

TEACHING WRITING DESCRIPTIVE TEXT BY USING MIND

MAPPING TO SLL BIMBEL ENGLISH COURSE LEARNER

MENGAJARKAN MENULIS TEKS DESKRIPSI DENGAN MENGUNAKAN PETA PEMIKIRAN UNTUK SLL BIMBEL ENGLISH COURSE LEARNER

Yuce Matamtaza(doangdik7@gmail.com)

Yuliyanto Sabat,S.Pd.,M.Pd TEFL

Ester Hesturini,M.Pd

Absract

This research purposed to describe how the teacher teaching writing uing mind mapping in the class, to describe how the progress of the student's writing ability when describing things, and to describe how the students' responses to describing things in teaching writing. This study used descriptive qualitative method. The data were taken from the tenth grades students of SLL Bimbel English Course Learner, class X TPM 4 with 10 number of students. The data collecting technique used observation field note, student's performance on describing, and questionnaire. From the result of observation, the researcher could say that teaching writing using descriptive for describing things could make them confidence to write English without being worried about the vocabulary and structures mistakes. Based on the student's performance on describing, the researcher could say that the students enjoyed their dialogue for describing things although they were ashamed to practice describing in front of the class. Teaching writing using describing with their friend also made the students confidence and bravery to write English. Based on the students' responses, it could be said that the teaching writing using descriptive for describing things in the class was enthusiastic.

Key Words: Teaching Writing, Mind Mapping.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan bagaimana guru mengajar menulis menggunakan deskripsi untuk mendeskripsikan benda di dalam kelas, untuk mendeskripsikan bagaimana kemajuan siswa dalam kemampuan menulis ketika mendeskripsikan benda disekitar, dan bagaimana respon siswa terhadap pengajaran menulis melalui deskripsi untuk mendeskripsikan benda disekitar. Penelitian ini menggunakan metode deskriptif kualitatif. Data penelitian di ambil dari siswa SLL Bimbel EngLish Course Learner, di kelas X TPM 4 yang berjumlah 10 siswa. Teknik pengumpulan data menggunakan catatan observasi lapangan, penampilan siswa dalam mendeskrisikan, dan kuesioner. Dari hasil observasi, peneliti mengungkapkan bahwa mengajar menulis menggunakan deskripsi untuk mendeskripsikan benda membuat mereka percaya diri dalam menulis bahasa Inggris tanpa khawatir akan kesalahan kosakata dan struktur kalimat. Berdasarkan penampilan siswa dalam mendeskripsikan, peneliti mengungkapkan bahwa siswa menikmati deskripsi untuk mendeskripsikan benda meskipun mereka malu untuk mempraktikkan deskripsi di depan kelas. Mengajar menulis menggunakan deskripsi bersama teman juga membuat siswa percaya diri dan berani dalam menulis bahasa Inggris. Berdasarkan respon siswa, dapat dikatakan bahwa mengajar menulis menggunakan deskripsi untuk mendeskripsikan benda di dalam kelas membuat mereka antusias.

Kata kunci: mengajar menulis, peta pemikiran

Introduction

There are four skill that must be mastered in English by student. They are listening, speaking, reading, and writing. The four skills are crucial, but the most crucial is writing which seems to be natural becomes the most important aspect.

Writing is a form of thinking, but it actually things for a certain reading and for a certain time. One of the most important tasks of the author is mastering the principles of writing and thinking, which will help him achieve his goals and objectives. The most important of the principles meant is discovery, structure and style.

Raimes (1983: 149-150) also states that in order to be successful in writing, an English teacher should guide the students in writing, in which the material presented are relevant to their interest, needs, capacities and age until they are able to make composition with few even or no error. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, it is very important for teacher to provide the materials which are relevant to the students' interest and needs.

Mind mapping (Tony Buzan, 1968), which is also called “clustering ideas”, is a way of collecting ideas around a particular topic and defining connections. This can be defined as a “nonlinear brainstorming process akin to free association” (Rico, 1983 p.28). Brainstorming was defined by Alex Osborn in 1941 as a creativity technique by which efforts are made to gather a list of ideas around a central topic.

