THE INFLUENCE OF MIND MAPPING TOWARDS STUDENTS' WRITING ABILITY AT THE TENTH GRADE OF SMA NEGERI 8 BANDAR LAMPUNG 2022/2023

Licencia Poetika Bakarena[1], Hajjah Zulianti[2], Eny Dwi Marcela[3]

[123]STKIP PGRI Bandar Lampung

Licenciapoetikabakarena10@gmail.com[1], zulianti.uli@gmail.com[2], marcelaku2020@gmail.com[3]

Abstract: This research aims to investigate the influence of mind mapping towards students' writing ability of the tenth grade at SMA Negeri 8 Bandar Lampung 2022/2023. In this research, the researcher uses two classes as the sample; they are X 1 and X 2. The first class is as an experimental class where researcher apply mind mapping techniques in teaching writing and the second is a control class where researcher use direct interaction techniques in teaching writing. In order to obtain the data, the students are given a central topic. Then, the students are tasked to compose a descriptive text consisting of at least 150 words based on the topic given to them. The result of the test shows the mean score of experimental class is higher than control class (see appendix 12). The mean score of experimental class is 76.81, while the mean score of control class is 69.00. Also, the t_{ratio} obtained from the test is higher than t_{table} at significance level 1% and 5% (3.02>2.66>2.00). This means the hypothesis is true and there is an influence of mind mapping towards students' writing ability of the tenth grade at SMA Negeri 8 Bandar Lampung 2022/2023.

Keywords: Mind Mapping, Writing, Influence

INTRODUCTION

Writing is a process of creating notes, information or stories using characters. Writing is also a process that produces creativity or ideas in the form of written language. Nunan et al (2003) says that "Writing is mental work to create ideas, think to express them. Arrange it in statements and paragraph that will be clearer to the reader". It means that writing

foster new ideas and expressed in written form will be clearer to the reader. Through writing students can express the contents of their thoughts, ideas, opinions, or desires through writing. In the process of writing students must be able to design their ideas, knowledge and thoughts into sentences and paragraphs using acceptable language and appropriate vocabulary. Therefore, writing is very much needed in the teaching and learning process, especially in schools.

However, many students still have difficulties in writing.

Based on the preliminary research at SMA Negeri 8 Bandar Lampung, researcher found that students are having problem in expressing their ideas through writing. Students still lacks the ability to properly arrange words into sentences, and sentences into paragraphs. The reason for these problems is their limited knowledge on the use of English grammar. Other causes of problems the researcher found are students' lack of motivation in learning, difficult material, and limited teaching time. Therefore, as a teacher, more attention should be paid to teach students in writing, such as providing many opportunities for students to write and giving helpful guidance or feedback (Harmer, 2004). Because of this, the researcher is interested to look for ways to solve these problems, in order to improve students' writing skills and making ways for students to express and assemble ideas and thoughts more easily. One of the techniques that can be used to help students in teaching and learning process is mind mapping technique.

Mind mapping is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. It helps students to collect their ideas and the words to write the text (Hanso, 2016). It means that mind mapping is useful for collecting and developing ideas that can be used in writing. Through mind mapping, it is easy to store information into the brain and get information out of the brain because it will

literally "map" our thoughts (Buzan, as cited in Tee et al., 2014). This means remembering information is easier and more reliable than using traditional note-taking techniques. In mind mapping, we can link ideas in the form of words, pictures, or numbers with arrows or lines. With mind mapping, a long list of information can be turned into colorful, highly organized and memorable diagrams that work in harmony with the brain's natural way of doing things. This means that mind mapping can be used to help students develop and organize their ideas in writing. Thus, the researcher hypothesizes that there is an influence on students' writing ability using mind mapping techniques.

METHOD

In conducting the research, the researcher used descriptive quantitative research. The population of the research are the students of SMA Negeri 8 Bandar Lampung at the tenth grade in 2022/2023. The total of population are 317 students from ten classes. The researcher uses Cluster Random Sampling Technique to determine the experimental and control class. Cluster random sampling is a sampling technique that is used to choose the sample if the object or sources of the research are large (Sugiyono, 2015). In this research, the researcher uses two classes as the sample; they are X 1 and X 2. The first class is as an experimental class where researcher apply mind mapping techniques in teaching writing and the second is a

control class where researcher use direct interaction techniques in teaching writing.

To know the students' writing ability, the researcher uses free composition. The students are given a central topic. Then, the students are tasked to compose a descriptive text consisting of at least 150 words based on the topic given to them. Students' writing was evaluated based on scoring system by Heaton (1998:146), which includes Content (ability to develop ideas related to the topic), Organization (ability to arrange ideas into paragraphs and sentences), Vocabulary (ability to use appropriate words to form phrases), Language use (ability to use appropriate tense, pronouns, and prepositions), and, Mechanics (ability to use proper spelling and punctuation).

