

**THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE IN
IMPROVING STUDENTS' WRITING SKILLS AT SMAN 14 GOWA**



A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University
as Partial Requirements to Obtain Bachelor Degree in
English Literature Study Program

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ENGLISH LITERATURE STUDY PROGRAM

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LEGITIMATION

THESIS

THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE IN
IMPROVING STUDENTS' WRITING SKILLS AT SMAN 14 GOWA

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AGREEMENT**

On 28th October 2022, the board of Thesis Examination has kindly approved a thesis by Bernadeth Anastasia Glorya (F041181021) entitled *The Implementation of Mind Mapping Technique in Improving Students' Writing Skills At SMAN 14 GOWA* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 01st November 2022

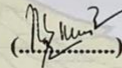
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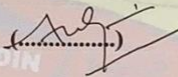
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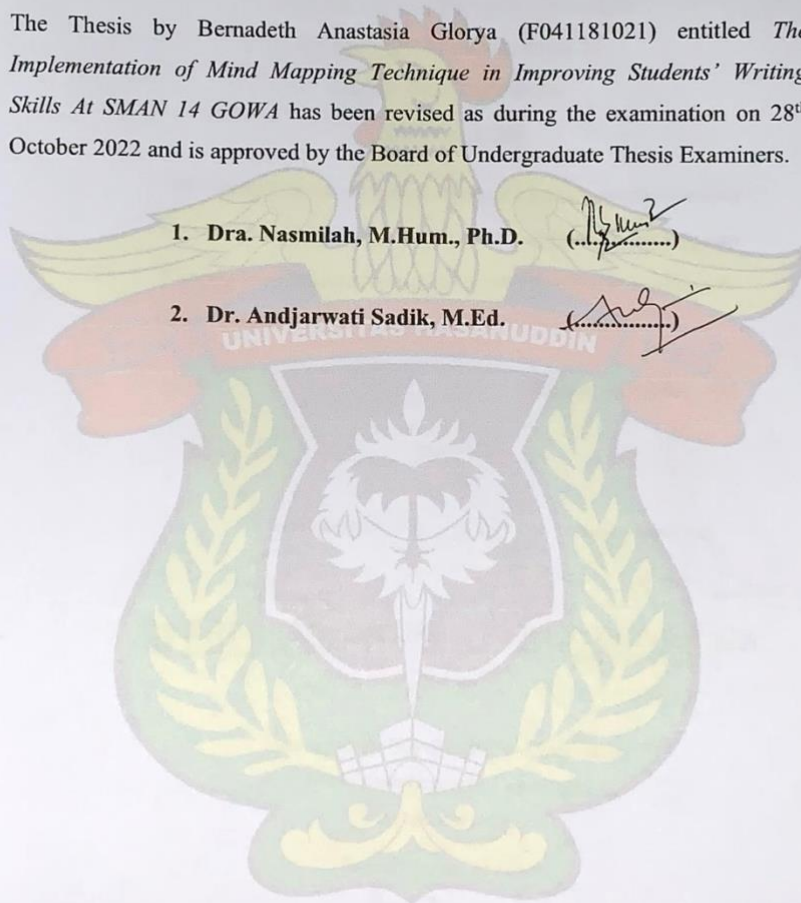


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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, 28th October 2022



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APPROVAL FORM


With reference to the letter of the Dean of Cultural Sciences Hasanuddin University No. 539/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the thesis draft by Bernadeth Anastasia Glorya (F041181021) to be examined at the English Department, Faculty of Cultural Sciences.

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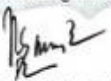
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The writer realizes that this thesis is far from perfect. Therefore, the writer hopes for suggestions and constructive criticism from readers.

Makassar, 01st November 2022



— Bernadeth Anastasia Glorya —

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ABSTRACT

Bernadeth Anastasia Glorya, 2022, *The Implementation of Mind Mapping Technique in Improving Students' Writing Skills : A Case Study at SMAN 14 GOWA* (supervised by Ria Rosdiana Jubhari and Marleiny Radjuni)

This research aimed to find out the effectiveness of the mind mapping technique in improving students' writing skills. This research was conducted at SMAN 14 GOWA academic year 2022/2023. This research emphasized the improvement of students' writing skills in terms of content and mechanics.

