

The Effectiveness of Writing Descriptive Texts Using Mind Mapping Method by Online Learning in SMP Negeri 2 Tampaksiring

Anak Agung Amrita Yadhya Dewi¹, I Nyoman Weda Kusuma², Ni Luh Nyoman Seri Malini³

Agungamrita21@gmail.com, weda_kusuma@yahoo.com, seri.malini@unud.ac.id.

Udayana University, Denpasar, Indonesia

Abstract

This research is entitled Analysis of The Effectiveness of Writing Descriptive Texts Using Mind Mapping Method by Online Learning in SMP Negeri 2 Tampaksiring. The purpose of this study is to emphasize the ability to write descriptive text as a whole by using the mind mapping method with online learning methods. This research was conducted at one of the junior high schools, SMP Negeri 2 Tampaksiring. The data collection technique that is used in this study is a technique of assigning tasks to two groups, the experimental group and the control group. The results of this study are the results of online learning research using image-assisted Mind Mapping techniques are in the very good category, as well as the results obtained with the n-gain test are in the high category. The results of the study using the Mind Mapping technique without the help of pictures were in the good category. Furthermore, the results obtained with the n-gain test are in the medium category. There is a significant difference using the image-assisted Mind Mapping technique with the image-assisted Mind Mapping technique on learning to write descriptive paragraphs. The conclusion of this study is that image-assisted Mind Mapping is more effective in learning to write descriptive paragraphs for 8th grade students of SMP Negeri 2 Tampaksiring.

Keywords: Writing, Descriptive Text, Mind Mapping

1. Introduction

The Corona virus pandemic around the world has made many changes in various lines of people's lives. These changes occurred in various fields such as technology, politics, economics to education. These changes make every country look for solutions and bring new education patterns that must be implemented so that students continue to learn and fulfil their educational rights. The *physical distancing* that makes learning and teaching activities from *offline* to *online* is a new thing. This online learning is not usually done before either by students, educators and parents. Educators must change the syllabus, systems, and teaching and learning processes and adapt them to online learning.

The design of learning methods must be prepared by the teaching staff before the teaching and learning process begins. The design is done by determining the needs of students, determining learning activities, and estimating the learning outcomes to be achieved (Dick & Carey, 2005:207). The main components in learning consist of 3 conditions, methods, and results that are interrelated in achieving effectiveness, efficiency, and attractiveness of learning (Reigeluth, 1983:18).

Learning media is a model or tool used by educators to make it easier for students to achieve a level of learning according to competence, especially in writing. The limited time to meet face-to-face during the COVID-19 pandemic requires the use of digital technology-based learning media via online as a solution. Online learning has an impact on students who sometimes often feel confused about how to describe something and start writing. In addition, students are less able to connect the ideas they have to make it a unified whole. In writing skills there is a method called *mind mapping*. Primarily *mind mapping* is a learning method based on how the brain works. *Mind mapping* is called a method because it takes the form of systematic steps like a map. *Mind mapping* means the mind (brain) that plans the steps of activities that will be carried out by students before the activity is carried out so that it runs in a directed and precise manner. *Mind mapping* is a way of taking notes that is creative, effective, and literally "maps out" our thoughts (Buzan, 2007:4-5).

Mind mapping that is used in online learning is expected to help students in writing activities. This method will be applied in the form of an outline as the first step in writing activities. However, the *mind mapping* in online learning has not been used properly by educators and students. This is because the steps for applying *mind mapping*

are new and have not been fully understood by students. This learning method is appropriate to use to see the situation that occurs. The choice of mind mapping technique is considered quite effective because through mind mapping the images of the information to be given will be read more clearly and more easily. The mind mapping structure consisting of various shapes and colors is expected to attract students to focus more on listening to the material explained at

SMP Negeri 2 Tampaksiring which is located in Pejeng Kangin village, Kecamatan Tampaksiring, Kabupaten Gianyar, Bali is of course also affected by the pandemic, thus the learning is carried out by online learning. The facts that occurred in the field, researchers found that in writing, especially writing descriptive text, was mostly presented in the form of theory, minimal practice, teachers did not motivate students, teachers always used the lecture method in front of the class, teachers did not develop the learning models, so students were less enthusiastic in writing descriptive text.

