

**MENGAJAR KETERAMPILAN MENULIS MENGGUNAKAN
STRATEGI *MIND MAPPING* PADA SISWA
KELAS 11 SMA NEGERI 4 KEDIRI**

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Abstrak

Menulis adalah salah satu keterampilan yang dianggap sulit bagi siswa ketika belajar Bahasa Inggris. Kesulitan utama yang dihadapi siswa adalah mengembangkan ide dan menyusun kalimat berbahasa Inggris yang akan dituangkan ke dalam tulisannya. Untuk itu guru Bahasa Inggris harus mempunyai strategi mengajar menulis yang menarik sehingga siswa berminat belajar menulis. Salah satu strategi yang bisa diterapkan adalah menggunakan *Mind Mapping*. Tujuan penelitian ini adalah untuk 1) memaparkan bagaimana *Mind Mapping* diterapkan dalam pembelajaran menulis Bahasa Inggris; dan 2) memaparkan persepsi siswa setelah diajar menggunakan strategi tersebut. Penelitian ini menggunakan pendekatan kualitatif. Subyek penelitian ini adalah guru dan empat siswa kelas sebelas SMA 4 Kediri di Tahun akademik 2022/2023 sebagai perwakilan. Hasil penelitian menunjukkan bahwa langkah-langkah dalam mengajar keterampilan menulis menggunakan *Mind Mapping* adalah mengembangkan ide, menyusun kalimat, menyusun paragraph, dan mengecek tanda baca. Persepsi siswa terhadap strategi *Mind Mapping* positif, mereka merasa menulis menjadi lebih mudah, terutama dalam mengembangkan ide dan menyusun paragraf.

Kata Kunci: Menulis, *Mind Mapping*, Mengajar Bahasa Inggris

TEACHING WRITING USING MIND MAPPING STRATEGY TO THE 11TH STUDENTS OF SMAN 4 KEDIRI

Abstract

Writing is one of the skills that is considered difficult for students when they learn English. The difficulties are developing ideas and composing sentences in English that will be expressed in their writing. For this reason, English teachers must have an interesting writing teaching strategy so that students are interested in learning to write. One strategy that can be applied is using Mind Mapping. The objectives of this study are: 1) to explain how Mind Mapping is applied in teaching writing; and 2) to describe the students' perceptions after being taught using this strategy. This study used a qualitative approach. The subjects of this study were one English teacher and four eleventh grade students, as representatives, of SMA 4 Kediri in the 2022/2023 academic year. The results showed that the steps in teaching writing skills using Mind Mapping were developing ideas, constructing sentences, arranging the sentences into a paragraph, and checking punctuation. Students' perceptions of the Mind Mapping strategy were positive, they felt writing became easier, especially in developing ideas and composing paragraphs.

Keywords: *Writing skill, Mind Mapping, Teaching English*

INTRODUCTION

In Indonesia, education and learning are essential for human existence. In this situation, learning English is crucial for everyone, especially for those of our generation. Due to the fact that English is a universal language that is commonly used by many nations. The majority of people find it challenging to learn English, particularly when writing. The majority of people find it challenging to learn English, which cover Listening, Speaking, Reading, and Writing.

One of the most difficult skills faced by students when they learn English is writing. In fact, writing is a crucial ability in the study of English because it is used in communication. According to Brown (2004) writing is a process that "creates some notions of student knowledge to be written," An individual can express their thoughts, feelings, and experiences to others by writing about them. In addition to exploring other people's ideas, writing is another way for people to express themselves,

Furthermore, Virdyna (2016) defines writing as an engaging activity that can

benefit students in various ways, despite the fact that there are some inherent challenges. Writing is nevertheless a valuable, crucial, important, and fun component of foreign language instruction. Language can be represented visually or tactilely through writing (Rahmadhani, 2022). The sounds of speech are represented by sets of symbols in writing systems, which may also include symbols for punctuation and numbers (Mak & Wong, 2018). Based on the previous explanation of the writing components, it can be inferred that the writing components are crucial when students write a paragraph because, if they are used properly, the writing components help the reader understand and grasp the meaning of what is being written.

