

**THE EFFECTIVENESS OF MIND MAPPING IN TEACHING DESCRIPTIVE-TEXT WRITING TO THE FIRST GRADE STUDENTS OF “DHARMA KARYA UNIVERSITAS TERBUKA” JUNIOR HIGH SCHOOL**

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**Abstract**

The objective of this research is to find empirical evidence of whether or not mind mapping technique is effective in teaching descriptive-text writing to the first-grade students of “Dharma Karya Universitas Terbuka” Senior High School, Pondok Cabe Ilir. The method of the research was a pre-experiment. The writers conducted pre-test to the students’ writing skill to make descriptive text at the first. Then the writers taught writing descriptive text in experiment class by using mind mapping. In the last meeting the writers gave a post-test to know the effect of the increase of the students’ writing skill in making descriptive texts. The data that the writers collected is quantitative in the forms of scores representing how skillful the students in writing descriptive text. In collecting the data of this research, the writers used a pre test and a post test. In the first meeting, the writers gave a pre-test to know the level of the students’ competence at the beginning in writing descriptive texts. In the last meeting, the writers gave a post-test to know the increase of students’ writing skill after they followed the teaching-learning process using mind mapping.

**Keywords:** *Descriptive Text, Mind Mapping, Writing Skill*

**INTRODUCTION**

Indonesian people are aware that ability to use English is important. They consider that they have to possess the ability to use English for some purposes; communicating with other people from other country, requirement for the job application and entrance test of post graduate study. For communicating with other people from other countries, they have to use English. Another purpose is for applying a job. Some companies, especially foreign company, require every applicant to have English skill. So, every applicant has to possess the ability to use English. Besides that, TOEFL is one of the entrance test requisites in post graduate study. Therefore, people who want to continue their study to post graduate have to possess the ability to use English too.

Indonesian government realizes the important of ability to use English in daily communication, self and carrier development, and job recruitment. In daily communication, English can be used to communicate with other people who come from other countries. Many Afghanistan people, Arabian people, or Indian people have ability of using English. So, if Indonesian people are able to speak English, they can communicate one another. Then, English can be chosen as a skill to develop. In Indonesia, someone who has very good English-speaking skill will possibly become a translator, a host or presenter, and a guide, and his carrier will grow rapidly. For many job seekers, English skill is required by the company as a one of the skills to be possessed. So, Indonesian government has put English as one of the main subjects at schools.

English subject is thought from Elementary School until Senior High School. In Junior High School curriculum, English learning is aimed at achieving functional level in speaking and writing

to solve daily problems. Therefore, English learning in Junior High School emphasizes speaking and writing rather than listening and reading. To achieve the goal, schools give time allocation more than what the government recommends. Some schools give additional time such as two hours from four hours. Other schools give additional three-hour time. It is used by the teacher to learn in English laboratory. In English laboratory, the students study not only listening skill but also speaking skill.

English has four skills, namely listening, speaking, reading, and writing. For some students, writing is the most difficult skill, because it covers both vocabulary and grammar. When a person writes something, he is not only demanded to have good vocabulary and grammar, but also, he is demanded to expand ideas especially in writing text. These ideas have to connect one another. Many students sometimes meet a problem with organizing ideas. It means that the idea they want to convey is still rotating.

The problem in writing also happens in “Dharma Karya Universitas Terbuka” Junior High School. Students always get the problem when they make a descriptive text. The most dominant problems are when the students find some ideas. They feel difficult to describe something. For example, when the teacher asks the students to describe a bag. They describe only what they see with their eyes like its shape, its color, its leather. Whereas they can describe more than what they see. They can describe the function of the bag, the place where they buy it, when they buy it, with whom they buy it and many more. They think shallow. They get stuck because they feel difficult to develop their ideas even though they have many kinds of idea.

From the explanation above, the writer is interested to help “Dharma Karya Universitas Terbuka” Junior High School to solve the problem in writing descriptive text especially in how to teach writing descriptive text by using mind mapping technique. Mind mapping is a diagram used to present ideas in order to link and arrange the main idea with the others. With using mind mapping, hopefully the students can produce good ideas and arrange them easily. A mind map is divided into two-dimensional image used to show something which connects and organizes some ideas. While, writing descriptive text is a cognitive activity which illustrates someone or something, place, or situation in details, so the reader can feel, look, and listen what the writer feels, looks, and listens. In descriptive text, the writer tries to invite the reader to see, feel, and hear what the writer has seen, felt or heard, so that both the writer and the reader have the same feeling.

When the students make a mind mapping, they are actively using both sides of their brain. The left brain is used when they think some words to make a topic and key word. The right brain is used when the students extend their ideas to be main idea and sub-idea into some branches by using imagination. So that, the right brain and left brain are working together. The involvement of right brain and left brain will stimulate some ideas to get out from brain.

Considering the idea that has been presented in the background above, the statement of the problem in the research deals with is mind mapping effective in teaching descriptive-text writing to the first grade Students of “Dharma Karya Universitas Terbuka” Junior High School, Pondok Cabe Ilir. The objective of the research is to find empirical evidence of whether or not mind mapping technique is effective in teaching descriptive-text writing to the first-grade students of “Dharma Karya Universitas Terbuka” Junior High School, Pondok Cabe Ilir.

