THE USE OF MIND MAPPING METHOD IN TEACHING WRITING OF SENIOR HIGH SCHOOL STUDENTS IN GOWA

Melisa Walay[1], Muhammad Yahrif[2], Sujarwo[3].
[1,2,3]English Education Department, Universitas Megarezky, Makassar, Indonesia
[1]Email: melisawalay@gmail.com
[2]Email: muhyahrif@gmail.com
[3]Email: jarwo.ibrahim@gmail.com

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui keefektifan penggunaan metode mind mapping terhadap kemampuan menulis Teks Bahasa Inggris siswa Penelitian ini merupakan penelitian quasi-experimental dengan desain yang menggunakan two group pretest dan posttest. Artinya, ada kelas eksperimen dan kelas kontrol yang diberikan pre-test dan post-test. Sampel penelitian ini adalah 72 siswa kelas X SMAN 14 Gowa tahun ajaran 2022/2023. Instrumen penelitian ini adalah tes tertulis. Tes diberikan sebagai pre-test dan post-test pada kelas eksperimen dan kontrol untuk menilai tulisan bahasa inggris siswa pada pre-test dan post-test penulis menggunakan rubrik penskoran yaitu skor analitis. Penelitian ini menunjukkan bahwa pada hasil pre-test nilai mean yang dimiliki adalah 59.06 yang menunjukan bahwa kemampuan siswa pada pre-test masih sangat rendah sedangkan nilai mean pada post-test adalah 73.86 yang menunjukkan bahwa kemampuan menulis siswa cukup meningkat di kelas Experimen. Hasil data yang dianalisis dengan menggunakan independent sample T-test, menunjukan bahwa Sig.(2-tailed) adalah 0.000 lebih rendah dari 0.05 sehingga hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Peneliti membuktikan bahwa ada peningkatan pada kemampuan menulis siswa melalui metode mind mapping pada pengajaran menulis. Kesimpulannya adalah penggunaan metode mind mapping dalam pengajaran menulis dapat meningkatkan kemampuan siswa dalam menulis Text Bahasa Inggris.

Kata Kunci: *Mind Mapping Method; Students' Writing Skill; English.*

ABSTRACT

The aim of this study was to determine the effectiveness of using the mind mapping method on students' skill to write English texts. This research was a quasi-experimental study with a design using two groups pretest and posttest. There were an experimental class and a control class which were given a pre-test and a post-test. The sample for this research was 72 class X students of SMAN 14 Gawa for the 2022/2023 academic year. The research instrument was a written test The tests were given as a pre-test and post-test in the experimental and control classes to assess students English writing in the pre-test and post-test The research used a scoring rubric, namely an analytical score. This research showed that mean score of pre-test was 59.06 which indicated that the students skill in the pre-test was still very low while the mean score of post-test was 73.86 which indicated that the students writing skill enough improve in the experimental class. The results of the data were analyzed using an independent sample T-test, showing that Sig.(2-tailed) was 0.000 which was lower than 0.05 so that the alternative hypothesis (H.) was accepted and the null hypothesis (Ho) was rejected the researcher proved that there was an improving of students writing skill through the mind mapping method in teaching writing. The conchision is that the use of the mind mapping method in teaching writing can improve students' skill to write English texts.

Keywords: *Mind Mapping Method; Students' Writing Skill; English.*

INTRODUCTION

Language as a means of communication is important because of the rise in communication demand. With language, humans can express ideas, opinions(Sukmawati et al., 2022). There are four language skills: listening, speaking, reading, and writing. Writing skills are the final sequence in the language learning process after writing, speaking, and reading skills(Hasibuan & Handayani, 2019).