In writing skill, students must take into account word choice, appropriate grammar, syntax, mechanics, and the organizing of thoughts into coherent and cohesive forms. However, it was found out some few issues throughout the writing class when the writers did Teaching Practice at a school. The majority of the students were difficult to develop their ideas to write, and arranging sentences into a good paragraph. Those two main problems happened in some classes that the writers had teaching practice (Nurhajati, 2021).

Based on the observation in some classes at SMAN 4 Kediri, the cause of those problems was that the teacher taught writing as the follow up of teaching reading. The teacher thought that by discussing some texts in teaching reading, the students had already got the example of good texts for writing. However, that is not enough. The students need some steps to create a text

In order to solve the problem, teachers must find appropriate strategy to train the students in order that they can create a text. One of the strategies that the teacher do is by using Mind Mapping. This is the proper strategy to help the students to develop ideas and arrange their sentences into a paragraph.

The use of Mind Mapping as a teaching tool might assist students in writing their ideas down in sketch form. The teacher and the students can both benefit from these teaching and learning strategies for writing. This idea is supported by Kellogg (2008) who says that using a Mind Mapping to mentally map words or concepts might help pupils organize and arrange their thinking. In addition, Ismail (2022) suggests using Mind Maps as a method for taking notes before writing about a subject. Finally, Silalahi (2016) affirms that the Mind Mapping is intended to provide students' thoughts with a structural arrangement for related bodies of material. In short, Mind Mapping is the right choice to help students to write.

Realizing those facts, the writers were interested in doing this research which objectives are: 1) to explain the steps of Mind Mapping strategy is applied in teaching writing; and 2) to describe the students' perceptions after being taught using this strategy.

METHODOLOGY

This research used qualitative study. According to Sugiyono (2010) philosophically based qualitative research methods are used to analyze scientific circumstances (experiments), where researchers serve as the instruments, data collection methods, and qualitative analysis place a greater emphasis on meaning. In this study, qualitative research design was used to describe how Mind Mapping was implemented and students' perceptions after being taught using this strategy. The subjects of the research were the English teacher who implemented Mind Mapping to teach writing, and four students as the representatives of the eleventh grade students at SMAN 4 Kediri. The techniques of collecting data were observation in the classroom, interview to the teacher and four students, and documentation (student worksheet and students writing). The data was analyzed by presenting description based on the research problems.

FINDINGS AND DISCUSSIONS

Two things will be provided in this section: findings and discussion. According to the research topic, the findings will be divided into two categories: teaching step and student response.

1. Findings

Based on the observation and interview, the teacher prepared the lesson plan, teaching materials, time allotment, and media before beginning to teach using mind map techniques. The implementation of teaching using Mind Mapping strategy can be described as follows;

Steps of Mind Mapping Strategy

Here are the findings on the steps of teaching writing using Mind Mapping Strategy. The teacher applied four steps: developing ideas, constructing sentences,

arranging the sentences into a paragraph, and checking punctuation.

a. *Developing ideas.*

In order to develop their ideas, the teacher give a topic and the students were assigned to complete by supporting the sub-topic. Here is the example of the topic.



Picture 1 Topic to Develop

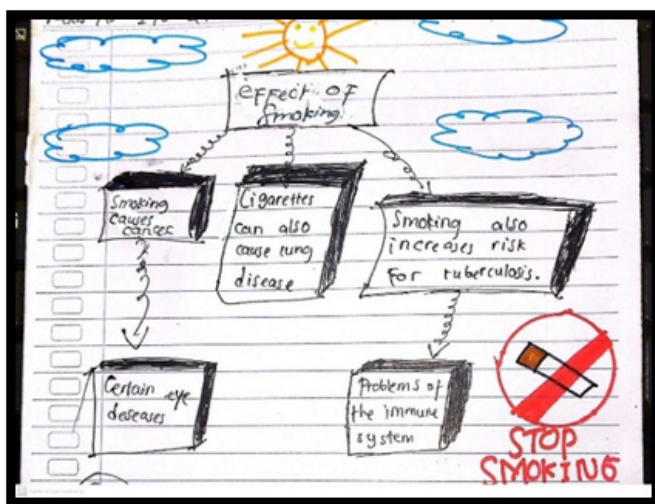
The students discussed in groups to develop the idea written in the center of the paper (effect of smoking). They had to add a branch that emerges from the center of each main idea. The number of branches varies significantly based on the quantity of ideas. They could write keywords in each branch developed in more detail (inflammation, bronchitis, cough, and pneumonia.). To make the task interesting, the teacher included an image to improve recall.

b. *Constructing sentences*

Based on the map/graph, the students wrote sentences. They still did this task

in groups. After writing down the idea of a topic, the teacher asked the students to write short sentences that will be used as topic sentences. For example, students write the sentence "cigarettes can cause pneumonia" which sentence is the topic sentence in the word pneumonia.

