

# **THE USE OF MIND MAPPING STRATEGY TO IMPROVE THE ABILITY OF THE SECOND YEAR STUDENTS OF MA MUHAMMADIYAH PEKANBARU IN WRITING ANALYTICAL EXPOSITION TEXT**

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**Abstract:** *This classroom action research aimed to find out whether mind-mapping strategy can improve students' writing ability in analytical exposition text and to find out to what extent mind mapping improve students' writing ability in analytical exposition text. This research was conducted at MA Muhammadiyah Pekanbaru from March to October 2015. The number of participant was 31 students of XI social class. This research consisted of two cycles. The instruments of this research were writing test, observation sheet, and field note. The finding showed that the average score of pre-test was 56.88. It improved to 70.18 in the first post test and 78.75 in the second post test. Based on the improvement, it can be concluded that mind mapping strategy can improve the ability of the second year students of MA Muhammadiyah Pekanbaru in writing analytical exposition text. In addition, mind mapping strategy also improves students' writing ability in all aspects of writing.*

**Keywords:** *action research, writing ability, mind mapping, analytical exposition texts.*

**PENGGUNAAN STRATEGI MIND MAPPING (PETA PIKIRAN)  
UNTUK MENINGKATKAN KEMAMPUAN SISWA TAHUN  
KEDUA MA MUHAMMADIYAH PEKANBARU DALAM  
MENULIS TEKS ANALYTICAL EXPOSITION**

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**Abstrak:** Penelitian tindakan kelas ini bertujuan untuk mengetahui apakah strategi mind mapping (peta pikiran) dapat meningkatkan kemampuan siswa dalam menulis teks analytical exposition dan, untuk mengetahui sejauh mana strategi mind mapping (peta pikiran) ini dapat meningkatkan kemampuan siswa dalam menulis teks analytical exposition. Penelitian ini berlangsung di MA Muhammadiyah Pekanbaru pada bulan Maret sampai Oktober tahun 2015. Pesertanya terdiri dari 31 siswa dari kelas XI IPS. Penelitian ini terdiri dari dua siklus dan menggunakan tes tertulis, lembar observasi, dan catatan lapangan. Hasil temuan menunjukkan bahwa nilai rata-rata siswa dalam pre-test adalah 56.88. Meningkat menjadi 70.18 pada post-test pertama dan meningkat lagi menjadi 78.75 pada post-test kedua. Berdasarkan peningkatan tersebut, bisa disimpulkan bahwa strategi mind mapping (peta pikiran) dapat meningkatkan kemampuan siswa tahun kedua MA Muhammadiyah Pekanbaru dalam menulis teks analytical exposition. Selain itu, strategi mind mapping (peta pikiran) ini juga meningkatkan kemampuan menulis siswa dalam semua aspek menulis. ]

**Kata kunci:** penelitian tindakan kelas, kemampuan menulis siswa, mind mapping (peta pikiran), analytical exposition.

## INTRODUCTION

Writing is one of the four language skills that are taught in English besides listening, speaking, and reading. Most students consider writing as the most difficult skill to master. Rivers (1992) states that writing is a consecutive expression of ideas in which the writer needs to master the graphic convention of the language, uses special vocabulary, and certain refinements of structure to tell the readers. According to Hughes (1989), writing has five general components; grammar, vocabulary, mechanics, organization, and fluency. It is clear that writing is one of the language skill which needs a good mastery of language.

The School Based Curriculum 2006 states that high school students must be able to write texts. Students must be able to write functional and monologue text. Functional texts are announcements, advertisements, invitations, posters, and pamphlets. While monologue texts are descriptive, recounts, narratives, reports, spoofs, procedures, news items, analytical expositions, and hortatory expositions.

To know the ability of students in writing, the writer gave a small test to the second year students of MA Muhammadiyah Pekanbaru on January 2015. Based on the test, the students faced difficulties in writing analytical exposition text. Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding (Mitchell: 2008). The social function of this text is to inform the reader or listener about something or phenomenon that need attention more. It contains of some arguments that convince the reader to deal with something happen around them (Gerrot and Wignell: 1994).

The student's average score in the test was below the standard minimum criteria (KKM) of English subject which was 78. Of 31 students, nobody passed the standard minimum criteria, the mean score of the pre-research was 56,8.

Based on the writer's interview with the English teacher at MA Muhammadiyah Pekanbaru, the students faced difficulties in writing analytical exposition texts because of the insufficient knowledge of the students. In writing analytical exposition texts, students were required to have a critical thinking to state their opinions or arguments to persuade the reader. Therefore, it was very hard for students to write this kind of text. Students also lack in terms of vocabulary and grammar. They also had difficulties when organizing the idea. These problems made them lazy to write. So, when teacher asked them to write texts, students were very hard to do that thing.

