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**THE USE OF MIND MAPPING IN IMPROVING WRITING SKILL AT FOURTH  
SEMESTER OF ENGLISH STUDENTS OF UNIVERSITY QAMARUL HUDA  
BADARUDDIN BAGU**

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**ABSTRACT**

Regarding to the preliminary study, the researcher concerned with improving writing skill of English students of University of Qamarul Huda Badaruddin . Certainly, the students of this class are selected students having high intelligence than others so that they must get the perfect mean score. Unfortunately, it was not achieved. The mean score of writing was 6.5 as the same as other classes. It was caused by some reasons such as having difficulty in organizing and developing ideas and monotonous technique used daily by the teacher. To solve this problem, the researcher used mind mapping technique. It is an effective way for organizing ideas before writing. In implementing this technique, students could organize some ideas as many as possible and focus of the ideas that were going to construct. Then they had to develop the ideas into good sentences. In the other word, they could write in sequences so that students felt more easily to compose their ideas well. The research design of this study was Classroom Action Research which had four regular procedures such as planning, implementation, observation, and reflection. The subject was 37 English students of University of Qamarul Huda Badaruddin. To analyze the data in the observation, the researcher used quantitative data obtained from a test and qualitative data gotten from observation checklists and field notes. All were used during teaching and learning process. The finding of this research indicated that implementing mind mapping technique, the mean score of writing skill of English students of University of Qamarul Huda Badaruddin reached the improvement .This was proven by knowing that they could organized and develop their ideas more easily, they were more active, enthusiastic, and motivated, and the mean score of their writing skill was 78 from 65.5 in the preliminary study. It meant that mind mapping was an effective technique to help students in improving writing skill. Obviously, the researcher had met the criterion of success. As the rule, the research was carried out on a cycle. To sum up, mind mapping was an appropriate way to enhance writing skill based on the finding. Moreover, students could create and decorate their own mind mapping in which they felt more enjoyable to write well.

## **A. INTRODUCTION**

At the present time, English becomes the most important language worldwide since English is the key of international language. In Indonesia, English is a foreign language which was taught as a mandatory subject. Ideally, learning English includes four basic skills such as reading, speaking, listening, and writing which have to be mastered.

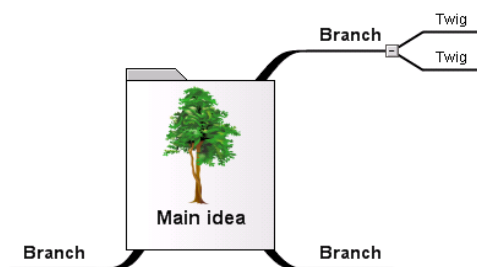
In mastering those four skills, there are many students think that writing is the most enormous skill to acquire. As stated by Richards (2000:303) that writing was considered as the most difficult and complicated language to be learned compared to other language skills. Writing can be categorized as a difficult subject because it is an ability to express the ideas about a subject into printed words which can be measured through score. In this case, writing can be meant as a collecting process of ideas arranged from words and sentences into a good paragraph in order that the reader can catch the message. Harmer (1991:88) emphasizes that the purpose of writing is to express the ideas into text and convey a message to the reader. Consequently, as writers, they have to make their writing enjoyable and lively, as well as possible. It aims to make the readers be enthusiastic and not be monotonous.

Writing is a process of creative thinking as stated by Oshima and Hogue (2007:15) that writing is never a one-step action; it is ongoing creative act. It is emphasized by Gould et al (in Kurniawati, 8) that writing is creative act that involves repeated attempts to make sense in, with, and through language. It means that the writers can express or deliver their ideas through their writing. Writing here means a tool for communication. Farbman (1984:334) defines that writing is the use of language for expressions and communication. Based on Harmer (1991: 88) opinion, he adds that the purpose of writing is to express the ideas into text and convey a message to the reader; and he also states that most important aspect of the writing is ideas. Afterwards, Zamel (1997: 126) defines writing as an activity of exploring one's thoughts and learning from the act of writing itself what these thoughts are.

