

INCORPORATING MIND MAPPING INTO THE INSTRUCTION OF TEACHING WRITING PROCEDURE TEXTS AT SMKN 1 DEDAI

Sijono, Ilinawati, Tuti, P. Angela Agnes
STKIP Persada Khatulistiwa

sijonostg4@gmail.com, selvinilina@gmail.com, tutiidris10@gmail.com,
anggelaagnes363@gmail.com

Submitted: 2024-04-18

Accepted: 2024-05-02

Abstract: This study explores the effectiveness of the Mind Mapping technique in enhancing students' writing abilities and their active participation in learning activities, specifically in Class X Multimedia of SMKN 1 Dedai. This study aims to address students' writing challenges through innovative teaching methodologies. The researchers used Classroom Action Research (CAR) as the methodological framework, the study follows a four-step cycle: Planning, Action, Observing, and Reflecting. Researchers actively engaged in teaching writing procedures using the Mind Mapping technique, while observing student interactions and responses in the classroom. Data collection technique involved observations, interview, and measurement. The findings revealed significant improvements in student engagement and writing proficiency throughout the research process. Despite initial challenges, such as low motivation and participation, the implementation of the Mind Mapping technique leads to notable enhancements in student participation rates, writing skills, and overall learning experiences. Analysis of data from both cycles demonstrates a marked increase in student participation, with average scores rising from 69.21% to 82.89%. Moreover, test results indicate substantial advancements in students' writing proficiency, particularly in content, organization, language use, vocabulary, and mechanics.

Keywords: Mind mapping technique, teaching writing, procedure text

INTRODUCTION

Writing is an activity to generate the ideas, and to expressing sense of feeling and producing in the form of word to sentences. Writing is a basic language skill, as crucial as other skills, Harmer cited in Rambe (2019). Writing is so absorbing and involving that it can make you feel more alive-concentrated yet euphoric (Morley, 2007). Proficiency in writing empowers students to provide comprehensive information about specific subjects, facilitating effective information gathering and organization. Prior to composing on a topic, students are required to accumulate relevant information and ideas.

In addition, writing in its broad sense as distinct from simply putting words on paper has three steps: thinking about it, doing it, and doing it again (Kane, 2000). Writing instruction improves reading comprehension and that the teaching of writing skills such as grammar and spelling reinforces reading skills. It is also believed that writing about a text improves comprehension, as it helps students make connections between what they read, know, understand, and think (Graham & Hebert, 2010). In Line with Javed as cited in Tuti (2023) Traditionally, writing instruction has focused on grammar, syntax, vocabulary, and organization. The students start learning to communicate with people in the form of written as they begin to interact with others in academic program. Therefore, English teachers need to motivate students

in learning to writing and giving motivation is necessary because it encourages students to learn a language including writing. Personal motivation determines the extent to which students will engage voluntarily, and will persist despite difficulties in learning a foreign language. Through the writing process many skill can be taught and reinforced. Prior (2006) argued that Writing exists within the social framework of the writer and is influenced by communities of practice that emerge within this context. Consequently, research on writing has evolved to adopt a more holistic approach, emphasizing the broader context rather than solely focusing on the writer and the text. In addition, writing in all its situated contexts, especially beyond school” (Nystrand, 2006) Most students in this research had low motivation in learning English especially in writing activities. The students tended to be passive in writing activities. Most students could not write procedure text well. In writing process, most students could not express their concept or ideas in the form of written text well. They needed more time to recall or imagine the ideas that they were going to describe. Some of students were not enthusiastic in the activities that made them felt bored with the subject. In consistent with Haven (2015) There are five steps of successful writing; planning, drafting, evaluating, revising, and. Editing. These steps should be understood by students well in order to create the good writing products.

Based on the problems found by the researchers in the classroom, it was reasonable to conduct a study to solve the students’ problems as specially in writing activities through mind mapping. Mind mapping technique would be applied in the class room for teaching writing procedure text. This technique allowed the students to work collaboratively with other students in writing activity. This technique gives more motivation for students to write more. Mind mapping technique would be applied to generate the students’ ideas in writing. A mind mapping is an easy way to get information into and out of the brain. It is a new way of studying and revising that is quick and works (Buzan, 2005b). A mind mapping is a way of taking notes that is not boring. It is the best way of coming up new ideas and planning project (Buzan, 2005a). Mind mapping is a creative note taking technique in a visualization and a graphic form to make people feel easy in entering information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan, 2005b). Mind mapping is a form of data visualization. It allows the person creating the mind map to visually outline information as it relates to a specific concept (Mapman, 2013). Mind Mapping is a visual technique for structuring and organizing thoughts and ideas

