

**MIND MAPPING TECHNIQUE FOR TEACHING WRITING
DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS OF SMP
SUNAN AMPEL PORONG**

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Abstrak

Menulis adalah cara untuk mengekspresikan ide-ide dalam bentuk tulisan menggunakan huruf, kata, seni, atau media, dan itu membutuhkan proses mental dalam rangka untuk mengekspresikan ide-ide. Teks deskriptif adalah jenis teks yang bertujuan untuk memberikan informasi tentang sesuatu atau seseorang. Teknik pemetaan pikiran (peta pikiran) adalah penggunaan seluruh otak menggunakan gambar visual dan grafis lainnya untuk membentuk kesan antara otak kiri dan otak kanan yang terlibat, sehingga lebih mudah untuk memasukkan informasi ke otak. Tujuan dari penelitian ini adalah untuk menggambarkan pelaksanaan dan siswa tertarik terhadap teknik mind mapping. Penelitian ini menggunakan deskriptif kualitatif. Subyek penelitian ini adalah guru dan siswa. Peneliti menggunakan observasi fieldnote, wawancara siswa dan kuesioner siswa. Pelaksanaan penulisan teks deskriptif menggunakan teknik mind mapping ada tiga langkah, pertama, guru memberi salam, memeriksa daftar hadir, memberikan brainstorming kepada siswa. Kedua, guru menjelaskan tentang teks deskriptif, guru memberikan umpan balik pertanyaan kepada siswa. Ketiga, guru menjelaskan tentang teknik mind mapping, guru memberikan tugas kelompok untuk menulis teks deskriptif menggunakan teknik mind mapping, dan memberikan ringkasan tentang pelajaran. Para siswa tertarik ketika mereka belajar menulis teks deskriptif dengan menggunakan teknik mind mapping itu adalah terbukti dari kuesioner yang menunjukkan 75% tertarik dengan teknik ini.

Kata kunci : Menulis, Teks Deskriptif, Teknik Mind Mapping

Abstrack

Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas. Descriptive text is a kind of text that has a purpose to give the information about something or someone. Mind mapping technique (Mind Map) is the use of whole brain using visual images and the other graphics to form an impression between left brain and right brain are involved, making it easier to enter information into the brain. The aims of the study are to describe the implementation and students interest toward mind mapping. This study used descriptive qualitative. The subject of the study is the teacher and the students. The researcher used observation field note, students interview and students questionnaire. The implementation of writing descriptive text use mind mapping technique there are three steps, the first the teacher greeting, check attendance list, gave a brainstorming to the students. The second, the teacher explained about descriptive text, gave feedback to the students. The third, the teacher explained about mind mapping technique, the teacher gave group assignment to writing descriptive text use mind mapping, and also had summary about the lesson. All of the students` are interested in learning writing descriptive text by using mind mapping it is provide by the result of questionnaire that 75% are interested in this technique.

INTRODUCTION

Language plays an important role in improving students knowledge and helps the students succes in every subject at school. In the globalization era, English is not onnly as universal language but from to understand and figure out the information, mind, feeling, science, technology, and culture. Therefore, language can be subject to be studied at school in indonesia. English is a part english of communication and it is also an important language to be matered. That is why English is taught at all levels of education in indonesia. One of them is Junior high school like SMP Sunan Ampel porong is a school that drive the students to master more that one languages.

The position of English in level education in indonesia is a foreign language or better known as the English as Foreign Language (EFL). Related to this, it is not surprising that the notion that learning writing in English ia seen as difficult. It is in line what Westwood (2008:56), he that “ Written language is perhaps the most dificul skill to acquire because the development involves the effective coordination of many different cognitive, linguistics, and psycomotor process. “ Based in the reality, learning to write is difficul especially for writing in second or

foreign language is an academic context.

WritIng is one of the basic skills that should be mastered in learning english. Writing its language classroom is needed for learning and for testing their ability of the language itself. However,Writing is not a simple skill. There are several stages that should be passed to achieve a good writing

Writing can mean product or process (Nunan,2003). Writing is cosidered as a complex process because it goes through differnets stages to reach its final format ex.prewriting, writing and editing. Besides it involves mental process,thinking and rethinking to produce sentences. Tompkins(2000) states “that the writing process actually is a way of looking at writing instruction in which emphasis is on what students think and do as they write”. The process includes several elements. They are planning (Considering purpose, audience,and the context structure, drafting editing (reflecting and revising), and producing final version (Harmer,2004). Writing is also defined as products (essay, formal reports,letter, etc). Teachers should use differnt startegies to encourage students to do their best the writing process and generate acceptable writing products.

There are some factors that make students writing ability low. It can be categorized into students side and the teacher side. Students do not write well because they do not practice much. Smitt(2010) states that the most obvious reasons why the students lack in writing is that they receive a limited amount of instruction in writing and they do not write much. If students write more, they can know more their mistakes and improve them.

There are several types of text in English that may be some of them are familiar namely, narrative, procedure, descriptive, report, and recount. According to Kirszenner and Mandel (2002:73) "Descriptive text is a text that has an aim to provide clear description about a certain thing. Descriptive writing is used to teach writing more specific than the complex writing to be taught, because as a general strategy, describing is used in many forms of writing.

