

**THE USE OF MIND MAPPING STRATEGY TO IMPROVE
STUDENTS' ABILITY IN WRITING PROCEDURE TEXT
(An Action Research at the Tenth Grade of SMK Negeri 1 Sampang)**

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Abstract

The study focuses on the use of mind mapping strategy to improve students' ability in writing procedure text. The researcher designed an action research which consists of two cycles. The students were given some treatments and writing tests in order to obtain a description about students' ability in writing procedure text. This study was held in SMK Negeri 1 Sampang for two months in Class XMM2 in the academic year of 2014/2015. Based on the pre elementary research, the students' achievement in reading, speaking and listening aspect of the procedure text as material at first semester was good. However, they still have low achievement in producing procedure text. There were fourteen students in this class and three kinds of writing test in this research. They were pre-test, and tests after cycle. Besides, observation checklist and questionnaire were given to support the primary data. The mean of the pre-test was 56.67, the mean of the writing test in second cycle was 63.214, and the mean of the post test was 87.792. By comparing the result of the three tests, it can be concluded that mind mapping method could give better achievement for the students in producing procedure text. The analysis of the questionnaire and observation also supported the fact that mind mapping method was appropriate to be implemented in teaching learning writing procedure text. Besides, Mind mapping method could be applied not only in writing procedure text, but also other texts which were taught both in senior and junior high school.

Keywords: Writing, Procedure Text, Mind Mapping.

INTRODUCTION

Writing belongs to an important activity in an English class. School-Based Curriculum as the curriculum applied in Indonesia educational curriculum explains that students of senior high school not only learn about grammar and vocabulary, but also they should reach the discourse level. It can be said that students not only focus on understanding the texts taught, but also focus on constructing new texts as well.

There are some reasons for making students practice writing inside or outside the class. They can choose their own themes or topics to be written on a certain type of text. Students have more opportunity for language processing, that is thinking about the language. It is as stated by Hammer (2007:12) "Writing gives them more 'thinking time' than they get when attempt spontaneous conversation". From this explanation, we can say that students will pay more attention about the topic, suitable title, choice of words (diction), etc. They will

do revising again and again to get the satisfying result expected.

Heaton (1974:138) states that writing skill is more complex and difficult to teach, requiring mastery not only grammatical devices but also concept and judgment". Due to some difficulties that students face in teaching learning writing, so many efforts have been done to solve the problems. Those are used to make the students easier in learning English writing.

The tenth grades of senior high school students are taught some types of English text. Each of them is different in its social functions, generic structures and significant grammatical features that the students should master. Furthermore, they should be able to achieve listening, reading speaking and writing competence in each aspect to pass the examination.

As far as we concern, there are many text types in English. Gerot and Wignel (1995:192-219) mention they are narrative, recount, procedure, descriptive, explanation, hortatory exposition, analytical exposition. One of them is procedure text.

Anderson and Anderson (1997:50) define procedure text as a piece of text that gives us instruction in doing something. The purpose of this text is to explain how something can be done. It means that procedure text is a text that helps us to do something or gives us instructions how to get things done. The examples of procedure text are directions, recipes, instructions manuals, and itineraries.

Gerot and Wignel (1994:86) state that the social function of procedure text is to describe how something accomplished through a sequence of action or steps. It can be said that in constructing a procedure text, the writer should write the actions in chronological order.

The simplest procedure is a short series of simple imperative clauses centered on well-known action verbs and everyday objects. As procedures become more specialized and more technical, they become more demanding for language learners. The steps may include constraints which have to be met in order to carry out the instructions successfully. Simple constrain may be expressed as circumstances of manner or place e.g. carefully, near the edge. More complicated constraint might be expressed as conditional clauses e.g. if the metal is cool (Feez and Joyce, 1989:87-88).

In Indonesian educational curriculum, students of senior high school are taught some text types of English, including procedure text. Each of them has characteristics that students should understand. Teaching writing to senior high school students is actually different from junior high school or elementary school students. The teacher as a facilitator should understand students' characteristics and classroom condition before teaching learning process starts. Besides, all preparations must be prepared. They are lesson plans, materials that will be taught and teaching methods that will be implemented. In learning a foreign language, writing is one of important skills that should be emphasized and practiced regularly. Students' ability in writing should be improved and the goals of teaching learning activity must be reached.

In this study, the researcher only focus on the students' improvement in writing procedure text at tenth grade SMKN

1 Sampang. As a facilitator and model in teaching learning process, teacher should be able to use various method or teaching strategies in order to encourage and motivate students' ability in writing text. Based on the English teacher's statement of SMKN 1 Sampang, the students' achievement in reading, speaking and listening aspect of the procedure text as material at first semester was good enough, but they still have had problems in writig procedure text. However, they still needed a new method or teaching learning strategy to maximize their achievement in producing procedure text. It will be easier for students to get bored if they still use conventional method in writing activity and the goal of teaching learning process is difficult to achieve. Mind mapping strategy is a kind of teaching method that can be applied in writing activity in order to improve the students' ability and get better achievement.

