

Enhancing Students' Writing Skills by Using Mind Mapping

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Abstract

The aim of this research is (1) to describe the process of learning English by applying the mind mapping method (2) to improve writing skills by applying the mind mapping method. This research is classroom action research. The location of this research was Class XI Science 1 SMA 06 North Bengkulu, which was carried out in two cycles. Each cycle consists of four stages, namely: (1) action planning stage, (2) action implementation stage, (3) observation and interpretation stage, and (4) analysis and reflection stage. Problems in learning can gradually be overcome by applying the mind map method. Students' English learning outcomes increase. The average score in the pre-cycle was 66.17, with a classical completion rate of 27.45%. In cycle I, the average test score was 72.22 with classical completion reaching 64.71%. In cycle II, the average score reached 79.40 with classical completeness reaching 76.47%. Based on the actions taken, it can be concluded that (1) the application of the mind map method can improve the quality of the English learning process. (2) The application of the mind map method can improve the English Communication Skills of Class

Keywords: Enhance, Mind Mapping, Writing Skills

INTRODUCTION

English is one of the most important language subjects because language is a social phenomenon that cannot be separated from the existence of society itself. Language is needed by society as glue among themselves, as a means of communication to fulfill their life needs and at the same time as a cultural identity. English as an international language, English is used with a very wide distribution range as the language of world information and science and technology, as well as as a medium of public communication between nations.

In the advancement of science and innovation which is brimming with correspondence in language English, strengthening of English language abilities is required. Subsequently, it's anything but an embellishment to say that Indonesia's HR are ideal is source power that outfits itself with English language abilities. From data in field, that in general ability Language English is still unsatisfactory, where students have studied English for at least six years from middle school to high school/vocational school, some even started from elementary school, but most of them are still not able to

speak English well (Nurdin Somantri, 2003). Apart from that, an unpleasant learning atmosphere also implies that there are problems facing English language learning. If we look at the input of student achievement when they enter school, generally they are not able to speak English well, so in learning English It must be understood that every concept of teaching activity implicitly contains the concept of learning activity. In other words, teaching itself contains activities that make children learn and good teaching will certainly look at the conditions and various aspects of the learning participants as well as possible. Here Teachers have an important role to achieve success in teaching and learning activities, especially in English subjects.

The point of learning English in center and secondary school is: For prepare understudy have some control over relational abilities which include: tuning in, talking, perusing, and composing, as well as having the option to convey orally and recorded as a hard copy as per the setting fluidly and precisely in regular day to day existence.

Sunardi (1997) asserts that the use of ineffective learning strategies, ineffective evaluation tools, or content that is inappropriate for students' cognitive abilities are the root causes of poor education. Endeavors to work on the nature of English training host been made by a few gatherings, particularly the public authority through the Division of Public Instruction. This should be visible to working on the educational program, further developing the learning framework, expanding instructor capabilities, and giving learning apparatuses.

In order to improve the English teaching and learning process, many approaches, strategies and media have been implemented or model learning which can increase quality of learning, one of which is the Mind Mapping method. Learning is said to be good if students can participate actively in teaching (Sastrawijaya, 1991). In terms of process, learning in the initial survey was still carried out conventionally. If you pay attention, learning is still teacher-centered. Teacher dominates learning by explaining more material in front of the class. This affects student activity. Even though it's a teacher give students the opportunity to ask questions or provide responses, no students use it.

In addition, it appears that the learning carried out is more concerned with the results than the process. Teachers assess student learning outcomes without seeing the process. Such learning causes students to become bored and bored. Furthermore, the learning process turns off the right brain function which stimulates creativity. This creativity is very necessary in writing activities, especially writing fiction. Boring learning without variety is what doesn't make students enjoy it No Can produce creative and imaginative ideas.

Meanwhile, from the results of interviews conducted with teachers, it was discovered that learning English seemed to have become a scourge for students. Because that's, Teacher more giving lots of theories. Teachers assume that students' understanding is the most important thing to achieve in learning English.

To address these problems, a learning method is needed that can improve the quality of English learning. It is hoped that by improving the quality of the learning process, learning outcomes will also increase. Mind mapping or commonly known as mind mapping is the right method to overcome this problem. Rooted in students' difficulties in understanding and to apply English language skills, the mind mapping

method was chosen. This method, which was popularized by Tony Buzan, is a method that effective for improving language skills.