The rules are no criticism of ideas, go for large quantities of ideas, build on ideas, and encourage wild and exaggerated ideas. When these rules are followed, a lot more ideas are created and that a greater quantity of original ideas gives rise to a greater quantity of useful ideas. Particularly at the beginning of the writing process, you may explore a topic and generate content by creating a clustering diagram. Examples of Clustering and Mind Mapping Clustering is a good way to start the process of inventing new writing but may need elaboration to be useful to the process of academic writing. Start with what you know. This may be as little as one word.

To solve the problems in speaking, like: a lack of students in practicing to speak English and make them easier to be active in writing English, the mind mapping can serve a number of purpose.

One can conclude that by using the mind mapping, the teacher plays an important role and can determine the problem, the topics for students can bring the situation mind mapping adapted from the results of the need assessment of students that can be prepare lists, after it will be to discuss the result, and evaluate the whole experience felt by the student after using mind mapping. Furthermore, relating to this, the mind mapping can be involved into the genre of announcement and also the report text. In this case, the researcher chooses the mind mapping included into the recount text, because by using the mind mapping, students are hoped to be able to tell their experiences using the mind mapping to describe something. From the brief reasons above, the writer interested in conducting research with the title “Teaching Writing Descriptive Text by Using Mind Mapping To SLL Bimbel English English Course Learner”.

Research Method

This study used qualitative descriptive research. According to (Sugiyono, 2010), the research method is a natural way to get a data for special purpose and function. The subjects of the study were the English teacher and the SLL Bimbel” academic year 2020/2021 of SLL bimbel English Course Learner with 10 number of students. The sources of data in this research were the learning teaching process and the students utterances in the class. It supported by (Sugiyono, 2010) from the source of data, the data collection can use primary

sources and secondary sources. Primary sources are source of data that directly provide the data on the data collector, and the secondary source is sources that do not directly provide the data on the data collector. Therefore, the researcher used the primary sources in this research. The data were the activities of the students in the class, the activities between the English teacher and the students in English learning teaching process, student behavior, and class condition. According to (Lazarato, 1994) it is important that the test instrument or observations used in research are both valid and consistent. The main instrument in this research was the researcher himself. The other instruments to help the research were the observation of teaching learning process in the class used observation checklists, and questionnaire. Collecting data means identifying and selecting individuals for a study obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors (Cresswell, 2012). The data collection technique got from the observation class, student's performance on conversation, and questionnaire. The researcher analyzed the data obtained from the three meetings by using descriptive qualitative manner, the data was analyzed from the observation class by using observation checklists, and questionnaire. According to (Sugiyono, 2010) data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. The researcher analyzed the data obtained from the three meetings by using descriptive qualitative manner, the data was analyzed from



the observation class by using observation checklists, and questionnaire. The data analyze as follows: (1) the researcher used observation checklists to answer the first research question. The researcher took some notes that tell about the situation of the learning teaching process when the conversation was applying in the class. The observation checklists contained of the material, the students responses in teaching speaking through conversation, and the class condition, (2) the researcher took note the students' answers from the student's performance and questionnaire, then made a conclusion from the analysis used descriptive explanation. Then, the researcher made a chart, (3) the last, the researcher collected all data from observation class, student's performance and questionnaire. Then described them.

Findings

In observing activities carried out by observers with the object of the English teacher and class SLL Bimbel, observers made observations within 3 meetings. Every activity that occurs at each meeting is recorded at the observation checklist.

After the third meeting, students were given a questionnaire about their opinions about speaking learning using media shopping lists. From the questionnaire we can find out how many students agree and disagree with the use of media mind mapping.

In the first meeting on Thursday, 20 th July 2020. English lessons start at 03.00 p.m to 5:00 p.m. Before starting, the teacher gave greetings and checked

student absences. After that the teacher asks students their describe while animal, students give opinions based on their describe after that the teacher gives a text dialog and asks students to observe the text. The teacher gives an example of how to read the dscriptive text properly. After that divide the class into several groups. Each group makes a conversation about their describe while animal according to the example.

