

Mind Mapping Technique to Enhance Writing Skill in Organizing Idea

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Abstract

This research aims Mind Mapping Technique to Enhance Writing Skill in Organizing Idea. This research was classified as Qualitative Approach, Classroom Action Research. The procedures of the research were the planning, action, observation, and reflection. The subject was 35 students at eight grade of SMP Bina Bangsa Mandiri 2. The learning target of this research was 85% of students could pass the standard of minimum criteria score. The research was conducted from August to September 2020. The data obtained during the research were from interviews, observation, and tests. The researcher showed that the using mind mapping technique was able to enhance the students' writing skills. This was proven by several of evidence. Firstly, it could be seen from the significant enhance of students' test scores in each cycle. Standard of minimum criteria score of this school was 75. In Cycle I, there were 16 students or 45% who could achieve standard criteria minimum (KKM), then in Cycle II, it enhance up to 22 students or 63%, in Cycle III, it enhance up to 30 students or 85%. It showed that the using mind mapping can enhance students' writing skill.

Keywords: mind mapping technique, organizing ideas, writing skills.

1 INTRODUCTION

Writing skills are a component of language skills that have an important role in human life. Writing skills are skills that must be mastered by students because they relate to their complete ability to compose ideas, namely orally and in writing (Situmorang, 2018: 166). Through writing activities, an individual can express his ideas and thoughts to achieve goals and objectives. Writing can not only be considered as a motor activity, but also an activity that involves mentality, because writing is a medium for conveying what the writer feels (Nugroho, 2014). Therefore, this ability must be taught appropriately in schools. Language English is part of communication and is also a foreign language that must be mastered. As with Indonesian, writing skills are also needed in English. That is the reason why English is taught in all schools in Indonesia.

This research focuses on organizing ideas in writing skills well. Writing skill is a language skill that involves aspects of using language and processing content (Sukirman, 2020). This includes organizing words, phrases, clauses and sentences into coherent and cohesive paragraphs and texts. There is no doubt that writing is the most difficult skill for all language users. This is necessary in the teaching and learning process so that the teaching and learning process can be carried out properly. Indeed, writing in English is not easy. The problem in class is that there are some students who have difficulty organizing ideas, difficulty in giving second ideas, finding topic ideas, low knowledge of grammar, etc. Researchers found ideas that emerged using the Mind Mapping technique to help online learning in the midst of this pandemic. By using the Mind Mapping technique, teachers can convert material into an online format more easily. There are many positive sides to using the Mind-Mapping technique, especially in the field of

learning English. The reason is, using Mind Mapping can help learning, especially in online learning.

According to Yarmi (2017), the purpose of learning to write can be achieved through activities or activities carried out by students during the learning process. The research objective in this study was to find out the problems experienced by students in organizing ideas in writing skills to describe the mind mapping technique in organizing students' ideas in writing skills to explain how the Mind Mapping technique can improve the organization of ideas in writing skills. According to Buzan Mind mapping is a way of writing creatively, effectively, and will literally "map" thoughts (Buzan, 2007). In addition, mind mapping is also a learning system that is often used to help students learn effectively, efficiently and fun. By using a mind map, people can come up with and organize ideas into good sentences. Therefore mind mapping is a technique that can be used to learn writing skills. The techniques needed to improve writing skills are techniques that can make it easier for students to organize their ideas, arrange words into good sentences. One technique that can facilitate students in expressing and organizing their ideas is the mind mapping technique. Jumaliah and Zamri (2014) said that the achievement of students' writing skills can be increased through the application of mind maps.

Heuer (2001) says a Mind Map can visualize thoughts, and shows how ideas are related to one another and helps present information quickly, and to understand it. The mind map method is a mind mapping method by writing the main topic in the middle and followed by writing subtopics that spread outward (Arini, 2012). The use of mind mapping is expected to help students express and organize their ideas into good texts. In addition, it is hoped that the use of mind mapping in the teaching and learning process can make students comfortable learning to write, and not waste time. According to Buzan (2006) mentions seven stages for making a mind map as follows: (1) Starting from the center of the surface of a blank piece of paper placed in an elongated position; (2) Use a picture for ideas; (3) Use color throughout the Mind map; (4) Connect the main branches to the central figure and connect the second and third level branches to the first and second levels, and so on; (5) Make mind map branches curved instead of straight lines; (6) Use one key per line; (7) Use images throughout the mind map.

Based on the learning stages of the mind mapping technique in writing skills, it can be seen that the mind mapping technique can motivate students to be actively involved in the teaching and learning process of writing subjects. In this case, mind mapping can make students compose text easily. Students need a technique that can make them enjoy learning to write in online classes. If they have the right writing technique, it will help them to make their own writing. In the process of making mind maps, students are provided with several features such as images, keywords, and colors. They can contribute the information, knowledge and experience they already have to generate and develop ideas and concepts related or related to the topic. From the test results, student scores increased in each cycle. The students showed significant progress during the cycle. So, the researcher assumes that students' writing skills can be improved through mind mapping techniques

2 RESEARCH METHODS

This researcher uses a class action research method (CAR) with a qualitative approach. According to Herawati et al. (2011) classroom action research is a reflection research carried out cyclically (cycles) by teachers/prospective teachers in the classroom. The author will tell and explain the process of teaching writing using mind mapping techniques. learn by doing a group of people, do something to solve. If you are not satisfied, you can try again. In this case the researcher is an observer of the research subject, but on the other hand the researcher is a teacher who carries out the learning

process of the research subject. There are four components to be carried out in PTK, namely planning, action, observation, and reflection.