Writing skills are a critical aspect in developing students' language abilities, but are often faced with various challenges in classroom teaching. Previous research has identified students' difficulties in planning and organizing ideas, building a coherent writing structure, and conveying ideas in an orderly manner (Graham & Hebert, 2011; Kellogg, 2008). Further investigation suggests that conventional methods of teaching writing may not always be effective in overcoming these obstacles (Beaufort, 2007).

To improve students' writing skills, this research will use classroom action research methods (Mills, 2011). This method is considered relevant because it provides space for reflection and continuous improvement in the learning process (Kemmis & McTaggart, 2000). Previous research has provided theoretical and empirical support for the effectiveness of classroom action research methods in the context of developing writing skills (Burns, 2010; Sagor, 2017).

One of the innovative approaches that will be adopted in this research is the use of mind maps as a writing teaching. Mind mapping, which allows visualization of a hierarchy of ideas, can help students in the planning and organization of their writing (D'Antoni, 2013). In the mind mapping, students write one key word from the chosen theme in the middle of the paper. The theme is then explained in the selected branches. Apart from being more interesting, another advantage of this mind map is that students can add new vocabulary everywhere if in middle activity learning He get new vocabulary. Mind map the can Keep going developed according to the author's wishes. Thus, in this method, students are free to write "anything" according to their wishes and creativity. Apart from that, the symbols and colored images used have the potential to optimize the working function of the right brain which stimulates creativity and imagination so that it is hoped that it can improve English language skills.

Considering the importance of learning English in high school, it is necessary to carry out research to solve this problem so that it is hoped student really understand and apply English as a minimum goal and become a provision for life in the world of work as a maximum goal.

Based on the background of the problem, the research problem can be formulated as follows: 1) How Can mind mapping strategy improve the quality of the English learning process in Class XI Science 1 students at SMA 06 North Bengkulu?

METHODS

The research method used in this research is Classroom Action Research (CAR) with four cycles involving the steps of planning, implementation, observation, and reflection. The CAR approach was chosen because it provides the opportunity to actively involve students in the research process to improve the quality of learning (Kemmis & McTaggart, 1988). In each cycle, a pre-test and post-test are carried out to measure the development of students' writing skills before and after applying mind maps. In addition, class observations are carried out periodically to monitor student participation, the quality of interactions, and the application of mind-mapping techniques in the writing learning process. Data analysis was carried out through a quantitative approach using statistical techniques, such as the t-test, to measure the significance of differences in pre-test and post-test results. In addition, qualitative analysis was conducted on classroom observations and student responses to gain an in-depth understanding of the impact of using mind maps in improving students' writing skills. This research draws on key concepts, such as writing skills (Graham & Perin, 2007), mind maps (Buzan, 2002), and the Classroom Action Research approach (Kemmis & McTaggart, 1988), to support the theoretical framework and research methodology. These references provide a strong theoretical basis to support the research implications and findings.

RESULTS STUDY AND DISCUSSION

Quality Process Learning English

The results of the first cycle of data analysis showed a significant increase in students' writing skills after applying mind maps. Pre-test data indicated that the majority of students experienced difficulty in composing writing with a good structure. However, the results of the first cycle post-test showed a significant improvement, with the average score increasing significantly. The quality of the English language learning process for Class XI IPA 1 students at SMA 06 North Bengkulu can be improved by applying the mind mapping method. The application of the mind map method is carried out through two cycles. In each cycle, the quality of the learning process increases. Enhancement is indicated by students' scores and motivation in the teaching-learning process.

In contrast to the initial condition of learning English before being given action, students' activity increased. This increase can be seen from the enthusiasm of students asking questions and carrying out assignments given by the teacher without feeling reluctant.

The results of the assessment of student activity can be seen in the following table.

Table 1. Increase in Student Activity

Cycle	Students score
I	65%
II	73%

From the results of observations, student activity in cycle I was indicated to have reached 63. , active students in cycle II reached 73% of the total number of students. Students have the courage to ask and respond to questions asked by the teacher.

The application of the mind map method can increase students' interest and motivation in participating in the English learning process. This can be seen when students pay attention to the teacher's explanation regarding mind maps that can be applied to learning English.

Table 2. Enhancement of interest and student motivation

Cycle	Interest and Motivation
I	67%
II	75%

From the results of observations, it is known that 67% of all students in the class are interested and motivated to take part in learning English Writing. In the next cycle, there was an increase as big as 18.18%. The last cycle saw an increase in the percentage of students who were interested and motivated in learning become students who are interested and motivated in learning are 76.47%.

