



IMPROVING STUDENTS' ORGANIZING IDEAS IN WRITING ANALYTICAL EXPOSITION TEXT WITH MIND MAPPING TECHNIQUE

Melawati Anggrayani ✉ Ahmad Sofwan , Mursid Saleh

Prodi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Negeri Semarang, Indonesia

Info Artikel

Sejarah Artikel:

Diterima Juni 2015

Disetujui Juli 2015

Dipublikasikan Agustus 2015

Keywords:

Organizing Ideas, Writing skills, Mind Mapping Technique, Analytical exposition text.

Abstract

This article is a report of an action research project conducted in writing class for eleventh graders of state senior high school 2 Bae Kudus in academic year 2013/2014. The objectives of this study are to describe (1) the problems faced by the students in organizing ideas in writing analytical exposition text (2) how mind mapping technique is implemented (3) how Mind mapping technique can improve the organizing ideas in writing analytical exposition texts. The result from the observation sheet and questionnaire showed that (1) the students still used bahasa indonesia in their writing analytical exposition text (2) by using mind mapping technique students' writing skill from each cycle is increased (3) students' score of writing skills from precycle to cycle 1 increased 14.7 points, from cycle 1 to cycle 2 increased 12.3 points from cycle 2 to cycle 3 increased 16.6 points. So the study concluded that the implementation of mind mapping technique (1) could solve the problems faced by the students in writing analytical exposition text (2) could improve students' organizing ideas in writing analytical exposition text.

© 2015 Universitas Negeri Semarang

✉ Alamat korespondensi:

Kampus Unnes Bendan Ngisor, Semarang, 50233

E-mail: pps@unnes.ac.id

ISSN 2087-0108

INTRODUCTION

Writing is one of the important skills in English teaching. In language learning, writing is one of the productive skills. So, it is an important part of the second language learning and teaching. In Harmer (1998: 43), it stated that writing is a skill. It is a basic language skill, just as important as speaking, listening, and reading. It is the most difficult skill to learn. Writing includes the ability to express the students' opinions or taught clearly and effectively in written form.

This study is focus on the organizing ideas in writing analytical exposition text with mind mapping produced by the eleventh graders of Senior High School 2 BAE Kudus. The crucial problem in the class is there are some students have the difficulties in finding ideas, the difficulties in providing second ideas, finding a topic idea, low of knowledge in grammar, etc. and the problem that the researcher will take is the lack of knowledge in organizing ideas in writing analytical exposition text produced by the eleventh graders of senior high school 2 Bae Kudus.

The objectives of the study in this research are To find out the problems faced by the students in their organizing ideas in writing analytical exposition text; to describe the implementation of mind mapping technique in the students' organizing ideas in analytical exposition texts writing; to explain how Mind mapping technique can improve the organizing ideas in writing analytical exposition texts.

According to Byrne (1998:28) writing is an activity to produce a sequence of sentences arranged in a particular order and linked together in certain ways. When people write, they use graphic symbols, which are letters related to the sounds they make when they speak. Furthermore, he states that writing involves encoding of a message. Writing is one of the important aspects in teaching and learning English beside listening, speaking, and reading skills.

Writing is a matter of elaborating text in accord with the writer can reasonably assume

that the reader knows and expects. Randal Holme (2004:160) in his own states, "Writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down".

Range as cited in Rahmaniah (2013: 36) a house is built brick by brick. First, the walls are built and then the roof is laid. We cannot put up the roof before the walls are built. And, in a paragraph we cannot skip from one idea to the next without arranging them properly and in a particular order. Ideas can be organized in the following ways: Chronological order; Order of importance; Order of climax; Logical connection between ideas.

Buzan in Muhib (2014: 13) stated that mind mapping is an easy way to place information to brain and take information out from brain. Mind mapping is a creative and effective way to write and map your mind by a simple way. Mind mapping can help the students to learn, arrange, and store information in their brain. Mind mapping also can solve the problems in large area.

Alamsyah in Muhib (2014: 14) states that mind mapping work well as the students' visual design ideas. It can see the students' relationship between the ideas and it encourages the students to group certain ideas in groups, because the discussion this engenders aids the production of ideas, and makes the task more enjoyable.

