

**IMPROVING THE ABILITY OF STUDENTS IN WRITING
DESCRIPTIVE TEXT BY USING MIND MAPPING**
(An Experimental Study at the Second year Students of SMAN 2 Indrajaya).

Jamaliah¹, Fauziah², Cut Indah Putri³

Article History:

Received: November 12, 2021

Revised: November 15, 2021

Accepted: December 15, 2021

Published: December 30, 2021

Keywords:

*Mind Mapping Technique,
Writing, Descriptive Text.*

***Correspondence Address:**

Abstract: The objective of this research was to find out if there is a differences between the students who are taught by using mind mapping technique and the students who are taught by using conventional method to improve the students' ability in writing descriptive text. The sample of this research were the second year students of SMA 2 Indrajaya class XI IPA as experimental class and XI IPS as control class. Each classes consist of 23 students. to collect the data in this quantitative research, the researcher used a set of written test. The reearcher used an analytic scoring to score the students' writing both on the pre-test and post-test to attain the reliability of the instrument. The result of students' pre-test mean score of the experimental class was 58,86 while the students' post-test mean score was 68,0. The different mean score of t-test is 16,90. The students pre-test mean score in the controlled class was 61,73 and the students post-test mean score was 61,56, and the different mean score with t-test is 8,68. the significant effect was shown by students' post-test mean score of experimental class which was treated by Mind Mapping Technique, it was greater than the students' post-test mean score of the controlled class which was not treated by Mind Mapping. This is indicated that the students score in experimental class is better than controlled class. This research can be concluded that the Mind-Mapping technique give better result on students' writing descriptive text. The Mind Mapping have positive influences and very effective in mastering writing skill especially writing descriptive text.

INTRODUCTION

Language is a means of communication that is used to transfer information, to express ideas, and feelings from one person to another. It is used either in written form and in spoken form to communicate each other. Nowadays, English is the language that very important in this world because English is one of the most dominating language and the most commonly spoken language which is having impact on every field of work. Undoubtedly, English plays a great role in the world that is inevitable for people to ignore it fully.

In addition to the approximately 400 million people of the world speaking that language, there is always someone to practice with especially in travel, English also use in international business, predominantly world business in the financial hubs of UK and USA. Therefore, English is the business language and it has become almost a necessity for people to speak English if they are want to enter a global workforce. Not only in the business but also English is the language of the internet, most of content produced on the internet is in English. So knowing English will be allow you to access an incredible

amount of information which may not be otherwise available, selfie, hestagging, blogging, smasual, etc, all these words are new to English but have already become valued members of the lexicon.

More than any other language, English continues to evolve and absorb the new words that branch-out often untranslated into other language. Herbertson(2015) in his article said that more than 1000 new and approved words are added to the Oxford Dictionary. This is the great development in the result due to technology, social media and how people spontaneously use new words during daily life. English is also hugely important as an international language and plays an important part even in countries. It is learned as an principal foreign language and an essential part of the curriculum in the most schools all over the world. Furthermore, everybody who want to continue their study in post graduate and doctoral either in their country or abroad, they are expected to mastery the English previously for example, they must get the higher score of TOEFL that have been definite by the university, that is the first regulation to permit in the most university all over the world.

Considering the importance above, Indonesian government has decided English to be a subject of school curriculum foreign language from elementary school until senior high school, and the students are demanded to mastery the four skills in English that are: listening and reading are called a receptive skill because the learner doesn't need to produce language to do these, they receive and understand when they listen and they read. While writing and speaking are called productive skills because the learner must be able to produce language and they use the words that they have acquired then produce a message through speech or written text that they want share to others. Before they are able to use a word correctly and fully, they have to know quite about the words that they have

locked in their brain. On the other word, the learners must express themselves in speech form and in writing form in the productive skills.