The effectiveness of using mind mapping in writing descriptive texts is expected to help provide benefits for educators and students. Inhibitors of student creativity include teachers still using conventional approaches so that students feel bored and even sleepy even though the media is in the form of pictures. This is in accordance with the statements of several students that they are lazy to practice writing because they do not know what they want to write and where to start. Several other students stated that they already had an idea but did not know how to put it in a paragraph, so that in the middle of writing a descriptive text the students ran out of ideas.

Problems in writing descriptive text require effective, efficient and appropriate learning methods and media. *Mind mapping* can be a solution in improving students' writing skills. This is caused by students who are sometimes confused about writing the ideas they want to convey in the descriptive text.

2. Theoretical Framework

2.1 Text Writing Process

Writing is one of the communication tools in written form. This skill is an important part in conveying thoughts, ideas and arranging them into sentences or paragraphs. As stated by Harmer (2002) that writing skills are finally recognized as important skills in language learning. He emphasized the importance of writing skills to be taught to English foreign language students such as learning encouragement, language development, learning approaches, and most importantly, writing skills as a compulsory subject.

According to Jeremy Harmer (2004:4) in writing, the process is a stage that the author goes through to follow the applicable provisions so as to produce the purpose of writing. The process is greatly influenced by the content of the writing and also the type of text, as well as the medium of writing. Jeremy Harmer explained that the process consists of 4 elements, namely:

a. Planning

Experienced writers will make plans or plan what they will write. In the planning stage, the writer will focus his attention on the purpose of the paper, the readers, and the systematics of writing.

b. Drafting

Writing in the form of a concept will make it easier to refine the final result.

c. Editing

In this stage, the author will re-read the writing that has been made with the aim of making sure the content of the article will not confuse the reader. The author also ensures the suitability of the writing systematic. The editing process can be done by other people who better understand the writing technique so that it will create better writing results.

d. Final Results

At this stage, the author is in a condition ready to publish his writings in any media.

2.2 Writing Descriptive Text

Writing descriptive text is a text that transfers the impressions obtained from the senses into a writing so that the reader can seem to be and feel the object or situation as a whole as experienced physically by the author.

The description can be divided into two parts, namely:

1. Expository description aims to provide information that causes the reader to see, hear, or feel.
2. Impressionistic descriptions that cause readers to react emotionally (Akharga, 1999:35).

Alwasilah, (2005:114) divides the description into two, namely expository descriptions and impressionistic or stimulative descriptions. Expository description refers to a logical description, while impressionistic or stimulative description describes the author's impression of what he wrote.

The structure of descriptive text according to Gerot & Wignell (1994:208) and Yusak (2004: 49) there are 2 general structures as follows:

a. Identification

Identification is needed to avoid general statements. A writer needs to identify certain things, namely to identify a phenomenon or subject to be described. The subject can be a person, object, or place. Identification is the part of a paragraph that introduces or identifies a character. If a student writes the identification section clearly, he will develop ideas easily in the description section (Masruri, 2010: 1). In other words, a sentence or paragraph can guide students to organize and develop ideas into good writing.

b. Description

Description describes specifically the part, quality, and characteristics phenomenon or detail of the subject being described. The description is the part of the paragraph that describes the character. So, the author describes all the information related to the topic.

Ideas in writing must be well organized. Each idea has a relationship and is organized in a sequence so that the reader can understand well about the meaning. The reader will get a clear picture of the phenomenon or subject described in the descriptive text. The author can express his message clearly even though the reader is not dealing directly with the author.

2.3 Mind Mapping

Mind Mapping is a diagram that contains ideas (thoughts), tasks or other things to make it easier for us to remember a lot of information. In this mind map, long information can be made into a colorful diagram that is organized and contains only the main idea so that it is easy to remember.

The benefits that can be taken from this method are:

- a. Mind maps provide a holistic view of every aspect of the problem and provide a perspective on a wide area, making it possible to plan, make choices and know where to go and where the author is.
- b. Collecting a large amount of data in one place.
- c. Encourage problem solving by letting see other breakthrough avenues.
- d. Get and create a new innovation that is something that is fun to read, think about and remember.

