IMPROVING STUDENTS' WRITING SKILL THROUGH MIND MAPPING TECHNIQUE AT MA AL-FATWA SUGAI RAYA

Abdul Mukib
Muhammad Yassin
Dewi Ismu Purwaningsih

Nahdlatul Ulama University of West Kalimantan
muhammadyassin369@gmail.com

Abstract

This research was conducted to improve the students' writing skill through mind mapping technique. It applied qualitative research. And Classroom Action Research (CAR) was utilized based on Kemmis & Mc Taggert, (1988) model; plan, action, observation, and reflection. The subjects of this research were the eleventh graders of MA Al-Fatwa. To collect the data, three instruments; tests, questionnaires, and observation checklists were used and then analyzed quantitively and qualitatively. This research was constructed in two cycles. The first cycle showed 59.10% reached KKM of 22 students. And the average score was 70. This score gained improvement from the preliminary score which was only 13.7% on KKM. And the average score was only 63 of 22 students. Yet, it is still needed to recycle the teaching using mind mapping because 40.90% of 22 students were still below KKM. The second cycle showed 72.8% gained KKM, and 27.2% was below KKM. Yet, the result of students' score from the preliminary to the second cycle gained improvement. So, it can be inferred that teaching writing using the mind-mapping technique is effective. Besides, the result of this research was also proved by the result on students' perception and behavioral changes during the classroom process. Here, the students got a joyful classroom atmosphere. Therefore, it can be drawn that teaching writing through the mind mapping technique improved the students' score and students' engagement in the teaching-learning process. Hence, the teacher should highlight and underscore to teach English using mind mapping technique.

Key words: Students' Writing skill, Mind Mapping Technique, Classroom Action Research

INTRODUCTION

English subject is one of the important ones in Indonesia. (Mulis, 2022)[1] In the level of junior and senior high school, English is considered as compulsory subject in Indonesia.[2]English language as foreign language is gradually getting more important to be learned. In learning English subjects, the students should be capable in English skills in order to be mastery in every aspects of English skills. As mentioned by Harmer (2002) in Arista (2021) English has four skills which include: listening, speaking, reading, and writing. Writing has been an essential part of the fourth English skill in the context of English learning.[3] Therefore, it becomes equally important to be learned by students properly and implementing it by the teacher in appropriate ways in English learning so that the students are able to acquire the skill effectively. It becomes beneficial for students. Since, it is the alternative ways to deliver a message, idea, feeling to other people in the context of written form.

Moreover, Harmer (2004) [4] believed that writing skill is classified as one of the productive skills that is important to be mastered by students, productive skill is a term for speaking and writing skills where students use and produce language themselves. According to him reading and listening are called receptive skill. Therefore, it should be developed and learned properly by students, because It is a crucial form used to convey thoughts and feelings as well as persuade or convince others. Additionally, the goal of writing is to develop students' proficiency in making simple ideas and conveying messages for interacting with others in their environment. However, the students believed that writing required more effort and complicated than the other skills and become a challenging subject of English subjects (Cahyono, 2009)[5] Since writing becomes an essential and considered as an important skill in learning a foreign language, students in Senior High School should be able not only comprehend the writing nature, but also generate a variety of brief short functional texts. In line with Winch (2005) cited in Nasution (2020)[6] believe that one of the texts that should be studied in depth by the student is descriptive text. It is used to describe something in particular which can be happened in nature. The students could be able to deliver information to reader by describing the object to be described through written form. In addition, several experts; Zemmack & Rumisec dkk (2003)[7] stated descriptive text deals with the ideas and

---

[1] Mulis, (2022) Applying Mind Mapping Strategy in Fostering Students' Writing Skill, ISSN 2808-3318, ETJaR Volume 2, Number 2, December 2022

[2] Rini Saragih; Sondang Manik; Erika Sinambela and Arsen Nahum Pasaribu (2022). Improving Students' Writing Skill Through Mind Mapping And Four Square Writing Method in Virtual Learning at SMA Negeri 1 Pangaribuan

[3] Arista, K. D. (2021). The Use of Mind Map Technique to Improve Study Group Students' Skill in Writing Descriptive Text. *Journal of Educational Study*, *1*(2), 1–9. https://doi.org/10.36663/joes.v1i2.137

[4] Harmer, J. (2004). *How to teach writing.* Essex: Pearson Education Limited.

