

USING MIND MAPPING IN WRITING DESCRIPTIVE TEXT FOR STUDENTS WITH DIFFERENT LEVELS OF ENGLISH WRITING SKILLS

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ABSTRACT

The aim of this research is to find out how mind mapping techniques can help and how students with different skills respond when using Mind Mapping in writing descriptive text activities. Writing is one of the basic skills that must be mastered by English learners. In fact, learners often have difficulty in writing activities, especially in conveying their ideas into written form. However, students' writing skills are not always the same skills. In this study, the writer used a case study with descriptive data analysis to achieve the goals of this research. The participants of the research were students from one of the vocational high schools in Cimahi with the writing skills on A1 and A2. The research instrument used in this research is learning log and interview. The result findings show that students with A1 and A2 abilities stated that the application of Mind Mapping techniques was helped them because they could formulate ideas when writing descriptive texts and also Mind Mapping was easy to use. There were difficulties faced by all participants, one of participant with skill level A1 had difficulty due to lack of ideas, and the other participant had difficulty in vocabulary. However, all participants A1 and A2 stated that Mind mapping is an interesting technique. In conclusion, Mind Mapping is easy to use and helps students in writing activities because they can arrange ideas from the main topic to the subtopic. In addition, students showed a positive response to the Mind Mapping technique.

Keywords: *Descriptive text, mind mapping, students' response, writing skills.*

INTRODUCTION

According to Buzan (Samhudi, 2015), Mind mapping is a very good system that used brain managers to get information in and out of the brain. By using Mind Mapping can ease people to organize and group the point that people want to write, also people can used Mind Mapping in every aspect of our life. Besides that, Mind mapping is also a widely used learning system to enable students to learn effectively. According to Alamsyah (2009) as cited in (Hasanah et al., 2016) Mind Mapping is a useful technique that can help students to learn more effectively, change the way students record knowledge, and enhance their ability to creatively solve problems.

With regards to Mind Mapping, teachers and students can use mind mapping in writing class. according to Heaton in (Suyanto, 2015) writing is complex and sometimes difficult. Writing has become a difficult subject, especially for students, because it is not only difficult to generate and organize ideas, but also to express ideas, emotions, and thoughts and convert them into a written form. To solve the problems mentioned above Mind mapping is often used in teaching writing to help students when they write.

Buzan (2005) in (Kamelia et al., 2019) Mind Mapping helps students collect ideas and words to write text. Furthermore, he said that using Mind Mapping enhances students' creativity because students not only can imagine ideas by writing keywords but can also draw images in their minds. In short, mind mapping helps students generate, organize, visualize, structure, and categorize ideas in their writing activities.

Mind Mapping is frequently used to improve students writing skills. In line with that, several studies regarding Mind Mapping have been conducted. First study conducted by (Buran & Filyukov, 2015) this study show that mind maps can help solve problems, generate ideas, learn new vocabulary, take notes, improve reading comprehension, and prepare for presentation. The second study conducted by (Purba et al., 2021) the study reveals that Mind Mapping significantly improves students writing ability. The third study conducted by (Nurlaila, 2013) the study shows, the Mind Mapping technique was effective to help students in writing Descriptive texts and could help students to improve their writing skills in writing Descriptive text in terms of enriching vocabulary, increasing creativity, arranging sentences, and organizing ideas.

Even though those three studies bring the same topic about Mind Mapping, the focus of the studies was different. Buran & Filyukov (2015) focused on applying Mind Mapping in language learning, Ridwin Purba, Mardin Silalahi (2021) focussed on the effect of Mind Mapping on the student's ability and Nurlaila (2013) focussed on the applying Mind Mapping in teaching writing descriptive text. However, it's still rare to find research on mind mapping in teaching writing for students with different levels of English writing skill.

Based on the description above the researcher interested to find out how Mind Mapping can help students with different levels writing skill and also try to find out the responses of students when using Mind Mapping in writing descriptive text. Considering to the statement above the researcher try to conduct research and titled "Using Mind Mapping in Writing Descriptive Text for Students with Different Levels of English Writing Skills".

