
The Use of Mind Mapping Method in Enhancing Student's Writing Skill of Recount Text

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Abstract. This study aimed at describing the use of mind mapping method in enhancing student's writing skill of recount text at SMPN 2 Satu Atap Klambu, Grobogan regency. In order to achieve the goal of the study, a classroom action research was utilized. In this case, the students of eighth grade were investigated. In collecting the data, classroom observation focused on the process of learning were conducted. Beside to know the student's writing skill of recount text, writing test, a questionnaire and documentation were applied. Then the data were analyzed using comparative descriptive technique followed by reflection. The study revealed that the students have positive response toward the use of mind mapping method in writing of recount text. Based on the analysis, there was an increasing of the result of student's writing skill of recount text. The percentage of students who got score greater than or equal to seventy five (≥ 75) in first cycle is 67,57%. Moreover, in the second cycle, the using of mind mapping method has achieved students' minimum mastery criteria. The percentage of students who got above the criteria (≥ 75) is 73,38%. Consequently, their writing skill was increased. It indicated that the using of mind mapping method have enhanced the students writing skill.

Keywords: Mind Mapping, Writing Skill, Recount Text

INTRODUCTION

Skill of language plays very important role in learning process. Its skill helps the user to produce written and spoken text. As we know, in English learning process have been identifies the four skills, listening speaking, reading and writing. In English learning process in junior high school level, students are expected to communicate efficiently and effectively in daily life.

Unfortunately, the real condition shows that students have problems in English learning. They have low skill of writing a text. It was indicated when they failed to pass the minimum criteria of mastery learning. The result of writing skill of recount text can be illustrated as following.

Table 1. *The Completeness of Students Writing skill of Recount Text before using Mind Mapping Method.*

No	Level of mastery	Total of Students	Percentage (%)
1	Complete (score ≥ 75)	15 students	40.54%
2	Uncompleted (score < 75)	22 students	59.46%
	Total	37 students	100%

The data explained that writing skill of recount text of students before getting treatment was categorized low. Based on the observation and teaching experience in the class, the teacher found that the students have difficulties in writing a text. The reasons are lack of vocabularies and differences between English and Indonesian in grammar and syntax.

In common practice of teaching English writing, teacher asked the students to write text without techniques or methods. Moreover, the learning condition and the using of learning method have important role in English learning process. On the other side, the using of media as a tool is to make

students easier in reaching the goal of learning English.

Writing is a complex learning process (Lyons & Heasley, 2006: 13). The writer uses skills to compound the words into sentences and paragraphs. The skills are mastery of vocabularies, grammatical structure and punctuation. According to Brown (2004), writing is sometimes used as production mode for learning, reinforcing, or testing grammatical concepts. As well as speaking, writing is used to communicate a message, opinion, information, instructions and feedback. Effective writing skill requires proper choice of words to explain concept and to issue instruction.

Lyon and Heasley (2006: 13) stated that there are three phases of writing; pre writing, writing, and rewriting. In pre writing stage includes planning, choosing topic, and making outline. Meanwhile, writing stage is a vital stage. In this stage, the writer generates ideas and thoughts. Furthermore, rewriting is not only correcting the mistakes. The writer does revising, correcting grammatical structure, vocabulary and syntax and rewriting.

Still in Harmer (2001) stated that writing is a process a writer goes through in order to create something as its result written form. There are four elements that influence the writing process: planning (constructing ideas and grouping related words), drafting (developing concept and exploring ideas), editing (reflecting and revising), and final version.

The stages above can be done in reserves. Writing is a skill that improves with practicing and editing. It means the stages above can be done many times to make a good text. It can be concluded that writing skill is not only arranging word to word. Since writing skill needs revising stage repeatedly, teachers are hoped to appreciate all the process.

The criteria to assess writing skill according to R. Kern (2000) are communicative, ideas and organization, and grammar and vocabulary. A good text shows compatibility between title and content. To compose the text contains organization of thoughts, organizing thoughts into a systematic connection with related details, using ideas in a cohesive and coherent way that all the concepts are interwoven and link the topic.

