Mind Mapping on Students' Writing Descriptive Text

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Abstract This research focused on students' writing descriptive text by using mind mapping strategy. The research was experimental research that uses one group pre-test and post-test design with 32 students in experimental and control class at Grade VIII Students of SMP N 6 Padangsidimpuan. The data were collected from students' writing test that consists of 32 students for experimental class and 32 students also for control class. The result of the research have found from t-test, which is t-count higher than t-table 6.22 **>** 1.66. It was concluded that mind mapping strategy has a significant effect on the writing descriptive text of students.

Keywords: mind mapping; writing; descriptive text; image; diagram.

Abstrak Penelitian ini fokus pada tulisan siswa dalam teks descriptive Siswa kurang dalam pemahaman kosa kata dan tata bahasa untuk penulisan teks. Penelitian ini adalah penelitian eksperimen dengan group pre-test dan post-test pada kelas control dan eksperimen sebanyak 32 siswa kelas VIII SMP N 6 Padangsidimpuan. Data dikumpulkan dari test menulis siswa. Hasil penelitian ini menemukan bahwa pada uji-t, nilai t-hitung lebih besar dari t-tabel 6.22 **>** 1.66. Dapat disimpulkan bahwa strategi mind mapping mempunyai efek yang significant dalam penulisan teks descriptive siswa.

Kata Kunci: peta konsep; menulis; teks descriptive; gambar; diagram.

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INTRODUCTION

Writing is one of the important skills in teaching English. Writing is a way to produce language, which we do naturally when we speak Meyers, 2005). Bowker says that writing is required in many contexts throughout life. For instance, we can write an email to our friend or reflect on what is happened during the day in our personal diary (Bowker, 2007). According to Urquhart and Mclver, writing is about expressing knowledge and the students have to express their knowledge as thoughtfully and clearly as they can (Urquhart, 2005).

Based on 2013, there are some materials for teaching English that must be mastered by students. One of the language skills is writing. The basic competency that should be achieved in writing English subject is the students have ability to develop and produce simply functional written text. The eighth grades of junior high school students are taught some types of English text. One of the texts is writing a descriptive text.

Descriptive text is a text that describes particular things such as a scene, an animal, a person or something that happen in nature (Winch, 2005; Hanif, 2013). Writing descriptive text is a process to gather our ideas, information or thoughts become a text that describes a particular person, place or thing. It explains about a person, place or thing which can make the readers imagine what is described vividly. It gives sense - impression such as the feel, sound, taste, smell and look of things. Its purposes are to give information and to entertain the readers (Clouse, 2006; Zemmack & Rumisec, 2003; Nunan, 2015). The generic structure of descriptive text consist of two aspects, they are identification and description (Sanggam, 2008) and the grammatical features of descriptive writing are focus on specific participants, use of an attributive and identifying process, and use of simple present tense (Watkins, 2005; Sachter, 2007).

The government has done various efforts to improve the quality of education, including changing the curriculum from content – oriented to competence oriented, improving infrastructures, facilities and trainings for teacher. In fact, based on interviewed with some students of SMP N 6 Padangsidimpuan, there are some problems faced by students. First, they said that sometimes they did not know how to start and express their ideas into a written form. Second, they had limited vocabulary. Third, they did not know what tense that suitable for their writing. Then, they seemed uninterested in doing a writing task. In addition, the teacher said that they just teach their students by using a conventional strategy such as ask the students to write based on the topic given them or write the tasks from textbook.

In writing skills, there are many factors those affecting students' capabilities especially in writing a descriptive text. They are materials, media, classroom activities, classroom management, teaching approach, and teaching strategy (Yasin, 2011). So, to solve the problems above, the teacher should use an appropriate strategy to face it. One of the strategies is by using mind mapping strategy.

Mind mapping strategy is one of the effective strategies in teaching writing. A mind map is an easy way to get information into and out of your brain and a way of taking notes that is not boring (Buzan, 2006). Mind Maps will help understand things better, remember them well, take notes more easily and come out with lots of brilliant ideas all this in every subject. The role of mind mapping strategy in teaching writing descriptive text is to help students develop their ideas and concepts in writing. Using mind mapping, the students are likely encouraged to create as many as ideas they can. As students make mind mapping, their thoughts tumble out, enlarge their word bank for writing and often enable them to see the pattern in their ideas.