[5] Cahyono, B.Y. (2009) *Technique in Teaching EFL Writing Practical Guides for English Teachers of SMP/MTs in Indonesia.* Malang: State University of Malang Press.

[6] Nasution, D. S. (2020). Mind Mapping to Improve Students' Speaking Skill. *English Jorunal for Teaching Learning*, *08*(01), 1–12. http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ

[7] Zemach, Dorothy E, and Lisa A Rumisek. *Academic Writing from Paragraph to Essay.* Oxford: Macmillan, 2003

information that describe a particular person, animal, place, and thing by a text which can make the readers imagine what something described vividly. In other words, it can make a sense or impression such as what it feels, tastes, smells and what it looks like, the purpose is to give detailed information to the readers (Sari et al., 2019).[8] When teaching and learning activity, most teachers occasionally encountered some issues. First, the students often feel confused and have a lot of difficulties, second, they lack of vocabulary to arrange sentences, third, they have difficulties in organizing ideas, as well as the grammar structure and so on, it is mentioned by (Bireuen Jamaliah dkk, 2020).[9]

Based on the preliminary research for the eleventh-graders XI at MA Al-Fatwa, the researcher found some problems on the students' writing skills, especially in descriptive text. Hence, the researcher needs to conduct an interview with English teacher related to the students' problems on descriptive text in order to know their clear difficulties in the context of English writing skills. The result of preliminary research and preliminary observation conducted on October 23th 2022 to the eleventh-graders XI At MA Al-Fatwa which consists of 22 students. The writer obtains some information related on students' problems in writing skills, they are: First, they do not know how to arrange the sentences due to a lack of vocabulary. Second, they are still challenging to organize their ideas. third, they are still lazy and have difficulty to remember the vocabulary and fourth, they feel confused when they have to use the roles of grammar structures as well as they do not know the meaning by themselves, because they used to be translated by their teacher. When the teacher instructed the pupils to construct sentences, they said: *''Mana Bisa Miss Kita Kan Orang Melayu''* and sometimes they still write the sentence based on the Indonesian language, in fact, they do not think whether it was correct or not.

A number of researches in line with the application of mind mapping technique have been broadly done by some researchers. Mulis (2022) applied a mind mapping technique to improve the students' writing skill for junior high school students. The subjects were the eights students. And the research underscored that mind mapping strategy was effective to improve the students' writing skill. Besides, Sasongko (2017)[10]employed classroom action research with the subjects were VIII-A consisting 20 students to solve the students' obstacles in writing skill. The result revealed that students' writing ability gained improvement. Also, Khoiriyah (2014) confirmed that mind mapping strategy developed students' writing skill. She utilized classroom action research paradigm to solve the students' problems in writing. The subjects were 44 students of English Department of Nusantara PGRI Kediri University consisting 28 female and 12 males. Observation sheet and questionnaire were employed to complete the data. The research spent two cycles with detailed score for first cycle was 70.95 and the second cycle 76.88. Based on the previous researches, the researchers conducted such in junior high school and college students, so it is still needed to conduct a research related to teaching writing through mind mapping technique.

---

[8] Sari, W., Lubis, F., & Lubis, R. F. (2019). Mind mapping on students' writing descriptive text mind mapping on students' writing descriptive text. *English Journal for Teaching and Learning*, *7*(2), 164–174. http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ

[9] BireuenJamaliah 1, Fauzia 2, C. I. P. 3. (2020). Vol 2, No 4, Oktober 2020, ISSN:024. *Improving The Ability of Students In Writing Desvciptive Text By Using Mind Mapping (An*, *2*(4), 20–31. http://journal.unigha.ac.id/index.php/JRR %7C

[10] Febry Khunto Sasongko, Improving The 8th Graders' Writing Skill Using Mind-Mapping at Smp Negeri 2 Geneng, Proceedings, Intenational Seminar on Language,Education, and Culture, 2017