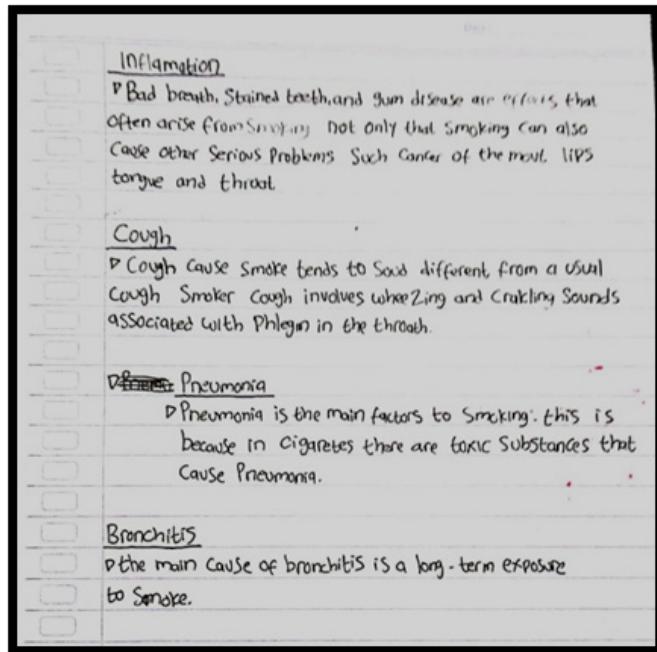
After they finished writing sentences, the teacher asked some students to write their sentences on the whiteboard. The teacher and the students discussed the structures of the sentences made by the students. The following picture is the example of the students' work when they had to create sentences.



Picture 2 Example Making Sentences

c. *Arranging sentences into paragraph*

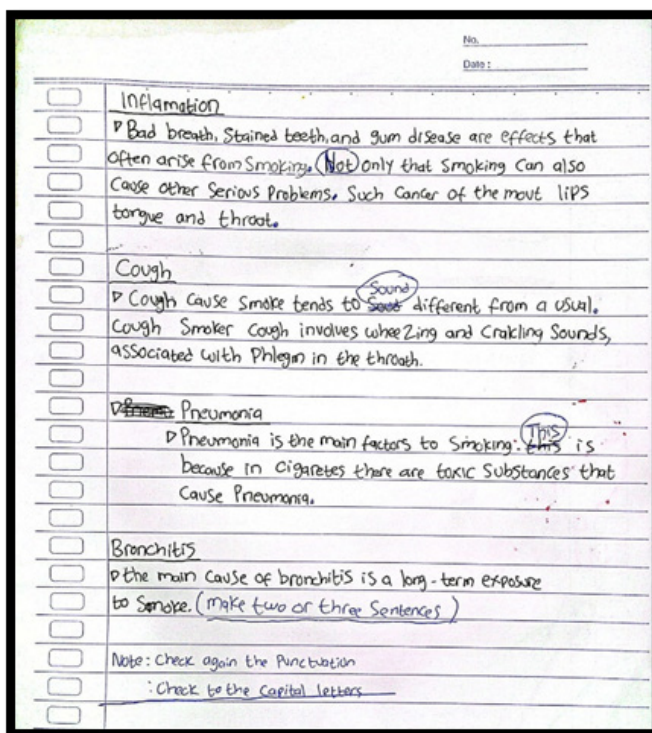
The next steps was that the students were assigned to arrange their sentences into paragraph. In this step, before the students did the assignment, the teacher reminded them that a paragraph should have a topic sentence and some supporting sentences. The topic sentence was taken from sub-topic which was made into a sentence. In doing this task, the students did individually. They may use the sentences that they made in groups. Here is the example of the student's work.



