

TEACHING WRITING DESCRIPTIVE TEXT THROUGH MIND MAPPING TECHNIQUE

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ABSTRACT

The purpose Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas. Descriptive text is a kind of text that has a purpose to give the information about something or someone. Mind mapping technique (Mind Map) is the use of whole brain using visual images and the other graphics to form an impression between left brain and right brain are involved, making it easier to enter information into the brain. The aims of the study are to describe the implementation and students interest toward mind mapping. This study used descriptive qualitative. There were 18 students and English teacher in Class VII of a state Junior High School in Bojonegoro. The subject of the study is the teacher and the students. The researcher used observation, students interview and documentation.

The implementation of writing descriptive text use mind mapping technique there are three steps, the first the teacher greeting, check attendance list, gave a brainstorming to the students. The second, the teacher explained about descriptive text, gave feedback to the students. The third, the teacher explained about mind mapping technique, the teacher gave group assignment to writing descriptive text use mind mapping, and also had summary about the lesson. All of the students` are interested in learning writing descriptive text by using mind mapping it is provide by the result of interview that 75% are interested in this technique.

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

ABSTRAK

Menulis adalah cara untuk mengekspresikan ide-ide dalam bentuk tulisan menggunakan huruf, kata, seni, atau media, dan itu membutuhkan proses mental dalam rangka untuk mengekspresikan ide-ide. Teks deskriptif adalah jenis teks yang bertujuan untuk memberikan informasi tentang sesuatu atau seseorang. Teknik pemetaan pikiran (peta pikiran) adalah penggunaan seluruh otak menggunakan gambar visual dan grafis lainnya untuk membentuk kesan antara otak kiri dan otak kanan yang terlibat, sehingga lebih mudah untuk memasukkan informasi ke otak. Tujuan dari penelitian ini adalah untuk menggambarkan pelaksanaan dan siswa tertarik terhadap teknik mind mapping. Penelitian ini menggunakan deskriptif kualitatif. Ada 18 siswa dan guru bahasa Inggris dikelas VII SMP Negeri di Bojonegoro. Subyek penelitian ini adalah guru dan siswa. Peneliti menggunakan observasi fieldnote, wawancara siswa dan dokumentasi siswa.

Pelaksanaan penulisan teks deskriptif menggunakan teknik mind mapping ada tiga langkah, pertama, guru memberi salam, memeriksa daftar hadir, memberikan brainstorming kepada siswa. Kedua, guru menjelaskan tentang teks deskriptif, guru memberikan umpan balik pertanyaan kepada siswa. Ketiga, guru menjelaskan tentang teknik mind mapping, guru memberikan tugas kelompok untuk menulis teks deskriptif menggunakan teknik mind mapping, dan memberikan ringkasan tentang pelajaran. Para siswa tertarik ketika mereka belajar menulis teks deskriptif dengan menggunakan teknik mind mapping itu adalah terbukti dari kuesioner yang menunjukkan 75% tertarik dengan teknik ini.

Kata kunci: Menulis, Teks Deskriptif, Teknik Mind Mapping

BACKGROUND OF THE STUDY

Writing is a means of recording something, information, knowledge and history and express them in the form of written text. Writing has been widely regarded as a crucially essential skill in the teaching and learning of English as a Second Language (ESL) as it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements. Writing also helps to improve all the other skills of listening, speaking and reading as they are all interrelated (Saed & Al-Omari, 2014). Writing does not only stimulate thinking, compel students to concentrate and organize their ideas, and cultivate their abilities to summarize, analyze, and criticize. At the same time, it also emphasizes constant learning in, thinking in, and doing reflection in the English language (Maghsoudi & Haririan, 2013).

The student of the seven grade at A state junior high school in Bojonegoro regency also considered writing as a difficult skill to learn. From the interviews and observation, the researcher found that the student had some problems related to content and text organization. When they had writing task, it took them long time to think. They wrote slowly and they found it difficult to find ideas to write. Moreover, they also did not know how to organized those ideas to make appropriate texts. As a result, they produced short and incoherent texts.

In accordance with the problems related to the writing ability of the seven grade at a state junior high school in Bojonegoro regency, the researcher felt that it was necessary to

find a solution to solve those problems. Regarding those reason, she decided to use mind mapping technique. The researcher chose mind mapping technique because it was appropriate to solve the students problem related to writing. With mind mapping, students were exposed to the process of writing, to the generic structure and to the language features of text types. Moreover, it helped them to list their ideas and helped them to arrange those ideas into logical other. Mind Mapping is a visual technique for structuring and organizing thoughts and ideas (Rustler, 2012). This technique can help students in guiding them before they start writing and will guide the students to develop their ideas by writing the keywords by keywords.

