriptive Text

Descriptive text is a text which describes about the features and characteristics of a certain thing in detail (a person or a thing). Its purpose is to describe and reveal a particular person, place, or thing.

### 3. Generic Structure of Descriptive Text

- a. Identification (introduction) : is the part of paragraph that introduces the character.
- b. Description : is the part of paragraph that describes the character.

### 4. Language Features:

- a. Using adjectives and compound adjectives.
- b. Using Linking Verbs/ relating verbs.
- c. Using Simple Present Tense
- d. Using degree of comparison

## 5. Mind Mapping

Mind mapping strategy is one of the researchers' strategies in teaching. Not only Mind Maps show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, and make connections that might not otherwise make (Buzan, 2010). The mind map strategy can be used to explore almost any topic, though discursive essays and narrative work particularly well as they front students' ideas and lend themselves to discussing ideas in groups. Buzan ( 2005: 6) claims that a mind map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, colour and spatial awareness –in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain.

Buzan(2003:36) explains that, there are some steps to make mind map as follow: a. Start in the centre of a blank page turned sideways. Because starting in the centre gives your Brain freedom to spread out in all directions and to express it more freely and naturally. b. Use an image or picture for your central idea. Because an image is worth a thousand words and helps you use your Imagination. A central image is more interesting, keeps you focused, helps you concentrate, and gives your Brain more of a buzz! c. Use colours throughout. Because colours are as exciting to your Brain as are images. Colour adds extra vibrancy and life to your Mind Map, adds tremendous energy to your Creative Thinking, and is fun!d.Connect your main branches to the central image and connect your second- and third-level branches to the first and second levels, etc. Because your Brain works by association. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily. e. Make your branches curved rather than straight-lined. Because having nothing but straight lines are *boring* to your Brain. f. Use one key word per line. g. Use images throughout.Each image, like the central image, is also worth a thousand words. So if you have only 10 images in your Mind Map, it's already the equal of 10,000 words of notes! (<http://www.mindmapinspiration.com>)

## RESEARCH METHODOLOGY

The design of this study is Classroom Action Research (CAR). Kemmis and Mc Taggart (1992:10) say that "to do action research is to plan, act, observe and reflect more carefully, more systematically, and more ruinously than one usually does in everyday life." The population of this research was semester two students of Batanghari University Jambi. Test is used by researcher to examine the result of the subject by using question or other instrument which measure the students' result of the lesson that is researched. The researcher used pre-test and post-test to know how far the students understand about the material. A descriptive technique is used to know the extent to using mind mapping in descriptive text to increase the students' attention the result of pre-test and post test. This research is calculated by t-test analysis:

### a. Mean

Mean is average from division between sums of student's scoring a total number of respondents.

The formula is:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \text{Mean}$$

$$X = \text{Score}$$

$$N = \text{Number of score}$$

$$\sum = \text{Sum or add}$$

### b. Calculate Standard Deviation

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \text{Standard Deviation}$$

$$\sum D^2 = \text{Number of Quadrate Deviation}$$

$$N = \text{Subject}$$

### c. T- Test

$$T = \frac{\left\{ \frac{\sum D}{N} \right\}}{\left\{ \frac{SD}{\sqrt{N-1}} \right\}}$$

## FINDINGS AND DISCUSSION

### 1. Cycle 1

#### 1) Calculate the Score

➤ The Result of Pre-Test

$$\text{Mean: } \bar{X} = \frac{\sum X}{N}$$

$$= \frac{1939}{34}$$

$$= 57.03$$

➤ The Result of Post Test

$$\begin{aligned} \text{Mean: } \bar{X} &= \frac{\sum X}{N} \\ &= \frac{2215}{34} \\ &= 65.15 \end{aligned}$$

c. The differences between pre test and post test

➤ Calculate Standard Deviation

$$\begin{aligned} SD &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\ &= \sqrt{\frac{2836}{34} - \left(\frac{276}{34}\right)^2} \\ &= \sqrt{83.41 - 65.89} \\ &= \sqrt{17.52} \\ &= 4.18 \end{aligned}$$

➤ Calculate  $t_0$

$$\begin{aligned} T &= \frac{\left\{ \frac{\sum D}{N} \right\}}{\left\{ \frac{SD}{\sqrt{N-1}} \right\}} \\ T &= \frac{\frac{276}{34}}{\left\{ \frac{4.18}{\sqrt{34-1}} \right\}} \\ &= \frac{8.11}{0.73} = 11.11 \end{aligned}$$

➤ Giving Interpretation  $t_0$

a) Calculate of  $df$  (degree of freedom)

$$\begin{aligned} df &= (N-1) \\ &= 34-1 \\ &= 33 \end{aligned}$$

b) Concern with the  $t$  table value

With  $df = 33$ , the value of  $t$  table degree of significance 5% is 2,04

c) Comparing  $t_0$  with  $t$

$T_0 = 11,11$  is greater than  $t = 2,04$

Based on the data above, the researcher can conclude that  $t_0 = 11,11 > 2,04$  ( $t$  calculation is greater than  $t$  table). It means that  $H_0$  is rejected so there is significant differences between pretest and post-test. After comparing between the

result of pretest and post-test it can be seen that the score of the students increase.