As one of the language skills, writing plays significant role, because it helps students for example to know how to write letters, how to write several kind of text, how to put written reports, how to reply advertisement, how to write the use electronic media, etc, but in language class, writing is considered difficult skills because it is not just copying and pasting from the people's text, but students demanded to have ability in organizing ideas into the target language. Writing is a complex activity because students should involve thinking skill and creative skill in the writing process. Moreover, writing process is supported by complicated role, for example students have to know vocabularies, tenses, choosing appropriate vocabularies to arrange words into good sentences and to develop it into paragraph. Furthermore, students have to use a compatible tense to express an event in certain time. To create a good writing and to build students' ability is not easy. In addition, students need support and guidance from the teacher. They also should practice a lot outside in classroom in order to improve their skill.

Since writing is difficult language skill, some students face problem in learning writing, they made alot of mistake in the text that they had written, for example the English writing competence of the Indonesian students. Base on the research by Juanita Siahaan about students writing descriptive text at the tenth grade in Bandung, the result showed that students had low achievement because still confused in identifying the schematic structure of descriptive text and less sense of English grammar.

In Indonesian curriculum, base on standard competence in the syllabus of the second years of senior high school called educational unite oriented curriculum, students are demanded to be able to write

various types of text such as simple paragraph in descriptive and recount text. Some of writing components that have to be learned and understood by students is about of social function, schemetic structure and grammatical features in simple paragraph in descriptive text, it means students should be able to express meaningful ideas in term of functional and simple short essay to interact with the surrounding environment in the form of descriptive and recount text.

That statement also sturdied by Anderson Mark and Anderson Kathy (1998) explained that a factual description describes a particular person, place or things. Its purpose is to tell about the subject by describing its features without including personal opinion. The grammatical features such as verbs in the present tense, adjectives to describe the features of the subject and topic sentence to begin paragraph and organize the various aspective the description. In short, students who are going to write simple paragraph in descriptive should be able to describe their purpose distinctly.

The researcher have interviewed the English teacher at the second years of SMA 2 Indrajaya, some point could be found that some students always got difficulties when they were asked to write in English. This problem causes by some causes, such as some students are lack of vocabulary to arrange sentence and organize ideas, some student were confused to express ideas into paragraph using target language because they were hesitant to do it. Moreover, did not know the tenses should be use, some students always got stuck then spent too much thinking because they did not have ideas, some students often felt dissatisfied with the teacher's explanation then open google tranlate to contract sentences word by word, and some students were still confused in distinguishes the main idea from supporting details. The result showed that they score were under teacher's expectation.

Because of those reasons, English teacher need some innovation to encourage students in writing, to build the spirit of their students, to make the students enjoy and have fun through the material and attractive strategy that they use in teaching. If the teacher are less creative in teaching and students only listen to the teacher's explanation, the teacher rarely used various media in teaching. Automatically, it influenced the atmosphere of the class, because of the fact that students were not very interested in learning writing and getting a little understanding of the materials. The researcher believed that an appropriate strategy may help the teacher in learning and improving the students' writing achievement. There are many affective strategies that can be used in learning writing, Mind Mapping Technique is one of them that allow to use in teaching writing especially descriptive text.

Buzan Some advantages of using mind mapping in teaching writing skill are: help students brainstorm and explore any idea, concept or problem, facilitate better understanding of relationships and connection between idea and concept. Make it easy to communicate new idea and through process. Help student take time and plan tasks. And make it easy to organize and concept

Buzan (2003) argues that the students can learn in an interesting way in the usage of mind mapping, student not only use their left side of the brain to identify words but in the same time they also use the right side of brain in learning language. They wil have opportunity to make some colorful pictures, lines, symbols or signs to help them remember the words or the facts in their mind map. So, every students will not feel depressed in understanding the material.

Therefore, to give escape of the problem that students face in writing skill, to give a new innovation in teaching writing and to contribute new findings at different level and grade of education, the researcher conduct a research about the use of concept

mapping to help the second years of senior high school students to generate ideas for writing descriptive paragraph.

Base on the explanation above, the researcher was interested in conducting a research by the title "Improving the Ability of Students in Writing Descriptive Text by Using Mind Mapping (An Experimental Study at the Second Year Students of SMA 2 Indrajaya)".