Writing is one of the abilities students must master when studying English, Because if they can master the 3 other skills, then they must be able to realize the skills in writing(Yahrif, 2021). Writing is the process of expressing ideas, thoughts, and emotions using a recognized sound or letter system in the community of language users (Nofameltriani Harefa et al., 2023). Writing ability is an active and productive language talent(Sairo et al., 2021). To become good writers, students must organize their thoughts clearly, use suitable vocabulary, pay attention to proper spelling and punctuation, and use a variety of sentences (Sasmiasih, 2014)

In terms of writing ability, Indonesian students face four challenges in writing English text. They have issues with content, organization, vocabulary, and grammar. The first consideration is content. It means that the students are unable to write an effective text because they are unable to combine the main idea and supporting details into a paragraph. The second is organizing. Students are unable to organize paragraphs into good text. The third is vocabulary. Sometimes students lack the vocabulary needed to construct a good paragraph. Grammar comes in fourth place.

Based on the researcher's experience while carrying out the field experience program (PPL) at SMA Negeri 14 Gowa, the researcher found obstacles for students to write in English. Many students have difficulty writing texts or even are confused to find and develop their main ideas into readable texts. Students find it difficult to process their ideas into a text, sometimes they don't even know what. text such as typos, capitalization, and spelling apart from that students also lack enthusiasm and desire in learning so they often feel bored and uninterested. In this case, the teacher plays an important role in helping and facilitating students in this teaching and learning process.

To help the students understand writing material more easily and make students interested in learning writing material, a teacher must be able to convey and connect the transfer of knowledge to students through appropriate methods.

The number of existing methods makes a choice for a teacher in teaching. One of them is the mind mapping method. (Buzan, 2012) stated that mind mapping is an easy way to place information in the brain and take information out from the brain. It means that mind mapping can help students to associate ideas, think creatively, and systematically.

The mind mapping method is a learning method that can awaken imagination and help students remember ((Buzan, 2012). Based on the student's character, the mind mapping method is very suitable for use as a teaching method for elementary school students.

Mind mapping is a simple method for retrieving knowledge from both inside and outside the brain, as well as for learning new skills quickly and effectively. Mind mapping is also an imaginative, practical, and literal method of capturing thoughts and creating mental maps that aid memory and allow information to be built in a way that engages the brain's natural processes from the start(Herman et al., 2022). It is made up of words, colors, lines, and images so that it is not tedious to create.Mind Mapping is also a way of recording that is creative, effective, and literally will "map" our thoughts (Buzan, 2006)

Based on the explanation above, the researcher is interested in conducting research with title " The use of mind mapping method in teaching writing of senior high school students in Gowa ".

METHOD
Types of Research
This research was conducted by giving treatment to the experimental group and providing a control group as a comparison. Determination of this type of quasi-experimental research on the grounds that this research was in the form of educational research which uses humans as research subjects.

This design consists of two groups, each of which is given a pretest and post-test which are then treated with the mind mapping method and without using the mind mapping method.

Table 1. Pre-test Post-test Control Group Design Research Design

Group	Pre-test	treatment	Post-test
E	O_1	X	O_2
C	O_3	-	O_4

Explanation:
E: Experimental group (the group that was given the treatment)
C: Control group (group without treatment)
O1: pre-test experimental group
O2: post-test experimental group
O3: pre-test control group
O4: post-test control group
X: Use of the Mind Mapping method in Teaching Writing.

Bagian metode berisi tentang desain penelitian, tempat dan waktu, teknik poulasi dan sampel, teknik sampling, teknik pengukuran data dan analisis data. Sebaiknya menggunakan kalimat pasif dan kalimat narasi bukan kalimat perintah.
Setting Time of the Research
This research was conducted from May to June 2023 in class X SMA Negeri 14 Gowa located on Jl.Poros Malino, Gowa.
Population and Sample
This research population was class X students of SMAN 14 Gowa during the 2022 academic year, totaling 324 of these constitute the research population. And The sample in this research was 72 students that decided into two classes.

Those classes were class X IPA 1 and class X IPA 4, which were the experimental class and the control class.

instrument

The data were collected by giving a pretest and a post-test to both experimental and control groups. While the writing test was used to be a research instrument for both pre and post test.