This research has purpose to enhance writing skill in organizing idea through mind mapping technique at eight grade students of SMP Bina Bangsa Mandiri 2 Bogor. The researcher hopes the strategy can offer English teachers who want to enhance student's writing skill in organizing idea through mind mapping technique in the classroom. Classroom action research is a kind of research in the form of spiral or cycle for one cycle to another cycle. Each cycle consists four steps, as follows: (a) Planning is the formation of plan which consists of all aspects that interrelated to the research in the class action research at every cycle. (b) Acting is the realization of the planning that has been planned before, the strategy wants to use, the subject will learn and study, etc. The implementation of planning is the realization from acting which had been planned before. In short term acting in this research is working the lesson plan out. (c) Observing is the monitoring process that can be done by the researcher or collaborator. While processing the monitoring the researcher must make a note about every incident and thing that happened in the class. (d) Reflecting, it is the evaluation of the research. The data should be graded to determine the students' passing and failure scores which can be counted by using the rubric score already mentioned in the previous chapter. The activity is done in four steps of each cycle. The objective of the research is to enhance the students' writing skills in organizing idea through mind mapping techniques in the First semester of the 2019/2020 academic year at the eight-grade students of SMP Bina Bangsa Mandiri 2 Bogor. The researcher uses only the result of the enhancing students' writing skill through mind mapping technique.

The researcher uses some techniques for collecting data, there are: The data are obtained from observation, test, interview, and documentation. In addition, qualitatively in three steps, as follows: Data reduction, the researcher selects the data that is collected from the result observation, the resulting interview, and test. Data description, the researcher makes some description generally from the data reduction. Data Verification, the researcher makes some verification from the data, so the researcher can make some conclusion. This research can be called success research if the data shows that collaborative learning can enhance the students writing skill at the Eight grade of SMP Bina Bangsa Mandiri 2 Bogor or the result completely at 85% students that got KKM (standard score) = 75. It means that all students of 35 students who got KKM.

3 RESULT AND DISCUSSION

The researcher interviewed some students and collaborator teacher to get authentic data. Considering the result in three cycles, the research was conducted at eight-grade at SMP Bina Bangsa Mandiri 2 Bogor. Based on the data observation the researcher found some problems related to the students writing skill. As what has been stated in previous chapter, there were several problems that found in VIII.1 in writing class. By using mind mapping technique, the students can be saved information into their memories for a long time. This means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to the new concepts

By using mind mapping techniques, students can store information in their memory for a long time. This means that in presenting ideas on mind mapping diagrams, people include imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to new concepts. According to Mundziroh et al. (2013), writing is a competency that must be possessed by students, through writing activities can express feelings, ideas, and ideas to others. That is, writing can be used to express ideas or thoughts on paper. In addition to the facts above, teachers must have good skills and support and of course competence in students to make smarter better than before.

3.1 Result

Based on the students' score, the result of the research can be described in Figure 1.

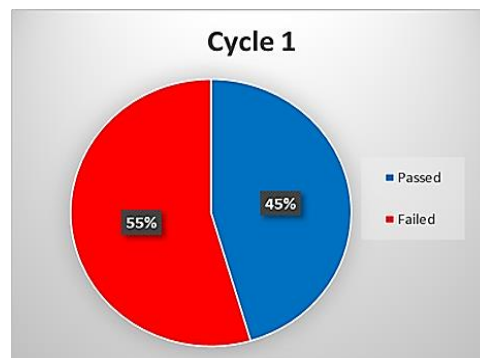


Figure 1. The result of Cycle I

The test shows 16 students or 45% of students received grades that passed the minimum criteria of a passing grade. That means that 19 students or 55% of students did not receive grades that passed the minimum criteria of a passing grade.

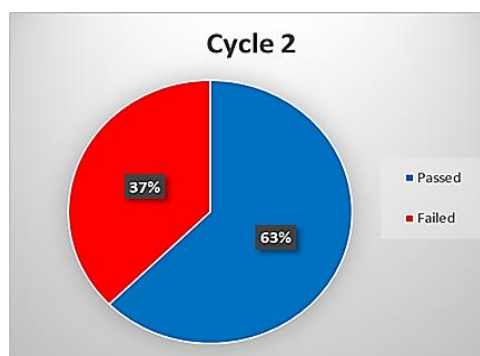


Figure 2. The result of Cycle II

The results of the writing test show that from 35 students who attended the online class, 22 students or 63% of students passed the minimum criteria of passing grade. The rest 13 students or 37% of students failed the minimum criteria of passing grade.