Since the mind mapping technique is trusted as the writing strategy, it will be suitable to use this technique in several kinds of texts. One of which is Descriptive text. As stated by Emilia (2011), Descriptive text is a kind of text that has a purpose to give the information about something or someone. In Descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it. Descriptions are writings that can describe a story with the aim to invite the reader to understand feel and enjoy the objects being discussed such as moods, people's activities and so on.

Mind mapping will be implemented in teaching writing to the seven grade students. Because in the eleventh grade,

the students are learned by many kinds of genre. This study will take narrative text to be applied to mind mapping. By using mind mapping, the students will easier to organize and generate their ideas for four english skills, especially writing. 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 (Rustler, 2012). It is a great tool to organize the thought processes of their students when writing, due to the fact that the teacher only presents the basic content and it is the student who writes it in an organized way (Hillar, 2012).

The students that always use and develop their potency of the brain parts will achieve an increase in some aspects, namely concentration, creativity, and understanding, then they can develop writing through mind mapping. By considering the characteristics of the technique above, the researcher and the collaborator believe that mind mapping is appropriate technique for students in teaching writing to improve their writing ability in descriptive text. So the researcher conducted a qualitative decriptive in collaboration with the teacher. Using the appropriate effective technique in teaching learning process is the answer.

RESEARCH METHODS

This type of research is qualitative research, in which the data collected is in the form of words or pictures. Sudaryono (2017: 91) states

that qualitative research is research conducted to analyze social life by describing the social world from the point of view of the interpretation of individuals (informants) in a natural setting. Qualitative research understands how a person sees, interprets or describes the world by interacting directly. This research will use descriptive qualitative research as a branch of qualitative research. Sugiyono (2017: 19) states that descriptive qualitative research aims to describe an event by making scientific observations and being careful. This study aims to present a complete picture that is intended to describe existing phenomena, whether natural phenomena, artificial or social realities.

The researcher uses descriptive qualitative, because the research carried out was related to ongoing events and with current conditions, this descriptive qualitative study will describe the situation of students in the class when they write descriptively using the mind mapping technique, describe when the teacher explains to students about mind mapping technique, and see the teacher's efforts to make it easier for students to write by using mind mapping technique. Then from there, the researcher will find out what strategies are used by the teacher for learning to write students so that students do not have difficulties when learning to write.

FINDING AND DISCUSSION

Observation Field Note 1

The observation of the implementation of writing descriptive

text using mind mapping was divided into two meetings, on Monday 26th April 2021 and on Tuesday 27th April 2021. The researcher described and observed all the activities happened in the class which were done by the teacher and students.

Description was about of the teacher's way in teaching writing descriptive text using mind mapping and also the students opinion about the mind mapping technique on teaching writing descriptive text to the seventh grade students of a state junior high school in Bojonegoro Regency. In the first meeting The teachers started giving a greeting to all of the students before doing the teaching learning process and asked the students about material used in the classroom after that the teacher gave the question about the material.

First observation was done by teacher on Monday 26th April 2021. The teacher chose 7C class which the total of students were 17 students; 3 boys and 14 girls. The teaching learning process started at 08.00 a.m and finished at 09.20 a.m. In the first meeting all of the students came to the class. Before the class began, the teacher started the class with opening namely greeting. The teacher gave greeting to the students and they gave good response. The teacher used two languages; English and Bahasa, because many students did not understand what teacher meant. After that, the teacher checked attendance before starting the lesson. There were 17 students of seventh grade. The teacher stood up in front of the students. The teacher asked the students what kind of text at English lesson today. Some of them answered correctly that it was

descriptive text. After the warming up, she explained to them that they would learn about descriptive text using mind mapping technique.

The material for teaching learning process such as LCD, projector, and laptop were prepared by the teacher before the lesson was started. After that, the teacher and reseacher entered the class, the teacher stood up in front of the students and then the reseacher sat behind the students, at the class the reseacher wrote the activities and situations in the class. Before the teacher taught about decriptive text using mind mapping technique, the teacher gave some ice breakings to rebuild the relax and fun atmosphere in the class. The teacher used ice breaking namely human and animal. The students were very excited and ready to start the learning activity process.

In the teaching and learning process, researcher have found that in the first observation many students didn't know what is meant by descriptive text, after that the teacher has explained what is meant by descriptive text. The teacher has also explained to the students that at that time they will learn new material. Before starting the explanation, the teacher shows the material in the slides, the teacher provides information and the students pay attention to the power point slides. After the teacher teaches by using power point that shows the definition, purpose of song characteristics and examples of descriptive text. After that the teacher explained the material. At that time the teacher also asked some students about descriptive texts. The teacher gives a good response because students can answer questions from the teacher. After

the question and answer section, the teacher provides conclusions about the meaning of descriptive text.