The research applied a pre-experimental research method with a single group pre-test and post-test which consisted of six meetings including the treatments. The sample was XII IPA 3 that consisted of 29 Students who were randomly selected to avoid bias representation of the population. The students were taught to write recount text using the mind mapping technique. The pre-test and post-test scores were compared to see the improvements in students' writing skills.

The results showed that after implementing the mind mapping technique, students' skills in writing recount text were improved especially in developing ideas and organizing the text. This can be seen through the Post-test mean score which increased from 46,63 before implementing the technique to 70,22 after implementing the technique. Based on the findings, it could be concluded that the mind mapping technique is effective in improving students writing skills of XII IPA 3 students of SMAN 14 GOWA.

Keywords: Mind Mapping, Writing Skills, Recount Text

ABSTRAK

Bernadeth Anastasia Glorya, 2022, *The Implementation of Mind Mapping Technique in Improving Students' Writing Skills : A Case Study at SMAN 14 GOWA* (supervised by Ria Rosdiana Jubhari and Marleiny Radjuni)

Penelitian ini bertujuan untuk mengetahui efektivitas teknik mind mapping dalam meningkatkan keterampilan menulis siswa. Penelitian ini dilaksanakan di SMAN 14 GOWA tahun ajaran 2022/2023. Penelitian ini menekankan pada peningkatan keterampilan menulis siswa dari segi isi dan mekanik.

Penelitian ini menggunakan metode penelitian Pra-eksperimen dengan menggunakan Pre-test dan Post-test kelompok tunggal yang terdiri dari enam pertemuan termasuk *treatment*. Sampel penelitian adalah XII IPA 3 yang terdiri dari 29 Siswa yang dipilih secara acak untuk menghindari bias representasi populasi. Siswa diajarkan untuk menulis teks recount menggunakan teknik mind mapping. Skor Pre-test dan Post-test dibandingkan untuk melihat peningkatan keterampilan menulis siswa.

Hasil penelitian menunjukkan bahwa setelah menerapkan teknik mind mapping, keterampilan siswa dalam menulis teks recount meningkat terutama dalam mengembangkan ide dan mengorganisasikan teks. Hal ini terlihat melalui nilai rata-rata Post-test yang meningkat dari 46,63 sebelum penerapan teknik menjadi 70,22 setelah penerapan teknik. Berdasarkan hasil penelitian, dapat disimpulkan bahwa teknik mind mapping efektif dalam meningkatkan keterampilan menulis siswa kelas XII IPA 3 SMAN 14 GOWA.

Kata Kunci: Peta Konsep, Kemampuan Menulis, Recount Text

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language that is widely spoken around the world, and students must master the four language skills of speaking, listening, reading, and writing. We are frequently taught that studying English will provide us with more information because most books, journals, and articles are published in English. Getting more information is one thing, but being able to share it is another thing, and one of the most effective methods of doing so is through writing. As a result, writing is regarded as an important talent to master, and teachers should teach it in the same manner as other subjects. However, some high school teachers are inadequate in developing students' language skills, particularly writing skills, and frequently take writing for granted because it is not included in national examinations, despite the fact that writing is a critical yet difficult skill to learn.

Many students who have studied a second or foreign language for six years or more are still unable to communicate in a clear, correct, and understandable manner, according to River (1981). The other reason why writing is considered as a difficult skill to learn stated by Harmer (2004) is that the writing process necessitates a significant amount of time and work due to the numerous stages it entails, including brainstorming, drafting, planning, editing, and proofreading. Furthermore, prior to pouring our ideas into writing, we must acquire abilities such as grammar, spelling, and punctuation.

Based on the observation, writing was perceived as a challenging talent to learn by students at SMAN 14 GOWA. The researcher found that students had difficulties creating ideas and structuring text. Most students are confused about what to write, where to begin, or how to order their ideas, thus writing takes a long time for them. As a result of this issue, they often produced short and inappropriate writing. To make matters worse, teachers at SMAN 14 Gowa appear to place a greater emphasis on reading and listening abilities than writing in order to assist students in their preparation for national exams. Since writing is present everywhere, this issue must be addressed. Writing, for example, is crucial for students who want to continue their academic path at university because they will be required to write a lot there. Another example is students who want to get a job right after high school graduation, many occupations demand proving writing skills during the application process, and being able to write effectively in English would be an advantage.