In addition, recount text is the type of text which provides detail of facts and

information related to past event. Recount text known as a piece of text that retells past events, usually in the order in which they happened. It has purpose to give the audience with a explanation of what happened and when it happened (Anderson, 2002:24). Moreover Gerot and Wignell (1994) defined recount text as text which tells events to inform or entertain. There are three parts of recount text: orientation, series of events, and reorientation. (Anderson 2002, Gerot Wignell: 1994). In the beginning of recount text called orientation. It gives background information about who, what, where, and when the events occurred. In this part the writer introduces the events. This is followed by sequences of paragraphs that retell the stories in the order in which they occurred. In the ending of recount text has a concluding paragraph, however this is an optional. Whereas the grammatical features of recount text as follows:

1. The use of proper nouns (nouns include character and places of the events)
2. The use of descriptive words (example: a wonderful green water river)
3. The use of past tense
4. The use of words that show the order of the events (example: first, then, next, after that, finally, etc.)

It is very important to use method in teaching English writing. The method is used to enhance student's skill in writing effectively. One of the methods in writing is Mind mapping, popularized by Tony Buzan (2010). The using of mind mapping supports students to associate ideas, think productively, and make associates that might not otherwise make (Tony Buzan, 2010). The students use mind mapping as their visual. They write down keywords and other words related to the topic. These words can aid the students to produce ideas, sentences, and paragraphs more enjoyable. Furthermore, students are also hoped to write a simple recount text.

Support this opinion, Hayati, et al (2015) did a study in SMPN 2 Lumbang Purbolinggo to know the improvement of student's writing skill in writing recount text using Mind Mapping strategy. The result of the study showed that the students were motivated to write, the students' activity increased, and student's writing had significant development. It proved that the using of Mind Mapping were success to improve student's ability in writing recount text. The same research also done by Liana (2013) and Panlaysia (2016). They used Mind

Mapping to teach writing to their students. The result revealed that the student's ability in writing especially recount text had improved. Then, students became more participate and also increased their activity during leaning process.

Based on the explanation above, in order to enhance student's interest of learning English especially in writing of recount text, we can use a method. The students actively involved in learning process especially writing activity though some meaningful tasks and fascinating accomplishments in an enjoyable and relaxed atmosphere. Among some various teaching methods that match with the requirements above is using mind mapping method.

METHOD

In order to achieve the goal of the study, a classroom action research was utilized. In this case, the research was conducted for several meetings in the second semester of academic year 2017/2018. The participants of the study were the students of eight grades in SMP Negeri 2 Satu Atap Klambu, Grobogan regency, Central Java. The students vary on gender, age, and academic year. They are 11 males and 26 females, around 11 to 14 years old.

In collecting data, classroom observation research focused on the process of learning was conducted. Beside to know the student's writing skill of recount text, writing test, a questionnaire and documentation were applied. Writing test is done to get the data of writing skill of recount text. In this research, questionnaire is used to know the student's response toward the using of mind mapping method in writing recount text. The researcher used rating scale multiple choice questions. These close ended questions need the respondents to give a fixed value in response, usually numeric. The number of scale points depends on what kinds of questions a researcher is asking. In addition, observation is an evaluation technique to observe the phenomena carefully in order to gain information. To do the observation, the researcher did it with fellow teacher to observe, write, and document activity in the class. Documents in this research include syllabus and lesson plan, learning journal, and example of students' writing task.

To get the valid data, the researcher used triangulation method. The methods were

used in a study to check the results of one and the same subject. The researcher prepared writing assessment tool such as rubrics, scoring guides, and checklists for assessing student writing. Furthermore, the data of enhancing student's writing skill of recount text was validated by questionnaire and classroom observation.

Then the data were analyzed using comparative descriptive technique followed by reflection. The technique was done to compares the student's score of writing skill of recount text before treatment data (pre cycle), cycle I data and cycle II data. Reflection means getting conclusion according to data of comparative descriptive, and then followed by notice and another activity.