However, for some circle writing is not a simple thing. According to Ricards (2002: 303), writing is considered as the most difficult and complicated language to be learned compared to other language skills. Writing is not just arranging some words and sentences. It needs some crucial aspects such as structure, vocabulary, content, mechanics, and organization. Scott and Yteberg (2001) add that writing is a complicated skill because is not just about

having something to say. Moreover, Hughey et al (1985: 3) confirm that writing is a complex process which involves several levels of activities all working at once. Naturally, before put some ideas into writing, the writers need to know the process of it. The purpose of knowing the writing process is to make or produce an understandable writing for the readers. All in all, writing is an ability to arrange some words and thought covering some steps in writing process.

Mind mapping is used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing. Hall (1990:18) supports that mind mapping is a special application of brainstorming, retains the rich development of data or ideas that brainstorming offers while adding an organizational element to the collection. Also there are five essential characteristics of mind mapping:



1. The main idea, subject or focus is crystallized in a central image.
2. The main themes *radiate* from the central image as 'branches'.
3. The branches comprise a key image or

key word drawn or printed on its associated line.

4. Topics of lesser importance are represented as 'twigs' of the relevant branch.
5. The branches form a connected nodal structure.

In principle, to write means to try to produce ideas into written expression, and the purpose of writing is to communicate with the readers. Before writing, the writers need to determine what to arrange; they should have something meaningful to convey. To put forward the messages successfully, the writers have to dig the ideas up before. They have to think over some points having related with the topic. In writing, do not forget to keep the writing simple. In addition, it should be kept in mind that the writer has the right to present the readers with easy to understand writing. Certainly, the word 'easy' may mean not too complicated and too short in order that the writers do not write an incomprehensible writing. As a result, the purpose of writing, that is, to communicate, will be completely succeeded.

Actually, the students of University of Qamarul Huda Badaruddin mean score which is 6.5 in writing, and this is English class. Automatically, they are selected students so that the researcher wants to improve their writing score. As the researcher believes, the students also have good skill to be enhanced but they still have difficulties to get and

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compose their ideas well. The difficulty is caused by the technique implemented by the English teacher in daily. In this case, the teacher asked them to directly write, or it can be called monotonous technique. The teacher did not help them in generating the ideas and the way how to write well. It means that the students really need a technique to get and develop their ideas as more creative as possible.

Taking into consideration of writing which takes time and energy, it is a long process. When dealing with writing, the students should make the best use of sentences to express their messages. To find an inspiring topic might be sometimes rather difficult for students. Regardless to this case, the researcher wants to improve the students' writing skill of University of Qamarul Huda Badaruddin and help them to develop the ideas before they compose the sentences. This is done by using mind mapping which is an effective way to conceive the ideas. Mind mapping means a creating concept or keywords of a theme that have been chosen. If the students are able to decide the keywords, naturally they can catch some ideas which will be written. As stated by Buzan (2000) that mind mapping can be used to generate ideas, takes notes, develop concepts and ideas, and improve memory. Furthermore, Budd (2004) states that mind mapping is a graphic organizer in which the major categories radiate from a central image

and lesser categories are portrayed as branches of larger branches.

## **B. METHOD**

The design of this study is classroom action research (CAR). Classroom Action Research is a way in improving students' achievement in learning. As stated by Latief (: 144) that CAR is an effective media in improving quality of English teachers' performance in instruction as well as students' achievement in learning English in classroom. In classroom action research, the researcher wants to assess the students in teaching process. Consequently, after the researcher knows the result of the assessment, he plans the improvement based on his or her experience. This CAR purposes to enhance the students' success in learning process. Additionally, Elliot (1991: 49) says that the fundamental aim of action research is to improve practice rather than to produce knowledge. It similar to Bassey's (2006: 8) asserts definition of action research, that is, as an inquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice. CAR is a reflective process which helps a teacher to explore and examine aspects of teaching and learning and to take action to change and improve teaching practice. This following is the classroom action research procedure used in this study.

Based on the problems above, the researcher wants to know the students' writing skill accurately. So, the researcher creates the research procedure starting from research preparation including preliminary study, and deciding criteria of success, and research implementation covering planning, implementation, observation, and reflection. Before starting research, the researcher conducted preliminary study which is aimed to get the real information related with the students' writing skill. Therefore, the researcher can identify and analyze why the students get the poor score and difficulty to develop the ideas.

Observation is the process of collecting data indicating the success of the strategy in solving the classroom problems. In this stage, the researcher gathers with the collaborator to focus on the teaching writing by using mind mapping. The researcher tries to collect the information of students' development in writing process and how far mind mapping helps the students in the teaching and learning process. To evaluate this activity, the researcher uses some instruments such as observation checklist, field note, and test of writing.

