**TEACHING PARAGRAPH WRITING BY USING MIND MAP**

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**ABSTRACT**

Writing involves some language components that are spelling, grammar, vocabulary, and punctuation. Mind mapping technique can be a tool to help students organize the ideas before they do their writing process. This study was purposed to describe the implementation and to describe the result of students writing work after the application of mind mapping as a technique to teach paragraph writing. This research was conducted in 2016 students of English Education Department.. Based on the students’ work, the researcher analyzes using Brown Bailey Analytical scores for writing composition task. It is known that most of students are in good criteria. It was proof from organization has 31% score 12-14, 63% score 15-17, 6% score 18-20. For the content has 13% score 12-14, 81% score 15-17, 6% score 18-20. For grammar 31% got score 12-14, 66% got score 15-17, 3% score 18-20. For mechanics 38% score 12-14, 63% score 15-17. For vocabulary 6% score 6-11, 31% score 12-14, 64% score 15-17.

*Key words : Teaching Paragraph Writing, Mind Map*

**INTRODUCTION**

Writing is one of four basic skill, it is very important in teaching and learning English. Writing involves some language component: spelling, grammar, vocabulary, and punctuation. Writing is the most complex skill and hard work, so teachers should encourage the students to write continually. To write appropriately, people must have good capabilities in writing. They must be able to organize the ideas to construct the sentences, to use punctuation and spelling appropriately*.*

Basically, mind mapping is a diagram or graph used to represent words, ideas, work, or something else connected and arranged radically around a word that contains ideas. Buzan (2005:4) a mind map is an easy way to get information into and out of your brain. In the usage of mind mapping, students not only use their left side of the brain to identify words but in the same time they also use the right side of the brain in learning language. They will have opportunity to make some colorful pictures, lines, symbols or signs to help them remember the words or the facts in their mind maps. So, every student will not feel depressed in understanding the material.

The statements of problem in this research are how is the implementation and how is the result of students work on mind mapping as a technique to teach paragraph writing. The purpose of the studies are to describe the implementation and to describe the result of students work on mind mapping as a technique to teach paragraph writing.

**RESEARCH METHOD**

The research design that is used in this study is descriptive quantitative. The data would be presented and analyzed quantitatively without using any statistical instrument because there was no control and treatment group as it is found in the experimental research. This research was qualitative because this study focused on describing the implementation of the technique and analyzing the students writing composition. The subjects of the study were the lecturer and the students who involve in the teaching and learning process.

The data of this study is in form of information through observation checklist. Observation checklist described the implementation of mind mapping as a technique in teaching paragraph writing. Then, the source of data is lecturer and students activities which happened during the teaching and learning process in the classroom. Moreover, based on the second research question, they were collected to know the student’s writing ability after they are taught by using Mind Mapping. Then, the researcher will analyze the composition of students paragraph writing work which consist of content, organization, vocabulary, language use and mechanic using Brown and Bailey Analytical Scores for Writing Composition Task (Brown, 2004:244-245). The instrument which were used in doing this study were observation checklist and students work.

To collect the data in qualitative research, there are some commonly methods which are used. In this study, the researcher got the data from the observation by using observation checklist. The researcher described each of them by observation and collected student work.

In this study, the data came from the observation and the students writing work. After the researcher collected all the data trough observation and students work then the researcher analyzed these data in descriptive way.

**FINDINGS**

There were three meetings observed. The material for the first meeting is introduction about mind mapping and the second meeting make mind mapping with make a short paragraph by their self and the last is make mind mapping and make a short paragraph by their group.

There were several steps used by the teacher to teach paragraph writing using mind mapping. Before she started the writing activity, she made sure that the students still remember the mind mapping. By explaining it, she hoped students got the idea of mind mapping. The teacher came up with the idea of mind mapping. Before the class went to writing activity, she decided to explain more about mind mapping. She asked the students knowledge about mind mapping, and then explained more about mind mapping. She explained mind mapping to convince that students are able to make it. She chosen the topic and asked students to make it altogether. After she was sure that students were able to make it, she came up to the writing activity. The teacher splits the activity into 3 activities: class activity, group activity, and individual activity. Actually these activities have the same activity. The differences are only in the subject of the activity; the whole students, groups of students, and individual. There are several steps ach activity: choosing the topics, making a list of words, making a mind mapping, writing down into a text.

The application of mind mapping technique helped the students to be easier in learning paragraph writing. Students were given the chance to share their idea with other friends. In this study, it is found out that using mind mapping to all of students got improvement for their score than before.

The second instrument taken to fulfill the data is the students writing. The data is taken from student writing that they did as the final task of the teaching in the class. This was taken from the individual writing. The text was assessed using the criteria adapted from Brown (2004). It consist of five elements; organization, content, grammar punctuation, and language style. Each element are broke into five rank; (1)unacceptable, (2) fair to poor, (3) adequate to fair, (4) good to adequate, (5) excellent to good.

Table. 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1-5 6 -11 12-14 15-17 18-20 | | | | |
| Organization | 0 | 0 | 10 | 20 | 2 |
| Content | 0 | 0 | 4 | 26 | 2 |
| Grammar | 0 | 0 | 10 | 21 | 1 |
| Punctuation, Spelling |  |  |  |  |  |
|  | 0 | 0 | 12 | 20 | 0 |
| and Mechanics |  |  |  |  |  |
| Vocabulary | 0 | 2 | 10 | 20 | 0 |
|  |  |  |  |  |  |

Number of students each element

From the data above, it can be concluded that students writing is good. By the average score about 87, the students writing is good. The description of each element of the writing result was proof from the organization has 31% or 10 students who got score 12-14, 63% or 20 students who got score 15-17 and 6% or 2 students who got score 18-20. For the content has 13% or 4 student who got the score 12-14, 81% or 26 students who got score 15-17, 6% who got score 18-20. For the grammar 31% who got score 12-14, 66% who got score 15-17, 3% who got score 18-20. For the mechanics 38% who got score 12-14, 63% who got the score 15-17. For the vocabulary 6% who got score 6-11, 31% who got score 12-14 and 64% who got the score 15-17.

According to the table about the analysis of the result above, it can be categorized that using mind mapping in teaching paragraph writing is adequate to good. It can be seen on the tables above that using mind mapping in teaching paragraph writing have significant differences. So, the student’s scores of learning paragraph writing taught by using mind mapping are better than teaching paragraph writing without using mind mapping.

**CONCLUSION**

The implementation of mind mapping of paragraph writing has several steps; explanation of the technique, grouping and individual works. In each step, the students were taught how to use mind mapping in pre-activity to help them their ideas. After making mind mapping, there were student’s works. During the teaching learning process, the students were very enthusiastic in making mapping. They also very active when the teacher asked them to complete the mind mapping on the board.

After analysis the student’s work. Most of students are good in term of organization, content, vocabulary, grammar, punctuation spelling and mechanics. But according to the table analysis score, there were the different result when using mind mapping technique or not. So, using mind mapping technique are better than teaching paragraph writing without using mind mapping. It can be said that the mind mapping technique was an effective technique to teach and generating their ideas in writing. So, they can compose paragraph well.

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