Mind mapping is a common technique in the English teaching learning process. Mind mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. It is a good technique that can help the students' memory because it enables them to arrange the facts and ideas. Mapping knowledge which will help the students to understand and remember new information by

focusing on the key ideas that are written down, before looking for branches out and connections between the ideas. Mind mapping is a creative note-taking technique in a visualization and graphic form used to make people easy in entering information into their brains, keeping information in a long-term memory, and taking it out from their brains, keeping information in a long-term memory, and taking it out from their brains by engaging imaginations and association (Buzan 2006:6 ; Buzan 2008:10).

The data were collected from qualitative research because in qualitative research the data collected from real life and the technique to collect the data were participatory in observation, interview, and exercises from students after implementing Mind Mapping Technique.

RESEARCH METHOD

The researcher took a descriptive qualitative as research design in this study because the main aims of the technique to describe and analyze phenomena, events, social activities and behavior during learning process. This research talked about some possibilities to solve actual problems by collecting data, analyzing and interpreting. It described the implementation of mind mapping in teaching writing English. The research described the

real setting of classroom activities as direct source. Based on Bogdan and Biklen (1992:29) define five features of it. There are (1) qualitative research is natural as it is natural setting, (2) qualitative is descriptive, (3) qualitative research concerns with process rather than outcome or simple product, (4) qualitative research tends to analyze their data inductively, and (5) meaning is essential concern to qualitative approach.

FINDING AND DISCUSSION

Observation Field Note 1

The observation of the implementation of writing descriptive text using mind mapping was divided into two meetings, on Saturday 16th February 2019 and on Monday 18th February 2019. The researcher described and observed all the activities happened in the class which were done by the teacher and students. Description was about of the teacher's way in teaching writing descriptive text using mind mapping and also the students opinion about the mind mapping technique on teaching writing descriptive text to the seventh grade students of SMP Sunan Ampel Porong. In the first meeting The teachers started giving a greeting to all of the students before doing the teaching learning process and asked the students about material used in the classroom after that the

teacher gave the question about the material

First observation was done by teacher on Saturday 16th February 2019. The teacher chose 7C class which the total of students were 26 students; 15 boys and 11 girls. The teaching learning process started at 08.00 a.m and finished at 09.20 a.m. In the first meeting all of the students came to the class. Before the class began, the teacher started the class with opening namely greeting. The teacher gave greeting to the students and they gave good response. The teacher used two languages; English and Bahasa, because many students did not understand what teacher meant. After that, the teacher checked attendance before starting the lesson. There were 26 students of seventh grade. The teacher stood up in front of the students. The teacher asked the students what kind of text at English lesson today. Some of them answered correctly that it was descriptive text. After the warming up, she explained to them that they would learn about descriptive text using mind mapping technique

The material for teaching learning process such as LCD, projector, and laptop were prepared by the teacher before the lesson was started. After that, the teacher and researcher entered the class, the teacher stood up in front of the students and then the researcher sat behind the students,

at the class the reseacher wrote the activities and situations in the class.

Before the teacher taught about decriptive text using mind mapping technique, the teacher gave some ice breakings to rebuild the relax and fun atmosphere in the class. The teacher used ice breaking namely human and monkey. The students were very excited and ready to start the learning activity process.

In the teaching Learning process the researcher found at the first observation many students do not know what the definition of desscriptive text after that the teacher explain what the definition of descriptive text

Picture 1.4 The definition of descriptive text



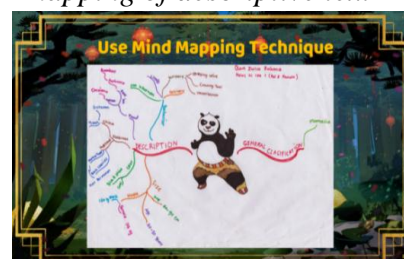
The teacher explained to the students that today they would learn new material. Before starting the explanation, the teacher showed the material in the slide, the teacher gave information and the students paid attention to the slide of power point.

After the teacher taught using power point which showed the definition, purpose laguange feature and example from descriptive text. After that the teacher described the

material. The teacher asked to the students about descriptive text. One students whose name Dian gave the answer “ descriptive text is the describe the something” and other students whose name Hambali answered “ descriptive text is describe about the picture” and the other students whose name Vicky answered ” descriptive text is describe about something in detail” and the last students whose name Dimas answered “ decriptive text is text describe something in detail and the characteristic of something”. The teacher gave good response because the students could answer the question from the teacher After question and answer section, the teacher gave the conclusion about the definition of descriptive text.

After making sure that there were no more questions from the students, the teacher told the students what they were going to learn today. Before giving example of a mind mapping, the teacher explained about the definition of mind mapping. It was done in order to build the students prior knowledge and let them had some sort of conception about what mind mapping was.