Procedure

The procedure of collecting data would be presented in chronological steps as follow;

1. Pre-test: The researcher gave a pre-test to find out how students wrote before being given treatment. The researcher gave a pre-test to students by asking students to write 2 paragraphs of text in English with the topic of animals, objects, and places. students choose one of these topics. test duration is 60 minutes. The researcher asked the students whether they had finished working on the written test or not, the researcher supervised the students who were doing the written test. After that, the researcher asked what difficulties he experienced while doing the test.

2. Treatment: After giving the pre-test, the researcher gave treatment using mind mapping in teaching writing. During the treatment, students were given 4 different topics using mind mapping in teaching writing. Researchers gave treatment in four meetings for the control class and the experimental class. the experimental class gets material using mind mapping and the control class gets material without using mind mapping.

3. Post-Test: After being given treatment, the last activity was a post-test, A post-test was carried out to find out the results of developing students' writing using the mind mapping method in the experimental class, and those who did not use the mind mapping method in the control class. The instruments used for the post-test were in the same form and quality for the two groups as the instruments used for the pretest. In the post-test, the researcher will give students a test, The test is in the form of writing. Students are required to write 2 paragraph texts as a post-test with the topic People, Animals, Things, and Place. students choose one of these topics. test duration is 60 minutes. After being tested, asking students whether they have completed the writing test or not, the researcher supervises students who are working on their writing test.

Data Analysis

The analytical score adopted from Hughes used in this study to analyze data related to students' writing ability tests. There five components are presented in the analytical scoring rubric for writing, consisting of grammar, vocabulary, mechanics, fluency and form (organization).

To measure the average or mean of students' writing score on every test, the formula is as follow:

Explanation:

$S = \dfrac{R}{N} \times 100$

S = Score

R = The number of correct Answer

N = The number of Students

Fauziah, et all (2016)

In addition, the scores obtained by students were calculated and analyzed using the rubric above with the categories listed in table 1.5 below.

Table: 3.5 the classification of the students Score

No	Score	Criteria
1.	86 – 100	Very well
2.	71 – 85	Good
3.	50 – 70	Fair
4.	10 – 55	Poor

(Nadrizal, 2021)

There are three types of data that were tested in this study. Which three statistics, namely normality test, homogeneity test, and hypothesis testing will be tested using the SPSS 22 Version application

FINDINGS AND DICUSSION
Finding
To find out the answers to the research questions in the previous chapter, the researcher gave the test twice. The pre-test was given before treatment, namely to find out students' ability to write English texts before being given treatment, while the post-test was given after treatment to find out students' writing abilities after treatment and the results of the post-test in this study could answer the first question of this study which aims to determine the increase in students' ability to write English texts by using mind mapping method at SMAN 14 Gowa.

The independent sample t-test was performed to determine whether there was a significant difference between 2 separate variables or groups. The normality test and homogeneity test, However, the researcher was previously conducted using IBM SPSS Statistics Version 22. The goal of the inferential statistical analysis was to provide a response to the research question posed by the t-test. The assumption test, specifically the homogeneity and normality tests, were completed before doing the inferential statistical analysis.

Normality Test
The Proses of analisist normality tes Using the IBM SPSS Statistics Version 22 application to process the normalcy test. The Shapiro-Wilk test was utilized in this study's normality analysis. If the probability value at the Shapiro-Wilk test's output is higher than the required value, which is 5% (0.05), the data is considered to be normal.

Table 4.4 Normality Test Results of Pretest and Post-test Data for Experiment Class and Control Class

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Mind Mapping	Pre-Test Experiment	.165	36	.014	.959	36	.197

Post-Test Experiment	.140	36	.073	.951	36	.109
Pre-Test Control	.162	36	.018	.970	36	.414
Post-Test Control	.132	36	.116	.960	36	.217

a. Lilliefors Significance Correction

It can be deduced that the study data in the table above which was created using computer calculations with the SPSS version 22 program, has a significant value (sig.) for all of the data on the Kolmogorov-Smirnov test and the Shapiro-Wilk test > 0.05.

