ABSTRACT

Writing skill is a component of language skill with important role in human life. Through writing activity, an individual can express his idea and thought to achieve purpose and objective. For that reason, this ability should be taught appropriately in elementary school. But the reality proves that writing teaching is carried out incorrectly. This research aimed to find out the effectiveness of the students’ essay writing ability using mind mapping method in the 7th grade of SMP N 2 Gondangrejo, Karanganyar in the school year of 2014/2015. The research was conducted at SMP N 2 Gondangrejo, Karanganyar in the school year of 2014/2015. The population of research all at students the 7th grade of SMP N 2 Gondangrejo, Karanganyar. Method: The study of a Classroom Action Research. Data and Data Source: Informants consist of teacher and the 7th grade of SMP N 2 Gondangrejo, Karanganyar, and Document. Technique of collecting data is test writing. Conclusion the research says: The writing skill with Mind Mapping method improves either individually or classically. The mean score of student increased from 63.38 in cycle I to 70.95 in cycle II. The students’ individual learning passing also increased classically from 75.67% in cycle I to 89.19% in cycle II. Considering the data above, the achievement of students’ writing skill learning achievement in second cycle has achieved the indicator of success in which at least 75% of students had individual learning passing score ≥ 64. This improvement of narrative writing skill results from the application of Mind Mapping method that helps the students develop idea into a systematical narrative.

Keywords: Writing Skill, Mind Mapping Technique
ABSTRAK


Penelitian ini bermanfaat untuk menemukan keefektifan kemampuan menulis essay siswa menggunakan metode mind mapping pada siswa kelas 7 SMP N 2 Gondangrejo, Karanganyar di tahun akademik 2014/2015.


Kesimpulan penelitian mengungkapkan: kemampuan menulis menggunakan metode Mind Mapping meningkatkan baik perseorangan maupun klasikal. Nilai rata-rata siswa meningkat dari 63.38 di siklus I menjadi 70.95 di siklus II. Kelulusan pembelajaran perseorangan siswa meningkat secara klasikal dari 75.67% di siklus I menjadi 89.19% di siklus II. Memperhatikan data di atas, pencapaian kemampuan pembelajaran menulis siswa di siklus kedua tercapai dengan indikator keberhasilan setidaknya 75% dari siswa dengan nilai kelulusan ≥64.

Peningkatan kemampuan menulis naratif ini menghasilkan penerapan metode Mind Mapping yang membantu siswa meningkatkan ide menjadi teks naratif yang sistematis.

Kata Kunci: Kemampuan Menulis, Teknik Mind Mapping
INTRODUCTION

The study English language is aim at improving the student language skill. For the reason, the English language learning should consist of four aspects of skill: listening, speaking, reading, and writing. Writing is belong to productive language skill. Through both of them, idea and thought can be expressed to others. This activity is a productive one, reprocessing the information obtained to be redelivered to the information receiver.

Writing skill is a component of language skill with important role in human life. Through writing activity, an individual can express his idea and thought to achieve purpose and objective. For that reason, writing skill is the language skill considered as most difficult to master compared with other skills. Pouring idea and thought into writing should consider the grammar rule corresponding to the correct spelling. However, while this activity is a part of language ability aspect, writing skill gets inadequate particular attention. Through writing, an individual can tell about idea, feeling, event, and object to others. For that reason, this ability should be taught appropriately in elementary school. But the reality proves that writing teaching is carried out incorrectly.

Writing learning aims to create the students with adequate writing skill. The objective of research was basically affected by many factors such as learning method, teachers’ teaching ability, student condition, learning circumstance, learning material, learning motivation, learning interest, and learning media or aid. Effective communication in learning process will affect the students’ success
in achieving adequate outcome. Suggested that teacher can serve effectively as a communication expert in the classroom.

Considering interview with teacher of English Language subject in the 7th grade of SMP N 2 Gondangrejo, Karanganyar in the school year of 2014/2015, it can be seen that some students have writing skill below average. It is because their the students have difficulties in sharing their idea by the teacher to make writing or similar. Generally, they find difficulty in finding theme, in wording, and master language norm poorly, and etc. These difficulties make the students incapable of expressing idea and thought well, even they write reluctantly. It cannot be apart from the teacher’s role as learning material deliverer. Writing skill learning delivered by the teacher so far is only oriented to delivering theory and language knowledge, while the teacher often ignores the writing skill process. This sort of learning makes the students saturated and bored.