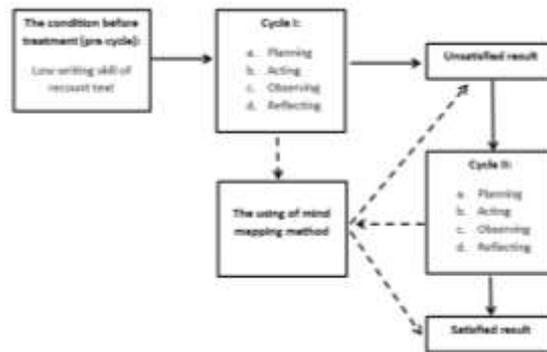


Figure 1. *The Procedure of Action Classroom Research of the use of Mind Mapping Method in Learning process of Writing Recount Text*

RESULT AND DISSCUSSION

Writing recount text is a competence that has to be learned in odd semester of eight and be repeated in even semester of eight. The researcher realized that students of eighth grade had difficulties in mastering competence of writing a text. The condition before treatment showed that only 15 students (40,54%) who completed the criteria and 22 students (59,46%) who got score below seventy five. The students' ability in writing in pre cycle is provided in Table 2.

Table 2. *The students' ability in writing in pre cycle*

No	Category	Score
1	The lowest score	55
2	The highest score	80
3	The average score	68,24

Based on the table, the average score of the students was 68,24. Meanwhile, the minimum criterion of mastery learning was 75. It could be concluded that the average score was below the student's minimum criteria of mastery learning. The result was taken by writing task of recount text. The students were asked to write their experience in good text. In this case researcher had not implemented any technique or method. The outcome of the recount text task showed that students found difficulties to produce texts. They also needed much time to complete their tasks. One of their problems in writing was lack of vocabulary. Moreover, in learning process, some of the students were passive and not motivated to study.

In cycle 1, the researcher did planning, acting, observing, and reflecting stages. In planning stage the researcher arranged lesson plan using mind mapping method. The lesson plan was completed by instrument of writing recount text. For scoring, the rubric was used to give score to students' task. In implementing mind mapping method, students were divided into group. They got text and were asked to outline into mind map. Then, they got example of mind map and were asked to compose simple recount text. After that, they discussed and presented the result. In the next meeting, the students constructed mind map and composed the text based on the mind map. It mean they composed text in group in order to write individually as the goal of the learning. During the acting, the researcher and collaborator observed the learning process. Generally, the learning process had done according to phases in the lesson plan. In learning wiring recount text was used mind mapping method. Since it was their first time they used mind map in writing, researcher still found some failure. Nevertheless, the problem reduced because the students had enough example of mind map so they understood the process to make and to use the method.

The activity of the students in cycle 1 were various, some of the students were enthusiastic and dominated their group. Meanwhile, some of them were passive and depended on their friends. The observation showed that in every group had at least one student who was active asking, answering, responding, and presenting group's work. Similarly, 45% students were dominant in giving contribution to the groups and other students were less contribution. It was because of lack of knowledge so they chose to be

passive in the groups. In addition, some students showed willingness to be active and the rest of them who succumb into it without any effort to be active. In conclusion, students' activities in learning process were adequate.

Evaluation in learning process was got from the result of writing recount text. The assessment consisted of process and result assessment. Process assessment was done during learning when students in group wrote recount text using provided mind map. Meanwhile, result assessment was the score of the students when they wrote recount text individually. The analysis of students' works showed that some of groups imitated other groups' work. Every group could develop their idea well by using mind map. Nonetheless, their structure had to be completed and the using of grammar and vocabulary had to be developed.

In the end of learning, students were asked to compose mind map in order to write recount text. The teacher checked students' work and gave input and correction. Then, the students had to revise their work. The result of the writing assessment can be seen in table 3.

Table 3. *The result of students writing skill of recount text in cycle 1*

No	Category	Score
1	The lowest score	65
2	The highest score	85
3	The average score	74,73

From the analysis of students' writing skill, they generally had developed ideas by using mind map. Nevertheless, it was found that there were some mistakes in using capital letter and punctuation. Moreover, 30% of the students did fault in applying generic structure of recount text and using proper vocabulary. Rests of them, 60% of the students were proficient in using vocabulary and grammar in writing recount text. The completeness of students' writing skill in cycle 1 is presented in table 4.

Table 4 shows that 25 students got score greater than or equal to seventy five. It indicated an enhancing from previous stage. From the previous analysis it can be concluded that the using of mind mapping method in writing recount text in cycle 1 had not accomplish the criteria. Students who got score greater than or equal to seventy five (≥ 75) only 67,57%. So, according to indicator

learning process in cycle 1 had not succeeded and followed by cycle 2.