The writer was fairly sure that the teaching strategy used by the teacher when teaching writing was one of the reasons why students had difficulties in writing. The students were usually asked to write without being given some clue by the teacher. So, it was difficult for them to express their ideas on a piece of paper. In addition, the students were not interested in writing activity because the teacher just let them. The students still confused about some aspects of writing such as grammar, vocabulary, and the structure of the texts.

Since there were some problems in student's writing ability, the writer would like to find out a solution to these problems. To solve these problems, the writer used mind mapping strategy to improve the writing ability of second year students of MA Muhammadiyah Pekanbaru, especially in analytical exposition text. The students can write the main point of the topic through mind mapping. It will make them easier to express and collaborates their ideas. Besides, it is the best way to increase student's motivation in writing (Testi : 2013).

According to Nuriyanah (2012) mind mapping is one of the strategies that usually used in prewriting activity to help the students write something in detail easily and well organized. It means that mind mapping is very useful to help students in writing a text.

Buzan (2010) explained that mind mapping enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. The mind mapping strategy can be used to explore almost any topics in writing such as: narrative, descriptive, recount, persuasive, argumentative, essay etc.

Based on the explanation above, there are two research questions that have to be answered; (1) Can mind mapping improve student's writing ability in analytical exposition text? and (2) To what extent mind mapping can improve students' writing ability in analytical exposition text? That's why the purposes of this research are; (1) to find out whether mind mapping can improve student's writing ability in analytical exposition text, and (2) To find out to what extent mind mapping improve students' writing ability in analytical exposition text.

## **METHODOLOGY**

### ***Participants***

The participants of this research were the second year students of MA Muhammadiyah Pekanbaru of XI Social class. The class consisted of 31 students consisting 12 males and 19 females at the age 16 to 18 years old.

### ***Instrumentation and Analysis***

In this research, quantitative data gained from the writing tests. The writer gave the students the tests, begin with pre test until post test. In these tests, the students were asked to compose an analytical exposition text. Then, the tests were assessed to know whether there was an improvement in student's writing ability.

Qualitative data gained from observation sheet and field note. There were two kinds of observation sheet; teachers' observation sheet and students' observation sheet. Teacher observation sheet was used to know the teacher activities during the research, while students' observation sheet was used to know the student' activity during teaching and learning process. Field note was used to write everything that has not covered in the observation sheet. Both observation and field note were filled by the collaborator. The collaborator was an English teacher of MA Muhammadiyah Pekanbaru.

The writer taught writing as a way to improve the students ability in writing analytical exposition text. The writer believed that the use of mind mapping strategy was an effective way to solve the students' problems in writing. In addition, the writer also prepared the lesson plans and teaching materials for two cycles.

The steps of applying mind mapping strategy were drawn as follows; (a) writing the title of the text, (b) writing the main idea in the middle of the paper, (c) circling the main idea, (d) asking students to give ideas that related to the topic, (e) linking the main idea with those keywords, (f) making as many as possible words that related to the topic, (g) numbering the branch, (h) checking the mind map, and (i) asking students to write an analytical exposition based on their mind maps.

## FINDINGS AND DISCUSSION

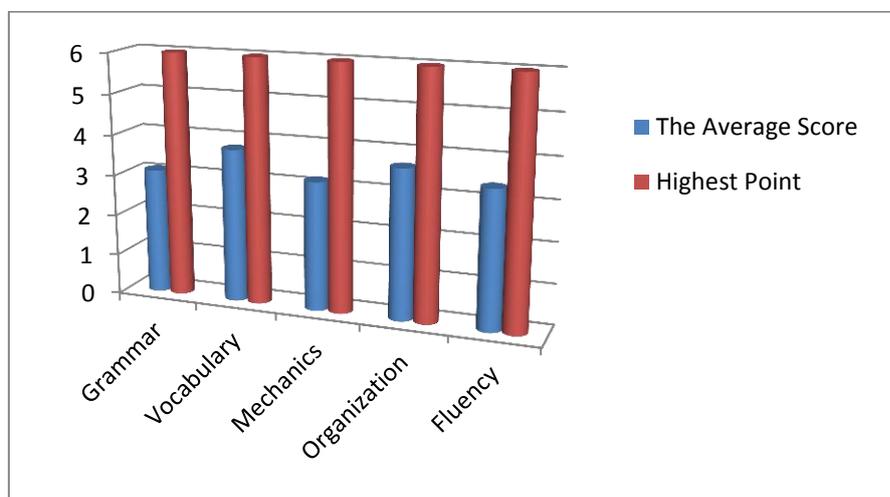
### *Findings*

As mentioned before, the objectives of this research were to find out whether mind mapping can improve students' ability in writing analytical text and to find out to what extent mind mapping can improve students' ability in writing analytical exposition text.

