

The Use of Mind Mapping to Improve Students' Skills in Writing Analytical Exposition Text

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa kelas X SMA N 6 Semarang tahun ajaran 2022/2023 dalam menulis teks eksposisi analitis melalui teknik mind mapping. Penelitian ini merupakan penelitian tindakan kelas. Terdapat dua siklus pembelajaran yang terdiri dari perencanaan, tindakan, observasi, dan refleksi yang dilakukan dalam penelitian ini. Instrumen untuk mengumpulkan data adalah tes dan observasi. Analisis data yang digunakan dengan menghitung nilai tes per siklus, rata-rata hasil belajar siswa per siklus, dan persentase ketuntasan belajar dengan ketuntasan standar individu dengan skor 70. Dari hasil tes pada penelitian ini, hasil tersebut meningkat pada siklus I dan II. Pada siklus I nilai rata-rata 69,0 meningkat menjadi 80,14 pada siklus II, yang artinya meningkat 11,14% poin. Ini berarti bahwa pengajaran menulis melalui mind mapping meningkatkan keterampilan menulis siswa. Peningkatan juga terjadi pada hasil masing-masing sub indikator tes tulis antara siklus 1 dan 2.

Kata kunci: Menulis, Teks Analitikal Eksposisi, Mind Mapping

ABSTRACT

This study aims to improve the writing skills at tenth grade of SMA N 6 Semarang in academic year 2022/2023 in writing analytical exposition text through mind mapping technique. This research was classroom action research. There are two cycle learning sessions comparison, planning, action, observation, and reflection were conducted in this study. The instruments to collect the data were tests and observation. Data analysis was used by calculating test scores per cycle, the average of student learning outcomes per cycle, and the percentage of learning completeness with individual standard completeness within score 70. From the result of the test in this research, the result was increased in cycle I and II. In cycle one, the mean score was 69.0 and it increased to 80.14 in cycle II, it increased 11.14% point. It meant that teaching writing through mind mapping improved the students' writing skill. The improvements were also improved on the result of each sub-indicators of writing test between cycle 1 and 2.

Keywords: Writing, Analytical Exposition Text, Mind Mapping

1. INTRODUCTION

English learning has four skills: listening, speaking, reading and writing. Writing belongs to an important activity in an English class. That is one of the productive skills that must be mastered by all students in learning English. Nation (2009, p. 113) says that writing is an activity that can usefully be prepared for my work in other skills of listening,

speaking and reading. Writing is the act of expressing thoughts, ideas, and emotions through the use of written language. It is a form of communication that allows us to share our experiences, knowledge, and perspectives with others.

In Indonesian educational curriculum, students of senior high school are taught some text types of English, including exposition text. Each of them

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has characteristics that students should understand. It is not only learning about grammar and vocabulary, but also they reach the discourse level. It can be said that the students not only focus on understanding the text taught, but also focus on constructing new text as well. Heaton (1974:138) states that writing skill is more complex and difficult to teach, requiring mastery not only of grammatical devices but also concept and judgment.

Teaching writing to senior high school students is different from junior high school or elementary school. The teacher as a facilitator should understand student's characteristics and classroom condition before teaching and learning process. Then, the teacher should prepare a lesson plan, materials, and students worksheet that will be taught and teaching methods that will be implemented. So, the teacher should be able to use various methods of teaching strategies in order to encourage and motivate student's skill in writing text.

Based on the observation result on teaching and learning activity in tenth grade of SMA N 6 Semarang, the students have encountered some problems in writing activity. In teaching and learning writing, especially for senior high school students, the students are asked to know how to write a paragraph well. However, most of the students face problems in writing it. Most of the students are not interested in learning English. It made students feel bored and their motivation to study English was low. The students mostly feel it is difficult to think creatively, so they do not know how to write as they have difficulties developing and generating ideas. This situation is similar to a statement from Nation (2009, p. 119) who stated that some learners are able to say what they want to write but they have difficulty in putting it into written form.

Then, their scores don't fulfill the standard minimum score English subject in the tenth grade. The score of students' achievement is below the standard minimum score, it is 70. It means that students have problems writing paragraphs. In addition, the teaching and learning process run conventionally in

the classroom. While conventional learning methods may work for some students, they can also make others bored and disengaged. It is important for teachers to consider alternative methods that can better engage students and promote a more effective learning experience.

Considering the problems mentioned above, the researcher is interested in overcoming those problems by applying a certain technique in order to improve the way of teaching and learning process. One of the techniques proposed by some experts to widen our mind is by mind mapping. Mind mapping strategy is a kind of teaching method that can be applied in writing activity in order to improve the students' skill and get better achievement. It is a visual tool that helps to organize thoughts and ideas in a structured way.

