

## INTRODUCTION

Language is a tool of communication used by people to carry out their social affairs. Communication is defined as the expression, interpretation, and negotiation of meaning. This definition is applicable not only to oral language but also to written language. Oral language is a combination of sounds used to express thought. The sounds used to express thought are grouped in spoken words. A spoken word may be a single sound or a group of sounds. The sounds of oral language are represented by letters to form written language. Words of oral language have their equivalent words in written language. Single words, whether oral or written, express ideas. Words must be properly grouped to express thought. Written language is composed of written words, so

especially teaching writing skill. The teaching of writing at SMP Negeri 11 Jember uses 2007 (BSNP) English curriculum as a guide to the English teacher to teach in the classroom. The results of interview were that most of the seventh grade year students were not always active in teaching learning process and they still faced difficulties in writing a text in terms of generating and developing their ideas for example they were difficult to write a topic sentence, relate the topic sentence to supporting details, and sum up all the ideas, expanding their vocabularies for example they used same words or verbs or adjectives in every sentence much of the time, and tense mastery for example they were still difficult how to differentiate between simple present tense, future tense, and simple past

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*This research was intended to improve the class VII D students' descriptive text writing achievement by using Mind Mapping technique at SMPN 11 Jember. The primary data of this research were obtained from the students' scores of descriptive writing achievement test and the observation of students' active participation during the lessons. The data were analyzed by describing the percentage of students who achieve the minimum score requirement. The result of this research showed that the students' descriptive text writing achievement increased from the first to the second cycle. The students also participate actively during the lessons. These means that the use of Mind Mapping technique can improve the students' descriptive text writing achievement of SMPN 11 Jember and the use of Mind Mapping technique can improve the students' active participation in descriptive text writing achievement of SMPN 11 Jember.*

**Keywords:** *mind mapping, descriptive text, writing achievement*

combined as to express thought.

Most of the students may agree that writing is a difficult skill for them to master. It is because writing forces students to think about the topic, develop the topic, and arrange ideas into a good composition. This is supported by Thomas (2000:17) who says that writing requires thinking and doing many different at once and writing is the process of selecting, developing, and arranging ideas effectively. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. Some of these relate to accuracy using the correct forms of language. Thomas (2000:13) states that a writer should consider some aspects of language such as grammar, usage, and mechanics when he or she is writing. Writing accurately involves punctuating correctly, spelling correctly, forming letters correctly, writing legibly, using correct layouts, choosing appropriate vocabulary, using grammar correctly, joining sentences correctly, and using paragraph correctly. It is also about having a message and communicating it successfully to other people. To do this, the students need to have enough ideas, organize them well and express them in appropriate style (Depdiknas, 2009:3).

The researcher conducted a preliminary study by interviewing the English teacher of the seventh grade students at SMP Negeri 11 Jember on January, 15<sup>th</sup> 2014. The researcher did this preliminary activity to get some information about the English teaching and learning process

tense in the sentences. When the teacher asked students to write, they often did not know how to begin. They took a long time and wasted their time before they started to write. As a result, they only concerned on how to finish their writing instead of composing a good writing. Furthermore, the students' ability was below minimum standard score. The minimum standard score of the school is 71. The average score of the students' writing achievement was only 65 and the students' active participation was 50%. There are six classes of seven grades in SMP Negeri 11 Jember. The researcher chose VII D as a research subjects because the students of this class had problems in writing. The students think English is a difficult subject to learn, they lack attention in English teaching learning process, they also lack of vocabulary and mastery in tenses; therefore, they were not interested in writing skill.

The researcher also conducted the other preliminary study namely classroom observation on 16<sup>th</sup> January 2014 in VII D. From the classroom observation activity, the English teacher taught descriptive text in writing skill to the students by applying Cooperative Language Learning, namely Number Heads Together technique. She hoped that the technique could help the students to overcome the students' writing text. They could work together in groups of four and would be attention during the lesson. However, most of the groups lacked attention during the lesson and only two groups which were attention and worked together. When the teacher asked the groups to write a descriptive text, they

wrote without any good ideas. They only wrote what were in their mind. Their writing tasks were lack of tense usage and punctuation usage. In the first time, they wrote the descriptive text in Indonesian and then changed it into English without consideration of tense rules. Furthermore, they did not put the punctuation usage in their writing tasks correctly. For example, they used comma in the end of some sentences. The sentences were also started with capital letter after the comma. Lastly, most of the sentences did not relate each other. It was because there were not supporting sentences of their idea.