### **C. RESULT**

During the research, the researcher used field note and observation checklist. The researcher observed the students' attitudes while the activity was running by

using field note. Then, the researcher drew a conclusion based on the field note data that in the first meeting, most of the students had difficulty in pointing ideas and less motivation from the first meeting. Most of the students were passive in giving opinion. But, in the following meetings they were motivated and active. Besides, the researcher also got the data during the implementation of the technique in the classroom in 3 meetings from the observation checklist. The recorded data shown that researcher did the research based on the lesson plan. The researcher taught writing through mind mapping technique in a sequence so that the learning process run well.

Based on the field note and observation checklist of the three meetings, the researcher concluded that the students were more active, enthusiastic, and enjoyed doing all the activities than the previous meetings. Moreover, they were more active in giving their opinions of the topic they got, and they could write more easily by using mind mapping technique.

#### **The Result of the Students' Achievement**

The use of mind mapping technique was aimed to improve the students' writing skill. To assess the students' writing skill, the researcher used a writing test. It was conducted on Tuesday 21<sup>th</sup> May, 2019. In this stage, the students worked individually, and the researcher provided some topics such as

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crime, sport, social, and disaster so that they could choose their own topics of the news that are going to be written. Before starting to write, the research asked them to organize their ideas related to the topic. It meant that they made a mind mapping. After making the outline, the researcher let them compose their own writing. All the activities consumed 80 minutes.

From the writing test, the researcher could report the result of the test that the students' writing skill score was 78 in average. Thus, the students' writing skill was improved from in average in the preliminary study to 65.5 after the researcher implemented the technique in the classroom. From the test result, the researcher found that the result of the cycle had been fulfilled the criteria of success of this research

### **Discussion**

In this part, it was discussed the findings in which the researcher used mind mapping technique to improve students writing skill. Surprisingly, by implementing the technique, the mean score of writing skill at fourth semester of English students of University Qamarul Huda Badaruddin reached the improvement .This was proven by knowing that the mean score of students' writing skill was 78 from 65.5 in the preliminary study. It meant that mind mapping was an effective technique to help students in improving writing skill.

While implementing the technique, the researcher also used others instruments such as observation checklist and field notes to strengthen that mind mapping could improve students' writing skill. In implementing the technique, students could organize some ideas as many as possible and focus of the ideas that were going to construct. Then they had to develop the ideas into good sentences. In the other word, they could write in sequences so that students felt more easily to compose their ideas well.

All are emphasized by Olivia (2008:08) that mind mapping can help students to concentrate and focus. To support this opinion, Kanar (1998: 21) says that mind mapping is one of prewriting strategies that can help students gather and organize evidence to support a topic and provide a visual representation of ideas. By taking advantages of mind mapping, students could write well and easily.

From the discussion above, the researcher is able to draw a tenable conclusion that mind mapping can enhance writing skill at fourth semester of English students of University Qamarul Huda Badaruddin in the teaching and learning process.

### **D. CONCLUSIONS**

Based on the findings of this research, the researcher sums up that mind mapping was an effective way in improving writing skill at fourth semester of English

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students of University Qamarul Huda Badaruddin. Mind mapping eased students in organizing ideas, and they could develop the ideas into good sentences. In the mind mapping technique, students write in sequences, starting from putting ideas, making sentences, and arranging good paragraph. Moreover, students more enjoyed to write by using mind mapping which could be decorated as creatively as possible.

The test result of this research showed that the students' writing skill was improved. The score of the students in the preliminary study was 65.5 in average while the score after implementing the technique was 78 in average. This proves that mind mapping technique can enhance students' writing skill. Furthermore, the students who were inactive become more active in the next meetings, and the students who could not develop the ideas became more easily did it. They can overcome the difficulty of composing ideas into a good paragraph. In the coming days, students' enthusiasm, activeness, and enjoyment also improve during teaching and learning process by implementing the mind mapping technique.

To sum up, mind mapping is a kind of techniques that can help students in writing during the teaching and learning process. Mind mapping is useful for students to write well since it can be made easily and colorfully. Those are the reasons why mind

mapping really helps students in composing ideas into a good paragraph.

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