According to Kotob, Styger and Richardson (2016) mind mapping is a technique for delivering effective and creative thinking. The technique helps in arranging and presenting research concepts visually around a central key word or ideas. In the other word, Alamsyah (2009) argued mind mapping is a useful technique that helps you learn more effectively, improves the way that you record information, and supports and enhances creative problem solving. Mind mapping is a good tool to help the students write a good structure on the focus of an essay. Mind mapping helps the students to appear in all argument pictures and to value objectively what argument and structure of essay is rational. Mind mapping not only helps the students to plan what they want to write, but also useful when the students write completely stated by (Buzan, 2006).

Dealing with the problem above and as an attempt to help students overcome their difficulties, the researcher has decided to conduct a research entitled "The Use of Mind Mapping to Improve Students' Skill in Writing Analytical Exposition Text".

Writing

Writing is one of the important aspects in teaching and learning English

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besides listening, speaking and reading skills. Writing is the process of using symbols such as letters of the alphabet, punctuation and space to communicate thought and ideas in a readable form. Writing is a productive skill. It means the writer tries to produce or reproduce written messages that can be understood by the readers. In order to be understood by the readers, the writer has to use letters and common graphic symbols as Byrne (1988:1) defines that writing is an act forming graphic symbols: making marks on a flat surface of some kind.

According to Tiwari (2005, p. 120) writing is a complex process that allows the writer to explore thought ideas and make them visible and concrete. It needs a lot of preparation and a lot of practice. It is the same statement from Richard and Reynandya (2002, p. 303) that writing is considered as the most difficult skill for a second language, moreover for foreign language learners to master.

According to White and Arndt in Harmer (2003:258), process writing an interrelated set of recursive stages which include:

1. Drafting
2. Structuring (ordering information, experimenting with arrangements, etc.)
3. Reviewing (checking context, connectives, assessing impact, editing)
4. Focusing (that is making sure you are getting the message across you want to get across)
5. Generating ideas and evaluation (assessing the draft and/or subsequent draft).

Furthermore, according to Hughes in Suharni according to Hughes in Suharni (2016: 11), there are five components that should be taken into account in order to compose a writing product:

1. Content
The term “content” relates to how well the students put the thesis statement and supports it with some related ideas. It can be personal experience, illustration, facts, opinion, and the use of description, cause/ effect, and comparison/ contrast.

2. Organization
The term “organization” in writing deals with how well the writers function the introductory, body, and conclusion as well as possible. Besides, the ideas follow the logical sequence.
3. Discourse
The term “discourse” deals with the use of topic sentence, paragraph unity, transition, discourse marker, cohesion, rhetorical conventions, reference, fluency, economy, and variation.
4. Vocabulary
Vocabulary is all words that a person knows or uses. In writing, the writer should know how to choose the appropriate words to form phrases, clauses, and sentences in order to produce a meaningful and effective product of writing.
5. Mechanics
Mechanics of writing are related to spelling, punctuation, citation of reference, neatness and appearance.

Analytical Exposition Text

Analytical exposition is a text that provides opinions, ideas or arguments of the writer about a problem, topic or phenomenon. Analytical exposition is a type of text that presents an argument or opinion on a particular topic or issue. It aims to persuade the reader or listener to agree with the writer's point of view by providing logical and factual evidence to support their claims. The text usually consists of an introduction that presents the issue, a thesis statement that states the writer's position, several paragraphs that provide evidence and arguments, and a conclusion that summarizes the main points and restates the thesis.

Mcwhorter (1986:136-142) states that analytical exposition is a kind of argument text. According to others, analytical exposition is text or writing that describes the writer's opinion about the phenomena that are happening around us. It means that an analytical exposition is a text which evaluates a topic critically, but focuses only on one side of an argument. The argument and point of view have to be supported by facts and relevant

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information. It can be found in speeches or lectures, editorials, articles of newspapers, magazines, essays, leaflets or pamphlets, letters, and legal defenses.

According to Callaghan (1985:16) the purpose of analytical exposition text is to convince the reader that the topic presented is an important topic to be discussed to receive attention by providing arguments or opinions that support the main idea. In addition, Martin and Rose analytical exposition has a social purpose which is to persuade the readers to the writer's point of view, and also has a purpose to communicate factual information to the reader. So, the purpose of analytical exposition is to persuade the reader or listener to agree with the writer's point of view on a particular topic or issue. The writer presents a clear and logical argument, supported by factual evidence, to convince the audience of the validity of their position. The text aims to inform and educate the reader or listener about the issue, while also presenting a compelling case for why the writer's perspective is the most reasonable and appropriate. Ultimately, the goal of analytical exposition is to influence the audience's beliefs or actions on the topic being discussed.