As a matter of fact, teachers need additional a specific approaches and strategies to change the situation to increase the students' writing skills.(Mulis, 2019)[11] The teachers should foster a positive learning environment so that students can participate fully in class activities. Teachers can present some enjoyable techniques such as mind mapping to make the students can be interested in learning activity to write a text. The researcher is aware that the mind mapping method is a useful and engaging method for learning English. Huda in Cahyono (2009)[12] claims that among visual techniques which people used to plan a draft, mind mapping may be the simplest and the most applicable in the context of writing. Based on how the mind mapping technique is used, the instructor or researcher can be able to present a variety of ways and create a suitable atmosphere related to the classroom activities and students' problems solving. The research is intended to describe in improving the students' writing skill through mind mapping technique of the eleventh graders at MA Al-Fatwa as the alternative ways in writing descriptive text. The researcher tries to make the students' writing skills, specially in descriptive text better than before by using mind-mapping techniques. The aim of this study is expected to be appropriate ways and for the students, so that they are able to produce descriptive text as well as they practice. The research also expects that students could easier in following the lesson and be more motivated in English learning activity. While, mind mapping itself is expected to be a beneficial consideration in improving students writing skill. Additionally, it is intended that this study would help to improve English writing instruction and learning. Furthermore, it is not only that, but also this the study expects to be beneficial for the English department that adds richness and gives the contribution to knowledge as a source of English education.

RESEARCH METHOD

Qualitative research is a paradigm to explore and any meaning of individual or group to a social or human problems (Creswell, 2014).[13] In qualitative, the researcher analyses data from the result of questionnaire and observation to know how mind mapping was implemented and student's perception towards it. Furthermore, in quantitative, related to students' writing scores the writer will use scoring rubric to measure and determine the students' writing descriptive text. The criteria of writing scoring were analytic scoring rubric adopted from Brown and Bailey (1984) in Brown (2004;243-246)[14] states that classroom

---

[11] Mulis (2019) *Strategies of Creating Classroom Interaction In English Language Teaching At State Islamic Junior High School (Mtsn 1 Gondanglegi Malang).* Masters (S2) thesis, Universitas Muhammadiyah Malang.

[12] Huda,M. 2009. Teaching Descriptive Texts on Physical Appearance Using Mind Mapping. In Cahyono, B.Y. *Technique in Teaching EFL Writing Practical Guides for English Teachers of SMP/MTs in Indonesia.* Malang: State University of Malang Press.

[13] Arista, K. D. (2021). The Use of Mind Map Technique to Improve Study Group Students' Skill in Writing Descriptive Text. *Journal of Educational Study*, *1*(2), 1–9. https://doi.org/10.36663/joes.v1i2.137

Brown, H. D. (2004). *Language Assesment: Principles and Classroom Practices* (Pearson Ed). Ubrary of Congress Cataloging-in-Publicatio'n Oata Brown, H. Douglas.

Creswell, J. W. (2014). *Research Design : qualitative, quantitative, and mixed methods approaches* (4th editio). SAGE Publications, Inc.

Latief, M. A. (2017). *Research Methods on Language Learning an Introduction (7th Ed)* (pp. 1–293).

Mulis. (2019). *STRATEGIES OF CREATING CLASSROOM INTERACTION IN ENGLISH LANGUAGE TEACHING AT STATE ISLAMIC JUNIOR HIGH SCHOOL (MTsN 1 GONDANGLEGI MALANG)* (Issue August).

[14] Brown, (2004) James Dean. & Bailey, KathleenM. (1984). A categorical' instrument for scoring second language writing skills. Language Learning, 34, 21-42.

evaluation of learning is best served through analytic scoring. Brown and Bailey designed an analytical scoring scale that specified five major categories and a description of five different levels in each category, ranging from "unacceptable" to "excellent. The five major categories are organization, logical development of ideas, grammar, punctuation /spelling/ mechanics, style and quality of expression. As the focus of this study was the students' skill in getting the ideas of writing descriptive texts and the efficiency of time in writing process

In this current research, the researcher applied Classroom Action Research (CAR) to improve the students' writing skill. According to Latief M.A. (2017:146)[15] 'CAR for English instruction aims at developing innovative teaching strategy that can help to enhance the successful in students' learning English. In addition, according to him Classroom Action Research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classroom. The research design will employ collaborative classroom action research (CAR). In line with McKay (2006)[16] in collaborative classroom action research both the teacher and researcher worked together where the researcher will act as the classroom teacher, and the real English teacher will act as the classroom observer to examine the classroom so that this study runs objectively. In applying the classroom action research, there are some stages. According to Kemmis & Mc Taggert (1988) model as cited in Latief, (2017;p147-148) CAR involves cycle consisting of planning, acting, observing and reflecting. The result of one cycle is used to measure he degree of success. This flow of this research can be seen as follow.