There are seven steps to create a *Mind Map* (Buzan, 2007:15). The seven steps are as follows:

1. Start from the centre of the blank paper with the long side lying flat. That's because starting from the middle will give the brain the freedom to spread out in all directions and to express itself more freely and naturally.
2. Use a picture or photo as a central idea, because a picture or photo will have a thousand words that help the brain use the imagination that will be expressed. A central image will be more interesting, keeps the brain focused, helps the brain concentrate, and activates the brain.
3. Use attractive colours, because for the brain a colour is as attractive as a picture. Colour makes *Mind Maps* come alive, adding energy to creative and fun thinking.
4. Connect the main branches to the central image and connect the second-level and third-level branches to the first and second levels and so on. Because the brain works according to associations. The brain likes to associate two (or three or four) things at once. If the branches are connected it will be easier to remember and understand.
5. Make a curved line, not a straight line. This is because straight lines will bore the brain, curved and organized branches like tree branches are much more appealing to the eye.
6. Use one keyword for each line, as single keywords give the mind map more power and flexibility.
7. Pictures are used because each central picture means a thousand words. By paying attention to ways to make *Mind Maps* and applying them in learning, students can practice developing their brains to the maximum, students will find it easier to concentrate because each note made by each student is unique and easy to understand.

3. Research Methods

This research was conducted in one of the junior high schools in Gianyar, namely SMP Negeri 2 Tampaksiring. The types of data used are quantitative and qualitative data. The quantitative data used are the results of the *Pre-test and Post-test*, while the qualitative data are interviews. In this study, the data source used was one of the 8th grade students at SMP Negeri 2 Tampaksiring who received the material for writing descriptive text. This study uses a phenomenological approach. The phenomenological perspective refers to what researchers are looking for in their research activities, and how researchers interpret various information that has been extracted and recorded, all of which are very dependent on the theoretical perspective they use. This experimental study used two groups, namely the control group (*Controlled Group*) and the experimental group (*Experimental Group*). Data analysis used qualitative and quantitative.

4. Results and Discussion

4.1 Learning to write a descriptive text using the *Mind Mapping* in the experimental class.

The Data on the results of learning to write descriptive text using *Mind Mapping* after being given a test to students with a test instrument for two tests, namely an initial test before the study and a final test after the study on students who became the object of research, amounting to 15 people in the experimental class.

The results of writing a descriptive text after being given the *Mind Mapping* pictures are categorized as very good, it can be seen that the average score obtained after the research is 87 and the initial test is in the poor category with an average score of 5.4. Based on the average score can be seen the increase that occurred after the research.

The results of the n-gain test for learning to write descriptive text for grade 8 students of SMPN 2 Tampaksiring showed that after being given *Mind Mapping*, they were in the High category with an n-gain value of 0.81. Based on the 5 research aspects that became the research criteria, the results obtained were n-gain test with details on the aspect of *Content (C)* as many as 14 students in the high category, 1 student in the medium category and no student in the low category with the n-gain value obtained 0.71 and categorized as high. Aspects of *Organization (O)* as many as 13 students in the high category, 2 students in the medium category with an n-gain score of 0, 82 and categorized as high. Aspects of *Grammar (G)* as many as 13 students in the high category, 2 students in the medium category and no students in the low category with an n-gain value of 0.83 and categorized as high, the *Vocabulary (V)* as many as 13 students in the high category, 2 students in the medium category and no students in the low category with an n-gain score of 0.69 and categorized as moderate. Aspects of the use of *Mechanic (M)* as many as 13 students in the high category, 2 students in the medium category and no students in the low category with the value of n gain obtained 0.68 and categorized as moderate.

The improvement of learning to write descriptive text for 8th grade students of SMP Negeri 2 Tampaksiring cannot be separated from the delivery of material using the *Mind Mapping* pictures, as can be seen from the enthusiasm of students in participating in the lesson and the activeness of students in asking questions about material they do not understand *Mind Mapping* techniques arouses student motivation and generates ideas in making descriptive texts, this is in accordance with Buzan's opinion, (2007) *Mind mapping* is the easiest way to enter information from the brain to retrieve information from the brain and Nurgiyantoro's opinion, (2016) that the picture as a good stimulus for writing assignments is given to elementary school students. The combination of *Mind Mapping* and images provides motivation to more easily understand the material presented, this is proven by the increase in scores that occur after being given *Mind Mapping* the image-assisted.