The researcher believes it is critical to find a solution to the issues students in SMAN 14 Gowa faced with their writing abilities and decided to apply the mind-mapping approach since it is suitable for solving the students' writing problem. Students will use mind mapping to learn about the writing process, basic structure, and language aspects of various text types. The researcher also believes that it will help students organize their thoughts and arrange them in a logical order.

1.2 Identification of the problem

From the researcher's observation in class XII IPA 3 of SMAN 14 Gowa, the language skills are taught pretty equally. However, the researcher noticed that the class has some problem dealing with writing skills and it seemed that the problems come from both sides which are students and the teacher.

The first problem comes from the students who seemed to not have knowledge about text types which makes them confused which grammar to use and often mix up some grammars in one type text. For example, in writing recount text where students should retell their experience using past tense, they were found mixing up present and future tense in their writings. As a result, they do not know how they should construct the information and end up produce incoherent and short writings. Another problem comes from students' attitude toward writing where they are focused more on the result and completely kick off the process of writing itself. This attitude can be seen through how students just wrote what they could write and immediately gave their writings to the teacher. They seem to not give care about stages of writing such as drafting and as a result, they produced unorganized writings.

The second problem came from the teaching and learning process where teacher did not expose the students to the background of writing and immediately asked them to write, collecting the students' writing, and corrected their mistakes in their writings. Teacher should be the one who helps and encourages the students to write and makes them enjoy the process of writing so that writing is not considered as a hard skill to learn for students.

From the problems that has been stated, we can see that the writing skills of class XII IPA 3 at SMAN 14 Gowa still don't meet expectation. Whereas, writing skills is important skill to learn especially for students who want to continue their education path in the university. High school teachers should expose them more with writing to get them prepared for more formal writing in university. Based from this problem, the researcher thought that it is crucial to find a solution that can be applied and improve students of class XII IPA 3 at SMAN 14 Gowa writing skills. Therefore, the researcher decided to do a research on using mind mapping technique to improve students' writing skills.

1.3 Scope of the problem

The aim of this research is to determine whether mind mapping technique can improve students of class XII IPA 3 of SMAN 14 Gowa writing skills. The researcher will be focused on improving students writing skills through mind mapping which involves linking ideas using images, lines, and links. Through making their own mind mapping, students are encouraged to practice their writing abilities and creativity. Furthermore, the images will help the students to enjoy the process of writing.

In this research, the researcher will be focused to use mind mapping for one type of text which is recount text. This type of text will encourage students to write something personal about themselves because they will be writing their experiences and one of the keys to keep the authenticity of our writings is to personalize them.

1.4 Research question

1. Is there any significant effect of using mind mapping technique to improve students' writing skills?
2. How effective using mind mapping technique to improve students' writing skills?

1.5 Objectives of the study

1. To find out and explain if there is any significant effect of using mind mapping technique in improving students' writing skills.
2. To find out whether or not mind mapping technique is effective in improving students' writing skills.

1.6 Significance of the study

The study expects to get theoretical and practical benefits from this study:

1. Theoretically, the findings of this study can be used as a reference on the topic of employing mind-mapping to help students improve their writing skills.
2. Practically, both English teachers and students will benefit from this study. The outcomes of this study can help teachers apply a specific technique to solve problems with students' writing abilities and improve their writing abilities. Furthermore, the subjects of this study, SMAN 14 Gowa Class XII IPA 3 students, benefit from this research by enhancing their writing skills. When the study is finished, the researchers assured that the students will continue to apply the method. Finally, the purpose of this study is to offer the

researcher with skills in conducting research, teaching writing, and increasing students' writing skills through the use of the mind-mapping technique.

CHAPTER II

LITERATURE REVIEW

1.1 Previous studies

A large number of researchers have looked into the use of mind mapping in teaching writing. In her study, Fitrianti (2016) discovered that students' writing skills and habits improved after using the mind mapping technique. Students' ability to create ideas, mastery of text organization, and mastery of vocabulary are all examples of these advances. These improvements may also be noticed in students' writing, where they could only write five to ten sentences before utilizing the mind mapping approach, but after using the technique, they were able to create longer texts.