The lower story writing skill among the 7th grade of SMPN 2 Gondangrejo, Karanganyar in the school year of 2014/2015 is due to many causes. Firstly, the student motivation in attending writing learning is still low. It can be seen from the students frequently complaining when given narrative writing task. As a result, regarding the children’s writing ability, only about 35% students write well, while the rest write haphazardly. So the score of some students is still lower than the average value (65) to be achieved in English language subject, particularly in writing essay.

Considering the three problems above, the problem basically results because of inadequate method the teacher uses in story writing learning. For that
reason, the attempt of modifying an innovative learning method by the teacher in writing learning can motivate the students and save time. In addition, learning process can run well, so that the problem of pouring idea suggested above can be solved mind mapping method.

Mind mapping method is a method of recording the material we learn. DePorter (in Aini, at all, 2012: 18). Mind mapping is the creative way for the students to generate idea, to note what they learn, or to plan new task. Having the students to develop mind mapping enables them to identify clearly and creatively what they have learnt or what they have planned (Silberman, 2009: 200-201)

**LITERATURE REVIEW**

Lado (in Tarrigan, 2000: 21) suggested that “writing is to depict the graphic symbols representing a language an individual understands so that others can read such the graphic symbols. Harefa (2003: 3) states that writing is synonymous with composing. Composing is a series of activities for an individual to express idea and to deliver it through written language in order to be understood by the reader. So, writing can be defined as an ordered and systematic wording, so that the information delivered is understandable to the readers. A writer who wants to deliver thought or idea should be able to organize the words he uses into sentence. It is not easy, because not all readers can understand an individual’s written language.

The element of writing, according to The Liang Gie (in Nurudin, 2007: 5-14). They are explained as follows.
1) Idea

Idea can be opinion, experience, or knowledge existing in an individual’s mind. Everyone must have idea, whatever it is. An individual’s idea will be highly dependent on his past experience, knowledge he has, his background of life, personal disposition and for what purpose the idea wants to be expressed.

2) Utterance

Utterance is an expression of idea in order to be understandable to the readers.

3) Order

Order is the organization and arrangement of idea orderly by considering various principles, rules, and techniques until planning framework and procedure. It means that writing is not merely writing, but writing is accompanied by “rules” of writing.

4) Mode

Mode is often called means (tools). Mode in writing means the means of delivering idea in the form of written language particularly pertaining to vocabulary, grammar, and rhetoric (language using art).

Rohman (in Sumiyo, 2000: 5-6) stated that in writing or composing there are three steps: early writing (pre-writing), writing, and revision. Atar Semi (1998: 32) stated that by form there are four types of writing: 1) narration, 2) exposition, 3) description, and 4) argumentation. In line with this, Gorys Keraf (2004: 120-125) also divided the forms of writing into four: narration, exposition, description, and argumentation.
The explanation of writing criterion

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic&lt;br&gt;Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks details&lt;br&gt;Fair to poor: limited knowledge of subject, little substance, inadequate development of topic&lt;br&gt;Very poor: does not show knowledge of subject, non-substantive, not permanent, or not enough to evaluate</td>
</tr>
<tr>
<td>Organization</td>
<td>Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive&lt;br&gt;Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing&lt;br&gt;Fair to poor: non-fluent, ideas focused or disconnected, lacks logical sequencing and development&lt;br&gt;Very poor: does not communicate, no organization, or not enough to evaluate</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register&lt;br&gt;Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured&lt;br&gt;Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured&lt;br&gt;Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate</td>
</tr>
<tr>
<td>Language use</td>
<td>Excellent to good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions&lt;br&gt;Good to average: effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured&lt;br&gt;Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured&lt;br&gt;Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate</td>
</tr>
</tbody>
</table>

Mind mapping is the creative way for the students to generate ideas, to note what they learn, or to plan new tasks. Having the students develop mind mapping enables them to identify clearly and creatively what they have learnt or what they have planned (Silberman, 2009: 200-201). Mind mapping, according to DePorter and Hernacki (2007: 173) has some advantages: a) flexible, b) focusing attention, c) improving the understanding, d) enjoyable.

Situmorang (2013: 81) said that Mind Mapping has some advantages: seeing the whole picture easily, helping the brain: regulate, remember, compare, and connect, facilitating the addition of new information, reviewing quickly, every map is unique.