4.2 Learning to write descriptive text using the *Mind Mapping* without the aid of pictures in the control class.

The learning outcomes of the *Mind Mapping* without the aid of pictures in learning to write descriptive text for 8th grade students of SMPN 2 Tampaksiring in the control class with a sample of 15 students obtained an average score 84.4 after being given treatment in the good category and the initial test in the Very Poor category with an average score of 52, the data were obtained after giving the test and analyzed descriptively. Based on the average score, it can be seen that an increase occurred after being given the *Mind Mapping* without the help of pictures.

The results of the N-gain test obtained after learning to write Descriptive Text with *Mind mapping* for 8th grade students of SMPN 2 Tampaksiring are in the medium category with an N-gain of 0.67. Based on the 5 research aspects that became the research criteria, the results of the n-gain test were obtained with details on the

Content (C) as many as 14 students in the high category, 1 student in the medium category and no student in the low category with the n-gain value obtained 0, 58 and categorized as moderate.

The aspects of *Organization (O)* as many as 10 students in the high category, 5 students in the medium category with an n-gain score of 0.76 and categorized as high. Aspects of *Grammar (G)* as many as 14 students in the high category, 1 student in the medium category and no student in the low category with an n-gain value of 0.77 and categorized as high, the *Vocabulary (V)* as many as 13 students in the high category, 2 students in the medium category and no students in the low category with an n-gain score of 0.67 and categorized as moderate. Aspects of the use of *Mechanic (M)* as many as 13 students in the high category, 2 students in the medium category and no students in the low category with the value of n gain obtained 0.72 and categorized as high.

Based on the results of observations in the control class, there are still students who are less enthusiastic about taking lessons and there are even students who are still less motivated and busy with their own activities by chatting with their classmates so that their attention is not focused on the learning material presented. Based on the data obtained, it can be concluded that the *mind mapping* without the aid of pictures has not been able to arouse the motivation of all students in writing descriptive texts seen from the results of the study. It is even seen from the N-gain value which is only in the development aspect which is in the high category and in other aspects in the medium category.

4.3 The Effectiveness of Writing Descriptive Texts Using the Mind Mapping Method by Online Learning at SMP Negeri 2 Tampaksiring

The combination of *mind mapping* and online drawings reduces boredom towards learning to write descriptive texts because with *mind mapping* students can find new ideas about what they are going to do. Writing and drawing stimulate students to find ideas that they will write about. This is in accordance with the opinion of Wycoff (Hernowo, 2017) which states that mind mapping is a magical mind-opening tool. An excellent way to generate and organize ideas before writing. Media according to (Tarman, 2018) is a tool used in the learning process which is intended to facilitate, facilitate communication between teachers and students so that the learning process takes place effectively and works well, one of which is image media. The researcher further stated that the use of *mind mapping* for learning to write descriptive texts had a positive impact because it made it easier for students to find ideas or ideas about what to write so that it aroused students' motivation to continue to practice writing and in the end the learning outcomes were better. This is in accordance with the explanation (Wiyanto, 2012) that writing is easy and difficult. It's easy if you've done it and hard if you're not used to it.

Thus, based on the data obtained, the students' ability in writing descriptive text using *mind mapping* was more improved than before being given treatment in the experimental class and similarly to the control class who were given *mind mapping* without the aid of pictures, but even though both experienced improvements, their ability the students between the experimental class and the control class were significantly different as seen from the results of descriptive analysis, n-gain test and t test technique *mind mapping* assisted by pictures is better than *mind mapping* without the aid of pictures so that learning to write descriptive text for 8th grade students of SMP Negeri 2 Tampaksiring online is effective using *mind mapping* image-assisted

5. Conclusion

Based on the data analysis and discussion, it is concluded the results of online learning research using the image-assisted Mind Mapping technique are in the very good category, as well as the results obtained with the n-gain test are in the high category. The results of the study using the Mind Mapping technique without the help of pictures were in the good category and the results obtained with the n-gain test are in the medium category. There is a significant difference using the image-assisted Mind Mapping technique with the image-assisted Mind Mapping technique on learning to write descriptive paragraphs for Level 8 students of SMP Negeri 2 Tampaksiring.

Based on the conclusion data above, the researcher draws the final conclusion that the image-assisted Mind Mapping technique is more effectively used for learning to write descriptive paragraphs for 8th grade students of SMP Negeri 2 Tampaksiring.