The first step that the writer did was giving a pre test to the students to find out student's real score in writing analytical exposition text. The purpose of the pre-test is in order to know the improvement of student's writing ability before implementing mind mapping strategy. After the pre-test, the writer implemented mind mapping strategy in the classroom and then observed the student's progress by giving a post test. The students' writing texts were assessed by three different raters. Then, the writer analyzed the data. There were 5 components of writing that analyzed from the data, namely grammar, vocabulary, mechanic, organization, and fluency. The students' writing is scored by using rubric adapted from Hughes (1989) in finding out all writing aspects. After that, students' score was classified into five level ability; excellent, good, mediocre, poor, and very poor (Carroll and Hall: 1945).

In pre test, the mean score of students was 56.88. Most of the students got low score in all aspects of writing. The writer presents the data in the following chart:

**Chart 1. Students' Ability in Each Aspect of Writing in Pre-Test According to the Three Raters**



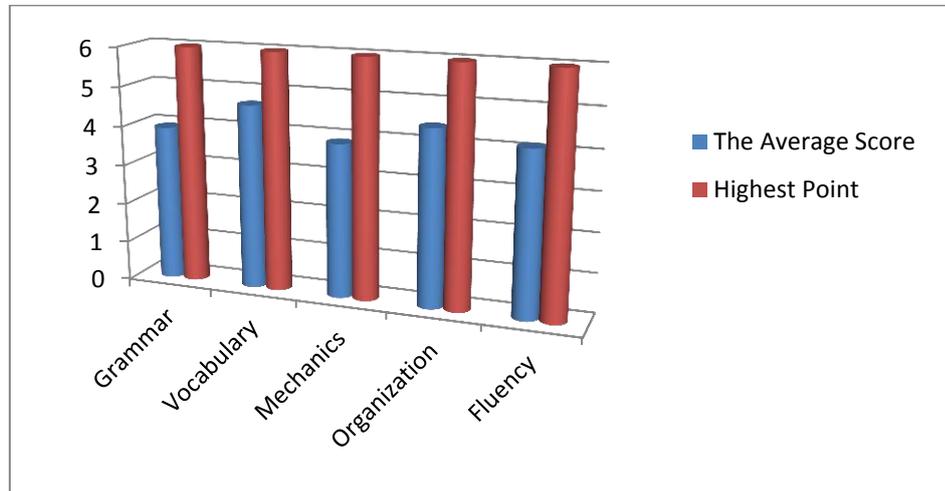
The chart 1 shows that the average score of students for the aspect of grammar is 3.09, for vocabulary is 3.77, for mechanics is 3.16, for organization is 3.67, and for fluency is 3.38. While the maximum score of each aspect is 6.

Because of the students' mean score is very far from the standard score which was 78. The writer needed to do the treatments to increase students' ability in writing analytical exposition text.

After implementing the mind mapping strategy as a treatment in the cycle I, the writer gave a post-test I to the students in order to know whether there was an improvement of the students' writing ability after implementing mind mapping strategy.

In post test I, the students' mean score was 70.18. Besides, the average score of students in all aspects of writing can be seen in the following chart:

**Chart 2. Students' Ability in Each Aspect of Writing in Post Test 1  
According to the Three Raters**

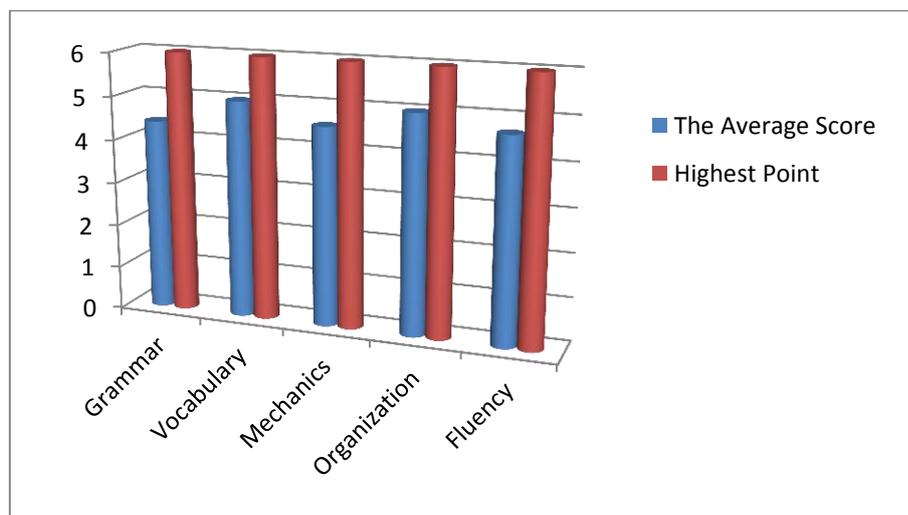


The chart above shows that students average score of grammar aspect is 3.94, vocabulary is 4.66, mechanics is 3.88, organization is 4.44, and fluency is 4.14.