RESULT

This research was conducted at SMA Negeri 8 Bandar Lampung for 4 weeks in order to find out whether there is influence of Mind Mapping technique on students' writing ability at SMA Negeri 8 Bandar Lampung at academic year 2022/2023. The researcher used two classes as the sample to obtain the data, namely X 1 as experimental class and X 2 as control class. Both experimental class and control class consisted of 35 students. However, only 32 students from experimental class and 27 students from control class were present at the time of the test. The result of the test shows the mean score of experimental class is higher than control class (see appendix 12). The mean score of experimental class is 76.81, while

the mean score of control class is 69.00. In experimental class, the highest score is 98 and the lowest score is 46. Meanwhile in control class, the highest score is 93 and the lowest score is 40. Based on this finding, it can be seen that experimental class have higher writing ability than control class.

Data Normality Test

The researcher used Chi Square ratio (X^2_{ratio}) to know whether the data have normal distribution or not. Based on the results, the experimental class have X^2_{ratio} value of 6.24 and the control class have X^2_{ratio} value of 4.67. The value obtained from X^2_{table} with $dk = 6$ at significance level 5% is 11.34, and at significance level 1% is 7.81. Since the result of the normality test (X^2_{ratio}) for experimental class is lower than X^2_{table} (6.24<7.81<11.32), it can be concluded that the data obtained from the experimental class have normal distribution. The same can be said about the data obtained from the control class, because the X^2_{ratio} of control class is lower than X^2_{table} (4.67<7.81<11.32). In conclusion, H$_o$ is accepted because $X^2_{ratio} \leq X^2_{table}$. In other words, the data have normal distribution.

Homogeneity Variance Test

From the homogeneity test, $F_{ratio} = 1.16$ was obtained. The value obtained from the F_{table} with $dk = \frac{31}{26}$ at significance level 5% is 1.89 and at significance level 1% is 2.49. Since F_{ratio} is lower than F_{table} (1.16<1.89<2.49), H$_o$

is accepted. In conclusion, the data is homogenous.

Hypothesis Test

The researcher hypothesizes that there is an influence of using mind mapping technique towards students' writing ability and students taught using mind mapping technique have higher average score on their writing ability compared to students that are taught using direct instruction. To test whether the hypotheses is accepted or not, the writer uses T_{test} formula to analyze the data. The t_{ratio} obtained from the t_{test} is 3.02.

Equality Two Average Score

The researcher hypothesizes that there is an influence of using mind mapping technique towards students' writing ability. The values of t_{table} with $dk = 57$ at significance level 5% is 2.00 and at significance level 1% is 2.66. Since t_{ratio} is higher than t_{table} (3.02>2.66>2.00), H_O is rejected and H$_a$ is accepted. To conclude, the result means that there is an influence of mind mapping towards students' writing ability of the tenth grade at SMA Negeri 8 Bandar Lampung 2022/2023.

Difference of Two Average Score

Additionally, the researcher also hypothesizes that students taught using mind mapping technique have higher average score on their writing ability compared to students that are taught using direct instruction. The values of t_{table} with $dk = 57$ at significance level 5% is 2.39 and at significance level 1% is 1.67. Since t_{ratio} is higher than t_{table} (3.02>2.39>1.67), H_O is rejected and H$_a$ is accepted. To conclude, the result shows that the average score of students' writing ability who were taught using mind mapping technique is higher than the average score of students' writing ability who were taught using direct instruction at the tenth grade of SMA Negeri 8 Bandar Lampung in 2022/2023.

DISCUSSION

1. Influence of Mind Mapping Towards Students' Writing Ability

In this research, the researcher uses mind mapping technique on the experimental class to find out whether or not there is an influence of mind mapping towards students' writing ability. As can be seen from the result of data analysis above, the hypotheses tests proved to be true. The result shows that t_{ratio} is higher than t_{table} at significance level 1% and 5% (3.02>2.66>2.00). Which means that there is an influence of mind mapping towards students' writing ability of the tenth grade at SMA Negeri 8 Bandar Lampung 2022/2023.