Karminah et al. (2017) conducted the second study. They said that the students wrote better writing after employing the mind mapping technique. They proposed that the students showed improvements in providing supporting details, using proper grammar, using appropriate words and mechanics, and creating well-organized text. They went on to say that mind mapping also improved the environment in the class. Students' motivation and curiosity were stimulated, and they became more active in class and paid attention to the lesson. Writing became more interesting and alive, and they developed a good writing habit.

The third study was conducted by Waloyo (2017). It was discovered that the mind mapping technique had a positive impact on students' writing abilities. It provides students with a clear writing guideline by allowing them to think freely and creatively. Based on the mind mapping and key words provided, the students

are able to understand text organization, suitable tenses, and sequence of their writings.

Another study that discussed the use of mind mapping in teaching writing was conducted by Rahmawati (2018). She said that mind mapping helped the eighth graders of Junior High School in conducting well-organized writing. In addition, the recount text the students wrote was comprised of lesser errors after the technique was implemented.

Al-Jarf (2009) also tried to implement the mind mapping technique in freshman students in Saudi Arabia and found that there were significant improvements in students writing skills after they used the technique. She had a hunch that mind mapping was a good tool to help students develop, visualize, and organize their ideas. Therefore, their writings contained more detailed ideas and more organized writing than the students who did not use mind mapping.

Based on the research presented, it can be stated that the mind mapping technique aids in the improvement of students' writing skills. Students' capacity to generate and organize ideas improves as a result of using the mind mapping technique. This method also encourages students to write more organized and appropriate writings. However, the practical application of the mind mapping technique is still limited because it is mostly applied in writing descriptive text at a lower stage of education and very few try to apply it for recount text in higher stage of education. There are only Pamungkas (2012) for class 10 and Dwi (2017) for class 11. In this research, the researcher looked into the use of this technique in improving class 12 of Senior High School students writing skills in conducting

recount texts which contain multi-paragraph writing to see whether the mind mapping technique is still suitable for improving students' writing skills.

1.2 Theoretical Background

1.2.1 Writing

A. The Definitions of Writing

Many experts and scholars have defined writing in a variety of ways. Writing, according to Rosalinah (2020), is the process of expressing one's thoughts or opinions through words and paragraphs. Making notes, filling in the blanks, putting words into phrases or sentences into paragraphs, and so on are all examples of writing exercises for students. Furthermore, some actions are required in order to transfer ideas in one's writing. Oshima and Hogue in Laila (2017) have the same thought as Rosalinah that there are steps and considerations that have to get through before and after the writing process. Before writing a writer should determine ideas and consider how to pour them into writing. Then, after writing, a writer should do an editing process.

Writing is a productive talent, according to Spratt, Paulverness, and Williams (2005). When people write, they create rather than receive language. It entails conveying a message, creating indications on a page, and connecting with the recipients, who are the readers. Furthermore, they must be aware of the message they try to share as well as the audience to whom they are writing. These factors will have an impact on

what and how people write. Harmer (2004) adds to this by saying that writers should know who they are writing for.

Writing is one of the productive abilities, as seen by the definitions provided above. It's a method of conveying information by writing messages on a page. As a result, in order to write, writers must first determine what message they want to deliver and to whom they will deliver it. Furthermore, unlike speaking, writing necessitates that writers think, draft, and revise their work.

B. Basic Types of Writing

According to Brown (2004:220), there are four categories of writing performance. Starting with the most basic writing and working up to the most complex, the categories are arranged in order of difficulty. The four groupings are as follows:

1. Imitative Writing

In this type of writing students are required to mastery the fundamental of writing letters, spelling word correctly, using appropriate punctuation mark, and producing very brief sentence.

2. Intensive Writing

This type of writing also known as controlled writing where the students required to be able to produce appropriate vocabulary, collocation and idiom, grammar, and produce longer sentence.

3. Responsive Writing

This type of writing is way more complex than the previous types of writing because it needs the students to be able to list of criteria, outline, and other guidelines. Also, the ability to connect sentences into a paragraph and arrange two or three logically connected paragraphs are fundamental in responsive writing.