Based on the information above, the researcher concluded that those students' problems in writing the text needed a solution and their writing achievement needed improvement. The English teacher needed to apply more suitable technique that could help the students to generate, develop, and organize their ideas more easily in good writing. The students needed to apply writing strategy for example Mind Mapping technique to write a piece of writing.

After discussing with the teacher, the researcher suggested to use Mind Mapping technique to help the students write descriptive text. Mind Mapping technique is a strategy which is used in pre-writing activity. The strategy is known by many other names for example bubbling, concept mapping, clustering, flow-charting, visual thinking, spider diagramming, memory mapping, semantic mapping, and thought webbing. However, the basic principles are same for helping the students to produce their ideas, expand their

Mapping is a system of planning and taking notes that makes schoolwork interesting because it is made up of words, colors, lines, and pictures. He has been teaching children, seven to fifteen years old, all over the world and has proved that Mind Mapping is an effective way to come up their ideas.

Sholeh (2011) did the experimental study which investigated the effectiveness of Mind Mapping technique on students' writing skill. He found that the students who applied Mind Mapping technique got better scores in writing than those who did not apply the technique. Moreover, Agustin (2010) succeeded in improving students' writing achievement at SMPN 2 Situbondo in the 2009/2010 academic year by using Mind Mapping technique.

From the explanations above, the researcher conducted a classroom action research entitled "Improving The Seventh Grade Students' Descriptive Text Writing Achievement By using Mind Mapping Technique at SMP Negeri 11 Jember in the 2013/2014 Academic Year.

## RESEARCH METHOD

This research was conducted to improve the VII D students' descriptive text writing achievement by using Mind Mapping technique at SMPN 11 Jember. Therefore, this research applied CAR design. According to Fraenkel and Wallen (2009:589) a Classroom Action Research is a type of applied research that its purpose is to solve a specific classroom problem or make decision at a single local site. In other words, a Classroom Action Research is intended to solve problems in the classroom, such as problems encountered by the students or the teacher. In line with the ideas, Elliot (1991:69) defines Classroom Action Research as a study of social situation that is suitable in the education field with a view to improve the quality of the action. The research design was Classroom Action Research (CAR) with cycle model. Each cycle consists of four stages of activities; the preparation of the action, the implementation of the action, classroom observation and evaluation, and reflection of the action. In brief, the classroom action research is intended to improve the quality of the teaching learning process.

In this classroom action research, the action was conducted by the researcher collaboratively with the English teacher. The subjects of this research were 38 students of class VII D at SMPN 11 Jember in the 2013/2014 academic year. They were determined purposively. The minimum standard score requirement of the seventh grade students at SMPN 11 Jember was 71.

The data in this research were gathered by administrating a writing test and by having observation in the class in each cycle.

The researcher used analytic method as the scoring to assess the students' writing test in this research. Hughes (2003:100) states that analytic method is a method of scoring which requires a separate score for each aspect of writing skill. It means that analytical scoring method is a scoring method by using some aspects of writing skills. There were five aspects the researcher scored in this analytic method. They involved grammar, vocabulary, mechanics, organization, and content. The researcher used Jacobs et al in Hughes's scoring because it was completed by range scores to determine the results of writing based on the

# IMPROVING THE SEVENTH GRADE STUDENTS' DESCRIPTIVE TEXT WRITING ACHIEVEMENT BY USING MIND MAPPING TECHNIQUE AT SMP NEGERI 11 JEMBER IN THE 2013/2014 ACADEMIC YEAR

## I.

ideas by making a note, organizing ideas and concept in writing. In relation to this, Krasnic (2011:48) says that Mind Mapping is a graphic tool used to collect, create, manage, and exchange information. It represents information via the spatial organization of concept or topics, ideas, words, or other items linked to and arranged in a radial pattern around a central concept. Chaffee et al (1999:13) say that Mind Mapping is a powerful approach for writing, helping students generate ideas and begin organizing them into various relationships. Furthermore, Langan (2008a:22) describes Mind Mapping as a strategy that can be used to organize and relate ideas using various symbols such as lines, boxes, arrows, and circles.

By using Mind Mapping technique, the students could organize their writing easily as they can see the pattern. Buzan (2003:59) says that Mind Mapping is a technique in organizing ideas by using symbols in order that the relationship between various sub-topics can be displayed visually. Furthermore, Buzan (2003:7) states that Mind

aspects of writing in this research.