Pardiyono (2007:222) states that the structure of the analytical exposition consist of thesis, which contains the writer's statement regarding a particular issue, then argument that contain descriptive fact, and reiteration consist the writer's point of view to strengthen the thesis. The structure of analytical exposition typically consists of several key elements that work together to present a clear and persuasive argument. These element include:

1. Thesis

This section introduces the topic and provides background information on the issue being discussed. It also includes a thesis statement that presents the writer's position on the topic.

2. Arguments

The body of analytical exposition should present several arguments that support the thesis statement. Each

argument should be supported by evidence, such as facts, statistics, or examples.

3. Conclusion

This section summarizes the main points of the argument and restates the thesis statement. It may also include a call to action or a final thought on the topic.

Gerot and Wignel (1994:198) state that the language feature of analytical exposition is using simple present tense, relational process, and conjunction. Here are some of language features commonly found in analytical exposition:

1. Connectives

Words and phrases that connect ideas and arguments, such as “furthermore”, “in addition”, and “moreover”.

2. Modal verbs

Words that express degrees of certainty or possibility, such as “may”, “might”, “could”, and “should”.

3. Use of expressions of stating opinion

- I believe ...
- I think ...
- I think .. should...

4. Simple present tense

5. Use of relational process

It's to state what it should or should not be, such as seems, doesn't seem to, has, have, is, are, etc.

Mind Mapping

Mind mapping is a kind of teaching technique that can be applied in writing activity in order to improve the students' skill. It can help to organize their thoughts and ideas, and create a clear structure for their writing. To use mind mapping for writing, start by identifying the main topic or idea that they want to write about. Mind mapping uses visual imagery and other graphical infrastructure to form an impression on the brain. Buzan (2006, p. 6 : 2008, p. 10) defined mind mapping as a creative note taking technique in a visualization and graphic forms that is used to make people find it easy to enter information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association. Also, mind maps allow students to be

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more creative, plan better, save time, and communicate well. It is used to generate, visualize, structure, classify ideas, organize information, solve problems, make decisions and write.

In addition, according to Buzan (2009) mind mapping method can be useful for:

1. Stimulates right and left brain surgery synergistically,
2. Release all the rules of slavery when initiating learning,
3. Helping someone to flow unhindered,
4. Create plan or story frame
 - a. Develop an idea
 - b. Create a personal goal
 - c. Start a new business
 - d. Summarize the contents of book
 - e. Flexible and it can focus attention

Buzan (1993:53) states that mind mapping has some characteristics as follow:

1. The mind idea, subject focus is crystallized in a central image
2. The main themes radiate from the central image as ‘branches’
3. The branches comprise a key image or key word drawn or printed on its associated line.
4. Topics of lesser importance are represented as ‘twigs’ of the relevant branch.
5. The branch forms a connected nodal structure.

Based on the definition above, we can conclude that mind mapping technique is used to develop the ideas and encourage creativity and imagination by writing down the keyword and creating the branches of the main keyword using lines, symbols, images, color, etc. as the connector.

2. METHOD

In this research, the researcher used the Classroom Action Research method (CAR). Classroom action research used to solve a specific classroom or school problem, improve teaching and other educational strategies or make a decision at a specific level (Santrock, 2004). The researcher expected by using classroom action research would give a good idea of learning in the classroom, and also could

enhance research habit for teachers and teaching learning process

The subject of this research is class X-K of SMA N 6 Semarang academic year 2022/2023 with the total students of 36 as the main participant. The researcher used action research designed by Kemmis and McTaggart. Based on Kemmis and McTaggart in Depdiknas (2004, p. 2), the implementation of Classroom Action Research had four steps: 1) Planning, 2) Implementation, 3) Observation, and 4) Reflection. Furthermore, the researcher instruments in collecting the data to support the research. To collect qualitative data, the researcher uses tests which consist of pre-test and post-test. For quantitative data, the researcher used observation, and documentation.

To measure the improvement of students, the researcher found out the mean score of the students. Mean is average from division between sums of the student’s scoring a total number of respondents. The formula is:

$$X = \frac{\sum x}{N}$$

Where:

X = the average of score

$\sum x$ = total students’ score

N = the total number of students (Arikunto, 2009)

While in calculating the percentage of passing student, the researcher use the calculation component, they are class percentage (P), total percentage score (F), and number of students (n) with formula

$$P = \frac{Fx}{n} \times 100$$

3. FINDING AND DISCUSSION

In this study, mind mapping was conducted to improve students’ writing skills by conducting two learning cycles. From the observation, the researcher found that the student class X-K was lowest in writing where the overall learning activities were only dominated by certain students. Their problem in writing was clearly shown during writing action in every material. The students were not only

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having problems producing a text, but also in writing expressions too.