METHODOLOGY

The research use quantitative method. Type of this study is an experimental research. Here, the researcher gave pre-test and post-test in two classes; experimental and controlled class, then the result was compared after and before treatment. In experimental class, the researcher gave a treatment by using Mind Mapping Technique for training students in learning writing descriptive text, whereas in controlled class students were thought without using Mind Mapping Technique. The researcher decided to select a class that was considered representative of the population and have same characteristics by interviewing the English teacher to see the quality of both classes.

The population of this study are all students of the second year of SMA 2 Indra Jaya. It is consisted of 6 classes and the total numbers of them are 146 students. this number is very large to be researched. Therefore, the researcher selected them randomly as the sample. The sample of this study is the second year students of SMA Negeri 2 Indrajaya. The total number of sample are 46 students which is consisted of two class. They are 2 IPA and 2 IPS. The students of class 2 IPA are 23 students which consisted of 9 boys and 14 girls. The students of class 2 IPS are 23 students which consisted of 10 boys and 13 girls. The researcher chosen class 2 IPA as experiment class and 2 IPS as controlled class.

To get the data related to the study the researcher was given a test as the

instrument because this research is an experimental research. The writing descriptive text test used a research instrument for both the pre-test and post-test. The researcher ask the students to write a descriptive text base on the topic, such as "My Favorite Animal". The students were asked to write their personal favorite animal in at least a short paragraph, collect the students' task and scoring.

In order to answer the research question that is to finding out the second year students' ability at SMA Negeri 2 Indrajaya in understanding writing in improving the ability of students in writing descriptive text by using mind mapping. In order to know the ability of the students, the writer uses the steps experimental data analysis with model pre-test and post-test that designed by Arikunto (2009) as follows:

1. Find out mean of pre-test score (O_1)
2. Find out mean of post-test score (O_2)
3. Account different mean score with t-test formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

- t = value t for correlation sample
 \bar{D} = (difference), different between score of pre-test with post-test for each individual.
D = Mean from different value (mean from D)
 D^2 = square from D
N = Total of subject

Finding

The research was conducted in SMA 2 Indrajaya for three weeks. The research was conducted to two classes; experimental class and controlled class. Those classes are the

second years of SMA 2 Indrajaya that consisting of 23 students in each class. The material that was taught for the research was writing descriptive text. The pre-test was given to the students in the first meeting while post-test was given at the last meeting to both classes (experimental and controlled class) in order to know the students' achievement before and after using Mind Mapping technique in learning writing descriptive text and without using Mind Mapping technique.

The data of experimental class were controlled from the result of the students' score of pre-test and post-test. Table 4.1 below shows the description of the students' score in the experimental class.

Table 4.1 the whole score of pre-test and post-test of experimental class

	STUDENTS' NUMBER	PRE-TEST	POST-TEST
1.	001	67	75
2.	002	75	86
3.	003	46	50
4.	004	47	59
5.	005	49	60
6.	006	71	78
7.	007	70	80
8.	008	56	64
9.	009	65	74
10.	010	74	79
11.	011	75	85
12.	012	55	63
13.	013	34	46
14.	014	60	65
15.	015	47	60
16.	016	40	50
17.	017	66	73
18.	018	50	59
19.	019	59	68
20.	020	66	77
21.	021	63	70
22.	022	57	70

The research was conducted in SMA 2 Indrajaya for three weeks. The research was conducted to two classes; experimental class and controlled class. Those classes are the second years of SMA 2 Indrajaya that consisting of 23 students in each class. The material that was taught for the research was writing descriptive text. The pre-test was given to the students in the first meeting while post-test was given at the last meeting to both classes (experimental and controlled class) in order to know the students' achievement before and after using Mind Mapping technique in learning writing descriptive text and without using Mind Mapping technique.

The data of experimental class were controlled from the result of the students' score of pre-test and post-test. Table 4.1 below shows the description of the students' score in the experimental class.