This research was conducted in two cycles. If the students' scores in cycle one did not fulfill of the standard score requirement, the actions would be continued in cycle two. However, if the results of the first cycle achieved the standard score, the second cycle, was needed as reinforcement to know the consistency of the result of the students' writing skill in the first cycle. The activities of the research used the following procedures;

1. Doing the preliminary study through interview with the English teacher of seventh year students and doing classroom observation.
2. Finding out some documents to get the supporting data.
3. Finding out the class that has problems in writing from the document and information from the English teacher of the seventh year students.
4. Planning the action (constructing the lesson plans and materials for the first cycle).
5. Implementing the first cycle by using Mind Mapping technique in teaching writing. The researcher did the first meeting; whereas, the teacher did the second meeting.
6. Observing the classroom done by the English teacher whereas the researcher implements the first meeting. Furthermore, the researcher was an observer of the classroom and the English teacher implements the second meeting.
7. Administering the writing test by using Mind Mapping technique to the subject of the research.
8. Analyzing the results of writing test qualitatively.
9. Reflecting the results of the observation and writing test of the first cycle. The actions reached the target in the first cycle, the researcher conducted the second cycle as reinforcement.
10. Constructing the lesson plan for the second cycle.
11. Implementing the second cycle by using Mind Mapping technique in teaching writing to the subjects of the research. The researcher did implement the action in first meeting of the second cycle.
12. Observing the classroom while implementing of the action in the second cycle. It was done by the English teacher.
13. Administering the writing test by using Mind Mapping technique to the subjects of the research after the actions given in the second cycle.
14. Analyzing the results of writing test qualitatively.
15. Reflecting the results of the observation and writing test of the second cycle.
16. Drawing a conclusion to answer the research problems.

## RESEARCH FINDING AND DISCUSSION

### Cycle 1

The action in cycle 1 was conducted in three meetings including the descriptive text writing achievement test at the class of VII D of SMPN 11 Jember in the 2013/2014 academic year. The first meeting was done on May 12<sup>th</sup>, 2014 and the second meeting was done on May 17<sup>th</sup>, 2014.

Meanwhile, the descriptive writing achievement test was done on May 19<sup>th</sup>, 2014. During the actions in the first meeting, the researcher taught the students and the English teacher of SMPN 11 Jember observed the students' participation in the back row. There were 36 students in the classroom. The topic of learning at the first and the second meeting was about famous people especially Indonesian artist. The students were given a picture about famous person and they had to describe it in the form of descriptive text. The implementations of the actions in the first meeting were based on lesson plan 1 and the second meeting was based on lesson plan 2.

Based on the result of the first writing test, it was known that there were 30 students or 81.08% of the students who got score 71 or more. Furthermore, there were 7 students or 18.92% who did not achieve the minimum standard score.

During the observation as the process evaluation, 55.56% of the students and 81.08% of the students were actively involved during the teaching and learning process in the first to the second meeting in cycle 1. It means that the requirement of the 75% of the students' participation to get involved on the teaching and learning process had been fulfilled.

The standard requirement of this action research has been achieved. However, to know the consistency of the result in cycle 1, second cycle was needed to be done. In cycle 2, the researcher was going to apply the same teaching technique as the cycle 1, but the researcher gave the additional task that the students were asked to rewrite a text in the form of past tense into present tense form correctly. It was because 25 students had many errors in their writing test of cycle 1 especially grammar aspect and mechanics aspect.

### Cycle 2

The action in cycle 2 was done to know the consistency of the results in cycle one. It was done in three meetings. The first meeting was done on May 23<sup>rd</sup>, 2014 and the second meeting was done on May 26<sup>th</sup>, 2014. The descriptive text writing achievement test was done on May 30<sup>th</sup>, 2014. During the actions, the researcher taught writing by using Mind Mapping technique to the students and the English teacher of SMPN 11 Jember was observing the students' participation from the back row. Meanwhile, the English teacher taught and the researcher was observing the students from the back row in the second meeting.

Based on the results of the second writing test, it was known that there were 34 students or 89.47% of the students who got score 71 or more. Furthermore, there were 4 students or 10.53% of students who did not achieve the minimum standard score.