In other hand, mind mapping is a beneficial learning tool to help students brainstorming any topic and thinking creatively. Mind mapping is a visual form of note - taking that offers an overview of a topic and its complex information, allowing students to comprehend create new ideas and building connection thought (Rajapriya, 2017). The use of colours, images and words, mind mapping encourages students to begin with a central ideas and expand outward to more in -depth sub topics. According to Buzan, there are seven steps in creating mind mapping, they are: start at the center of the paper and put it horizontally, use a picture or photos for the central ideas, use colors, draw a thick line out from the center and write an idea associated with the topic, use a curve line, not a straight line, use one word per line and the last use as many images as possible (Buzan, 2005).

There are some advantages of mind map in teaching writing. They are, mind mapping can work wondrously for most people depending on their personality, style of learning and preference; Mind maps are particularly helpful in the writing process and provide students with a natural way of thinking and building thoughts on a story plot or theme. Mind mapping helps students knowing what to write, making mind map saves time especially when the students have mastered the technique and most of students like making a mind map because it is fun (Prayogo, 2009; Rahmah, 2017; Hofland, 2007). It has branches that connecting with the central idea. So the researcher thought this strategy is appropriate to apply in descriptive text.

Some of the previous studies said that mind mapping strategy can affect the students' writing descriptive text. The first, research had conducted by Galih Indra. The mean of the pre-test was 57.78, the mean of the writing test in the second cycle was 63.214, and the mean of the post - test was 80.681. He concluded that mind mapping strategy could give better achievement for the students in producing procedure text. Besides, He said that Mind mapping method could be applied not only in writing procedure text, but also other texts which were taught both in senior and junior high school (Galih, 2013).

The second research was written by Een Afrianti. The objective of this study was to know whether there is a significant influence of using mind mapping toward students' descriptive paragraph writing ability at the first semester of the tenth grade of SMA N 2 Liwa. After doing the data analysis, it was found that the result of t-test was 3.5 and the result of t-critical was 1.67. The criteria to know whether the hypothesis is accepted or not, t - observed higher than 1.67. It means that there was a significant influence of using mind mapping towards students' descriptive paragraph writing ability (Een, 2017).

The third was written by Iis Hidayah Romadhloni. In her research, she tried to find the effectiveness of using mind mapping as a prewriting strategy in order to help students in writing a descriptive text. The result showed that most of the students give positive responses toward the use of mind mapping strategy in writing a descriptive text. She concluded that mind mapping facilitated the students to organize their idea, plan students' writing, deal with the writing elements, write enjoyably, understand the writing context and it can improve their writing achievement (Iis, 2015).

The fourth, the research was written by Ade Aprilia. Based on her research, she concluded that mind mapping gives a positive effect in teaching writing especially writing descriptive text. She compared the result of the pre-test and post-test. It showed that mind mapping could improve students' ability in writing descriptive text. The total score of pre-test was 1050 and the total score of post-test was 1963. It means that the total score of pre-test to post-test had increased 313 points (Ade, 2017).

Based on the researches above, a researcher concluded that writing in the school has the problem. Some researchers give some strategy to minimalist and solve the problems by using mind mapping strategy. The researcher chooses mind mapping strategy because it can make students easy to remember things which they want to express. It can be supported with several things such as color pencil, picture, curve lines and symbol then it can be connected with lines, in order to make their imagination colorful and more interesting

towards writing skill. In sum, mind mapping can help students encouraged to write as many as ideas they can.

METHOD

This research was experimental research with a quantitative method. The researcher researched at SMP N 6 Padangsidimpuan. This research used one group pre-test and post-test design. Two classes were chosen randomly as the sample. The sample of this research was the eighth - grade students of SMP N 6 Padangsidimpuan. The samples were class VIII-1 (32 students) as experimental class and class VIII-2 (32 students) as control class.

The procedure of collecting data lined with the procedures of the Pre-Test, Treatment and Post-Test. Pre-Test gave for experimental and control class to know the students' ability in writing descriptive text before implementing mind mapping strategy. Mind mapping was implemented into experimental class as treatment to prove students' writing ability. Post-Test was given for both classes to know the students' ability in writing descriptive text after treatment.

