EMPLOYING MIND MAPPING TECHNIQUE TO FACILITATE SECONDARY SCHOOL STUDENT TO WRITE NARRATIVE TEXT AT THE FIRST GRADE IN THE 2020/2021 ACADEMIC YEAR

Siti Maysaroh
Program Studi Pendidikan Bahasa Inggris, FKIP, UNTAG, Banyuwangi
Email: Sitimaysaroh2511@gmail.com

Abstract: **Employing Mind Mapping Technique to Facilitate Secondary School Student to Write Narrative Text At The First Grade In the 2020/2021 Academic Year.** *This research was conducted on class XI students of SMA Negeri 1 Wongsorejo Banyuwangi. This research used Class Action Research with research design using Pre-Test and Post-Test in cycle 1 and cycle 2. The data of this study were in the form of student scores both pre-test and post-test. The data collection technique was carried out by researchers by collecting student scores, observation sheets on student activities both before research, and after research, interviews with students and teachers on learning before and after using the mind mapping method.*

The results showed that: learning using the mind mapping method was classified as very supportive of students' abilities in learning writing narrative text. This is evidenced by the increase in student test results from cycle 1 with an average result of 72.79 students with a completeness level of 59%, increasing in cycle 2 with an average value of 79.26 with a completeness level reaching 85%. Student responses to learning using the mind mapping method are very happy, and students are quite active in group learning activities. In cycle 1 students do individual learning activities but the results are still not optimal because students still do not understand the mind mapping method, but in cycle 2 with group learning students experience an increase in ability because students can discuss with their group friends.

Keywords: English, Writing, Narrative Text, Mind Mapping

Introduction

Writing is the one of basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Ng and Zhang (2007) said that one of the main problems for Chinese English Student Language is that when writing in English, they tend to think in their L1, and then translate it into English, and it may be difficult to understand what they are writing about.The English Student Language teachers include writing skills in the syllabus because this is an essential element for students' academic success. In Malaysia, English writing skills are skills that are not only tested in every valid language exam at various levels of education, but also the skills that students must possess and demonstrate in an academic context (Yunus and Chien, 2016). Writing success is used multifarious purposes at school level. Providing assistance to the students inside and outside the classroom, awarding a grade, selection of students for appropriate courses, evaluation of

programs are considered important aspects of assessment in writing skill. The process of assessment of written literacy should be well organized and well managed to make it transparent and meaningful.

In Indonesian context, Widodo (2008) argued that Indonesian students often find it difficult to transfer ideas from their native language, Indonesian to English. For this reason, it is quite difficult to master writing, especially for students in Indonesia, because there are some differences between Indonesian and English such as terms, structural styles and grammar.

In addition, based on the result of observation conducted on 6th December2020 the skill of writing narrative text especially for X students is low. It is proved from students' writing test score shown the mean of the writing achievement was 73,52. from that assessment, it could be inferred that thestudents' writing skill was low because almost of score did not reach the English minimum score (KKM) that was 75.00. Most of

students' have some difficulty in understanding grammar, and spent an hour just to developed their ideas and lack of student vocabulary. After making deeper observation the researcher began to understand this situation, it is the teacher taught in a common way. Pedagogically speaking, and it was found that the teacher only gave students a narrative text before she asked them to look up for any difficult vocabularies and then the students are instructed to answer reading comprehension question write a narrative text. For the reasons, a teacher is required to make innovative and creative instruction. In response to this need, the Researcher chooses mind mapping technique because mind mapping offers structured and practical method of guiding students throughout the writing steps.

Mind mapping approach is used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing. Buran (2015) argues thatusing mind maps in teaching and learning English will benefit teachers and students because the amount of information is increasing every second and our brains, which do not work linearly, cannot see even a small part of it. It is hoped that by applying this long well-known method, the students will be able to produce a writing piece more naturally and efficiently to achieve desired results and standards.

Theoritical framework

Writing is a complex activity. Understanding this complexity is the key to effective teaching of writing. (Cheung, 2016:1). Written feedback from the teacher on grammar, vocabulary, cohesive devices as well as ideas and content, was recorded cleary on each piece of writing (Prathoomthin, 2015:383).

According Klayklueng (2015:282) "Learning to write involved reading and understanding a (modeled) reading text; being familiarized with and practice vocabulary and sentence structures;

drafting and composing; and revising." Besides that, "writing involves the cognitive process through which a writer expresses ideas in a text to address specific readers." (Yunjun Kong, 2018:286). Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form.

A narrative is any account that present connected event and may be organized into various categories : non non-fiction (e.g. New Journalism, creative non-fiction, biographies, and historiography); and fiction proper (i.e. literature in prose, such as short stories and novels, and sometimes in poetry and drama, although in drama the events are primarily being shown instead of told).

According to Michigan (2004), Narration is the act of telling a sequence of events, often, but not always, in chronological order. It is a story, whether in prose or verse, involving events, characters, and what the characters say and do

Mind mapping is the easiest way to develop information in a human mind take information from out of brain. Bukhari (2016:62) views that mind mapping are easier to follow than the long tardy note taking or listening techniques where ideas are kept in a top down sequence and it becomes difficult to make connection of the last idea to the first in the list.

