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The Effectiveness of Mind Mapping Technique to Teach Writing

(An Experimental Research in the Second Semester Students of midwife program of IIK STRADA INDONESIA in the Academic Year of 2018/2019)

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ABSTRACT

This research aims to find out weather: (1) Mind mapping is effective to teach writing in the second semester students of midwife program of IIK STRADA in the Academic Year of 2018/2019; (2) Mind mapping can be used to increase students writing skill for midwife students program of IIK STRADA in the Academic Year of 2018/2019.

The method which was applied in this research was quasi experimental study with one group pre-test post-test design. The research was conducted at IIK STRADA in the academic year of 2018/2019. The population of the research was the second semester students of midwife program of IIK STRADA. The sample was using total sampling as many as 30 students. Data were collected by using writing test (pre-test and post-test)

The steps for the research were: (1) giving pre-test to the students; (2) applying mind mapping technique to the students; (3) giving post-test; and (4) analyzing the students' writing ability. The data were obtained from writing test. The researcher used t-test in analyzing the data. From the result, there is the significant difference in students' writing achievement after being taught using mind mapping technique. The researcher concludes that teaching writing using 'mind mapping' can improve student's achievement.

Keywords: writing achievement, mind mapping,

INTRODUCTION

English is being important in this millennial era. As a tool of communication, we can use English in spoken or written form. For indirect communication, we can use writing. By writing we share our ideas and thought to others in form of letter, message or invitation. Writing is a form of communication that allows someone to put their feelings and ideas in paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In this process, in order to have skill of writing, someone should know the steps of arranging letters, words, sentences, and paragraphs by using knowledge of structure and some others related to one another.

Writing is the most difficult skill to be mastered, especially for writing in foreign language. Although the students have been learnt English from junior high school, in reality, it is found that students still cannot use English well either in written or oral forms. Many students utterance that they are confusing how to write and they cannot make sentence and paragraph into coherent ideas. Moreover, many students know or have the ideas of what they are going to write but they do not know how to put them into words. It means that many students still have difficulties in expressing their idea in written form, especially in writing paragraph. Some aspects that must be

considered in writing are organization, vocabulary, and grammar. Those 3 aspects are the major problems in writing and many students get difficulties in those aspects.

In addition, many students have low writing skill which can be seen from their achievement. There are many factors influence students writing achievement, such as low interest in learning writing, lack of basic knowledge about writing, inappropriate use of technique in the teaching writing and limited time to study writing. Technique of teaching is one of the important factors in learning process. There are many kinds of techniques to teach writing. One of them is mind mapping. Mind mapping can be applied in teaching writing.

Mind mapping is a technique to make the students absorb information easily into their brain and take it out from their brain. This technique can improve students' creativity and make them happy in learning, because it consists of colors, pictures, and some key words that can also make them find it easy to learn English especially in writing skill. In other words, it helps students to associate ideas, think creatively, and make connections in sentence (Buzan, 2007).

Mind-mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the center. By focusing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information. Having an organized display of information from the outset of the writing process may help some students, as it is more easily converted into a draft, whereas in brainstorming, the random recording of ideas might lead to problems with the structure of students' texts. As Alamsyah (2009) explained that mind-mapping works well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed.

Based on that problems above, the researcher were interested in conducting a research entitled: **The Effectiveness of Mind Mapping Technique to Teach Writing**

RESERCH METHODOLODY

Research Objectives

This research is to find out whether:

(1) Mind mapping is effective to teach writing in the second semester students of midwife program of IIK STRADA in the Academic Year of 2018/2019;
(2) Mind mapping can be used to increase students writing skill for midwife students program of IIK STRADA in the Academic Year of 2018/2019.

Research Design

A method used in this research was experimental. Experimental Method is a method to test the effectiveness and efficiency of an approach, method, technique, or teaching and media learning, so the results can be applied if it is good, or not used if it is not good in teaching (Sutedi, 2009: 54).

This research using Quasi Experiments that is research approaching a real experiment where it is not possible to exercise control or manipulation of all relevant variables. There must be a compromise in determining internal and external validity in accordance with existing restrictions (Nazir, 2005: 73). The reason for using this method Quasi Experiment is due to the fact that circumstances or situations that do not allow the use of classes Control in this study. Because of this situation, the writer chose Quasi Experiment, which only uses one class. The experimental design used was One-Group-Pretest-Posttest. In the testing activities do not use a control group. This design is done by comparing the pretest and posttest in the group tested. The model used can be seen from the following table;

Table 1

O1	X	O2

Description:

   $O_1 = Pretest$
   X = Treatment or treatment

   $O_2 = Posttest$

Research Setting

This research was conducted in IIK STRADA INDONESIA which is located in manila street no 37 Kediri, East Java Indonesia.

Research Subjects

The subject of this research was the second semester students of midwife program of IIK STRADA in the Academic Year of 2018/2019. In this research, the researcher would like to focus on the increasing of students' writing achievement.

Research Procedure

This research was conducted from 1- 29 July 2019. The research was done in every Monday, once a week. The researcher held five meetings to get the data. The first meeting was pretest followed by three times meeting for treatment. Finally, the researcher conducted the post-test to find out the students increase in writing achievement. After finding the mean of pretest and posttest, Repeated *Measure t-test* was employed to compare both of the mean in order to see whether the two mean is significantly different. After obtaining the results of p-value, it would be compared to alpha. If p-value was lower than t-alpha, it means that the two *means* H1 is accepted and H0 is rejected. Therefore, mind mapping is effective to teach writing.

Research Instruments

The instruments used in this study are writing tests (pre-test and post-test). Tests are given to determine the ability to compose students before and after treatment and to determine the effectiveness of the mind mapping technique.