1.1 Figure of The Action Research Spiral
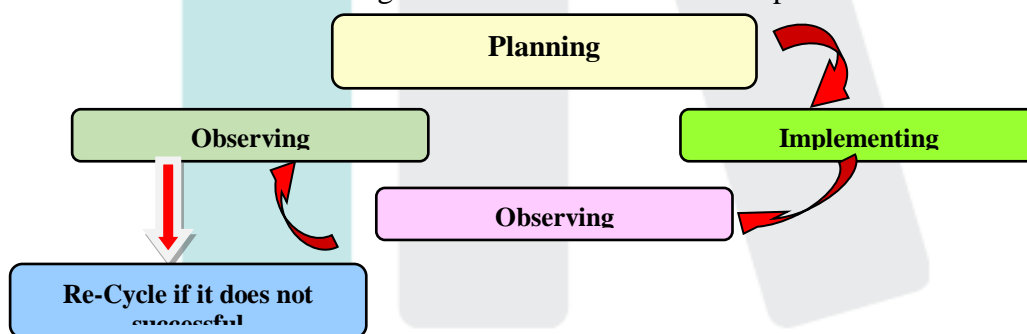
Based on the design above, if the first cycle was not completely obtained after implementing the action on students' achievement in writing skill, it is necessary to build next cycle with the same model of cycle 1. This study was conducted at MA Al-Fatwa which is located on. Adi Sucipto Street Sugai Raya. The classroom Action Research (CAR) which was held on May 15th 2023 until May 24th 2023. The researcher conducted the research collaboratively with the real English teacher at MA Al-Fatwa. She is Mrs. F., S.Pd.

The subject of this study was eleventh graders of Islamic Senior High School Al-Fatwa in the second semester of academic year 2022/2023 which is consisted of 22 students. The instrument of this research consists of qualitative and quantitative data. The tests were done to collect the quantitative data. Meanwhile, questionnaire and observation use to obtain as qualitative data.

---

[15] Latief, M. A. (2017). *Research Methods on Language Learning an Introduction (7th Ed)* (pp. 1–293).
[16] McKay, S.L. 2006. *Researching Second Language Classroom*. New Jersey: Lawrence Erlbaum Associated

FINDINGS

The research findings deal with the students' skill in writing descriptive text and the students' perception during the teaching and learning process in the classroom. The first cycle which consist of three meetings. This research was done by applying mind mapping technique as the alternative to improve writing skill of the eleventh graders of MA Al-Fatwa. This research was also conducted based on the procedure of classroom action research (CAR) namely; planning, acting, observing, and reflecting. The improvement of students' writing performance and the students' perception are the main criteria of success.

Buzan in Sumarni (2012) defines as mind mapping as an instrument to make a sketch main idea quickly and clearly and have a connection among the ideas. Besides, mind mapping is a powerful graphic technique, which provides a universal key to unlock the potential of brain. Mind mapping is simply a diagram applied to represent ideas. So, mind mapping strategy can create effective ways to generate and connect one idea to the others (Mulis,2022).

Result of Pre-Questionnaire

1.2 Figure of Pre-questionnaire 1
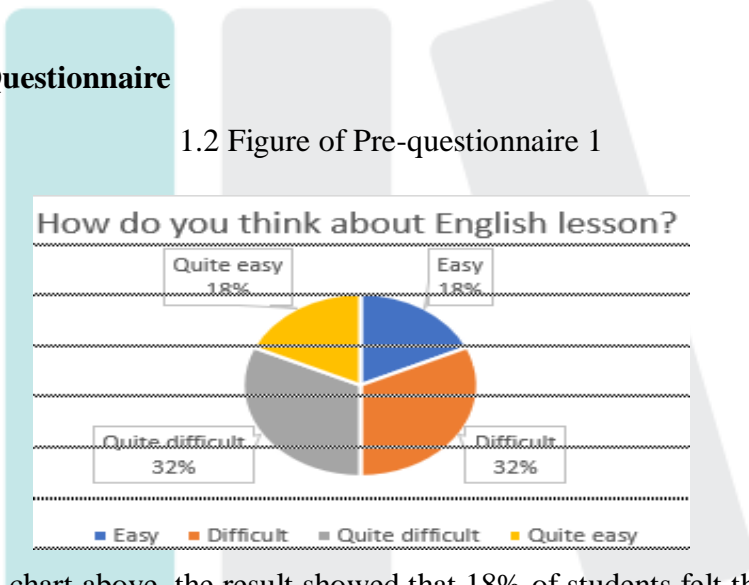
From the chart above, the result showed that 18% of students felt that English was not difficult, then, 18% of them felt fair to the English skills. Meanwhile, 32% that English was difficult for students to learn. Additionally, 32% of them felt fair difficult to learn English. It indicated most students should be given the innovation so that they can be motivated in learning English.