The Definition of Writing

According to Fulcher and Davidson in (Soraya, 2016) writing is the ability to accomplish intended purposes, to specific meaning, ideas, and to communicate with the reader with clear, logical, and well-developed organization of the text. Brown in (Mukmin & Afriyanti, 2020) stated writing is a product of thinking, designing, and revising. Writing requires special skills to generate ideas, organize them coherently, revise the text to a clear meaning, edit the text to the proper grammar, and create the final product. Moreover, Coulmas in (Soraya, 2016) she state there are at least six meanings of writing, those are: a way of language recording by using symbol, the action of setting a system to use, a text, a form of letter, creative composition, and a skilled ability.

Based on the definitions above, writing is a skill to compose or communicate intended implications, ideas, and purposes to the reader by using a clear, coherent, and well-organized paper through the process of thinking, studying, developing organizing, producing, revising, and editing the product of writing.

According Nunan in (Purba et al., 2021), writing is a combination between process and product. Writing is the process of translating our ideas into written form and should be organized into cohesive and coherent paragraphs. Coherence means that the sentences need to be stuck together, the transition from one sentence to the next must be logical and smooth. Oshima and Hogue in (Wijaya, 2016).

The Process of Writing

Clouse in (Mukmin & Afriyanti, 2020) before begin to write, there are six writing process make a successful writer when their attention, they are: First, generating ideas, establishing purpose, and identifying audience. When you start writing, ideas are something that a writer should have. After having an idea about what to write, the writer must make a goal of writing. Then continue to determining the audience so that the information provided is right on target. Second, organize ideas. The writer must choose the important ideas or information to be conveyed because the ordering of ideas or information can affect the quality of writing. Third, write the first draft. Comparing writing with a building requires some planning, writing is also planned, which is called a draft. Fourth, revise or improve the content. By revising the text, you can add some ideas and remove things that aren't important or irrelevant to the topic. Fifth, correct grammar, spelling, capital letters, and punctuation to correct mistakes. We need to correct the grammar, spelling, capital letters, and punctuation that work well in our text. The last is proofreading. We need to correct the grammar, spelling, capital letters, and punctuation that work well in our text.

Skills of Writing

Writing skills are divided into 2 parts, there are macro and micro-skills. Macro skills are about the content and organization. Therefore, the micro skills are about grammar mastery, etc. According to (H. Douglas Brown, 2000) which identifies and enumerates micro skills of writing as follows:

1. Producing graphemes and orthographic styles of English;
2. Producing writing at an efficient rate of speed to suit the purpose;
3. Producing an appropriate center of phrases and the use of suitable phrase order styles;
4. Using perfect grammatical systems (tense, agreement,), styles, and rules;
5. Expressing a particular meaning in different grammatical forms;
6. Using cohesive gadgets in written discourse;
7. Use of rhetorical forms and customs of written discourse;
8. Properly fulfills the communication function of written texts in terms of form and purpose.
9. Conveying links and connections between events and communicating such relations as the main idea, supporting idea, new information, given information, generalization, and exemplification; distinguish between literal and implied meaning when writing;
10. Accurately convey cultural references within the context of the text;

Develop and use many writing strategies, including be an accurate assessment of audience interpretation, use of prewriting equipment, fluent text in the first draft, use of paraphrases and synonyms, solicitation of feedback from colleagues and instructors, and use of feedback for revision and editing

Teaching Writing

According to (H. Douglas Brown, 2000) states that teaching is showing or helping someone to learn, direct, guide, give knowledge and understand something. In teaching writing, the teacher should be able to make the students write their ideas well. In teaching writing teacher should guide and help students learn to write. Richards and Renandya (Wibowo, 2013) They state that writing is the hardest skill for second

language learners. The difficulty is not only in generating and organizing thoughts however additionally in translating these thoughts into a readable text. The teacher must be able to appreciate every student's writing and teach the students about how to write or influence thought, ideas, and opinion in the form of written. It can be concluded that teaching writing is to guide and assist students in learning writing skills with the aim that students can get something that can improve their knowledge and skills.

Process Approach of Teaching Writing

In teaching, there is a teaching process in order to achieve a goal in learning. According to (H. Douglas Brown, 2000) there are several steps process of approaches of teaching writing. They are as follows:

1. Focusing on the writing process leading to the final product
2. Helping students understand their writing process
3. Helping students build a repertoire of writing, drafting, and rewriting strategies
4. Give students time to write and rewrite
5. Give central importance to the revision process
6. Let students discover what they want to say when they are writing
7. Provide feedback to students throughout the composing process (not just the final product) when trying to bring expression closer to the intent
8. Encourage feedback from both instructions and peers
9. Include individual meetings among teachers and students during the composition process.