## 2. Cycle 2

### 1) Calculating the Scores

➤ The result of pre test

$$\begin{aligned} \text{Mean: } \bar{X} &= \frac{\sum X}{N} \\ &= \frac{2178}{34} \\ &= 64.05 \end{aligned}$$

➤ The Result of Post Test

$$\begin{aligned} \text{Mean: } \bar{X} &= \frac{\sum X}{N} \\ &= \frac{2482}{34} \\ &= 73.00 \end{aligned}$$

### c. The differences of pre test and post test

➤ Calculate Standard Deviation

$$\begin{aligned} SD &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\ &= \sqrt{\frac{3524}{34} - \left(\frac{304}{34}\right)^2} \\ &= \sqrt{103.64 - 79.93} \\ &= \sqrt{23.71} \\ &= 4.86 \end{aligned}$$

➤ Calculate t0

$$\begin{aligned} T &= \frac{\left\{ \frac{\sum D}{N} \right\}}{\left\{ \frac{SD}{\sqrt{N-1}} \right\}} \\ &= \frac{\frac{304}{34}}{\left\{ \frac{4.86}{\sqrt{34-1}} \right\}} \\ &= \frac{8.94}{0.85} \\ &= 10.51 \end{aligned}$$

From the data above we can see that  $t_0 10,51 > t_t 2,04$  (t calculation is greater than t table) it means that  $H_0$  is rejected so there are significant differences between pre-test and post-test.

Based on the data calculation above shows that there are significant differences mean between pre-test and posttest. The researcher concluded that producing descriptive text using mind mapping can improve students' writing skill.

#### **Analysis Between Cycle I and Cycle II**

The researcher analyzes the students' improvement bases on the result of analyzing in cycle I and Cycle II. The improvement as follow:

1. The mean of the pre test in cycle I is 57,03 and increase to be 65.15 in the post-test.
2. The mean of pre-test in cycle II is 64,05 and increase to be 73,00 in the post-test.

From the explanation above shows that by applying mind mapping method students can improve their writing skill. Moreover the result of ttest shows that there is significant influence between pre-test and post-test mean. The result of post-test in cycle I and cycle II are greater than pre-test and cycle I and cycle II. It means that students' achievement in English has improved. It can be concluded that the most of students of Batanghari university like study with something that can express their creativity.

#### **CONCLUSION**

Based on the data presentation of research, the students' writing skill can improve through mind mapping method. The data shows that improvement of students' writing skill is significant after the students got writing practice using mind mapping. The mean of pre test and post test in cycle I are 57,03 and 65,15 and the mean of pre test and post test in cycle II are 64,05 and 73,00. Besides that, It can be seen the comparison between T-calculation of all the score of cycle I and cycle II. In the cycle I the T-calculation is 11,11 and cycle II is 10,51 In addition, the Mean improves I every cycle. The mean of post test in cycle I is 65,15 that is different from the mean of pre-test in cycle I is 57,03. The mean of pre-test cycle II is 64,05 which improves in the post-test becomes 73,00.

#### **SUGGESTIONS**

Teacher should have one thousand ways to develop his students. Mind mapping can be one of alternative solution for students who get problem writing skill, vocabulary and understanding. Then, mind mapping can be something interest for students, because the can express their creativity there especially drawing skill. Using mind mapping can make students enjoy the learning. It can remind their memory in their mind.

## REFERENCES

- Arikunto, Suharsimi. 1998. *Prosedur Penelitian : Suatu pendekatan Praktek*. Jakarta: Rineka Cipta .
- 2007. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- Brown, Douglas. 2003. *Language Assessment Principle and Classroom Practice*. San Francisco: United State of America
- Buzan, Tony. 2006. *Mind Map Untuk Meningkatkan Kreativitas*. Jakarta: Gramedia Pustaka Utama
- Djiwandono, Patrisius Isiaro. 2009. *Strategi Belajar Bahasa Inggris*. Jakarta: Indeks,
- Fauziati, Endang. 2005. *Teaching of English As A Foreign Language*. Surakarta: Muhammadiyah University Press.
- Gelb I.J. 1952. *A Study of Writing*. Chicago: The University of Chicago Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. England: Longman.
- Svantesson, Ingemar. 2004. *Learning Maps and Memory Skills*. Jakarta: Gramedia Pustaka Utama
- Lewin, Larry. 2003. *Paving the way in Reading and Writing (Strategies and Activities to Support Struggling Students in Grade 6 – 12)*. San Fransiso: Jossey Bass.
- [www.mindmapping.com](http://www.mindmapping.com)  
[www.englishonline.com/Speaking and Writing \\_ Exploring language \\_ English Online \\_ English - ESOL - Literacy Online website - English – TESOL - Literacy Online.html](http://www.englishonline.com/Speaking and Writing _ Exploring language _ English Online _ English - ESOL - Literacy Online website - English – TESOL - Literacy Online.html)  
[www.learningskill.com/writing/SpeakingvsWriting.htm](http://www.learningskill.com/writing/SpeakingvsWriting.htm)