Table 4.1 the whole score of pre-test and post-test of experimental class

$$O_1 = \frac{1354}{23} = 58,86 \qquad O_2 = \frac{1564}{23} = 68$$

The whole score of pre-test and post-test of experimental class

NO	STUDENTS' NUMBER	PRE-TEST	POST-TEST	D	D ²
1.	001	67	75	12	144
2.	002	75	86	11	121
3.	003	46	50	4	16
4.	004	47	59	12	144
5.	005	49	60	11	121
6.	006	71	78	7	49
7.	007	70	80	10	100
8.	008	56	64	8	64
9.	009	65	74	9	81
10.	010	74	79	5	25
11.	011	75	85	10	100
12.	012	55	63	8	64
13.	013	34	46	12	144
14.	014	60	65	5	25
15.	015	47	60	13	169
16.	016	40	50	10	100
17.	017	66	73	8	64
18.	018	50	59	9	81
19.	019	59	68	9	81
20.	020	66	77	11	121
21.	021	63	70	7	49
22.	022	57	70	13	169
23.	023	62	73	11	121
				214	ΣD ² = 2153

$$\text{Mean } D = (214) : 23 = 9,30 \quad \bar{D} = 9,30$$

Table 4.1 show the students in the experimental class, their pre-test score and their past-test score. Base on the result of

pre-test in experimental class, it showed the highest score and the lowest score of 23 students. In the pre-test it seen the highest score was 75, and the lowest score was 34. The mean score of pte-test was 58, 86.

After pre-test had been conducted, treatment was given to the experimental class in six times through Mind Mapping Technique in learning descriptive text. The post-test was given to the students, In post-test it seen that the mean score was improve, that was 68. The highest score was 86, and the lowest score was 46 obtained only by one students. It can be concluded that, there was a positive effect of using Mind Mapping Technique for student to learn writing descriptive text.

Table 4.2 the whole score of pre-test and post-test of control class

NO	STUDENTS' NUMBER	PRE-TEST	POST-TEST
1.	001	57	66
2.	002	47	55
3.	003	70	65
4.	004	56	40
5.	005	68	58
6.	006	81	77
7.	007	49	59
8.	008	55	53
9.	009	70	83
10.	010	47	46
11.	011	51	54
12.	012	34	38
13.	013	74	65
14.	014	77	74
15.	015	78	75
16.	016	60	67
17.	017	65	59
18.	018	61	70
19.	019	57	60
20.	020	86	82
21.	021	70	75
22.	022	58	56
23.	023	49	39
	TOTAL MEAN	1420 $O_1 = 61,73$	1416 $O_2 = 61,56$

$$O_1 = \frac{1420}{23} = 61,73 \quad O_2 = \frac{1416}{23} = 61,56$$

The whole score of pre-test and post-test of control class

N O	STUDENT S' NUMBER	PRE-TEST	POST - TEST	D	D ²
1.	001	57	66	9	81
2.	002	47	55	8	64
3.	003	70	65	-5	25
4.	004	56	40	-10	100
5.	005	68	58	-10	100
6.	006	81	77	-4	-16
7.	007	49	59	10	100
8.	008	55	53	-2	4
9.	009	70	83	13	169
10.	010	47	46	-1	1
11.	011	51	54	3	9
12.	012	34	38	4	16
13.	013	74	65	-9	49
14.	014	77	74	-3	9
15.	015	78	75	-3	9
16.	016	60	67	7	49
17.	017	65	59	-6	36
18.	018	61	70	9	81
19.	019	57	60	3	9
20.	020	86	82	-4	16
21.	021	70	75	5	25
22.	022	58	56	-2	16
23.	023	49	39	-10	100
				140	$\sum D^2 = 1104$

$$\text{Mean } D = (140) : 23 = 6,08 \quad \bar{D} = 6,08$$

Table 4.2 show the students in the control class, their pre-test scores their post-test scores, and their gained score. Base on the result of pre-test in control class, it can be showed the highest score and the lowest score of 23 students. In the pre-test it seen the highest score was 86, and the lowest score was 38. The mean score of pte-test was 61,73.