Table 4. *The Completeness of Students Writing skill of Recount in cycle 1*

No	Level of mastery	Total of Students	Procentage (%)
1	Complete (score \geq 75)	25 students	67,57%
2	Uncompleted (score $<$ 75)	12 students	32,43%
	Total	37 students	100%

From the observation of researcher and collaborator, there were some important points that could be used as input in making a plan of cycle 2. The points were:

1. Teacher explanation of making mind mapping. Mind mapping method was new method for students. They needed understanding about the steps how to use it. So, the teacher had to explain carefully to ensure the students understand the instruction well.
2. Students' activity in group's learning. In group's learning process, there were students who had not participated yet. Teacher had to review the application of grouping.
3. The using of similar mind map. The using of similar mind map of groups made students imitated other group's work. Teacher needed to prepare mind map variation to make the students became autonomous. Furthermore the using of mind map variation made them had a rich English vocabulary.
4. Topic of writing text. In cycle 1, teacher chose "unforgettable experience" as topic. The topic was too general, so teacher found difficulties give vocabularies related to the topic. It could be easier to the students if the topic focused to one thing.

In In cycle 2 had similar stages to cycle 1. In planning stages, the lesson plan of cycle 2 used completed mind mapping method. Researcher also change number of group into pair of students in order to make the students focused to learning activity. Using specific topic, variation of mind mapping was provided to make students became autonomous, rich English vocabulary and knowledgeable. In addition, evaluation instrument were used to asses student's writing skill. Researcher provided test of writing recount text using mind mapping.

Checklist and observation were also used to observe learning process.

Learning process in cycle 2 was improvement of learning process of cycle 1. Meanwhile the observation of cycle 2 showed that learning process had implemented mind mapping method. Students worked in pair, so students' activity ran well. It happened because they were more knowledgeable. They could identify structure, social function, and language features of the text. The new grouping system made students were active in writing. Based on observation, at least three quarter of the students were active in writing recount text. With the assumption, students' activity in learning process increased with dominant category.

In evaluation, pair of students developed their topic well. In general, they composed sentences according to mind map to good recount text with good punctuation and capital words. To know students' writing skill of recount text, they wrote their unforgettable experience based on the topic. This was like cycle 1, students developed mind map into recount text. Then, teacher checked the students' work and give them advise and correction. The result of the writing assessment can be seen in table 5.

Table 5. *The result of students writing skill of recount text in cycle 2*

No	Category	Score
1	The lowest score	70
2	The highest score	85
3	The average score	76,62

The table shows, the average score is high, 76,62. From the analysis, students were accustomed to develop topic into good text using mind map concept. Meanwhile the completeness of students' writing skill in cycle 2 is presented in table 6.

Table 6. *The Completeness of Students Writing skill of Recount in cycle 2*

No	Level of mastery	Total of Students	Procentage (%)
1	Complete (score \geq 75)	29 students	78,38%
2	Uncompleted (score $<$ 75)	8 students	21,62%
	Total	37 students	100%

The result of Students Writing skill of Recount in cycle 2 was increasing than in

cycle 1. The using of mind mapping method was effective. The number of students who got score greater than or equal to seventy five was 78,38%. It means according to indicator, learning process in cycle 2 was success.

The findings of the research showed that the using of mind mapping method had significant impact in enhancing writing skill of recount text. Mind mapping method helped students to develop their topic into good recount text. The grouping made students to be active and had peer teacher. Students could share knowledge in group and motivated to be active in learning. Furthermore, improvement of the result was shown in score of writing skill in the end of the cycle. It could be concluded that students' writing skill of recount text enhanced. It was proven by increasing of number of students who got score greater than or equal to seventy five in cycle 1 and also increased in cycle 2. Based on the result, this action classroom research had accorded the indicator, students who got score greater than or equal to seventy five was 75%.

CONCLUSION

Based on discussion of the research findings, it was concluded that the students have positive responses toward the use of Mind Mapping in writing recount text. They agreed that the use of Mind Mapping improved their writing skill. Besides, the result revealed that the students became active in learning process. Consequently, their learning participation and attention enhanced. In this way, the use of the Mind Mapping has maintained the students effort to keep learning. It indicated that Mind Mapping have enhanced the students' writing skill of recount text and activity in learning English.

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