Before developing a mind mapping, such materials are needed as blank paper, pen, and color pencils. Al Naqbi (2012: 15) suggest that there are seven steps in developing Mind Map. They are:

a) Starting from the center of blank paper, the long side of which is put flatly.

b) Using picture or photograph for central idea. It is because a picture or photograph will have a thousand words helping the brain use imagination to be expressed.
c) Using attractive color. It is because for brain, color is as interesting as picture.

d) Connecting the main branches to central picture, and connecting the second-order and third-order branches to the first-, second-order, and so on.

e) Drawing curving rather than straight connecting line. It is because straight line will make the brain bored.

f) Using one keyword for each line. It is because a single member keyword has more power and flexibility in mind mapping.

g) Using picture. It is because every central picture means a thousand words.

**METHODOLOGY**

*Participants*

The data collected concerns the implementation of experience writing skill learning occurring in the 7th grade of SMP N 2 Gondangrejo, Karanganyar in the school year of 2014/2015, the barriers the teacher faces, and the attempts the teacher takes in experience writing skill area. The subject of research is the learning of experience writing skill in the 7th grade of SMP N 2 Gondangrejo, Karanganyar in the school year of 2014/2015 to obtain the data of place and event to be study.

*Method*

The study of a Classroom Action Research is the one constituting the collaboration between author, teacher, students, and other related parties to create a school’s better performance. This research aimed to describe the difficulties at school and to give alternative attempt of dealing with such the difficulties.
Data Collection and Analysis

The qualitative data is analyzed using descriptive interpretative technique. The research team discusses and then interprets the data collected. If there is dissent, the author carried out triangulation. Triangulation is the technique of validating the data by utilizing something external to the data (Wiriatmaja, 2006: 168). Sutopo (2002: 89) explained that triangulation is conducted based on three point of views: teacher’s, student’s, and observer’s views. This study uses the researcher triangulation by employing collaboration partner to see or to refer to different perspective and to help reduce the data deviation. Corresponding to the classroom action research with qualitative approach, the data is analyzed since English Letter learning action is conducted and developed during reflecting process. Technique of analyzing data used is an interactive model of analysis encompassing data reduction, data display and conclusion drawing.

Data reduction is the process of selecting, focusing attention on simplification and transformation of base resulting from the field note. This activity is conducted when the post-action is carried out. Data display is conducted in the attempt of understanding a series of information allowing the conclusion drawing. Thus, the data analysis step in this action research is conducted since the action is conducted.

RESULT AND DISCUSSION

Implementation in the Second Meeting of Cycle I

In the second meeting, the author as a researcher opened the lesson with apperception, in less interesting way, limited to only asking about the students’
writing experience. The author met three descriptors only: delivering apperception corresponding to material, delivering apperception generating motivation, and asking about previous material.

In the aspect of content (idea in the story), classical score obtained is 3.03 belonging to A (very good) category. The students wrote narrative based on the Mind Mapping of essay draft they have made individually according to the theme specified by the author. However, some students wrote the story less clearly.

In organization (sentence structure) aspect, the classical score obtained is 2.49 belonging to B (good category). The students wrote narrative using communicative sentences. Nevertheless, some students used elusive sentences. Majority students still write narrative in only one paragraph. Thus the paragraph structure and the interconnection between paragraphs cannot be seen in the product of writing.

In vocabulary and diction aspect, the classical score obtained was 2.62 belonging to B (good) category. The students could choose diction related to theme, and using words decorously. But, some students were still ambiguous in their writing and used non-standard English language.

In mechanic (punctuation and spelling) aspect, the classical score obtained is 2.54 belonging to B (good) category. Most students have used punctuation in the end of sentence, but some students have not used it yet according to intonation and in the middle of sentence. Most students still used abbreviations in their word writing. In writing tidiness aspect, the classical score obtained is 2 belonging to C
(fair) category. Overall, the product of students’ writing is readable, but some untidy writing and some inappropriate alphabet writing still appeared.

The discussion of research finding is made to prove whether or not Mind Mapping method can improve student activity and narrative writing skill in the 7th grade in SMP N 2 Gondang Rejo, Karanganyar in the school year of 2014/2015. This research was conducted in two cycles, each of which consisted of two meetings. Qualitative data was obtained from the result of observation on student activity and author skill during learning process. Meanwhile, quantitative data was obtained from evaluation conducted in the end of second meeting in each cycle to measure the student skill in writing narrative.