4. Extensive Writing

In order to produce a final product the length of an essay, term paper, major research project report, or thesis, extensive writing requires students to achieve a purpose, organize and develop ideas logically, use details to support or illustrate ideas, demonstrate syntactic and lexical variety, and engage in the process of multiple drafts. In short, in this type of writing, the students need to mastering all the writing process.

C. Recount Text

1. The Definition of Recount Text

Recount text is the text that tells about the events or the experiences in the past in which this kind of text is used to entertain the audience (Derewianka as cited in Cholipah, 2014). The purpose of recount text is to entertain the readers. In recount text, the writers will begin with telling the readers about what happened, who involved in the story, when and where the events occurred and why

it happened. In recount text, simple past tense is used to tell the story by the writer.

The generic structures of recount text, such as orientation, sequence of events, re-orientation. Orientation in recount text provides the background information to make sense of the text for the audience (Hyland as cited in Azhar, 2015).

From the ideas above, it can be concluded that recount text is suitable for this research as it presents sequence of even where allow students to learn to write an organized writing by telling their stories in appropriate order. In addition, through writing their own experience, the students will obliquely learn to write authentically.

2. Generic Structure of Recount Text

The components of a recount text include orientation, which introduces the participants, place, and time, events, which detail past occurrences, and re-orientation, which states the writer's personal comment. The generic structures of recount text, according to Gerot and Wignell (1995), are as follows:

1. Orientation, provides setting and introduces participants.
2. Events, describe what happened and in what order they occurred.
3. Re-orientation, optional, event closure, opinion on the story, the participants feeling.

3. Language Features in a Recount Text

Hyland in Hidayati(2015) pointed out that there are 6 common grammatical features or characteristics that are usually found in recount text. First, is the use of nouns and pronouns in identifying the characters. Second, to describe the character, the use of adjectives is needed. The third is the use of action verbs because, in recount text, actions are driven by the verb. Fourth, because the events described in the recount have already happened, the sentence should be written in the past tense. Fifth, the use of conjunctions to connect the events and time to connectives to let the reader know when the events happened. And lastly, to indicate where the events took place, adverbs and adverbial phrases are used.

D. Writing Process

It is true that students need to conduct a writing that has been assigned by their teacher but it is important to have a good writing and in order to achieve a good writing is by paying attention to the writing process. Writing is a process that involves several steps in it and at least three steps are needed to be done in the process of writing. Karenand Christine in (Nindy,2018) said that writing process is divided into at least three stages. In producing a writing we need to go through these three stages:

1. Pre-writing, the stage where we plan our writing by deciding the topic and organize our ideas.

2. Drafting, once we have gathered the topic and all the ideas, we can then start developing them into our writing.

3. Revising

At this stage, we make sure whether the writing we produce is accurate and coherent by doing proofreading and editing.

Harmer (2004) has his own interpretation of the writing process. Writers can re-plan, re-draft, and re-edit their work if they aren't satisfied with the final product. Harmer goes on to say the following about the writing process.

1. Planning

Students must pick what they will write at this point in the process. There are three major considerations. The purpose of their writing is the first. The type of text, the language they use, and the information they chose will all be determined by the goal of the writing. The audience is these condpoint to consider. The shape of the writing and the language used will be influenced by the type of audience, for example, whether the tone is formal or informal. The third is about the structure of the content. and it also teaches them how to organize data and choose which arguments and ideas to write about.

2. Drafting

A draft is the first piece of writing. As the writing process progresses towards editing, students can create a large number of drafts. Students can use drafts to figure out which writing style is fit them perfectly and which ideas and arguments they wish to include.

3. Editing

There is a process of reflecting and revising in editing. Students can read their drafts while reflecting and may discover errors in their writing, such as unclear information, disorganized paragraphs, and grammatical errors. Other readers have occasionally assisted with the reflection. They will provide feedback and suggestions in order to achieve the maximum possible revision.

4. Final Version

Students will reach at the final version after making any changes they see essential. The final form may differ from the original draft, but it is ready for public publication.