The minimum standard score for English lesson in this school is 71. In cycle 1, the students' score in descriptive text writing achievement test improved to 76.77, from the previous average English test score that was 61. There were 81.08% of the students got score at least 71 or more. It had fulfilled the standard requirement of the mean score that was 71. Moreover, in cycle 2, there was also improvement of the students' score on descriptive text writing achievement test that was 79.11. There were 89.47% of the students got score at least 71 or more. Moreover, the students were actively involved during the teaching and learning process. In the

first and second meeting of the cycle 1, there were 20 active students or 55.56% and then it increased up to 30 active students or 81.08% of the students. While in cycle 2, there were 32 active students or 84.21% in the first meeting and 34 active students or 89.47% in the second meeting. They were active discussing the material given by the teacher, answering the questions from the teacher and raising some questions to the teacher. They looked so enthusiastic and paid much attention to the teacher's explanation during the teaching learning process. It means that the teaching of descriptive text writing achievement by using Mind Mapping technique was able to improve the students' descriptive text writing achievement and active participation. Since the actions in cycle 2 had achieved the standard requirement of this research, therefore, the actions in cycle 2 were stopped.

## DISCUSSION

It had been reported in the previous sub chapter that the percentage of the students who achieved the Minimum Standard Score (71) in Cycle 1 was 81.08% which means that it had achieved the target of this research (75% of the total students have achieved minimum requirement standard score that was 71). There was improvement of the percentage that was 89.47% of the students got score at least 71 in Cycle 2. Further, the students were actively involved during the teaching learning process. In the first and second meeting of the Cycle 1, there were 55.56% and 81.08% of the active students in the class. While in Cycle 2, there were 84.21% and 89.47% of the students actively participated during the teaching learning process. It meant that the teaching of writing descriptive text by using Mind Mapping technique was able to improve the students' writing achievement and encourage the students' active participation. This statement was supported by Hillar (2012:6) who says that mind maps work well as their visual design enabling students to see the relationship between ideas, and encouraging them to group certain ideas together as they proceed. Moreover, Chaffee et al (1999:13) says that Mind Mapping is a powerful approach for writing by helping students generate ideas and begin organizing them into various relationships.

The evaluation process was done by conducting classroom observation. The result of the observation in the first and second meetings in Cycle 1 showed that there were 55.56% and 81.08% of the active students during the teaching learning process. Then, the results of observation in the first and second meetings in Cycle 2 showed that there were 84.21% and 89.47% of the active students. The students' activity increased because the activities in the teaching learning process by using Mind Mapping technique gave them chance to explore their abilities and to be more active in the class. The students could share ideas so that they could solve the problems.

Related to the previous research conducted by Agustin (2010) at SMPN 2 Situbondo in the 2009/2010 academic year, it was found that Mind Mapping technique could improve the seventh grade students' writing achievement. In the first cycle, the students did not reach the targeted score that was 70, because the mean score of the students in the

first cycle was 65.02%. Meanwhile, in the second cycle the mean score was higher than the targeted mean score that was 78.90%. Therefore, it was proved that Mind Mapping technique was able to improve the students' achievement as well as their active participation.

Finally, the results of this action research on two cycles proved the action hypotheses which said: "The use of Mind Mapping technique can improve the seventh grade students' participation at SMP Negeri 11 Jember in the 2013/2014 Academic Year and the use of Mind Mapping technique can improve the seventh grade students' writing achievement at SMP Negeri 11 Jember in the 2013/2014 Academic Year".

## CONCLUSIONS AND SUGGESTIONS

The results in both cycles showed that Mind Mapping technique is able to improve the VII D students' descriptive text writing achievement of SMPN 11 Jember. Moreover, according to the results of observation done by the researcher and the English teacher, it is known that there are 55.56% of the students and 80.08% of the students were categorized as active in cycle 1. Next, there were also 84.21% of the students and 89.47% of the students were actively involved in cycle 2.

Considering the result of this classroom action research which showed that the use of Mind Mapping technique is able to improve the seventh grade students' descriptive text writing achievement and active participation, some suggestions are proposed to the English teacher, the students, and the other researchers.

It is suggested to the English teacher, she should apply Mind Mapping in guiding the students in teaching writing. It is because of Mind Mapping as a technique could improve the students' writing achievement because it could stimulate the students' thoughts in developing their ideas as many as possible. Moreover, Mind Mapping can also be used to teach speaking skill and reading skill.

The students of SMP Negeri 11 Jember are suggested to use Mind Mapping as a technique in practicing writing because it could stimulate their thoughts to develop ideas by making the framework of the topic given. Moreover, it could encourage their active participation in the teaching learning process.

The future researchers who have the same problem in teaching writing are suggested to use this reference and a source of information to conduct a further research dealing with the use of Mind Mapping as a way to improve the students' achievement in the skill of other skills. Moreover, Mind Mapping can be also used to teach students' achievement in speaking and reading skill.

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