Students Motivation

The application of mind-mapping techniques in learning to write can have a positive impact on increasing student motivation. The results of observations and data analysis from two research cycles showed significant changes in students' motivation levels during the learning process. At the beginning of the research, it was seen that some students showed a low level of motivation towards writing activities. However, in the first cycle after implementing mind mapping, there was a real improvement. Students show higher interest and enthusiasm in participating in writing activities, especially when using mind maps as a tool. The results of the first cycle post-test also reflected an increase in writing quality, indicating that this increase in motivation was also reflected in students' academic results.

The increase in student motivation continued to occur in the second cycle. With the continuous application of mind mapping, students become increasingly involved in the writing-learning process. They show greater initiative in planning their writing, sharing ideas with classmates, and actively seeking feedback from teachers. Class observations show a more dynamic and interactive learning atmosphere. A factor that may contribute to increasing student motivation is the ease of using mind mapping as a visual tool that helps students plan their ideas in a more structured manner. Apart from that, the presence of greater participation space in the learning process with mind mapping also motivates students to be more actively involved.

Students' attention and concentration in the learning process increase each cycle by applying the mind map method. On cycles I, as much 63 % from the entire number of students pay attention and concentrate in learning. In cycle II there was an increase to 75% of the total amount students means that almost all students pay attention and concentrate in learning English using the mind map method.

Table 3. Comparison of Student Grades

INFORMATION	PRE ACTION	CYCLE I	CYCLE II
Lowest Value	56	62	70
highest score	75	83	90
Mark Average _	66.17	72.22	79.40
Amount student complete	14	33	39
Completeness Classical (%)	27.45%	64.71%	76.47%

In the pre-action activities, it was discovered that only 14 students reached the minimum threshold for learning completeness (75). The other 37 students have not been able to reach the minimum threshold for learning completeness the. The range of scores achieved by students is between 54-76 with the average aspect achievement being very poor - moderate. In the first cycle there was an increase in student learning outcomes, 33 students had achieved learning completion. The other 18 students have not reached the completion limit learning but improving. The range of scores achieved by students is between 60 - 84 with average aspects of achievement being moderate to fair. In the second cycle, the increase in student learning outcomes was very significant. Of the 51 students, 39 students have achieved learning completion. The other 12 students have not reached the completion limit Study but experience enhancement. Range mark Which achieved student that is between 66 - 90 with a fairly good average aspect achievement. Improved score This shows an increase in students' English language skills.

The results of this research illustrate that the continuous application of mind maps makes a positive contribution to improving students' writing skills. Analysis of data from two research cycles showed significant differences between pre-test and post-test scores, confirming the positive impact of using mind maps. In the first cycle, there was a real improvement in the quality of students' writing, measured by post-test scores which experienced a significant increase. The findings of the first cycle showed that mind maps were effective in helping students plan and organize their ideas before writing. Class observations in this cycle also revealed increased student participation and their ability to apply better writing structures. Students provide positive feedback on the use of mind maps as a tool in the writing process. The second cycle showed that mind maps continued to have a positive impact, although not as big as in the first cycle. Students' understanding of writing concepts is better, and post-test results show continuous improvement. Class observations in the second cycle confirmed that students were increasingly skilled in planning and organizing their writing using mind maps.

In conclusion, this research confirms that the application of mind maps in teaching writing provides encouraging results. Recommendations for further research include developing variations of writing activities involving mind maps, more in-depth teacher intervention, and exploring technology to support the implementation of mind maps. Likewise, it is recommended to conduct further research in different educational contexts and involving more variables in order to expand the generalizability of the findings of this study.

CONCLUSION

Based on the problem formulation and discussion of this research, it can be concluded that: 1) The application of the mind mapping method can improve the quality of the English learning process in Class XI IPA 1 at SMA 06 North Bengkulu. In each cycle, students' activeness, interest and motivation, attention and concentration in the learning process increase. In cycle I, 63.64% of students were active, 63.64% of students were interested and motivated, and 68.18% of students were attentive and concentrated. In cycle II, active students were 77.27%, student which interested and motivated as big as 81.82 %, And student Which attention and concentration was 76.47%. In addition, applying mind maps can encourage teachers to be more skilled at managing the class; 2) The application of the mind map method can improve the English learning outcomes of Class XI IPA 1 students at SMA 06 North Bengkulu. This increase can be seen from the average value and classical completeness of each cycle. Before the action the average class score was 66.17 with classical completeness of 27.45% (14 students). On cycles I, class average score increased to 72.22 with classical completeness reaching 64.71%. In cycle II, the average score reached 79.40 with classical completeness reaching 76.47%. This means that more than 75% of students have achieved the completion score.

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