In the teaching process, teaching techniques are ways that can be used to make it easier to achieve teaching goals. Therefore, the use of techniques in teaching writing can improve students' motivation in determining ideas and then turning them into written form so that the goals in teaching writing can be achieved

Mind Mapping

According Buzan in (Mukmin & Afriyanti, 2020) Mind Mapping has natural organizational structure that radiates from the center and use lines, symbols, key words, color or imagine in accordance to simple concepts or idea. It means Mind Mapping will help students with a graphic way of showing the central idea by using lines, symbol, color, key word and images to develop writer idea.

Mind Mapping can help students to collect their thoughts and words for writing texts Buzan in (Kamelia et al., 2019). Furthermore, Buzan in (Mukmin & Afriyanti, 2020) stated that Mind mapping has a natural organizational structure that starts from the center and uses lines, symbols, keywords, colors, or ideas according to simple concepts.

Dawson in (Nurlaila, 2013) state that Mind Mapping is a kind of pre-writing method as the first stage of the writing process and as the point at discovering and explore our initial ideas about a subject. Furthermore, (Nurlaila, 2013) state that Mind Mapping effectively helps students write descriptive text and increase creativity, organize, and arrange ideas in interesting ways. When using mind mapping, the teacher can ask the student to do the mind mapping as the first step in the text to stimulate the student's ideas in the form of an outline. Mind mapping also allows students to create a new atmosphere in their writing class. Mind mapping makes learning activities more interesting to students Widura in (Salem, 2020). Furthermore (E Silalahi, 2016) state that Mind Mapping can create a more interesting learning atmosphere so the students' can relax and remain concentrated in writing.

When using Mind Mapping there are several steps that student must follow when they are going to write. According to Buzan in (Mukmin & Afriyanti, 2020) there are seven steps to creating a mind map. The steps summarized as follows:

1. Determine the central topic
2. Using images or photos for core ideas
3. Use multiple colors during mind mapping. Colors can make mind mapping clearer and more interesting to the brain.
4. Connecting the main picture to some branch details.
5. Connecting the branches with curve lines
6. Use one keyword in each branch
7. The use of images, pictures, and symbols are memorable and stimulates new creative associations.

The Advantages of Mind Mapping

Mind mapping has many advantages over linear form recording. According to (Buran & Filyukov, 2015) Mind maps can help clarify their thinking and lay the foundation for deep expertise related to research focus, literature reviews, and conceptual frameworks. According Buzan in (Purba et al., 2021) there are several advantages that can be obtained when using Mind Maps.:

1. Since organization and visuals are more involved with the right brain, Mind Mapping allows listeners to utilize all of the brain's left and right cortical skills.
2. The right brain is more involved in visual, nonverbal, and creative thinking. The left brain is used for analytical thinking, as in writing. Usually, it is difficult to put thoughts on paper, but when the right brain and the left brain are used in tandem as in Mind Mapping, this difficulty can be overcome.
3. Mind mapping can improve learning skills and memorization.

Therefore, we can conclude that mind mapping techniques are a writing strategy that helps students easily obtain the information contained in the text and has a positive effect on their writing abilities.

The Disadvantages of Mind Mapping

According Buzan in (Purba et al., 2021) Mind mapping has some disadvantages.

1. Creating an entirely new topic/topic mind map is difficult. This requires a few prerequisites
2. Information, linear recording may be more suitable in such cases.
3. Without a plan, creating mind maps can be frustrating due to lack of space, lack of creative thinking, and so on.
4. Mind mapping isn't always more intuitive than linear notes.

Teaching Writing Descriptive Text Using Mind Mapping

Mind mapping is a strategy that teachers and students can use when writing classes to make it easier for students to write ideas. In other words, Mind Mapping can also be used to create a text which describes a series of events, such as descriptive text. According to Gerot and Wignell in (Hendraputri, 2016), descriptive text is a type of text that has the purpose of conveying information. The context of a descriptive text is that particular description, for example, an animal, person, object, appearance, landscape, or naturally occurring phenomenon. They show that the general structure of descriptive text consists of two elements: identification and description. The identification information indicates a subject that can be explained, and the subject is

clarified in the description. In this study, descriptive writing refers to the description of famous tourist attractions and historical structures. In line with that, mind mapping can be used for teaching and learning to write a descriptive text. Mind mapping allows students to use the steps provided to organize key ideas and supporting ideas and create great writing.