The researcher used a writing test type essay test to get the data. The researcher administered writing test to find out whether there is any improvement of students' descriptive text writing ability after the implementation of mind mapping. The researcher checked the quality of the subjects firstly by giving a pre-test. Then the researcher gave a treatment for the experimental class, in this study the researcher gave mind mapping strategy as the new treatment. Meanwhile, the control class was given nothing; the researcher just taught the control class as usual. The scoring for the test is based on the rating scale scoring rubric (1) Content for topics and details 30%, (2) Organization for identification and description 30%, (3) Grammar for using present tense and agreement, and (4) Vocabulary for new word 20%.

In this research, the researcher used construct validity to measure whether the test has good validity or not. In this case, an expert will give opinion about the instrument, whether the instrument can be used or still need improving, or may be the instrument is failed. To make it sure, the researcher consults he English teacher of SMP N 6 Padangsidimpuan.

RESULT AND DISCUSSION

The Pre-Test Result of the Experimental Class and the Control Class

The researcher took VIII-1 class as experimental class, and VIII-2 as control class which each class consists of 32 students. The researcher gave the pre-test to the students. The students wrote descriptive text by topic about animal. Based on the students' answers in pre-test, the researcher calculated the students' score.

Table.1
The Pre-Test Score of Experimental Class and Control class

Class / Result	Experimental Class	Control Class
Total Score	1574	1494
Highest score	70	70
Lowest score	30	30
Mean	45	47.91
Median	50.5	47.56
Modus	48	45.25
Range	40	40
Interval	7	7
Standard deviation	9.94	91
Variant	100.06	97.125

Based on the above scores, the total score of experimental class in pre-test was 1574, the highest score was 70. The lowest score was 30, mean was 45, median was 50.5, modus was 48, range was 40, interval was 7, standard deviation was 9.94, and variant was 100.06. While, in control class, the total score of control class in pre-test was 1494, mean was 47.91, standard deviation was 9.1, variant was 97.125, range was 40, interval was 7, median was 47.25, and modus was 45.25. The researcher got the highest score was 70 and the lowest score was 30.

From the scores of data distribution of experimental class and control class, it can be seen from the mean score of both groups they have the equal ability because they have same average score. It means that the treatment can be given to the both of the class (experimental class and control class).

The Post-Test Result of the Experimental Class and the Control Class

After the researcher gave the test in post-test, the researchers calculated the result that had been gotten by the students in answering the test after the researcher did the treatment by using mind mapping strategy in experimental class and give nothing in control class. It can be seen in the following table:

Table. 2
The Post-Test score of Experimental Class and Control class

Class Result	Experimental Class	Control Class
Total score	2125	1638
Highest score	88	75
Lowest score	45	35
Mean	71.17	52.87
Median	75.44	54.66
Modus	67.25	49.37
Range	43	40
Interval	7	7
Standard deviation	12.16	11.13
Variant	153.86	135.77

From table 2, shows some improvement in experimental class score. Mean score of control class was 52.87 while mean score in experimental class increase to 71.17. The total score of experiment class in post-test was 2125, standard deviation was 12.18, variant was 153.86, median was 75.44, range was 43, modus was 67.25, and interval was 7. It can be seen on appendix 9 and 10. While the post-test result of control class based on the table above, the researcher got the higher score was 75 and the lowest score was 35. The total score of control class in post-test was 1638, standard deviation was 11.13, variant was 135.77, median was 54.66, range was 40, modus was 49.37, and interval was 7.

After calculated the data of post-test, the researcher has found that post-test result of experimental class and control class were normal and homogenous. The Hypothesis of the research was "there is the effect of mind mapping strategy on the writing descriptive text at grade VIII students of SMP N 6 Padangsidimpuan". The result of t-test was as follow:

Table. 3
Result of T-test from the both average

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-1.86	1.66980	6.22	1.66980

The hypothesis test has two criteria. They are if t_{count} < t_{table}, H_0 is accepted and if t_{count} > t_{table}, H_a is accepted. Based on researcher calculation in pre-test, the researcher found that t_{count} -1.86 while t_{table} 1.66980 with opportunity $(1 - _\alpha)$ = 1 - 5% = 95% and dk = n_1 + n_2 – 2 = 32 + 32 – 2 = 62. Cause t_{count} < t_{table} (-1.86 < 1.66980), it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, the two classes were the same. There is no difference in the both of classes. But, in post-test, the researcher found that t_{count} 6.22 while t_{table} 1.66980 with opportunity $(1 - _\alpha)$ = 1 - 5% = 95% and dk = n_1 + n_2 – 2 = 32 + 32 – 2 = 62. Cause t_{count} > t_{table} (6.22 > 1.66980), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of mind mapping strategy on students writing descriptive text at grade VIII students of SMP N 6 Padangsidimpuan.