Picture 1.2 The example mind mapping of descriptive text



The bell rang, It was a sign that the English lesson ended at 09.20 a.m. The students were ready to break out. Before the students broke out, the teacher reviewed the material that students had learned in the day. They prayed together after that

Observation Field Note 2

The second observation was done by the researcher on 18th of February 2019. It started at 07.25 a.m until 08.45 a.m. In the second meeting, the researcher observed it using same technique.

The material of teaching learning process such as LCD, laptop were prepared first by the teacher before starting the lesson. The teacher and reseacher entered the class. The teacher stood up in front of the students. The reseacher sat behind the students after that. At the class, the reseacher wrote the activities and situations in the class.

Before the class began, the teacher started the class with opening namely greeting. The teacher gave greeting to the students and they gave good response. The teacher used two languages, English and Bahasa. Moreover, most of the students did not understand what teacher meant. The teacher checked the attendance before starting the lesson. There were 26 students of seventh grade. The teacher stood up in front of the

students. The teacher asked the students what kind of text at English lesson was today. Some of them answered correctly that it was descriptive text. After the warming up, she explained to them that they would learn about descriptive text using mind mapping technique.

Before begining the lesson, the teacher gave greeting the students and checked the students attendance. All of the students were coming at the class. She reviewed the previous subject that they had studied by asking them the language features and generic structure related to picture they viewed in the previous meeting. Almost all of the students could remember the generic structure and language features. The teacher gave some pictures of animals in the paper.

The teacher explained to the students that in the day they would continue the material in the second meeting. The teacher devided the students into six groups containing five until six students. The teacher distributed the pictures to each group with different pictures. Students were asked to analyze and describe the picture. When the students were working with their groups, the teacher moved around the class and checked the students` works. After twenty minutes the teacher asked one of the group to come forward and present their assignment about the picture until the last group.

Ten minutes passed. The teacher asked the students who had finished writing their mind mapping were to write the text. For those who had not finished the mind mapping, she asked them to finish it quickly and to write the text. While writing the mind mapping and writing the text, the students enthusiastically asked. She walked around the class to check the students' works and to give help if they asked for it. After finishing the task, she collected the students' writing since the time was already up. She directly said goodbye and ended the lesson.

Implementation of Mind Mapping Technique for Teaching Writing Descriptive text

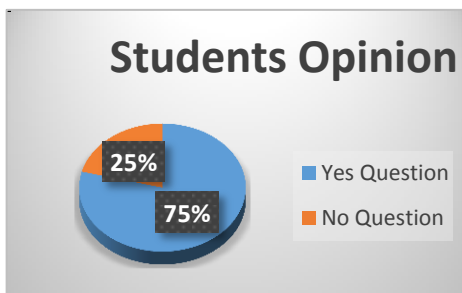
The students were more active in writing activity using mind mapping technique. To make students easy in writing the descriptive text at the first meeting the researcher found that the students did not know about mind mapping technique. The students were still confused what mind mapping technique was. The teacher gave some examples of animal pictures in slide of powerpoint with some questions. Therefore, the teacher gave some definitions about description text. As a result they felt happy in those class after being given some questions about descriptive text like what descriptive text was. They students answered very quickly by rising hand. The teacher gave

questions about generic structure and language feature.

In the second meeting, it was the implementation of mind mapping technique in writing descriptive text for students. The teacher gave technique how write descriptive text using mind mapping. When teacher explained, the students watched LCD dan listened to the explanation from teacher more seriously. They felt happy and confident in writing descriptive text using mind mapping tehnik because they felt that it helped them helping in learning English. Mind mapping was a system that uses brain management to open all the hidden brain potency and capacity. Besides, mind mapping was also a learning system that was often used to help the students to learn effectively, efficiently and happily. (Buzan, 2003:36). Additionally, the mind mapping technique was helpful to for the students in making their personal descriptive text. The students were very compact and enjoyable when carrying out those tasks. They helped each other when their friends needed color markers or asked about vocabulary. From the technique, the students were trained to have creativity and imagination.

The Opinion from Students

Figure 1.1 Frequency Diagram of Students Opinion



Based on the results of questionnaire, it could be seen that the application of mind mapping technique in writing descriptive text be proven by the classical percentage obtained by 75% fullfing the assessment in good category. The implementation of mind mapping technique, made the students easier to understand the material, especially in writing descriptive text learning. This technique also made for the students to easier remember vocab, colors, objects, and can practice creativity. Based on Sugiharto (2009:96), the mind mapping could help the students to improve their writing. The students also created a favorable classroom`s atmosphere. The class atmosphere became very alive because students interacted with their friends freely. The students were very happy and comfortable with this technique because they were related to many colors and imagine in drawing mind mapping.

CONCLUSION

Implementation mind mapping technique on writing descriptive text can be important. In addition, it can be concluded that the researcher successfully implemented the mind mapping technique for teaching writing descriptive text to the seventh grade students.

Mind mapping technique is an effective teaching technique for teaching writing to the seventh grade students of SMP Sunan Ampel Porong. Since Mind mapping technique is simple, fun, and arousing students` creativity in generating and organizing their ideas, students are getting more active and more encouraged to study writing and improved their writing skills. As a result, the students`writing achievement is improved optimally.

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