Mind mapping provides a great tool to be able to organize the lessons, deliver them effectively, efficiently, and include every student in learning process. It also allows the students in a way that they can understand. Abdurrahman (2008: 172) states that there are four advantages of using mind mapping technique, i.e. flexible, enjoyable, concentrate on the topic, and increasing comprehension.

RESEARCH METHODOLOGY

This study is a classroom action research. The classroom action research is a collaborative method to improve the students learning.

The steps of collecting data in this research are: (1) setting the boundaries for the study; (2) collecting the information for

conducting the research with the questionnaire sheet; (3) establishing the topic for organizing ideas in writing analytical exposition text in every cycle; (4) correcting the organizing ideas in writing analytical exposition text into the observation sheet. The research instruments in this study are questionnaire, observation sheet and test. This research has been conducted at State Senior High School 2 Bae Kudus, located at Jl. Kampus UMK, Gondangmanis Kudus, and Central Java. This research used qualitative method in organizing ideas of writing analytical exposition text and quantitative method in writing skills.

RESULTS AND DISCUSSION

Based on the observation sheet in pre cycle, the category of scoring in organizing ideas in writing analytical exposition text was in poor level. And the aspects of writing skills in this research there are five aspects. They were cohesion, coherence, unity, logical flow, and using of present tense. The average score of cohesion in pre cycle was 42.8. The average of coherence was 43.4. the next average of unity aspect was 44.2. The average score of logical flow is 43.9 and the last is the average of using present tense in pre cycle was 43.6. and the average numbers of values were 44.1.

Table 1. Students' Writing Skill in Writing Analytical Exposition Text in Pre Cycle

Aspects	Average	Category
Cohesion	42.8	Poor
Coherence	43.4	Poor
Unity	44.2	Poor
Logical Flow	43.9	Poor
Using of Present Tense	43.6	Poor

The Research Finding and Discussion of Cycle 1

This section describes the process of activities in the first cycle. It consists of planning, acting, observing and reflecting. It was conducted on the second week of September 2013.

Based on observation sheet in cycle 1 which have been done during the teaching and learning process, the result of the students' participation in discussion of making analytical exposition text were 70.73%, it means that there were about 23 students were enthusiastic in discussion.

From the analysis above, the researcher concluded that the implementation of the mind

mapping technique in organizing ideas in writing analytical exposition text on cycle 1 could increase the students' organizing ideas in writing of analytical exposition text in a fair level. And the aspects in writing skill in this research there are five kinds. The average of cohesion in this cycle is 54.1. The next is the average of coherence is 53.8. The third is the average of unity is 53.4. The average of logical flow is 55.1. And the last is the average of using present tense is 54.2. So this research continued in cycle 2 for increase the fair level into good level of students' organizing ideas in writing analytical exposition text. The average of every aspect in writing skills can be seen in Table 2.

Table 2. Students' Writing Skill in Writing Analytical Exposition Text in Cycle 1

Aspects	Average	Category
Cohesion	54.1	Fair
Coherence	53.8	Fair
Unity	53.4	Fair
Logical Flow	55.1	Fair
Using of Present Tense	54.2	Fair

The Research Finding and Discussion of Cycle 2

The researcher explained the research findings and discussion based on two points of views; they are the implementation of mind mapping technique, the students' organizing ideas in writing analytical exposition text. And this cycle was conducted on second week of October 2013.

Based on observation which have been done during the teaching and learning process, the result of the students' participation in discussion of making analytical exposition text were 75.6%, it means that there were about 24 students were enthusiastic in discussion. There were most of the students had a highly ability in mastering of the aspects of writing skills and very enthusiastic in using mind mapping technique in organizing of the analytical exposition text.