Homogeneity test

The test homogeneity is using the Levene test in SPSS Statistic version 22. the homogeneity test. If the probability value at the output of the Levene Statistic is higher than the desired value, which is 5% (0.05), the data is said to be homogeneous.

Table 4.5 Results of Homogeneity of Pretest and Post-test Experiment Class and Control Class

English Writing			
Levene Statistic	df1	df2	Sig.
.788	3	140	.503

Source: IBM SPSS Statistics Version 22

Based on Table 4.5, it can be seen that the sig P value is 0,503. It means that the sig t value > 0.05 so the data is homogeneity and the data analysis can be continued with parametric statistics.

Independent Sample T-Test

The t-test uses the Paired sample Test on SPSS Statistics version 22. The research criteria for determining the data hypothesis are: If t > 0.05 then Ho is rejected, and if t < 0.05 then Ho is accepted.

Table 4.6 Independent Sample T-Test Post-test Experiment Class and Pretest Control Class

Levene's Test for Equality of Variances		t-test for Equality of Means						
F	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper

Mind Mapping	Equal variances assumed	1.977	.164	-9.827	70	.000	-14.806	1.507	-17.810	-11.801
	Equal variances not assumed			-9.827	62.812	.000	-14.806	1.507	-17.817	-11.795

Source: IBM SPSS Statistics version 22

Based on Table 4.6 above, it can be seen that the t value was -9,827 and the df value is 70 with a significance value of t (sig) 0.164 < 0.05, this shows that there is a significant difference. Based on the elaboration, it could be concluded that H0 was rejected. Otherwise, the alternative Hypothesis (H1) was accepted. In other words, there were differences in students" writing abilities before and after treatment using mind mapping in teaching writing.

Pembahasan

Based on the results of the research that has been conducted, it can be concluded that the use of mind mapping method has a positive impact on students' writing ability. It is shown that before being given treatment using mind mapping, students' writing ability (86%) was in the sufficient classification. Only (3%) of 1 student who has good writing skills. Furthermore, only (11%) of 4 students were in the very low group. Therefore, the students of class X SMAN 14 Gowa can write English text quite well, before being given the treatment.

However, after treatment using mind mapping, almost all students achieved KKM scores or had good writing skills and there were 9 (25%) students got the fair category. no students who fall into the category of very good, and very less. Therefore, the results of the study show that the use of mind mapping in teaching writing to improve the ability to write English texts for tenth grade students of SMAN 14 is beneficial for them.

In other words, the use of mind mapping in teaching writing can improve students' writing ability, especially in writing English text. Using mind mapping made the students more enthusiastic and interested in the teaching and learning process of writing. The students no doubt expressed their ideas. Since the use of pictures, and symbols in mind mapping can make students' imagination more developed and make students more motivated to make a good English text, Students may freely imagine and create. The findings of this study also demonstrate that mind mapping can enhance students' writing abilities, particularly in English texts that emphasize the five components of good writing: content, grammar, structure, vocabulary, and mechanics. This research was supported by (Buzan, 2012) who stated the mind mapping method is a learning method that can awaken imagination and help students remember.

CONCLUSION

Based on the results of data findings and discussion. The results of this study, it is concluded that the use of mind mapping in teaching writing is effective in improving writing ability, it was found that the results of the calculation process, the researchers found that the experimental class post-test had a mean value of 73,86 and the control class post-test had a mean value of 65.78. It means that there was an influence on the ability to write using mind mapping. After getting treatment in the experimental class the students were easier to understand, and explain the material and motivated because they learn while imagining, and drawing so that students are more creative and motivated in learning English, especially in writing English texts.

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