The scores above shows that 72 students of second year students of SMA Negeri 2 Indrajaya got varieties scores, it showed the ability of the second year students in understanding English descriptive text also varieties. Base on the students scores mentioned above, the researcher would list all scores of students' ability in understanding English descriptive

text. The score divided into two part that was the scores of experimental class and scores of control class.

After the researcher list all scores of experimental class and control class in understanding English descriptive text, the researcher formulated the criteria that suggested by Arikunto (2009) such as excellent, good, sufficient, insufficient, and bad. At experimental class only 2 students got excellent, 12 students got good, 7 students got sufficient, 3 students got insufficient, and there was no students got bad. Furthermore, at control class there was no students got excellent and got bad, in the other hand, there was 7 students got good, 12 students got sufficient, 4 students got insufficient.

Based on the table 4.1 and 4.2, we can conclude that the students' score of experimental class is higher than control class. It also shows that the students of experimental class is more better than control class in understanding English descriptive text by using Mind Mapping technique. From the statistical analysis, the writer could present some findings which were necessary to be discussed here. The analysis shows that the general hypothesis was positively supported by the data. The result of the study showed that the mind mapping technique was one effective method that had positive influences and very effective in mastering writing skill especially descriptive text.

In accordance with the calculation shown in this chapter, we could see that in experimental the mean of pre-test score (O1) was 58,86, the mean of post-test score (O2) was 68, and the different mean score with t-test was 16,90. Furthermore in control class, the mean of pre-test score (O1) was 61,73, the mean of post-test score (O2) was 61,56, and the different mean score with t-test was 8,68.

CONCLUSION

Base on the result of data analysis, a major conclusion in drawn that there was a

significant increase in learning writing descriptive text after being taught by using Mind Mapping Technique. It can be seen from t-test result which showed the mean score of post-test in experimental class which was taught by using Mind Mapping Technique is higher (15,65) than the mean score of pre-test (13,54). The t-table result of experimental class was (16,90) that was higher than t-table in control class namely (8,68). It can be concluded that the Mind Mapping Technique give influence to be use in learning writing descriptive text. It is showed by students' writing score after being given the treatment of Mind Mapping Technique were higher than before the treatment.

Base on the conclusion above, the researcher would like to suggest that:

1. Mind Mapping Technique should be used by English teachers, especially for senior high school students as an alternative technique in teaching writing since it has been proven that Mind Mapping Technique gives influence in learning writing skill.
2. The students should be accustomed to using Mind Mapping Technique so that they will be easier to write the text and more interested in learning writing. The students have to practice a lot in order to enhance their skill in writing.
3. The teachers and the students have significant roles in achieving their success in a subject so that it should be realized that learning have two ways process, not only teacher-centered but also students-center. In other words, the students should be more active in participating in the teaching-learning process. The students are also suggested to keep their motivation and improve their writing more intensive and seriously not only in the classroom but in the outside the classroom as well.

REFERENCES

- Anderson, Mark and Anderson, Kathy. 1998. Text Types in English 3.