From the analysis above, the researcher concluded that the implementation of the mind mapping technique in writing analytical exposition text on cycle 2 could increase the students' organizing ideas in writing analytical

exposition text in a good level. 75.6% students were really enthusiastic in making the analytical exposition text with the implementation of mind mapping technique. But there were 25.4% students or 7 students still less enthusiastic and did not serious in making the analytical exposition text with the mind mapping technique. Looking this condition, the teacher should improve the students' organizing ideas in writing analytical exposition text because the students' level in good level to very good level. And the aspects in writing skill in this research there are five kinds. They were cohesion, coherence, unity, logical flow and using of present tense. The average of cohesion in this cycle is 63.8. The next is the average of coherence is 61.2. The third is the average of unity is 63.9. The average of logical flow is 61.4. And the last is the average of using present tense is 63.4. So this research continued in cycle 3 for increase the good level into very good level of students' organizing ideas in writing analytical exposition text. The average of every aspect in writing skills would be shown in Table 3.

Table 3. Students' Writing Skill in Writing Analytical Exposition Text in Cycle 2

Aspects	Average	Category
Cohesion	63.8	Good
Coherence	61.2	Good
Unity	63.9	Good
Logical Flow	61.4	Good
Using of Present Tense	63.4	Good

CONCLUSION

The students did not show the positive responses, opinions, and attitude to the learning of writing analytical exposition text on pre cycle.

They did not know how to start in writing analytical exposition text. According to them, writing activity in English subject is very hard. Most of them still have low of knowledge about the organization in writing analytical exposition

text. They also used bahasa Indonesia in their writing.

The observation sheet conducted in every cycle to see the improvement of the organization of analytical exposition text and written test was given in every cycle too. It was to know the improvement of the students' writing skill. The topic of pre – cycle was entitled “The Children Should Play Traditional Games”, the cycle 1 was “The Students Should Learning English with Songs”, the topic of cycle 2 was “We Must Save Our Earth”. The teacher explained how to make organizing ideas in writing analytical exposition text with mind mapping technique. After that, the students asked to write the analytical exposition text and organize the idea with mind mapping technique.

There are some suggestions that the researcher recommended dealing with the implementation of mind mapping technique in teaching and learning process, the first, is mind mapping can be used to teach other type of text in organizing ideas in writing analytical exposition text with using mind mapping technique. The second is teachers should give the students time to learn about the grammar, coherently, cohesively, vocabulary, the contents of the text in making sentences and texts, vocabulary, etc.

REFERENCES

- Anderson, Mark and Anderson, Kathy. 1997. *Text Types in English 1-2*. South Yarra: Macmillan Education Australia.
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. San Francisco State University
- Brown, H. Douglas. 2001. *Teaching by Principles: an interactive approach to language pedagogy, second edition*. New York: Adison Wesley Longman, Inc
- Burns, A. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York and London. Routledge
- Byrne. 1998. *Definition of Writing Skills*. New York and London. Routledge
- Celce-Murcia, Z. Dornyei and S. Thurrell. 1995. *Communicative competence: A pedagogically Model with Content Specifications*. In issues in applied Linguistics, 6/2. PP 5-35.
- Davies, Martin. 2010. *Concept Mapping, Mind Mapping and Argument Mapping: What Are the Differences and Do They Matter?*. University of Melbourne, Parkville, VIC, Australia. Journal accessed on March 3th 2013.
- Dick, B and Swepson, P. 1997. *Action Research FAQ: “frequently asked questions” file*. Available at: <http://www.scu.edu.au/schools/gem/ar/arp/arfaqhtm>. Accessed on April 2nd, 2013
- Eggs, Suzanne. 1994. *An Introduction to Systemic Functional Linguistic*. London
- Eggs, S and D. Slade. 1997. *Analyzing Casual Conversation*. London: Casell
- Faridi, Abdurrahman. 2008. *Mind Mapping Technique*. Semarang State University
- Gerot, L and P. Wignell. 1994. *Making Sense of Functional Grammar*. New South Wales: Gerdstabler
- Harmer, J. 2004. *How to Teach Writing*. London: Pearson Education Limited.
- Muhib, Abdul. 2014. *Mind Mapping and Everybody Writers Techniques for students with high and low writing achievement (The case of the seventh graders of state Islamic Junior High School of Slawi*. Thesis. Semarang State University.
- Rahmaniah, Rima. 2013. *Improving students' organizing ideas in writing recount text with Content Based Textual (CBT) Technique*. Thesis. Semarang State University