From the result of narrative writing skill using Mind Mapping method in cycle I, the following summary is obtained:

**Table 9**  
Summary of Student Narrative Writing Skill

<table>
<thead>
<tr>
<th>No</th>
<th>Rated aspect</th>
<th>Meeting 1</th>
<th>Meeting 2</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content (idea in the story)</td>
<td>3.03</td>
<td>75,75%</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>Organization (sentence structure)</td>
<td>2.49</td>
<td>62.25%</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary and diction</td>
<td>2.62</td>
<td>65.5%</td>
<td>B</td>
</tr>
<tr>
<td>4</td>
<td>Mechanic (punctuation and spelling)</td>
<td>2.54</td>
<td>63.5%</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>Writing tidiness</td>
<td>2</td>
<td>50%</td>
<td>C</td>
</tr>
</tbody>
</table>

**Score Mean**  
Percent 63.5%

| Criteria | Good |

Note: 15 < score ≤ 20 (Very Good); 10 < score ≤ 15 (Good); 5 < score ≤ 10 (fair); 0 < score ≤ 5 (poor).

Considering the result of narrative skill in narrative writing learning with Mind Mapping method in cycle I, it can be found that the mean score of student activity is 2.54 and the proportion of success is 63.5% belonging to B (good) category.
The summary of student narrative writing skill in cycle I can be illustrated in the chart below.

**Implementation in Cycle II**

In the aspect of content (idea in the story), classical score obtained is 3.41 belonging to A (very good) category. The students wrote narrative based on the Mind Mapping of essay draft they have made individually according to the theme specified by the author. However, some students wrote the story less clearly. They always repeated the words, so that the plot of story becomes vague.

In organization (sentence structure) aspect, the classical score obtained is 2.92 belonging to B (good category). The students wrote narrative using communicative sentences. Nevertheless, some students used elusive sentences. Majority students still write narrative in only one paragraph. Thus the paragraph structure and the interconnection between paragraphs cannot be seen in the product of writing.

In vocabulary and diction aspect, the classical score obtained was 2.92 belonging to B (good) category. The students could choose diction related to theme, and using words decorously. But, some students were still ambiguous in their writing and used non-standard English language.

In mechanic (punctuation and spelling) aspect, the classical score obtained is 2.84 belonging to B (good) category. Most students have used punctuation in the end of sentence, but some students have not used it yet according to intonation and in the middle of sentence. Most students still used abbreviations in their word writing.
In writing tidiness aspect, the classical score obtained is 2.05 belonging to B (good) category. The product of students’ writing is readable, but some untidy writing (smear) and some inappropriate alphabet writing still appeared. From the result of narrative writing skill using Mind Mapping method in cycle II, the following summary is obtained:

<table>
<thead>
<tr>
<th>No</th>
<th>Rated Aspect</th>
<th>Score</th>
<th>Percent</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content (idea in the story)</td>
<td>4.41</td>
<td>85.25%</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>Organization (sentence structure)</td>
<td>2.92</td>
<td>73%</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary and diction</td>
<td>2.95</td>
<td>73.75%</td>
<td>B</td>
</tr>
<tr>
<td>4</td>
<td>Mechanic (punctuation and spelling)</td>
<td>2.84</td>
<td>71%</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>Writing tidiness</td>
<td>2.05</td>
<td>51.25%</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td><strong>Score Mean</strong></td>
<td><strong>2.83</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Percent</strong></td>
<td><strong>70.75%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: 15 < score < 20 (Very Good); 10 < score < 15 (Good); 5 < score < 10 (fair); 0 < score < 5 (poor);

Considering the result of narrative skill in narrative writing learning with Mind Mapping method in cycle II, it can be found that the mean score of student activity is 2.83 and the proportion of success is 70.75% belonging to B (good) category.

**CONCLUSION**

Considering the result of research on the improvement of writing skill using Mind Mapping method the author has conducted in the 7th graders of SMP N 2 Gondang Rejo Karanganyar, the following conclusions can be drawn:
1. Mind mapping technique can improve effectively the essay writing ability of the 7th grade of SMP N 2 Gondangrejo, Karanganyar in the school year of 2014/2015.

2. The writing skill with Mind Mapping method improves either individually or classically. The mean score of student increased from 63.38 in cycle I to 70.95 in cycle II. The students’ individual learning passing also increased classically from 75.67% in cycle I to 89.19% in cycle II. Considering the data above, the achievement of students’ writing skill learning achievement in second cycle has achieved the indicator of success in which at least 75% of students had individual learning passing score ≥ 64. This improvement of narrative writing skill results from the application of Mind Mapping method that helps the students develop idea into a systematical narrative.
REFERENCES