Thus, the benefits of mind mapping are flexible, it means that brain be able to move fluently to all of direction (Buzan, 2005a). The students can focus on learning. They also can understand the teaching material and mind mapping attracts them to learn. According to Buzan (2005a) mind mapping helps the students in terms of: Plan, communicate, become more

creative, save time, solving the problem, focus on learning, develop and clarify thoughts, remember be better, learn more quickly and efficiently. In summary, Mind Mapping has a whole range of advantages that help students easier and more successful (Buzan, 2005b). Rustler (2012) stated that Mind Mapping is a visual technique for structuring and organizing thoughts and ideas. In addition to keywords, visualization involves a sequence of graphic elements like colors, symbols, pictures and spatial arrangement of branches. Mind mapping is a learning technique by making creative notes, where the students can express their ideas freely or record material that the teacher explains using their own language. As stated by Daud & Uwe Guhl (2022:52) with a mind map you can quickly and easily develop thoughts and new ideas. Mind mapping will also make students enjoy writing in class because they are required to be independent and provide benefits for students in expressing ideas. The disadvantages of the mind mapping method are that mind maps take a long time for students who are beginners and lack interest in writing. Consistent with Troye Bates (2019:37) Mind mapping reveals and expands every idea; it is an analytical yet creative approach; it makes decision making easy as it helps you continuously gather information. In line with that, Mind mapping is the easiest way to develop information in a human mind and take information from out of brain. It is a creative and an effective way that map our ideas (Buzan, 2002).

Therefore good mind mapping requires a lot of stationery so that the symbols, pictures, lines and words put into the mind mapping become interesting. so students need practice to get used to and proficient because usually students will hesitate to write. Encouragement from the teacher is needed so that they are more courageous, creative and active, besides that this technique takes quite a long time, especially for students who are still in the beginner stage, but it can actually be a fast note-taking technique if they are used to and proficient in making mind mapping, In making it the teacher must also always guide students so that students do not feel difficult and feel more interested in making mind mapping.

METHOD

In this study, the researchers used Classroom Action Research (CAR). CAR is a form of reflective research aimed at enhancing professional learning practices in the classroom. This approach plays a significant role in scientific research as it directly impacts the quality of research outcomes. The researchers applied CAR to address students' writing challenges and improve their writing skills. Following the Action Research Model cycle based on Kemmis and McTaggart as cited in Burns (2010), the CAR was conducted in four distinct steps: Planning, Action, Observing, and Reflecting. The initial step involves preparing the teaching plan, which encompasses the development of learning strategies, creation of teaching materials, and establishment of assessment criteria. Following this, the researchers implemented the plan and

actively participated in the teaching process, with one researcher assuming the role of an English teacher and others observing interactions between teachers and students, as well as among students in the classroom. Additionally, one of the researchers taught writing procedures using the mind mapping technique, while others observed the class activities during the implementation of this technique. Subsequently, the researchers engaged in reflective analysis by evaluating students' writing test scores to inform potential strategy revisions for the next cycle. This research took place at a state vocational high school in Sintang.

FINDING AND DISCUSSION

The Mind Mapping technique implemented in this study effectively increased student engagement in writing procedural text in class X Multimedia of SMKN 1 Dedai. The research comprised two cycles, each consisting of two meetings, wherein data from observations, tests, field notes, and interviews were analyzed. The first cycle, held on July 19 and July 26, 2023, involved planning, action, observation, and reflection stages.

During planning, the researchers prepared all necessary materials and obtained approval from collaborator teachers and the principal. In the action stage, a researcher taught the students about writing procedure text by using Mind Mapping technique. Then, collaborator assisted the researcher to observe the students' activities in the classroom. The next step was, reflection. Reflection highlighted the positive impact of Mind Mapping on teaching and learning, despite students' persisting difficulties in writing. Identified issues, such as lack of attention and fear of English, prompted the researcher to proceed to the second cycle to address these weaknesses and improve student writing abilities.

Based on the data from the first cycle, students' involvement in learning activities was found to be lacking, with only a 71% participation rate. Observations revealed instances of students' disengagement, including lack of attention, failure to respond to the teacher, and limited focus on instructional materials. Field notes indicated strengths, such as positive responses to greetings, but weaknesses persisted, particularly in low participation levels and distractions among students. Furthermore, the evaluation of students' writing skills revealed deficiencies across various aspects, with content, language use, and vocabulary requiring significant improvement. Interviews with students corroborated these findings, highlighting their struggles in expressing ideas and writing coherent sentences.

Upon reflection, the researchers recognized the need for intervention to enhance students' writing abilities. Thus, the second cycle was initiated, aiming to address weaknesses identified in the first cycle. This cycle comprised two meetings, held on August 2 and August 9, 2023, with a focus on implementing the Mind Mapping technique to improve students' writing proficiency. Observations during the second cycle indicated a notable improvement in student

engagement, with a participation rate of 97%. Students demonstrated enthusiasm for learning and actively contributed to classroom activities. Field notes highlighted strengths in increased participation and improved writing mastery across various aspects, albeit with time constraints posing a challenge. Additionally, interviews with students revealed positive perceptions of the learning process, with many expressing newfound confidence in their writing abilities. Test results further supported this, showing significant improvements in writing proficiency, particularly in content, organization, language use, vocabulary, and mechanics.