Second meating on Monday, 21 th July 2020. Before learning the teacher did the previous activities. At this meeting the teacher shows many fruits. Students read the nominal price of the item and the name of the item in the table. Next the teacher gives an example of a descriptive text between a trader and a tourist. The text aims to help students understand the material at the second meeting. After that the teacher asks students to make a describe by choosing 1 item name that is on the table. Then students practice describe in class.

The third observation on Thursday 24 July 2020. At this meeting, the teacher shows a picture and asks students to observe the picture. After that students are asked to make a descriptive text by choosing 1 picture. They tell their friends about their things.

Discussion

All of the students were interested in this technique. They have never seen mind mapping in teaching writing English before. Creative students in making describe and practicing it with their group friends. At the first meeting with examples of conversation texts being given, students describe difficulties

in vocabulary and grammar. Many students still mix English and Indonesian. Alternatively, the teacher must train and often drill about vocabulary in a quiz.

The second meeting, the teacher gives many fruits. Students are formed into groups with 3 members. At this meeting, students have difficulty reading tables and nominal numbers in English. The consequence used by the teacher is to train students' vocabulary and repeat the number material to read nominal numbers. Students are asked to make a describe by selecting 1 object name and telling them about buying the item.

The third meeting, the teacher gives pictures of objects and prices. Students mention the name of the object and its nominal. The teacher asks students, where did they see the object? After that the teacher asks students to group. At this meeting, the teacher found difficulties faced by students. They have difficulties when composing words and saying some vocabulary. What the teacher has to do is often control the vocabulary of students and often ask them to read and say words in English. Besides that it can also be with games. Like TTS games with vocabulary keywords found when they shop.

There were 10 questions in the questionnaire. Soiswa answered every question with yes / No. the question was based on their opinion in learning speaking with media mind mapping. From the above result, almost of the students like English lesson, although the could not write, English well and they feel English by using mind mapping. When having a describe with

friends, they are enthusiastic to speak English. In general the student response results make students develop vocabulary and grammar.

Conclusion

This research using mind mapping at SLL Bimbel English Course Learner teaching and learning writing The study was conducted in 3 meetings. One week there are 2x English lessons on Monday and Thursday. In observations using observation checklists and questionnaires. From the results of the questionnaire it can be concluded that 67% of students answered yes and 33% of students answered No. Shopping lists can train them in speaking and increase their vocabulary. The objects taken in this study are students of SLL Bimbel and English teachers. Each teacher meeting provides several types of mind mapping, the first meeting the teacher gives students a sample text descriptive. At the meeting the two teachers showed a table containing the name of the item and the price. And at the meeting the three teachers showed pictures of objects commonly found in supermarkets / markets with prices. They formed several groups and practiced speaking in front of the class.

References

AbuAhmadi.2012. *Strategi Belajar Mengajar (SBM)*. Bandung: CV. Pustaka Setia.

Allen andValette. 2014.*Classroom Technique: Foreign Language and English as a second language*. New York: Harcourt Javanic, Inc.

Bandura. 2011. *Teori Berbicara*. Palembang: Yudhistira.

Bogdan, Robert C., and SK. Biklen. 1992. *Transforming Qualitative Data*. New Delhi: Thousand Oaks.

Djuharie. 2007. *Genre: Dilengkapi 700 Soal Ujian Pemahaman*. Bandung: CV. Yrama Widya.

Harris, J.E. 2012. *Memory aids people use: Two interview studies*. Memory and Cognition. London: Academic.

Harris, J.E. 2016. *Remembering to do things*. London: Academic

Harmer, Jeremy. 2012. *The Practice of English Language Teaching (Fourth Edition)*. England: Longman.

Sugiarti. 2013. *Produktifitas Dalam Berbicara*. Yogyakarta: Boekoe.

Sugiyono. 2010. *Metode Penelitian*. Jakarta: Erlangga

Tarigan, G.H. 2008. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Penerbit Angkasa.