According to Dawson in (Nurlaila, 2013) Mind mapping is a kind of pre-writing method as the first step in the writing process and as a starting point for discovering and exploring the first ideas on a topic. Furthermore, Buzan in (Nurlaila, 2013) Mind mapping is a diagram with the ability to organize ideas and present other links that place central keywords by word, task, or branch, usually including words, colors, short sentences, and pictures. Therefore, using mind mapping when writing story texts will help students come up with ideas and create great story texts

Different Levels of English writing skill

According to Henry Guntur Tarigan in (Titisan et al., 2020), writing skills are one of the productive and expressive language skills that are used to communicate with other indirectly. In the opinion of Saleh Abbas (Oktriana et al., 2019), writing abilities are the capability to express ideas, opinions, and emotions to different parties in written language. According to Tarin (Oktriana et al., 2019) writing skills are one of the productive skills that are used to communicate not directly and not face to face with other people.

Writing skills are skills to express ideas, tough, feelings in the form of written language so that other people who read can read it understand the content of the text well. However, in language learning there are several levels writing skill.

According to CEFR in (Bahmanpour et al., 2010) Writing skills are globally described as follows.

1. A1 (Beginner) someone at this level has basics English skills and also understands and uses English only around common vocabulary and simple sentences.
2. A2 (Elementary) at this level, the writers can write short and simple notes and messages. A writer can write a very simple and personal letter, for example, to thank someone for something
3. B1 (Intermediate) at this level, writers can create simple, relevant texts on topics that are familiar or of personal interest. They can also describe experiences and events, dreams, hopes, and aspirations, and briefly provide reasons and explanations for opinions and plans.
4. B2 (Upper Intermediate) Writers can write clear and detailed texts on a wide range of topics, explain their views on the current topic, and specify their strengths and weaknesses. At this level, writers can write essays and reports, communicate information, and explain the strengths and weaknesses of a particular perspective.
5. C1 (Advance) at this level, writers can create clear, structured, detailed text on complex topics to show controlled usage of organizational patterns, connectors, and related devices. And also, can use English for academic and professional purposes without any difficulty in understanding and applying English on all occasions in various topics spontaneously, fluently, and confidently.
6. C2 (Proficient) someone at this level has a position or ability that is equivalent to a native speaker or native speaker. Someone at this level can summarize information from a variety of oral and written sources, retell arguments and stories in related presentations. This means someone at this level can use English in any situation and condition.

METHOD

Research Design

This study was conducted using a case study with descriptive data analysis. According to Yin in (Karlsson, 2016), a Case study is a research strategy that can help to understand phenomena in real life, and the strategy is common in a wide range of fields such as psychology, sociology, political science, social work, and business.

As a descriptive study, it describes a phenomenon in teaching writing in the form of words. This study was conducted to describe the phenomena and response in a real file when students with different levels of English writing skills used Mind Mapping when writing narrative text.

Respondents

This study was conducted in one of Senior High Schools in Cimahi. The participants are students with different levels of English writing skills. In this study, participants were selected based on students' skills

Instruments

The data was collected from three main resources. The sources form learning log, observation, and interview. The instruments are explained as follow:

Learning log

(Friesner & Hart, 2005) in the Learning log, record learning, experience, and reflection. Learning log is basically the diary of the students' learning.

Interview

According to Syamsudin in (Ameyaw et al., 2018) stated, the interview has two functions. The first function serves as the primary strategy for collecting data in the form of interview records or transcript, and the second function serves as an additional strategy for other techniques such as participant observation, document analysis, and photography. Then, Creswell in (Ameyaw et al., 2018) clarified the interview into four types. The four types are (1) one-on-one interviews or individual interviews, (2) focus group interviews, (3) telephone interviews, and (4) email interviews. In this study, the researcher used personal interviews. During the personal interview, the researcher collects data using questions and records the participants' responses. According to (Fox, 2009), there are three types of interviews, which are:

1. Structured interview

Structure interview is an interview with a schedule for the specific purpose of obtaining specific information from a subject. The question is structured.

2. Semi unstructured interview.

Semi unstructured interview is an interview you are interested in is selected and the question created, but the interview may change the formal question. Semi-structured interviews are based on open-ended questions.