## **LITERATURE REVIEW**

In this research, the writers propose three definitions of writing. Meyers (2005) views, “Writing is an action, a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them.” From Meyers’ description above, the writer views that writing or composing is a process started from determining ideas or messages, then organizing and conveying them on the paper to be form a draft, after that the writer needs to arrange a final draft and revise the mistake. Another definition is quoted from Legget. He (1988) stated, Writing is making the ideas visible and available to readers, whether on paper, computer screen, or through

some other medium; using the brainstorming notes, outlines, or other results of planning activities to produce text. In addition, Nunan (1989) gives definition of writing as follow, Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, letter, information. Beyond the sentences, the writer must be able to structure and integrate information into cohesion, and coherent paragraph text.<sup>3</sup>

From Legget's definition, the writers infer that writing is a cognitive activity that produces a writing text consisting of content, format, structure or grammar, vocabulary, punctuation, spelling, letter, and information into cohesion and coherent a writing text. Based on three definitions above, the writer summarizes that writing is a cognitive activity to discover and organize ideas, conveying them on the paper or some other medium to form a draft consisting of content, structure, vocabulary, and mechanics so that the ideas visible and available by the readers, then determining a final draft of writing, and finally revise the mistake in order to be cohesion and coherent writing text.

Descriptive text is a kind of writing used to give an illustration of the idea, place or person clearly. According to Anderson (1988), "Description describes a particular person, place, or things." From definition above, the writer views that descriptive text is a text which illustrates or figures out of person, place, things or situation with detail. Kirszner and Mandell (1983) define that descriptive text tells what something looks like, what it is feels like, smells like, sounds like, or taste like. It shows that the descriptive text is describing something or someone. In addition, Glenn Legget at all (1988) said, "The description is to make readers see, feel, hear what the writer has seen, felt, or heard." It means after the reader reads the text, as if he can see, feel, hear what the writer does. The writer summarizes that a descriptive text is a text which illustrates someone or something, place, or situation in details, so the readers can feel, look, and listen what the writer feels, looks, and listens.

Mind Mapping consists of two words. They are mind and mapping. The word of "mind" means thought or idea and "mapping" means a process to make a map. Therefore, mind mapping etymologically is a process to make a map of mind. According to Wikipedia, the free online Encyclopedia quoted by Faizel and Jasmine Mohidin (2014) view, "A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea." It means that mind map is divided into two-dimensional image used to show something which connects and organizes some ideas. Besides that, Buzan (2005) said that Mind Mapping is creative and effective way to write and will map your mind by a simple way. The aim of "simple way" from Buzan's statement above can be explained from the Harmer's (2004) statement, "Another visual way of making preparation is often referred to as a spider gram or mind map. In this idea generating model students start with a topic at the center and then generate a web of ideas from that." It means students can generate their ideas by making mind maps, started by writing the central image/topic then connect webs from the central topic.

## **METHOD**

The population of the research is 60 students which are distributed into three classes. The writer took 20 students from VII.3 as sample. The technique of sampling is purposive cluster sampling technique. The method of the research was a pre-experiment. The writer conducted pre-test to the students' writing skill to make descriptive text at the first. Then the writer taught writing descriptive text in experiment class by using mind mapping. In the last meeting the writer gave a post-test to know the effect of the increase of the students' writing skill in making descriptive texts. The design of this research was a pre-experimental design. The data that the researcher collected is quantitative in the forms of scores representing how skillful the students in writing descriptive text. In collecting the data of this research, the researcher used a pre test and a post test. The researcher analyzed the data using t-test analyze.

## FINDINGS AND DISCUSSION

The findings of this study were gotten from the written test, then the data was analyzed in order to find out whether mind mapping effective in teaching descriptive-text writing to the first grade Students of “Dharma Karya Universitas Terbuka” Junior High School, Pondok Cabe Ilir. Before the researcher gave the treatment, the average pre-test score of the students was 60.15. Most of the students got low score. Besides that, the result of average score which the students got in the post-test was 77.6. The students got higher score than pre-test. Then, the researcher calculated the students’ difference score between pre-test and post-test results. The result is as follows:

$$\bar{D} = \bar{X}_2 - \bar{X}_1$$

$$\bar{D} = 77.6 - 60.15$$

$$\bar{D} = 17.45$$

Therefore, it can be concluded that there was big differentiation between pre-test and post-test score that was 17.45. For answering the hypothesis, the researcher analyzes the data to know whether the alternative hypothesis was accepted or not. Based on the result of the data computation from the several formulas, it was obtained that the test score (8.15) was higher than the t-table (1.73) at 5% the degree of freedom (df) = N-1 (20-1=19). It can be seen that there was difference between test score and t-table. The computation of the data shows that  $t_o = 1.73$  and  $t_h = 8.15$  in which  $t_h$  is higher than  $t_o$ . It gives the evidence that  $H_0$  is rejected and  $H_1$  is accepted. It can be said that the use of mind mapping in teaching descriptive text writing is effective.

Based on the finding in this study, it is proven that in making a diagram, these ideas are linked and arranged to be “the key word” by using the left brain and right brain, started by writing the central image/topic then connect webs from the central topic. With this technique, the writer will find out these ideas easily. After finding these ideas, the writer will place these ideas in some branches.

The right brain is dominant in intellectual areas, such as rhythm, gestalt, imagination, daydream, color, and dimension. The left brain appears dominant in word, logic, number, sequences, linearity, analysis, and draft. When the students make a mind mapping, they are actively using both sides of their brain. The left brain is used when they think some words to make a topic and key word. The right brain is used when the students extend their ideas to be main idea and sub-idea into some branches by using imagination. So that, the right brain and left brain are working together. The involvement of right brain and left brain will stimulate some ideas to get out from brain. Based on the explanation above, the writer proven that mind mapping increases the ability of writing descriptive text and make students more motivated in studying. Because, the using of right brain and left brain are balance when the writer makes a mind mapping.

## CONCLUSIONS

Based on the result of the research, the researcher can answer the question of the research has been stated in chapter one. The formulation of the question is: “Is mind mapping effective in teaching descriptive-text writing to the first grade Students of “Dharma Karya Universitas Terbuka” Junior High School, Pondok Cabe Ilir?”

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