Oshima and Hogue in (Laila, 2017) also stated that writing is a multi-step procedure. Some action is required. When a writer starts writing, he or she must consider carefully what to write and how to write it. The writer must then correct or edit his or her work when it has been completed.

The outcome of the writing process, which consists of four primary steps: planning, drafting, rewriting, and final version, can be absolute evidence of the success of the writing process. To summarize, writing requires more than just putting words on paper. Writing involves a number of steps that decide whether or not the writing will be successful.

1.2.2 Mind Mapping

A. The Definitions of Mind Mapping

Buzan developed the Mind Mapping Technique in the 1960s. The notion of Mind Mapping, according to Buzan (2005:15), is based on how the brain stores information. He also says that the brain is made up of nerve cell branches that can retain information. It has a variety of branches. The brain has the ability to store data that varies greatly from word to word and even from column to column. To recall information quickly, the brain requires a mechanism that allows preserved pieces to be conveyed in a variety of ways.

According to Buzan (2005:16), Mind Mapping is a storage process that helps people to draw all information and have outstanding access to a massive library that exists within the wonderful brain, because Mind Mapping allows people to collect and store as much information as they want in a natural way. Mind Mapping is a visual record that uses colours and symbols to assist a person separate words or concepts. It usually takes the form of a hierarchical or tree branch structure, with subsections branching off from it. When recording thoughts and information, Mind

Mapping allows for more creativity, as well as allowing a note taker to associate words with visual representation. Mind Mapping is a technique that allows someone to write and recall previously stored information. It is an effort to develop the activity of thinking in all directions, capturing ideas from various perspectives, and developing diverse and creative thinking. The teaching technique of employing mind mapping as a tool to represent students' comprehension using words, pictures with colours, and symbols in a tree branch pattern is highly beneficial in improving students' writing skills.

B. Characteristic of Mind Mapping

The visualization of the mind mapping process is referred to as a mind map. According to Buzan (2005:26-29), a mind map has three features, which include the following.

1. The central image contains the subject, key image, or keyword.
2. The keyword's main ideas spread out like branches.
3. Next, the branches are developed to describe the primary idea in a few words, a short sentence, or a simple image.

C. Creating A Mind Map

Before creating a mind mapping, the students will need certain materials, including blank paper, pens, and coloured pencils, as well as their imagination. According to Buzan (2005:25), there are seven steps to Mind Mapping. The following are the seven steps:

1. Placing the main idea in the center of the page

Placing the main idea or topic in the center of the page will allow other ideas to radiate outward from the core. It allows us to take our thoughts in any direction we want, which is a great illustration of radiant thinking in action.

2. Using a picture for the central idea

Images have a powerful influence on imagination and memory. It also appeals to the eye and retains the focus on the task at hand.

3. Using Colours

The use of colour is a very good memory marker. Colours on mind mapping are not only to engage the right brain active, but also to help the grouping information.

4. Connect the main branches

Start to connect the center picture and the second and third branches to the first and second branches. Try to connect the primary branches to the center image, and the second and third branches to the first and second, and so on, because the brain operates on the basis of association.

5. Instead of a straight line, make a curve line connector To make each branch more appealing and beautiful, add a connecting curve line.

6. For each line, use only one key word

For mind mapping, a single key phrase provides more energy and flexibility.

7. Using pictures

A picture has a lot of meaning and it can substitute a keyword or merely reinforce crucial words that have already been expressed.

1.3 Theoretical Framework

Writing is an important skill that primarily serves to connect the writer and the reader. In terms of pedagogy, high school pupils must acquire writing proficiency based on the standard of competencies. However, the pupils' writing abilities did not match expectations, according to the researcher's observations in XII IPA 3 of SMAN 14 Gowa. Content, tenses, and text order were all lacking. This occurred because they lacked a deeper comprehension of the requirements for text types and neglected the writing process.

Based on these issues, the researcher is considering using mind mapping to help students improve their writing skills. The researcher believes that it is an appropriate method for assisting students in the writing process since it can introduce students to the stages of writing, assist students in gaining a deeper comprehension of the topic, and facilitate the generation of ideas. All of these benefits can help students achieve better writing results. From the explanation that have been stated, the researcher decides to apply the mind mapping technique to solve the problem of improving students' writing skills.