1.3 Figure of Pre-questionnaire 2
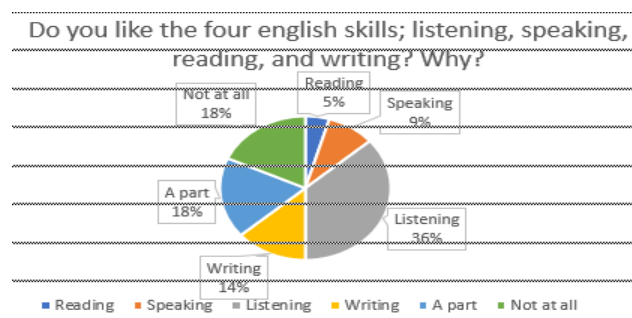
The result in second question showed first, 18% of students did not like the four English skills, second, 5% of them like reading skill, third 9% of them like speaking skills,

fourth 18% of students like a part of among four English skills, fifth 36% of them like listening skill, and the last 14% of students like a part among writing skill.

1.4 Figure of Pre-questionnaire 3
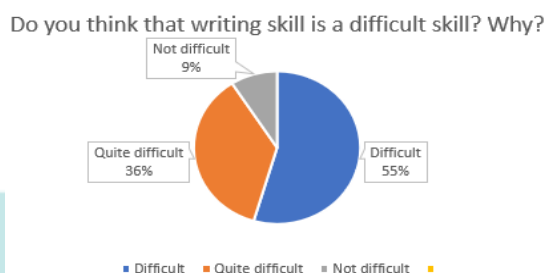
For the third question, they were 9% of students felt that writing skill was not difficult. Then, 36% of them felt fair that writing skill was difficult. Furthermore, 55% of students felt that writing skill was difficult to learn. It can be assumed that writing skill was difficult to be learned by students.

1.5 Figure of Pre-questionnaire 4
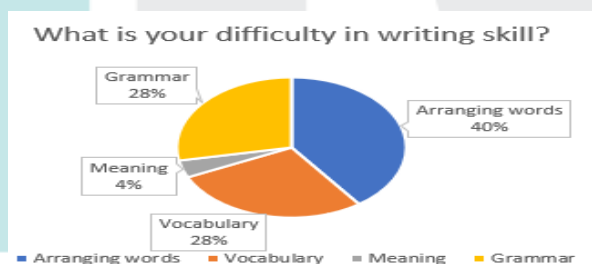
From the fourth question, they were 28% of students felt that they had difficulties in grammar. Meanwhile, 4% of students felt that they had difficulties in meaning. Then, 28% of them felt challenging in vocabularies. On other hand, 40% they felt challenging how to arrange or how to write the sentence. It could be said that some students felt challenging in arranging sentences

The Result of Students' Scores on the Cycle 1

The students' writing scores were obtained in the third meeting of the first cycle which was held on May 18th 2023. Both the researcher and the collaborator observed the result of students' score in order to know whether the implementation of mind mapping technique met the criteria of success or not in improving students' writing skill. The detail on students' writing scores could be seen in the following table below:

NO	NAMA	JK	C (5)	O (5)	G (4)	M (3)	D (3)	TOTAL	SCORE

No.	Nama	JK						Total	Score
1.	A-P	L	3	3	3	3	3	15	75
2.	A-K	L	2	2	2	3	2	11	55
3.	A-F	L	3	3	3	3	3	15	75
4.	A-F	L	4	3	3	2	3	15	75
5.	I	L	4	3	3	2	3	15	75
6.	M	P	3	3	2	2	3	13	65
7.	M-S	P	4	4	3	2	3	16	80
8.	N	P	3	3	3	2	3	14	70
9.	N-A	L	3	2	2	2	2	11	55
10.	N-F	P	4	4	3	2	2	15	75
11.	P	P	2	3	2	3	2	12	60
12.	R-S	L	2	2	1	2	2	9	45
13.	R-W	L	4	4	3	2	2	15	75
14.	R	L	3	3	2	2	1	11	55
15.	R	P	4	4	3	2	3	16	80
16.	S-C-S	P	4	4	3	3	2	16	80
17.	S	P	4	3	2	3	3	15	75
18.	T	P	3	2	2	1	1	9	45
29.	U	P	4	3	4	3	3	17	85
20.	U	P	4	4	3	2	3	16	80
21.	Y	P	3	2	2	2	2	11	55
22.	N-A-W	P	4	3	4	3	3	17	85
Students passed minimum criteria standard									**59.10%**
Students did not pass minimum criteria standard									**40.90%**