- Australia: Macmillan Education Australia.
- Buzan, tony. 1993. The Mind Map Book. How To Use Radian Thinking To Maximize Your Brain's Uptopped Potential. New York: Plume.
- Buzan, Tony. 2008. Buku Pintar Mind Map Untuk Anak. Jakarta; Gramedia Pustaka Utama.
- Buzan, Tony. 2010. buku pintar mind map. Jakarta: Gramedia Pustaka Utama.
- Brown, Douglas h. 2001. Teaching by principle: An Interactive Approach to Language Pedagogy. New York: Longman Lnc.
- Brown, Douglas h. 1994. Teaching By Principle: An Interactive Approach To Language Pedagogy. Englewood Cliffs: Prentice Hall.
- Badan Standar Nasional Pendidikan. 2006. Standar Kompetensi dan Kompetensi Dasar SMA/MA Jakart.
- Brother, Laidlaw. 1985. Composition and Grammar II. California: The Laidlaw Brothers Publisher.
- Binder, Carol A and Lopez-Neney Susan. 2005. Writing in Process: Strategies for Orgonozatin and Development: Second Edition. Singapore: Pearson/ prentice Hall.
- Fawcett, Susan. 2001. Evergreen: A Guide to Writing With Reading, Compact Ninth Edition. Boston: Cengage Learning.
- Gerot, Linda and Wignell, Peter. , 1994. Making Sense of Functional Grammar. Australia: Antipodean Educational Enter Prises.
- Hedge, Tricia. Writing. 1988. London: Oxford University Press.
- Harmer, Jeremy. 2004. How to Teach Writing. England: Pearson Education Limited.
- Harbertson, James. 2015. 10 Reasons Why English Is Such an Important Language. LinguaEnglishBlog.html: Article.
- Herdian. Model Pembelajaran Mind Mapping ([http/ herdy07.Wordpress.com/](http://herdy07.Wordpress.com/) 2008/04/29 Model Pembelajaran – Mind – Mapping / Retrieved on March 2010).
- Hyland, Ken. 2003. Second Language Writing. New York: Combridge University Press.
- Knapp, Peter and Watkins, Megan. 2005. Genre, Text, Grammar: Technologies for Teaching and Assassing Writing. Australia.
- Kakonis, Thomas E and Scally, John. 1978. Writing in An Age of Technology. New York: McMillan Publishing, Co, Inc.
- Miller, Keith, Robert. 2006. Motives for Writing: Fifth Edition. New York: McGraw-Hill Companies, Inc.
- Mc Carthy, Tara. 1998. Descriptive Writing. New York: Professional Books.
- Mcmillan, James H and Schumacher, Sally. 2006. Research in Education. New York: Pearson Education, Inc.
- Nunan, David. 2003. Practical English Language Teaching. New York: McGraw-Hill.
- Purnomo, Adi. 2014. Improving Descriptive Writing Skill Through Mind Mapping Technique

- (Classroom Action Gesearch in 8th grade students of MTS Muhammadiyah I Cekelan in The Academic Year of 2013/2014). Salatiga: Graduating Paper.
- Richards, Jack C And Renandya Willy A. 2002. *Methodology in Language Teaching*. US:, Combridge University Press.
- Raumond, James C. 1980. *Writing (Is An Unnatural Act)*. New York: Harper & Pow publisher.
- Richards, Jack C. 1990. *The Language Teaching Matrix*. New York: Combridge University Press.
- Siahaan, Junita. 2013. An analysis of Students' Ability and Difficulties in Writing Descriptive Text. English Education Study Program of Indonesia University of Education: Article.
- Spruiell, William C and Zemeh, Dorothy E. 2010. *Writing and Grammar: Second Edition*. New York: The McGraw-Hill Compabies, Inc.
- Scholes, Robert and Comley, Nancy R. 1985. *The Practice of Writing: Second Edition*. New York: St. Martin's Press, Inc.
- Sorenson, Sharon. 2010. *Webster's New World Students Writing Handbook*. Hokoben:Wiley, Hokoben, Nj.
- Smalley, Regina. 2001. *Refinding Composition Skill: Rhetoric and Grammar*. Fifth Edition. Baston: Heinle Pub.
- Stubbs's and Barnet. 1983. *Practical Giude to Writing*. Canada: Little, Brown and Company.
- Suharsimi, Arikunto.2009. *Manajemen Penelitian*. Jakarta: PT Rineka Cipta..
- Turbill, Jan and Bean, Wendy. 2006 *Writing instruction*. Six edition; Understandingprocess, purpose, audience. New York; Richard C. Owen Publisher, Inc.
- Walter, Teresa. 2004. *Teaching English Language Learner*. New York: Pearson Education.
- Waruwa, Drs. Fidelis E, M.Sc. 2010. *mind Mapping*. (Education Training and Consultant [http: www.edutraco.com](http://www.edutraco.com) Fidelis@ education.com). Retrieved on March.
- Weigle, Chusing, sara. 2002. *Assesing Writing*. New York: Combridge University Press.
- Windura, Susanto, Bli. 2002. *Mind Map Langkah Demi Langkah*. Jakarta: Elex Media Computindo, Kelompok Gramedia.