3. Unstructured interview

An unstructured interview is a form of conversation in which the situation raises questions. The interview is not scheduled in detail in advance.

Based on the above explanation, this study used a semi-structured interview method. Using this technique in interviews is a relaxed and flexible situation to see how students react to the use of mind mapping when writing story texts.

Data Analysis

The data were analyzed after complete the learning log, observation, and interview of the subject participant. And the data analysis will be presented in a descriptive form, which describes the data that has been obtained in words and not in the form of numbers. According to Miles and Huberman in (Hendraputri, 2016), there is 3 flow of activities in analyzing data. There are data reduction, display data, and drawing conclusions or verification.

1. Reduction

Data reduction can be defined as a process of data selection with a focus on simplifying, abstracting, and transforming the data that emerges from field notes.

2. Display Data

Display data is a way of presenting data, it can be done in the form of graphs, tables or pictograms for easy understanding. In qualitative research data display using narrative text. In displaying data, the researcher describes the data which provides the possibility of drawing conclusions and taking action. The researcher describes the data that have been conducted into sentence form in order to easier to understand.

3. Drawing Conclusions or Verification.

The last process is drawing conclusions or verification. Conclusion drawing or verification is finding meaning based on the data that has been presented. Conclusions or verification are carried out after the researcher presented the data. The data obtained in the study came from observation, interviews, and documentation.

FINDINGS AND DISCUSSION

Using Mind Mapping can helps students in arrange ideas and information needed from the main topic to the subtopic and also an interesting technique used during writing activities. This is supported by Buzan in (Kamelia et al., 2019) Mind Mapping can help students to collect their thoughts and words for writing texts. Widura in (Salem, 2020) Mind mapping makes learning activities more interesting to students.

Based on the result of the data learning log and interview that has been obtained from one of the vocational high schools in Cimahi, the writer found that Mind Mapping can help students organize and collect ideas in writing descriptive text also Mind Mapping is an interesting technique for students. This supported by Buzan in (Mukmin & Afriyanti, 2020) Mind mapping has a natural organizational structure that starts from the center and uses lines, symbols, keywords, colors, or ideas according to simple concepts. And supported by (Nurlaila, 2013) Mind Mapping effectively helps students write descriptive text and increase creativity, organize, and arrange ideas in interesting ways. Furthermore, (E Silalahi, 2016) Mapping can create a more interesting learning atmosphere so the students' can relax and remain concentrated in writing.

However there are difficulties faced by participants while using Mind Mapping. One of the student participants in level A1 have difficulty finding new ideas in writing descriptive text. This is supported by Buzan in (Purba et al., 2021) who stated that Mind Mapping has some disadvantages. First, it is difficult to creating an entirely new topic. This requires a few prerequisites, Second, Information, linear recording may be more suitable in such cases. Third, without a plan, creating Mind Maps can be frustrating due to lack of space, lack of creative thinking, and so on. Fourth, Mind mapping isn't always more intuitive than linear notes.

All of the participants showed their positive response towards Mind Mapping technique because it can help them and make writing activity interesting. It can be seen from All of the participants at levels A1 and A2 showed their interest in Mind Mapping when the researcher introduces it during their writing activity. They become more interested and find the Mind Mapping technique interesting because they can be creative in their own way using line and color. Each student wrote their learning activities in the learning log and in the learning log they said that Mind Mapping is an interesting technique that helps in organizing ideas and is easy to use.

CONCLUSION

Based on the research findings and data analysis, a conclusion can be drawn and formulated in this chapter. The conclusion aims to answer the research question about how Mind Mapping can help students with different levels writing descriptive text and how students' response when they use Mind Mapping.

All participants felt that Mind Mapping was really helpful for writing descriptive text. Researchers have found that mind mapping helps students organize their ideas by allowing them to organize their ideas from the main idea to subtopics and other information. Also found that Mind Mapping is an interesting technique. Mind mapping allows students to organize their topic ideas in a creative way. They can be creative by using colors and lines in constructing ideas. However, in using Mind Mapping, several participants had the same difficulty, including two participant students with level A1 and two participants at level A2 having difficulties in using the right words to convey their ideas. Meanwhile, one student with level A1 had difficulty in finding new ideas into a Mind Map.

Furthermore, the result of students learning log and interview showed the students responded toward the implementation Mind Mapping in writing descriptive text, this technique got a good response by showing students who thought that Mind Mapping was an interesting and helpful technique.

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