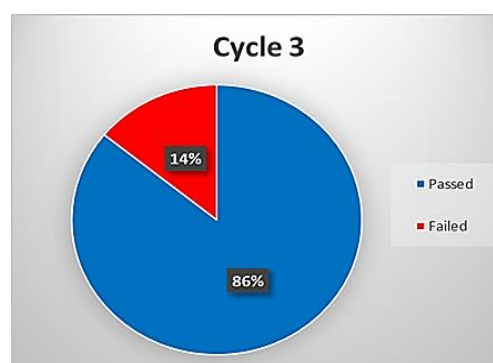


Figure 3. The result of Cycle III

The results of the third writing test show that from 35 students who attended the online class, 85% or 30 of students passed the minimum criteria of passing grade. Fifth students did not send the task within the specified time one. The researcher conducted the test in each cycle, the standard completion criteria is 75.

Based on result and analysis observation, the researcher calculating the scores, the research conducted the average of students' score, the data will be displayed as follows:

Table 1. Data Qualitative

Qualitative data	Enhancing student's writing skill in organizing idea	Student's writing skill trough mind mapping technique
Quantity of Interview test	35	35
Quantity of Observation test	35	35
Cycle 1	45%	45%
Cycle 2	63%	63%
Cycle 3	85%	85%

Based on Table 1, the qualitative data of was taken in cycle I to Enhancing writing skill in organizing idea through mind mapping technique there were 45% who could achieve standard criteria minimum (KKM), then in Cycle II, it enhance up to 63%, in Cycle III, it enhance up to 85%. It showed that the using mind mapping can enhance students' writing skill.

Based on result and analysis observation, the researcher calculating the scores, the research conducted the average of students' score, the data will be displayed as follows:

Table 2. Data Quantitative

Data Quantitative	The highest score of KKM	The lowest score of KKM
Quantity of test	5	-
Quantity of student's	35	-
Cycle 1	16	19
Cycle 2	22	13
Cycle 3	30	5

Based on the table 1 above, the qualitative data of was taken in cycle I to Enhancing writing skill in organizing idea through mind mapping technique there were 16 students who could achieve standard criteria minimum (KKM) and 19 students lowest score of KKM, then in Cycle II, it enhance up to 22 students and 13 students lowest score of KKM, in Cycle III, it enhance up to 30 students and 5 students lowest score of KKM. It showed that the using mind mapping can enhance students' writing skill.

The results of the research above are in line with the results of research conducted previously by Rahman, I., & Chan, D. M. (2016). With the title Application of the Mind Map Method in Writing Essays for Fifth Semester Students at Stkip Ydb Lubuk Alung, the mind map method influences the five paragraph essay writing skills of fifth semester students of class C STKIP Dharma Bakti Lubuk Alung. This means that by using the mind map method, students will be more focused in writing.

The results of previous research have also been carried out by Norliza et al., (2021), entitled The Effects Of Using Thought Maps On Teaching Coraft Writing Of Year Five Students: The Effect of Using Thinking Maps on The Teaching of Essay Writing Among Year Five Students. Generating a conclusion, namely the use of mind maps in teaching essays seeks to improve the level of issues, processing of ideas and grades of student essays as a whole. Based on the discussion above it is clear that teaching essays using mind maps can give a positive impression on students' essay scores (Mingan, et al., 2014).

3.2 Discussion

Based on the students' score, the result of the research can be explained as follows: The researcher conducted the test in each cycles, the standard completion criteria is 75. The results of the pre-action students' writing skill are 37% of students could reach the

minimum criteria for a passing grade. On the cycle 1, only 45% students passed the test. On the cycle 2, only 63% students passed the test and on the cycle 3, the researcher get 85% students passed the test. The result it could be concluded that the use of mind mapping technique could enhance the students' writing. The results of this classroom action research in third cycles through mind mapping technique can enhance the students' writing skill in organizing idea. According to Meyers, writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them. It means that writing can be used to express ideas or thoughts on a paper. Besides the fact above, the teacher must have a good capability and support and of course competence in the students to make smart better than before.

4 CONCLUSION

The researcher wanted to make a conclusion about Enhancing Student Writing Skill in Organizing Idea through Mind Mapping Technique at eight grade of SMP Bina Bangsa Mandiri 2 Bogor. The researcher has made the conclusion, they are: (1) Teaching Learning Writing skill in organizing idea through mind mapping technique could enhance the student's learning especially in writing. (2) The students can made a progress in writing with mind mapping technique. (3) The students are interested in using mind mapping to write narrative text because it is easier. Moreover they can choose any themes that they prefer, thus they can elaborate their ideas, feeling and knowledge.

Based on the students' score, the result of the research can be explained as follows: The researcher conducted the test in each cycles, the standard completion criteria is 75. The results of the pre-action students' writing skill are 37% of students could reach the minimum criteria for a passing grade. On the cycle 1, only 45% students passed the test. On the cycle 2, only 63% students passed the test and on the cycle 3, the researcher get 85% students passed the test.

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