STUDENTS' PERCEPTION ON THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS' ABILITY INWRITING DESCRIPTIVE TEXT

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Abstract

The objective of the research is to explore the students' perception of using Mind Mapping in writing descriptive text. Also, this study aims to describe the advantages and disadvantages of using Mind Mapping in writing descriptive text. This research used mix-method design, in which the data were collected through questionnaire and interview. The participants of this study were the students of SMA Negeri 1 Muara Bungo and also interviewed an English teacher. The data obtained from interviews were analyzed. There were three major points, first students' interest in using mind mapping in writing descriptive, second the difficulty in using mind mapping for students, third improve students' writing skills. According to the data, mind mapping had a positive impact on students' writing skills i.e. students' better understanding and know what they are doing. In conclusion students think that mind mapping is interesting, and have advantages and disadvantages. The implication of this research is to increase students awareness in using mind mapping for writing.
Keywords: Students perception, Mind mapping, Descriptive Writing

Introduction

Based on the observation, the researcher found that most students have problems when learning the English language, especially in writing. For example, when the teacher gives the assignment to write descriptive text and also the theme or topic about it already given by the teacher, but most of the students cannot start to write the text. They have many reasons when the teachers ask them why they do not do it, such as*"Wait Mam…", "It is so difficult Mam…"* and so on. The students feel the burden when the teacher gives the assignment about writing. Even though the descriptiv*e* writing steps have been given by the teacher, such as the simple present tense sentence, examples of how to make a sentence and determine the vocabulary to use, but the students still cannot released their ideas and arrange them into written form.

There is a possibility that most students consider the English writing subject as a

difficult and uninteresting subject. As a result, students are inactive to take the lesson or less serious and lazy to do the assignment given by the teacher. There are students who have started to write, then in the middle of the writing, they do not have any idea even though the theme or title has been determined. As you can see there are so many problems that students have in learning writing like lack of interest in themselves to learn about the subject, so that makes them less serious to learn it and the impact of this, they can not create good writing because the students do not have enough vocabulary.

Based on the problems mentioned above, the researchers tried to use the mind mapping technique to overcome some of these problems. According to Buzan (2007), this method can give and develop ideas because it can give interesting pictures that students have on their mind. Also, it can give the colours that make the students feel interested to writing. The aims of using this method to make students more interesting in taking English subjects. For the students who like to draw, they can express their ideas through diverse images and colours in their mind mapping. If the students feel excited to learn the subject, the teacher will be easier to convey the material to students. As a result, it is expected that students no longer have difficulty in attending English lessons, especially in this competence of aspect writing.

Review of Related Literature

Writing is a process of thinking and produces the words related to the topic about what we want to write, then the outcome from it, we can thoughts in the form of essays. According to Harmer (2001:31), writing is a way to produce language and express ideas, feelings, and opinions. Thus writing is a series of activities to express opinions or ideas in the form of written language symbols then the other people can read it. In writing, it is necessary for the writer to have the complexity of activities to compose essays properly because it involves regular ways of thinking and various requirements relating to writing techniques.

Mind mapping technique can be used as a technique that has been proven to be able to optimize learning outcomes. Mind mapping is a visual technique that can harmonize the learning process with the natural workings of the brain. Buzan further argues that mind mapping is an easy way to extract information from inside and outside the brain. Mind mapping technique is the most effective way of entering, storing and removing data from or to the brain. In mind mapping, both brain parts are functioned according to their portions. With a combination of colours, images and branches that are curved, it will stimulate visually, so that the information obtained is easy to remember. Mind mapping is one way of recording subject matter that makes it easy for students to learn. In addition, this method is

also categorized as a creative learning technique because making this mind mapping it requires imagination from the creator. This technique was first introduced by Buzan in the early 1970s.

Research Method

      This research used quantitative (questionnaire) and qualitative (interview) approaches to investigate a student's perception of using mind mapping in writing descriptive text. A combination of quantitative and qualitative are called mixed method.

      Tashakkori and Creswell (2007) as cited in Creswell and Clark (2018), defined Mixed method research as a research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry.

      This research took place in SMA Negeri 1 Bungo. The researcher took the population in students X MIPA 1 SMA Negeri 1 Bungo. The researcher used total sampling, in which there were 31 students participants to fill the questionnaire. Then the researcher explained what the purpose of the research will be carried out in the consent form, so the students know what will be asked later and the purpose of this research. For the second phase, the researcher took the interview involved 2 English teacher in SMA Negeri 1 Muaro Bungo.

The data of the questionnaire had been analyzed descriptively. For the questionnaire, the process of data analysis used Statistical Package for the Social Sciences (SPSS) application. After entering the data into the Statistical Package for the Social Sciences (SPSS), the results are described directly to see how many students voted SD, D, U, A, and SA for the statement in the questionnaire. Then for the interview, the process of data analysis started with the transcription of interviews. After transcribing the interviews, the researcher used coding to identify themes and patterns of the interview data.

Findings and Discussion

      The researcher found the result based on the teachers' point of view, the students more interest in using mind mapping. The teacher stated that the students' interest in using mind mapping because they can draw on a colorful form. And also the students can develop their creativity in mind mapping. Then, based on the interview, the teacher said that there are difficulties in using mind mapping for students. Students get difficulties because not every student has high creativity to create mind mapping and students not confidence with their ability to create mind mapping. Also, the researcher found that the students get the

advantages by using mind mapping based on the teacher's point of view. The teacher stated that mind mapping helps the students improve their writing skills because when they use mind mapping they writing skill more coordinate. It seems like Indriyani (2014), stated that mind mapping easily adds ideas or links later help to concentrate on information structure and relationships between ideas rather than.

Conclusion and Suggestion

The finding of this research told about how mind mapping can help the students in writing, also can give difficulties for some students in using mind mapping. According to the data that researcher obtained, student were more interested in using mind mapping because of the format and the colouring of using mind mapping. Mind mapping not only helping students' in learning writing in a fun way, but also make a students' more motivated in learning writing.

According to the data, mind mapping had a positive impact on students' writing skills. Students' better understanding and know what they are doing. When the teacher asks again about the material they have worked on before, they are able to answer these questions. In conclusion, using mind mapping in the descriptive text for students gives some interest, advantages and disadvantage for students in SMA Negeri 1 Muara Bungo.

For further researcher that interest to conduct the other research, but in the same scope, it will be interested to gain that information about students' perception on the use of mind mapping technique to improve students' ability in writing descriptive text. This research focuses on first-class senior high school and only focus on students perception. In addition, future research also can be more specific analyse or investigated the implementation of mind mapping in writing classes.

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