Overall, the second cycle was deemed successful, meeting predefined success criteria. With over 80% of students actively participating, achieving higher grades, and responding positively to the Mind Mapping technique, the research concluded after the second cycle.

Based on the results obtained from both cycle one and cycle two, it is evident that the implementation of the Mind Mapping technique has effectively enhanced students' writing abilities and their participation in learning activities in Class X Multimedia of SMKN 1 Dedai. This conclusion is drawn from comprehensive data gathered through observations, field notes, tests, and interviews conducted with students across both cycles. These sources consistently demonstrate a significant improvement in students' writing proficiency and their engagement in learning activities. Throughout the research process, the researcher gained valuable experiences in teaching writing skills using the Mind Mapping technique during classroom activities. The researcher actively applied this technique to address writing challenges, particularly in composing procedural texts. Despite encountering initial difficulties, such as low student participation and motivation in the first cycle, the researcher persisted and continued the research into the second cycle. In the first cycle, student participation and motivation were notably low, with many students showing reluctance to engage, particularly in asking questions and expressing opinions. However, despite these challenges, almost all students were able to create procedural texts using the Mind Mapping technique. Unsatisfied with the outcomes of the first cycle, the researcher proceeded to the second cycle. The results of the second cycle revealed a significant improvement in student participation and motivation during learning activities, as well as in their ability to write procedural texts through the application of the Mind Mapping technique.

The average score for participation increased from 69.21% in cycle one to 82.89% in cycle two. This improvement can be attributed to the treatment provided to students during the explanation of procedural text materials. The effectiveness of the Mind Mapping technique is further validated by the test results in the second cycle, where most students achieved scores ranging between 70-90, indicating substantial progress in their writing abilities. In conclusion, the Mind Mapping technique has proven to be an effective tool for improving students' writing

skills and their active participation in learning activities. The research outcomes highlight the significance of innovative teaching methodologies in enhancing student learning experiences and outcomes.

CONCLUSION

The research findings underscore the effectiveness of the Mind Mapping technique in enhancing students' writing abilities and their active participation in learning activities, particularly in Class X Multimedia of SMKN 1 Dedai. Through meticulous data collection and analysis across two research cycles, it is evident that the implementation of Mind Mapping has yielded significant improvements in students' writing proficiency and engagement in the learning process. In both cycles, observations, field notes, tests, and interviews consistently demonstrated a marked enhancement in students' writing skills and participation levels. Despite initial challenges, such as low motivation and participation in the first cycle, the researcher persevered and continued to refine the teaching approach, leading to substantial progress in the second cycle. The data reveals a notable increase in the students' participation and writing skill.

REFERENCES

- Bates, T. 2019. *How to Mind Map: 7 Easy Steps to Master Mind Mapping Techniques, Note-taking, Creative Thinking & Brainstorming Skills*. (n.p.): Lulu Press, Incorporated.
- Burns, A. 2010. Doing Action Research in English Language Teaching. In *Doing Action Research in English Language Teaching*. <https://doi.org/10.4324/9780203863466>.
- Buzan, T. 2002. *How to Mind Map?* (Thorsons, London).
- Buzan, T. 2005a. *Mind Map for Kids*. London: Thorsons.
- Buzan, T. 2005b. *The Ultimate Book of Mind Maps*. London: Thorsons.
- Garpersz, S., & Uktolseja, L. J. 2020. The use of serial picture media to improve english speaking ability at SMP YPK Syaloom Klademak Sorong City. *Jurnal Pendidikan Bahasa*, 7(2), 36–45.
- Graham, S. 2010. *Writing To Read*. Carneigi Corporation: New York.
- Haven, Kendal. 2015. *Writing Workouts To Develop Common Core Writing Skill*. USA: Library of Congress Cataloging.
- Kane, T. 2000. *Oxford Essential Guide To Writing*. Berkeley Book: New York.
- Mapman, Michelle. (2013). *Learn With Minf Map*
- Morley, D. 2007. *The Cambridge Introduction To Creative Writing*. Cambridge University Press: New York.

- Nystrand, M. 2006. The social and historical context for writing research. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 11–27). New York, NY: The Guilford Press
- Prior, P. 2006. A sociocultural theory of writing. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 54–66). New York, NY: The Guilford Press.
- Rambe, H. 2019. Improving the students skill in Writing Descriptive Text Through Picture At Eight of MTS Hifzhil Qur'an.
- Rustler, Florian. 2012. *Mind Mapping For Dummies*. British Librabry Cataloguing.
- Tuti, et al. 2023. "A Translator Tools In Second Language Writing: Their Impact On Students' Writing Performance And Process" *Journal of English Educational Study (JEES)* Volume 6 Issue 2 November 2023 Page 218-227 DOI : 10.31932/jees.v6i2.2936.