Based on the related finding, the researcher discussed result of this research and compared with finding. It also discussed with theory that has been stated by researcher. In this case, the theory which has been discussed by the researcher was from Vanessa Steele that stated that mind mapping is one of the effective strategies in teaching writing. It is a strategy for making note on a topic, prior to write. Besides, Tony Buzan also said that mind mapping is an easy way to get information into any out of your brain and a way of taking notes that is not boring. Related to the result of this research which have proved that mind mapping strategy give a good effect to students' writing an make students to think easier to create ideas into a good descriptive text. It means that by using mind mapping strategy, the teacher can guide the students in making and arranging words into good sentences and help the students to write as many as ideas they can and also make their writing more interesting and enjoyable.

By seeing the data analysis, the researcher found the use of mind mapping strategy was effective in teaching writing descriptive text because in pre-test the mean score of experimental class was 45. After using mind mapping strategy, the mean score of experimental class was higher than the mean score of control class which was taught by conventional strategy. The mean score of post-test of experimental class was 71.17 and the mean score of control class was 52.87. This strategy gave good effect for students' writing

descriptive text. It was proven from the result of post-test was higher than pre-test. The students' score on post-test was higher after the treatment given.

Another researcher, the first is Ade Aprilia. She used mind mapping in her research. The title of the research is The Implementation of Mind Mapping Technique to Improve Students' Ability in Writing Descriptive Text at Second Grade of SMP N 1 Trimurjo. She concluded that mind mapping gives a positive effect in teaching writing descriptive text. She compared the result of pre-test and post-test. It has shown that mind mapping could improve students' ability in writing descriptive text. The total score of pre-test was 1050 and the total score of post-test was 1963. It means that the total score of post-test id higher than pre-test. It had increased 317 points (Ade, 2017).

The second is Iis Hidayah Romadhloni's research. The title is "The Effectiveness of Mind Mapping Strategy in Writing Descriptive Text for 8 Graders". In her research, she tried to find the effectiveness of using mind mapping as a prewriting strategy in order to help students in writing descriptive text. She concluded that mind mapping facilitated the students to organize the ideas, plan students' writing, deal with the writing elements, write enjoyable, and understand the writing context and it can improve their writing achievement (Iis, 2015). The third is Eka Sustri Harida (2015) has discussed the different idea about mind mapping. She explained mind mapping to teach vocabulary. Learning vocabulary will help students to conceptualize and to remember vocabulary easily. Mapping will help students to remember vocabulary without consult a dictionary.

From the result of the research that is previously stated. It was proved that the students who were taught writing descriptive text by using mind mapping strategy got better result. As in this research, the mean score of experimental class got better result than control class (71.17>45). Looking the students' score after using mind mapping strategy in writing descriptive text, this strategy is good to be used as an innovation for teaching writing. It aims to ease the students in organizing the idea. Although not all of the aspect in writing can be covered by this strategy. It can be considerably used in teaching writing. This strategy makes the students to think easier to make their ideas clearer when the teacher gave certain topic about descriptive text. As a conclusion, this strategy is recommended to be used for teaching writing especially in writing descriptive text.

CONCLUSION

Based on the result of the research, the conclusions of this research are the scores of students' writing descriptive text before using mind mapping strategy at grade VIII students

of SMP N 6 Padangsidimpuan was low, because in pre-test the mean score of experimental class was 45. After using mind mapping strategy, the mean score of experimental class was higher than the mean score of control class which was taught by conventional strategy. The mean score of post-test of experimental class was 71.17 and the mean score of control class was 52.87. There were increasing in students' score in the both of classes if it was compared with the result of the pre-test. The result of the research showed that the mind mapping strategy give good effect to students' writing descriptive text. The researcher found that the result of T-test where t_0 was higher than t_t (6.22>1.66980). It meant that H_a was accepted and H_0 was rejected. In other words, there was significant effect of using mind mapping strategy on writing descriptive text at grade VIII students of SMP N 6 Padangsidimpuan.

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