Based on the result of the pre-test, the data showed that the mean score of the pre-test in X-K is 48.17. From 36 students, only 6 students or 16.67% of them can achieve the KKM or 70, while another 30 students or 83.33% failed during the pre-test session. From the pre-test result, it could be seen that the students' writing ability was still low compared with KKM.

The first cycle showed that there were some improvements in students' writing skills. After the implementation of cycle one, they were able to express and generate their ideas by drawing colorful pictures in the mind map which was an important step before they began to write.

In spite of the pre-test result, the result of the first post-test showed a slight improvement. The mean score of writing skill also improved from 48.17 to 69.00. In brief, this result implied that the mean of the students' score was a bit over the standard minimum score of that school. With that result, there was an improvement 20.83% for writing skill from the pre-test test to the post-test one. In other words, the implementation of the cycle one had achieved a standard minimum score.

In the same way, students' analytical exposition text in writing skill had improved significantly in cycle two. It could be proven from the mean score in cycle two was 80.0 for writing skill. As a matter of fact, there was an 11.14% improvement from the first post-test to the second post-test.

Based on the result of the students' test, the researcher made the mean score from pre-test, post-test one and post-test two as follows:

Table 1. The students score improvement

Test	Score	Percentag e	Improveme nt
Pre-Test	48.17	16.67%	-
Post-Test 1	69.0	58%	20.83%
Post-Test 2	80.14	92%	11.14%

By comparing the result from the table above, the score of each cycle was always improved. The improvement could be seen from the score which started from the low score or below the standard minimum score in the pre-test and then increased in the first post-test which also passed a bit the standard minimum score. Finally, in the second post-test the score improved significantly and was better.

The mind mapping model is a learning model for recording material, information, data, knowledge, etc. Mind mapping is a toll that can make it easier for students to remember, gather knowledge, create ideas and categorize things, so that students can become better thinkers (Vijayavalsalan, 2016) According to the analyzing result above, the researcher concluded that the use of mind mapping was successful to improve students' writing skill in writing analytical exposition text at the tenth grade of SMA N 6 Semarang. Besides that, There are some factors improved the change of students' writing skill especially in writing paragraph, the factors were as follows:

1. Materials

The researcher chose the materials that were known by the students and the purpose of the interesting material was to make students interested in learning. The materials used were supported with pictures to increase their background knowledge about that and it made them easier to understand the lesson.

2. Media

Media helped the students in this research because the media supported the material in order to help students in learning or understanding the lesson.

3. Teaching Technique

There are various kinds of techniques that can be used in teaching but in this research, the researcher uses mind mapping to improve students' writing skill in writing analytical exposition text at tenth grade especially X-K of SMA N 6 Semarang.

4. Classroom management

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In doing the research, the researcher could manage the class by helping students or monitoring them in designing their writing. The students were motivated to finish their task, the situation in the class also became conducive. All of the students focused on their writing, and the teaching process became more meaningful.

4. CONCLUSION

This research was classroom action research which focused on the implementation of mind mapping techniques to improve students' writing skill in writing analytical exposition text. The research had gained both qualitative and quantitative data related to the use of mind mapping to improve students' writing skill in writing analytical exposition text at the tenth grade of SMA N 6 Semarang.

Based on the research findings and discussion, it can be drawn that mind mapping technique was effective to help students in writing analytical exposition texts in an enjoyable way. Mind mapping could help students to improve their writing skill in writing analytical exposition text in terms of enriching vocabularies, increasing creativity, arranging sentences and organizing ideas.

As a result, the mind mapping technique would seem to be particularly suited to help students in planning their writing as the approach encourages students to reach for and adapt to a deeper level. The result revealed that the process was more effective, interesting, and fun for the students. Mind mapping was a new way for them to learn particularly in English. They have never used this technique and it gave them a good impression on its implementation.

The second, this research showed that there were improvements in the students' response towards the use of mind mapping technique. Mind mapping gave an impact to students' behavior change. They had good motivation, interest and engagement during the teaching learning process. This technique emphasized using colors and pictures, so it could create good conditions and improve their creativity.

Based on the result of the research above, the researcher concluded that the use of mind mapping technique was effective and successful to improve students' skills in writing analytical exposition text.

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