Acknowledgment

I would like to thank to Udayana University and SMP Negeri 2 Tampaksiring for the supports to finish this research.

References

- Alderson, J. (2000). *Assessing Reading*. Cambridge: : Cambridge University Press.
- Alwasilah, A. (2005). *INTRODUCTION TO APPLIED LINGUISTIC RESEARCH*. Jakarta: Language Center of the Ministry of National Education.
- Arifin, E. (2006). *Fundamentals of Scientific Writing*. Jakarta: PT. Grasindo.
- Arsyad, A. (2005). *Learning Media*. Jakarta: PT RajaGrafindo Persada. BNSP.
- Brown, HD (2007). *Principles of Language Learning and Teaching*. USA: Longman.
- Budd, J. (2004). *Employment with a Human Face: Balancing Efficiency, Equity, and Voice*. New York: Cornell University Press.
- Budiharso, T. (2009). *Complete Guide to Writing Thesis, Thesis and Dissertation*. Yogyakarta: Venus.
- Buzan, T. (2007). *Mind Map Smart Book*. Jakarta: PT. Library Gramedia.
- Deporter, B., & Hernacki, M. (2010). *Quantum Learning*. Bandung: PT Mizan Pustaka.
- Dick, W., & Carey, J. (2005). *The systematic Design of Instruction*. New York: Logman.
- Khadijah, S. (1999). *Development of Indonesian Writing Ability*. Jakarta: Erlangga
- Moleong, LJ (2013). *Qualitative Research Methodology*. Bandung: PT Pemuda Rosdakarya Offset.
- Nurgiyantoro, B. (2016). *Children's Literature*. Yogyakarta: Gadjah Mada University.
- Nurudin. (2010). *Writing Fundamentals*. Malang: UMM Press.
- Parrot, M. (2004). *Grammar for English language teachers*. (9th ed.). Cambridge: Cambridge University Press.
- Raditiyanto, S. (2019). COMMUNICATIVE ENGLISH IN UNIT 6 BOOK 3 COMMUNICATIVE & INTERACTIVE ENGLISH FOR SMA (APPLICABLE LINGUISTIC THEORY APPROACH). *Syntax Literate : Indonesian Scientific Journal* Vol. 4, No. 4, 77-79.
- Sibirian, R. (2010). *The Effectiveness of the 'grouping' Clustering Technique on Improving the Ability to Write Descriptions of Students in the Class of SMA Negeri 1 Lintongnihuta in the 2009/2010 academic year*. Thesis.
- Smaldino, E. (2008). *Instructional Technology and Media for Learning*, Ninth Edition. New Jersey Columbus, Ohio.: Upper Saddle River.
- Sugiyono. (2016). *Quantitative, Qualitative and R&D Research Methods*. Bandung: PT Alfabeta.
- Suhery. (2020). SOCIALIZATION OF THE USE OF ZOOM MEETING AND GOOGLE CLASSROOM APPLICATIONS TO TEACHERS AT SDN 17 MATA AIR PADANG SELATAN. *Journal of Research Innovation*, 129-132.
- Suparno. (2008). *Basic Writing Skills*. Jakarta: Open University.
- Suriamiharja, A. (1996). *Practical Instructions for Writing*. Jakarta: Ministry of Education and Culture, Directorate General of Primary and Secondary Education, part of the D-III Equivalent Junior High School Teacher Upgrading Project.
- Sutopo, H. (2002). *Introduction to Qualitative Research*. Surakarta: Sebelas Maret University Press.
- Tarigan, HG (2008.). *Writing as a Language Skill*. Bandung: Space Publisher.
- Tarman. (2018). *The Effect of Using Poster Media in Writing Narrative Essays on Student Learning Outcomes in Indonesian Language Subject Class V SDN 77 Kanaeng, Takalar Regency*. *Journal of Basic Education Studies* Volume 3 no 2.
- Warsita, B. (2008). *Learning Technology, Its Foundation and Applications*. Jakarta: Rineka Cipta.
- Wiyanto, A. (2004). *Skilled in Writing Paragraphs*. Jakarta: Gramedia Widiasarana.
- Wiyanto, A. (2012). *Teacher's writing guide*. Yogyakarta: Gramedia Widiasarana Indonesia.