Reflecting

Related to the students' writing scores obtained and done after observing and analyzing the students' writing, the score indicate that it did not meet the criteria of success. In other words, the classroom action research on the cycle 1 should be reflected. There were several points which the planning of the next cycle was needed improvement by considering the following aspect; some of the students still had difficulties in producing descriptive paragraphs through mind mapping technique. Hence, to solve some difficulties on students' writing skill, the classroom action research was necessary to continue to the next cycle with the same model of the first cycle.

**The Result of Students' Score in cycle 2**

NO	NAMA	JK	C	O	G	M	D	TOTAL	SCORE
			(5)	**(5)**	**(4)**	**(3)**	**(3)**		
1.	A-P	L	4	3	3	3	3	16	80
2.	A-K	L	4	3	3	3	2	15	75
3.	A-F	L	4	3	3	3	3	16	80

|									
4.	A-F	L	4	4	3	2	3	16	80
5.	I	L	5	4	3	2	3	17	85
6.	M	P	4	3	3	2	3	15	75
7.	M-S	P	5	4	3	2	3	17	85
8.	N	P	4	4	3	2	3	16	80
9.	N-A	L	4	3	2	2	2	13	65
10.	N-F	P	5	4	3	2	2	16	80
11.	P	P	4	3	2	3	2	14	70
12.	R-S	L	3	3	1	2	2	11	55
13.	R-W	L	5	3	3	3	2	16	80
14.	R	L	5	4	3	2	2	16	80
15.	R	P	5	4	3	2	3	17	85
16.	S-C-S	P	5	4	3	3	2	17	85
17.	S	P	5	3	3	3	3	17	85
18.	T	P	3	3	3	2	2	13	65
29.	U	P	5	3	4	3	3	18	90
20.	U	P	5	4	3	2	3	17	85
21.	Y	P	4	3	2	2	2	13	65
22.	N-A-W	P	5	3	4	3	3	18	90
Students passed minimum criteria standard									**72.8%**
Students did not pass minimum criteria standard									**27.2%**

The Result of Post-Questionnaire

In this stage, the researcher showed the result of post-questionnaire as the students' perception in improving their writing skill through mind mapping technique. The description can be seen below:
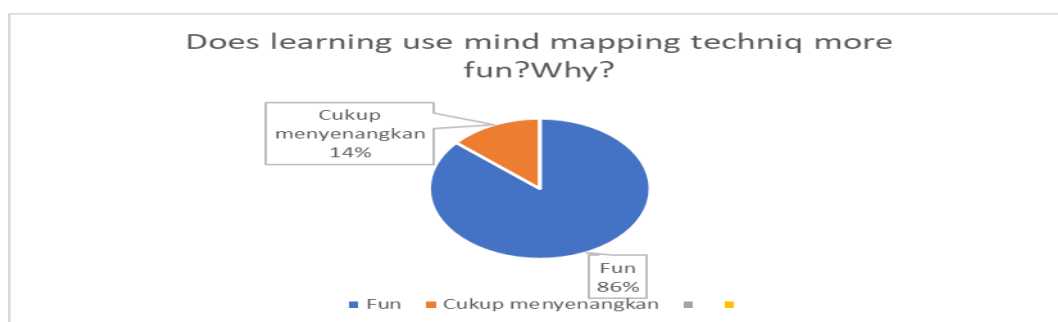
2.1 Figure of Post-Questionnaire 1
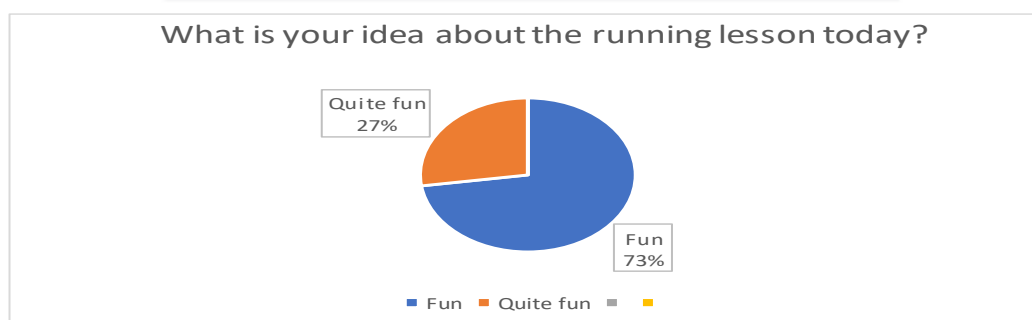
For the first chart question above, there were 27% of students felt fair. Then, 73% of them felt fun in the process of learning.