This result shows that mind mapping technique can be used to help improve students' writing ability, because it can help students in developing and expanding their ideas. It helps them in associating ideas, think creatively, and make connection between ideas. Buzan (as cited in Tee et al., 2014) stated that the reason for this is because mind mapping

technique allows us to 'map' our thoughts. This is agreement with Al-Jarf (as cited in Al Kamli, 2019) stated that students liked mind mapping because it helped them to visualize the structure of their writing as well as to make meaningful relationships between ideas. Similarly, Smith et al (as cited in as cited in Miftah, 2011) stated that mind mapping is a good way for organizing information, because it helps students to determine how each part of the paragraph relates to the text in writing. It means mind mapping allows us to provide a comprehensive view of the ideas we are working on and allows us to plan routes or make choices and knowing where we are going.

In mind mapping, students work individually by using central image or topics. This central image or topics is useful to focus students' attention and help them concentrate on the ideas they are working on. It also encourages them to use their imagination and knowledge to further develop and expand the ideas. Which means it also help them understanding the components of writing by helping them to organize their ideas into sentences and paragraphs correctly. This shows the influence of mind mapping technique that it can be used to help improve students' knowledge of the components of writing and improve their writing ability.

2. Average Score Difference

The researcher found that there is difference between experimental class who were taught using mind mapping technique and control class who were taught using direct instruction. The average score of students' writing ability who were taught using mind mapping technique (76.81) in the experimental class is higher than the average score of students' writing ability who were taught using direct instruction (69.00) in the control class. Also, since t_{ratio} is higher than t_{table} (3.02>2.39>1.67) the hypothesis proved to be true. This means that the average score of students' writing ability who were taught using mind mapping technique is higher than the average score of students' writing ability who were taught using direct instruction at the tenth grade of SMA Negeri 8 Bandar Lampung in 2022/2023.

During the research that was conducted at SMA Negeri 8 Bandar Lampung, the researcher found that students have difficulties in their writing. They find it difficult to express their ideas because they do not know how to properly form a sentence or paragraphs. This is supported by Husna (2013:7) who found that students were unable to develop their ideas. The reason for this is not because they do not know about the subject, but because they are unable to transform their ideas into written text. Also, the main ideas that they are trying to convey is often obscured or ambiguous, so it is hard to understand the meaning they are trying to convey (Husna, 2013:2-3). In relation to that, the result shows that students often make errors in their sentences. They make errors such as grammar error and spelling errors. This is supported by Al Kamli (2019), who stated that students'

difficulties to write in English include lack of vocabulary, organization, spelling and grammar. The reason for this problem is because the students did not know the components of writing. According to Rass (2001) "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization". As explained in the second chapter, writing have five components that must be mastered by students, they are content, organization, vocabulary, language use, and mechanics. Many students did not understand about these components which caused them to have difficulties in writing.

Another reason is because students dislike the subject and does not feel the need to write This is supported by Trismanto (2017) who stated that writing or composing is one of the most disliked aspects of language learning by students and teachers. Harmer (2004) stated that teacher should give helpful and meaningful feedback to students. Teacher should also provide many opportunities for students to write. This means that teacher should encourage students to improve and ensure their students keep practicing on their writing skills. One of the ways teachers can encourage the students to be more active in teacher and learning process is by applying a technique. As seen above, mind mapping technique have an influence on students' writing ability. Mind mapping technique is useful to focus students' attention and help

them concentrate on the ideas they are working on and keeping them engaged in the writing process. Thus, helping them in overcoming the difficulties in writing.

CONCLUSION

Based on analyzing the data obtained from the research, the researcher concluded that there is an influence of mind mapping technique towards students' writing ability. The hypothesis is proven by looking at the result of the t_{test}. The t_{ratio} obtained from the t_{test} is 3.02. Meanwhile, the values of t_{table} with $dk = 57$ at significance level 5% is 2.00 and at significance level 1% is 2.66. This means the hypothesis is true, because $t_{ratio} > t_{table}$ (3.02>2.66>2.00). Additionally, the average score of students' writing ability who were taught using mind mapping technique in experimental class is higher than the average score of students' writing ability who were taught using direct instruction in control class. This can be seen from the difference of mean score between experimental class and control class. The experimental class has higher mean score (76.81) compared to control class (69.00).

RECOMMENDATION

From the result of the research the researcher would like to give some recommendations that might be useful in improving student's writing ability.
1. Teacher should provide many opportunities for their students to write.

In order to be good in writing, students have to keep practicing their ability. Also, teacher should encourage students to write and give them meaningful feedback to help improve their writing.

2. Students should always practice their English skills, especially in writing. Students with good writing ability would not have problems in conveying their thoughts through writing. Students should also learn more about grammar rules and vocabulary, because these skills are important aspects of writing.

3. The technique of this research can be used to analyze the influence of different English skills such as reading, speaking, and listening.

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