Picture 3 Example of Arranging Paragraphs

d. *Checking punctuation*

The last step was giving feedback to the students' work. The teacher wrote some notes on the student's work which was collected. The notes were on the spelling of words, word choice, sentences, and punctuation marks. For example, the teacher put a mark on one of the sentences because there was no punctuation. At the end, the teacher gave notes that need to be corrected by the students. The following pictures show the notes from the teacher.



Picture 4 Teacher's Notes

Respond of the Students

After the teacher implemented Mind Mapping strategy, some students were interviewed to know their respond. This strategy was useful for the students as it increases the students' writing skills, especially in developing ideas. Here are some students responds answering the question **"How useful is Mind Mapping in training writing skill?"**

- Student A: "Learning to write using mind mapping is easier in my opinion. Because I could develop the idea easily".
- Student A: "Mind Mapping leads us to develop ideas. I can write the ideas based on the topic written in the center, and jot down sentences that support sub-topic"
- Student C: "I have problems in writing. I don't know how to start writing, because I have no idea. But when the teacher used Mind Mapping, I could work together with my friends to share ideas to complete the diagram."

This strategy helps the students to arrange sentences into paragraph. This can be seen from the answers of the students on the question: **"Give some examples on the advantages of Mind Mapping Strategy."** All of the students answered that this strategy help them to arrange sentences into paragraph. Here is one of the students' answers. Student D: *"Before creating some paragraphs, we did in groups to develop ideas and makes sentences. This activity is useful as I have ideas to arrange sentences into a good paragraph. I usually wrote a paragraph directly without considering topic sentence and supporting sentences. By classified ideas based on topic and sub-topics given, it makes me easier to arrange the paragraphs."*

From the findings above, it can be said Mind Mapping strategy is suitable to teach writing. With the aid of mind maps, students can explain the connections between ideas and information, summarize the main facts, and identify and visually recode their present understandings.

2. Discussions

Based on the findings the use of mind maps has six benefits. The first benefit is that each student can contribute more thoughts to the group discussion. Second, each participant has the opportunity to put some of their own ideas on paper. Following this, the ideas will be discussed in groups until a conclusion is reached. Thirdly, during the discussion phase, the students have the opportunity to voice their thoughts on a subject. Fourth, the students engage in the problem or issue by employing problem-solving techniques during the conversation. The groups then democratically ordered the suggestions. The groups were then given the opportunity to describe their product in a written report.

The steps applied by the teacher in implementing Mind mapping strategy in this research are; developing ideas, constructing sentences, arranging the sentences into a paragraph, and checking punctuation. This is similar to the steps presented by Swadarma (2013), who stated that the teacher conveys the objectives and learning material to be delivered, learners create mind maps based on alternative answers that have been discussed, learners are given the opportunity to explain the idea of mapping their thinking concepts, the teacher conducts an evaluation to assess the progress of the group and the results achieved.

Mind Mapping helps students to make good writing work. The students are helped especially in developing ideas and arranging sentences into paragraph.

This is in accordance with Buzan's opinion. He states that Mind Mapping is a learning method that has the simplest way of putting information into the brain and taking information out of the brain when we need it, and its application is very effective, creative, and simple but very powerful to summarize a material, because Mind Mapping method in writing leads students what to write in paragraph. Furthermore, Nuridayanti, Aqila, and Nurhajati (2021) explain that writing down a basic thought and then coming up with interesting, connected concepts that radiate outward from it are the steps in mind mapping, also known as concept mapping.

CONCLUSIONS

Mind Mapping strategy can be simplified into four stages: developing ideas, constructing sentences, arranging the sentences into a paragraph, and checking punctuation. This step can be applied by English teacher if they want to train their students to write. Mind Mapping has many benefits, especially in teaching writing. Each student can contribute more thoughts to the group discussion. Then, each participant has the opportunity to put some of their own ideas on paper. Following this, the ideas will be discussed in groups until a conclusion is reached. Next, during the discussion phase, the students have the opportunity to voice their thoughts on a subject. Besides, the students engage in the problem or issue by employing problem-solving techniques during the conversation. The groups then democratically ordered the suggestions. Knowing that Mind Mapping Strategy is useful, it is recommended for other English teachers to apply this strategy in teaching English.

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