Bukhari (2016: 62) also says that "Mind maps can work as tool to facilitate the learners to plan ideas in the pre-writing process. Learners can be provided with examples to prepare a step vise pattern in hierarchy that would help them retain ideas till the whole of the essay is written."

There are some important features in applying mind mapping, as quoted by Erdem (2017:1) (in Buzan, 2006) which says that there are four important features of mind map as follows :

1. Attention to subject is provided by a picture at the centre of the mind map

2. Main themes of the subject are formatted thanks to the branches related with the picture at the centre

3. Branches state a key picture or keyword on the connected lines

4. Branches have a structure which is related to each other.

This meansthat in presenting ideas into mind mapping diagrams, people encloseimagination stimulators such as pictures, symbols, and colours to present ideasclearly and use association techniques to help them build their senses to thenew concepts

Data collection

This research is qualitative research. In data collection techniques, researchers use:

a. Observation

The observation is done to know what happen in the classroom when the research is being conducted. The result of the observation is using to get information for supervising and inspecting the next research plans. In this case, the observation is reporting in the form of field notes. It describes what it happens in the classroom. The class observation has also completed with the photographs taken from the writing teaching-learning process. The photograph is one of the references to support the notes about what happened in the classroom

b. Interview

Interviews conducted by researchers namely by distributing questionnaires to students. Questions raised in the questionnaire relate towriting learning strategies, mind mapping. In collecting interview data, the researcher will make a procedure by preparing the concept of questions and then recording the results of the interview.

c. Writing Test

The writing tests, researchers want to get test results based on learning by using mind mapping techniques and those not using mind mapping techniques. from these results, researchers will make a

conclusion on how much value is generated from the writing test using mind mapping techniques and how much the writing test results do not use mind mapping techniques.

Data analysis

In research, researchers use tests and observation checklists as instruments in collecting data. Then, the results of the instruments were analyzed to measure the increase in students' ability to write narrative texts. Measurement of student improvement in writing narrative texts can be seen from the value of students who completed and the value of students who did not complete in accordance with predetermined grades. The method of analyzing data will be explained as follows:

A. Analyzing Test

In the research, the main goal was improving the students' ability in writing narrative text. There were some steps of activities done and finally tests were used to measure the student's progress in mastering writing skills. Scoring students' writing narrative text, the researcher used the analytical scale for rating composition task guidance taken from Brown (2004:224) in five elements as follows:

1. Content
2. Oranization
3. Grammer
4. Vocabulary
5. Mechanic

The measuring in scoring of composition task as follows :

$$\text{Score} = \frac{3C+2O+2G+2V+2M}{20} \ x100$$

Findings

Based on the results of learning activities using the mind mapping method which is carried out in 2 cycles, it can be seen that mind mapping media can be implemented properly through improvements in each cycle. The use of mind mapping media can increase the value of student learning outcomes in each cycle.

In cycle 1 the researcher used the 3 times meeting. The meeting learned about how to write narrative

text using mind mapping with individual learning.

The individual method used in cycle 1 has not shown maximum results because students only learn by themselves. Johnson and Johnson (2010) state that individual learning is student working by themselves to accomplish learning goals unrelated to those of the other student.

In cycle 2, the learning was held for 3 meetings using cooperative learning. Each group contains 5 students and they discuss together in the learning process. This makes students more active than individual learning. because, by using cooperative learning students can exchange their thoughts and ideas. This is explained by (Lee, Ng, and Jacobs, 1997) that cooperative learning provides opportunities for students to engage in real discussions and grapple with ideas that can expand their thinking.

Based on the explanation above of both cycle, it is explained that learning to write narrative text using mind mapping techniques is more effective in using the coopertive learning than individuals. The increase in students 'written test scores also means that students' understanding of the subject matter also increases. Because when working on the exercises given by the researcher, students' understanding of the material was needed, as evidenced by the percentage of student completeness of 41% in cycle 1, which means that out of 34 students there were 14 incomplete students. Then it becomes 15% in cycle 2, which means that out of 34 students, 5 students have not been able to reach the desired target.

Conclusion

Based on the results of research that has been conducted by researchers by means of Classroom Action Research using mind mapping media to improve writing narrative text for class X students of SMA Negeri 1 Wongorejo. The results of writing narrative text using mind mapping techniques class X IPA 1 at

SMA Negeri 1 Wongsorejo, it shows positive results. It is based on the results obtained from cycle 2. In cycle 1 the results are still not optimal because researchers use individual method and it makes students difficult to do assignments. Therefore researchers used a group method in cycle 2, and the results are very significant.

This means the use of mind mapping techniques can improve students' narrative writing skills by means of groups in class X IPA1 SMA Negeri 1 Wongsorejo.

1. In cycle 1, the individual learning strategy using mind mapping media for learning English, especially text narrative writing material, is still not good enough, because students are still not familiar with mind mapping.

Students also cannot cooperate with other friends to discuss learning material delivered by the researcher. This is evidenced by the results of the average score of 72.79 with a student completeness of 59%.

a. In cycle 2 students are given learning with group strategies. The results obtained after using the group method are said to be quite good. This is evidenced by the increase in the results of student activity observations which have increased the acquisition of 79.26 with student completeness reaching 85%. With an increase in score results and an increase in student completeness, it shows that learning using mind mapping is more effective in a group method.

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