Buzan (2007:103) states that "Mind Mapping is a creative thinking instrument which reflects natural work brain. Mind map enables the brain to use all pictures and its association in radial design." Mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections. Mind mapping (or concept mapping) involves creating a central idea and search new and related ideas which radiate out from the centre. From the central idea that is made, and then finding connections between ideas, you are mapping knowledge in a manner that helped you understand and remember new information.

According to Buzan (2007) the steps involved in creating a mind map may be summarized as follows:

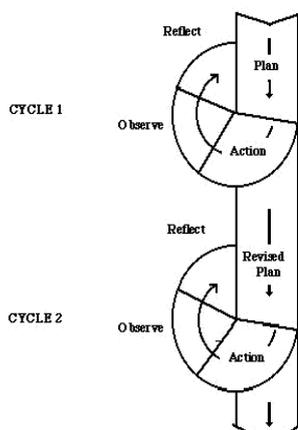
1. Determine your central image or concept.
2. Create the basic structure for organizing your ideas: these are the main branches and are known as the Basic Organizing Ideas (BOIs), and are represented by branches radiating outwards from the main concept.
3. Put down keywords associated with the BOIs, which should sit on smaller branches connected to the main branch.
4. Revisit your mind map, putting things in order, and numbering the branches. If

necessary, revise it on another piece of paper

METHODS

The research method that is used in this research is classroom action research (CAR). Kemmis (1988) views action research as the name given to an increasingly popular movement of educational research. It encourages a teacher to be reflective of her own practice in order to enhance the quality of education for herself and her pupils. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, school-improvement schemes, and so on, and as such, it actively involves teachers as participants in their own educational process.

Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process. Each cycle has four steps: planning, acting, observing and reflecting.



The research was conducted in SMK Negeri 1 Sampang at the tenth grade of class X MM Sampang was the sample of this study.

In this research there were three instruments used to collect the data both, they were writing procedure test (pre-test, post-test), questionnaire and observation checklist.

Results

A pre-test was given at the first stage of this study. It was conducted on January 23th, 2014. The total number of students in X-MM 2 was 14students. The mean of the pre-test was 56.67, the mean of the writing test in second cycle was 63.214, and the mean of the post test was 87.792.

Based on the observation at the first meeting of the first cycle on January 23th 2014, the students were not too interested and motivated because they just did a pre-test. The researcher tried to communicate and do something to refresh their mind and get their attention. In the second meeting of the first cycle on January 30th 2014, when the researcher begun explaining about the general concept of mind mapping method and the implementation of mind mapping method in writing a procedure text, they looked interesting because it was something new for them.

At the second cycle all students had great interest and motivation in this activity because they just introduced a new method in previous meeting. The researcher had delivered and explained them how to create mind mapping construction and apply it in writing a text. Mind mapping helped them in generating ideas and developing some topic sentences.

DISCUSSION AND RESULTS

The writer conducted the study by using classroom action research (CAR). The purpose of the study were to find out the improvement of students writing ability in writing procedure text of tenth grade students at SMKN 1 Sampang by using mind mapping.

This classroom action research was conducted in four meetings. The research was intended to know how well the application of mind mapping method as a teaching writing strategy in improving the students' ability in writing a procedure text. Mind mapping implemented through stages in order to make the students easier and get better result in producing a procedure text. In first cycle, students had problems in grammatical features of the procedure text. They still made some mistakes in using simple present tense and constructing imperative sentence that was very important in writing procedure text. Moreover, they had difficulties in finding appropriate words. After the researcher gave treatment, they could produce sentences in present tense (positive, negative and imperative form) and construct imperative sentence well. They were also introduced mind mapping method

at second meeting of the first cycle and practiced applying this method in writing procedure text. At second cycle, the researcher ordered them to produce procedure text using mind mapping method in groups. The result of the writing test was better than the pre-test. At the last meeting of the research, they did post test to measure their writing ability after all treatments implemented.

The purpose of the study was achieved based on the result of analysis of implementation of mind mapping method that was carried out through cycles. It could be seen from the increasing result of the test that students had done from pre-test, treatment in second cycle and post-test in the end of study. Besides, the result of the observation checklist which recorded the students' behavior during teaching learning writing procedure text and questionnaire which was given in the end of the research showed that mind mapping method was appropriate for the students and the teachers in teaching learning writing English text types especially procedure text. Generally, the results can be confirmed with the comparison between pre-test and post test. By applying mind mapping method in writing procedure text, the percentage of the

students' improvement between pre-test and post-test was 23%.

CONCLUSION

Based on the results of data findings and discussion. The results of the students' writing test increased from the pre-test to all. The average of the students' writing tests were: pre-test (56.67), writing test of the second cycle (63.214), and the post-test (80.81). It can be said that mind mapping was appropriate for them to maximize their ability in exploring ideas and using their imagination while they produce a procedure text.

According to the tabulation result of the questionnaire that was given to the students, it indicated that application of mind mapping method in teaching learning written procedure text was appropriately applied. It was helpful for the students to find related ideas and develop the chosen topic sentences from the main topic to be a real procedure text. Mind mapping method was something new for the students, so they were motivated to use this method and they were encouraged to learn more about written procedure text.

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