Before giving example of a mind mapping, the teacher explained about the definition of mind mapping. It was done in order to build the students prior knowledge and let them had some sort of conception about what mind mapping was. And after the teacher explained the material, the students began to write descriptive texts with the family theme given by the teacher. When writing descriptive texts, the situation in the classroom is very calm, students seem more enthusiastic about learning to write English. Then after students write descriptive texts, the teacher also asks students to summarize the results of their writing by using mind mapping techniques, students are asked by the teacher to be free with their ideas such as drawing well, and students also look very fluent when learning to write. descriptive text using mind mapping techniques, and they are also active in asking if they have difficulty.

The bell rang, It was a sign that the English lesson ended at 09.20 a.m. The students were ready to break out. Before the students broke out, the teacher reviewed the material that students had learned in the day. They prayed together after that.

Observation Field Note 2

The second observation was done by the researcher on 27th of April 2021. It started at 07.25 a.m until 08.45 a.m. In the second meeting, the researcher observed it using same technique. The teacher and researcher entered the class. The teacher stood up in front of the

students. The researcher sat behind the students after that. At the class, the researcher wrote the activities and situations in the class. Before the class began, the teacher started the class with opening namely greeting. The teacher gave greeting to the students and they gave good response. The teacher used two languages, English and Bahasa. Moreover, most of the students did not understand what teacher meant. The teacher checked the attendance before starting the lesson. There were 17 students of seventh grade. The teacher stood up in front of the students. She reviewed the previous subject that they had studied by asking them the language features and generic structure related to picture they viewed in the previous meeting. Almost all of the students could remember the generic structure and language features.

The teacher explained to the students that in the day they would continue the material in the second meeting. Students were asked to analyze and describe the picture. When the students were working, the teacher moved around the class and checked the students` works. After twenty minutes the teacher asked one of the some students to come forward and present their assignment.

Ten minutes passed. The teacher asked the students who had finished writing their mind mapping were to write the text. For those who had not finished the mind mapping, she asked them to finish it quickly and to write the text. While writing the mind mapping and writing the text, the students enthusiastically asked. She walked around the class to check the students` works and to give help if they asked for

it. After finishing the task, she collected the students' writing since the time was already up. She directly said goodbye and ended the lesson.

DISCUSSION

This section presents a discussion of the research findings. The first discussion was on the teaching writing through mind mapping technique at seven-grade of a state junior high school in Bojonegoro Regency and the second discussion was the students' responses toward the use of mind mapping technique. In the research results above, it has been stated that the mind mapping technique is the right way to learn English, especially learning writing. The existence of mind mapping technique really helps students to write easily, and mind mapping technique are also the right way so that students don't feel lazy and bored in learning English. precisely with the English movie the children look excited, enjoy, and very happy.

In the second meeting, it was the implementation of mind mapping technique in writing descriptive text for students. The teacher gave technique how write descriptive text using mind mapping. When teacher explained, the students watched LCD dan listened to the explanation from teacher more seriously. They felt happy and confident in writing descriptive text using mind mapping technique because they felt that it helped them helping in learning English. Mind mapping was a system that uses brain management to open all the hidden brain potency and capacity. According to Buzan (2010:4), "Mind Map is a way of taking notes that is

creative, effective, happy and will literally 'map' our thoughts." The conclusion is that the Mind Map learning system is a way of taking creative notes through a basic keyword which is then linked to other related keywords linked by arrows where each keyword can be an image, word, number or color.

The second discussion focuses on the responses of seven grade students of a state junior high school in Bojonegoro Regency. In this problem, the researcher aims to find student responses about teaching writing using mind mapping technique. Based on the results of Interview, it could be seen that the application of mind mapping technique in writing descriptive text be proven by the classical percentage obtained by 75% fullfing the assessment in good category. The implementation of mind mapping technique, made the students easier to understand the material, especially in writing descriptive text learning. This technique also made for the students to easier remember vocab, colors, objects, and can practice creativity. By using the Mind Map technique, it is hoped that student learning outcomes can increase. Learning outcomes are changes that occur in students, both concerning cognitive, affective, and psychomotor aspects as a result of learning activities (Susanto, 2013:5). The students also created a favorable classroom's atmosphere. The class atmosphere became very alive because students interacted with their friends freely.

CONCLUSION

Implementation mind mapping technique on writing descriptive text can be important. In addition, it can be concluded that the writer successfully implemented the mind mapping technique for teaching writing descriptive text to the seventh grade students.

Mind mapping technique is an effective teaching technique for teaching writing to the seventh grade students of a state junior high school in Bojonegoro Regency. Since Mind mapping technique is simple, fun, and arousing students' creativity in generating and organizing their ideas, students are getting more active and more encouraged to study writing and improved their writing skills. As a result, the students' writing achievement is improved optimally.

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