Result and Discussion

The pretest was administered to measure the students' basic ability in writing text. The pretest was held on 1 July 2019, the time allocation was 60 minutes. The score of the three aspects of writing tested in pretest were presented in the following table:

Table 2

Pretest	the evaluate aspects of writing			total
	organization	vocabulary	grammar	
average	21	21	21	63

After giving pre-test, the researcher gives treatment or teach using mind mapping technique. The step to teach writing using mind mapping as follow:

1. Create central idea
The central idea is the starting point of Mind Map and represents the topic that is going to explore. Central idea should be in the center of page and can include an image or color that fits with Mind Map's topic. This draws attention and triggers associations, as our brains respond better to visual stimuli.

2. Add branches to the map
The next step is to add branches. The main branches which flow from the central image are the key themes. Explore each theme or main branch in greater depth by adding child branches.

The beauty of the Mind Map is continually add new branches and not restricted to just a few options. Remember, the way Mind Map spans out will come naturally as you add more ideas and your brain freely draws new associations from the different concepts.

3. Add keywords

Add a branch to your Mind Mapping; you will need to include a key idea. Try to keep this idea as brief as possible. Keeping the idea short allows you to spark off a greater number of associations, compared to longer more complex phrases.

For example, if you include 'Summer garden party in July' on a branch, you are restricted to the aspects of the party you've already specified. However, if you split this into a few keywords such as 'summer' and 'garden party' you can radiate out and explore more possibilities for each branch, with a wide variety of different keywords such as presents, cake, gazebo, etc.

4. Color code your branch

Mind Mapping encourages whole brain thinking as it brings together a wide range of cortical skills from logical and numerical, to creative and special. One example of whole brain thinking is color coding your Mind Maps. Color coding links the visual with the logical and helps your brain to create mental shortcuts. It allows you to categorize, highlight, analyze information and identify more connections which would not have previously been discovered. Colors also make images more appealing and engaging compared to plain, monochromatic images.

5. Include image and visual signifiers

Images have the power to convey much more information than a word, sentence or even an essay. They are processed instantly by the brain and act as visual stimuli to recall information. Better yet, images are a universal language which can overcome any language barrier.

We are intrinsically taught to process images from a young age. Before children learn a language, they visualize pictures in their minds which are linked to concepts. For this reason, Mind Maps maximize the powerful potential of imagery.

After giving treatments for 3 meetings, in the last meeting on 29 July 2019, the researcher conducted post-test to find out the increase of writing ability and also to make sure that mind mapping technique could be used to improve their writing. The score of the three aspects tested in the post test were presented in the following table:

Table 3

Posttest	the evaluate aspects of writing			total
	organization	vocabulary	grammar	
average	26.1	28	25.27	79.37

From table 2 and table 3, it can be seen that there is improvement score before and after giving mind mapping technique. The mean score before giving treatment was 63 and after giving treatment was 79,73.

The table above showed the increase of students' writing aspects; organization, vocabulary and grammar after taught using mind mapping technique. It is presented in this following table:

Table 4

aspects	pretest	posttest	the increase	percentage
organization	21	26.1	5.1	31 %
vocabulary	21	28	7	43 %
grammar	21	25.27	4.27	26 %
total	63	79.37	16.37	

To test the significance difference, the researcher use t test. The significance level is in 0.05 and the hypothesis is approved if sign <p. It can be seen that t-test result showed sig. (2-tailed) is .000. It can be inferred that H1 is accepted and H0 is rejected since 0.000 < 0.05. So we can conclude that there is significant increase of students' achievement after they are taught by using mind mapping technique.

To test the effectiveness of mind mapping technique, the data is processed with (*Normalized Gain*), with this process it can be seen the effectiveness criteria of the method being studied.

Finding the value of *Normalized gain*:

$$<g> = \frac{T2-T1}{MS-T1}$$

g = *Normalized gain*

T_1 = *Pretest*

T_2 = *Postest*
MS = Maximum score

Table 4

Pre test	Post test	d	<g>
1890	2381	491	23.59
63.00	79.37	16.37	0.79

Table 5. Classification of Interpretation

normalized range	criteria
0.71-1.00	very effective
0.41-0.70	effective
0.01-0.40	less effective

Data *Normalized Gain* obtained a result of 0.79 which means mind mapping is in very effective category.

Mind mapping technique is a good technique that can be applied by teachers to develop students' creative ideas during the teaching and learning process. Mind mapping helps students to learn, organize, and store ideas in their brain. Then students can illustrate their ideas with symbols, words, colors, pictures, links, and to add context. Because mind mapping illustrations use creative methods (symbols, words, colors, images), its easy and fun to see, read, understand, and memorize. In this research all steps of mind mapping techniques are applied smoothly.

Conclusion

Referring to the discussion of the research findings, the researcher draws to these following conclusions:
1) Mind mapping is very effective technique to teach writing, it can be seen *Normalized Gain* obtained a result of 0.79 which means mind mapping is in very effective category.

2) Mind mapping technique can increase students' writing skill, it can be seen from the from It can be seen from the result of pre-test (63,00) to post-test (79,73). In addition increasing score aspect in terms of organization, vocabulary, and grammar. It was showed from the result of post-test of those three aspects, that was organization, vocabulary and grammar.

Suggestions

This research is expected to be useful for teachers, students, and future researchers, therefore, some suggestions are listed as follows:

For the teachers

Referring to the result of study, mind mapping is effective for students' writing skill. Teacher should use this technique to improve the students' writing skill. The teacher is suggested to make the learning process as interesting as possible by using some pictures to apply mind mapping technique

For the students

Students have to be more active in teaching learning process in order to improve their writing skill.

For the future researchers

A replication of this research design using mind mapping can be done with some revisions. A similar research with different population characteristics is also possible.

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