Because of the mean score of students in post test I did not achieved the standard minimum criteria of English subject which was 78. The writer needed to conduct cycle II.

At the end of cycle II, the writer gave post test II. The mean score of students in post test II was 78.75. The writer also presents the average score of students in all aspects of writing in the following chart:

**Chart 3. Students' Ability in Each Aspect of Writing in Post Test II  
According to the Three Raters**



From the chart above, it can be seen that students' average score of grammar aspect is 4.40, vocabulary is 4.99, mechanics is 4.56, organization is 5.00, and fluency is 4.68.

Since students' mean score achieved the standard minimum criteria, the writer decided to stop the research since she had achieved the aim of conducting the research. The writer thought that the implementation of mind mapping strategy was enough in cycle II.

### ***Discussion***

In this discussion, the writer explained about the teacher and students' activities during the process of mind mapping strategy. In cycle I, the writer started to apply mind mapping strategy in the classroom using the steps that were drawn before. In the first meeting, teacher spoke too fast, it made many students confused with the material. Students did not pay attention to the teacher and played on their mobile phones. When the teacher asked them to compose a text, some of the students lazy and did not follow the procedures. In the next meetings, teacher tried to explain it more clearly and slowly, but teacher only focus on some students. It made some of them very active and some were not. The classroom was quite noisy, because some students talked with their friends. Teacher also had a better time management than the previous meeting.

Also, there is an improvement of the students' activeness in the learning process from the first meeting to the next meeting. The steps of making analytical exposition texts are; circling main idea, making basic organizing idea, connecting the ideas, numbering the branches, and compose a text. Almost students did the first, second, and third steps, because it was easy for them. But, some students missed the forth step; numbering the branches. They jumped into the last step; composing a text. Some students did not compose a text although they did the first to three steps.

Although, the improvement was not significant, the number of the students who write an analytical exposition text was increasing. The students were active in the classroom since the writer implemented mind mapping strategy.

In cycle II, the writer also used mind mapping strategy in the classroom. The teacher tried to focus in grammar and mechanics aspects. Based on the result of post test I, these two aspects were the lowest among the five. During the teaching learning process, teacher did some corrections to the students' mistakes. Students also followed the procedures and more active than before, because they had already known the procedures. Teacher could control the classroom properly. In the next meeting, teacher gave motivation to the students. Teacher also checked students one by one and went around the classroom to manage the class. Students paid attention to the teacher, their responses were quite good.

Based on the students' observation sheet, there is a significant improvement of the students' activeness in the learning process from the cycle I to the cycle II. Almost students did the instructions that the teacher gave to them. The students were highly involved in the classroom activities. It means that, the implementation of mind mapping strategy could improve students' interest and activeness in the process of learning.

The writer believes that the significant increasing happens because the students had no background knowledge when the writer administered pre-test to them. They did not learn about analytical exposition text in the first grade. It caused they felt difficult to make the text during the pre-test. Consequently, their writing score in pre-test was very

fair. It was only 56.8. But, after the writer implemented mind mapping strategy to them, their writing showed a significant improvement. It can be seen from the result of the test at the end of each cycle. Their mean score increased in every meeting. They already have knowledge about analytical exposition texts and they can compose a good analytical exposition text.

## CONCLUSIONS

This research aimed to find out whether mind mapping can improve students' ability in writing analytical exposition text and to find out to what extent mind mapping can improve students' ability in writing analytical exposition text. Based on the result of this research, using mind mapping strategy can improve students' writing ability of the second year students of MA Muhamadiyah Pekanbaru. The students' score showed a significant improvement in writing analytical exposition text. Besides, mind mapping can improve students' writing ability in each aspect such as grammar, vocabulary, mechanics, organization, and fluency.

This strategy also can increase students' motivation in teaching learning process. The students more active in learning, because they were free to give arguments based on the topic that had been given, it made students became more active than before. Mind mapping made students attracted in writing because of various shapes that were used in teaching learning process. Also, the students feel free to express their ideas into paragraphs. So, it was concluded that the use of mind mapping strategy can improve the students' writing ability in analytical exposition text.

## RECOMMENDATIONS

Based on the result of the research, the writer would like to offer some recommendations. For the use of mind mapping strategy in teaching writing, the teacher have to control more on students' activities to make sure all the students involved in doing all the procedures. Also, the teacher has to be able to manage the time well in using this strategy, because it took much time. This strategy should be explained clearly and slowly since this was new for students. Teacher should explain step by step of this strategy, so the students would not be confused about what to do in the classroom.

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