2.2 Figure of Post-Questionnaire 2
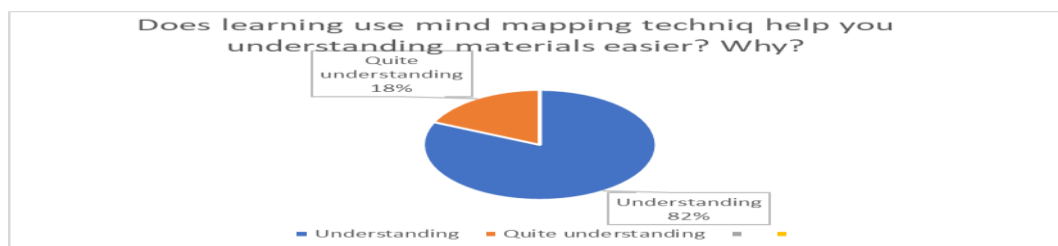
In the second question about the students' perception, there were 18% of students were fair understanding. Furthermore, there were 82% that students felt understand in learning by using mind mapping technique.

2.3 Figure of Post-Questionnaire 3

For the third question, the students answered 14% they felt fair. Meanwhile, 86% of students answered that they felt fun in learning through mind mapping technique.

2.4 Figure of Post-Questionnaire 4
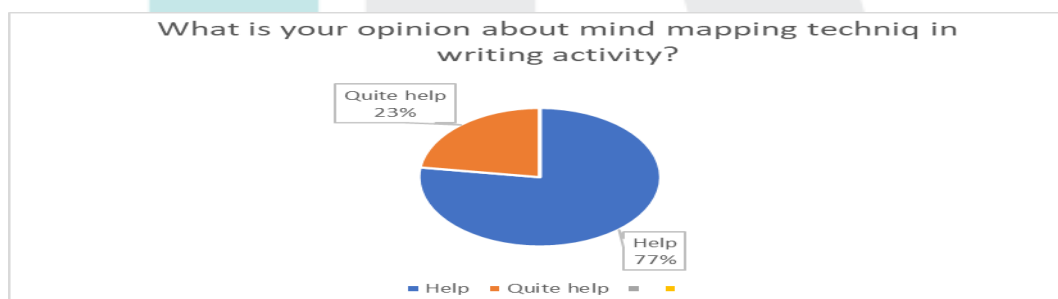
Fourth question, there were 23% of students felt fair. Additionally, there were 77% that they could be helped in improving their writing skill through mind mapping technique.

Based on the students' perception above, it can be revealed that most students gave a positive perception during the implementation the actions in improving their writing skill through mind mapping technique

Reflecting on the cycle 2

In this second cycle, the researcher met the criteria of success. It measured based on the students' score between cycle 1 and cycle 2 that students had fulfilled the target of classroom action research, that is above 75 (seventy-five point). Then, the students' perception through the use of mind mapping technique in improving their writing was positive, they got joyful learning during the classroom activities, it can be seen from the percentage of post questionnaire above. In other words, it can be claimed that the classroom

action research in improving students' writing skill through mind mapping technique of the eleventh graders at MA Al-Fatwa Kubu-Raya is success and the cycle is stopped.

DISCUSSION

Based on the research findings above, the CAR was carried out in two cycles. The first cycle consisted three meetings and the second cycle involved of two meetings by using mind mapping technique as the alternative ways to improve writing skill of the eleventh graders of MA Al-Fatwa. This research was done by following the four steps of classroom action research (CAR), planning, acting, observing, and reflecting, were used to conduct this study. Based on the two cycles, there was an improvement in the writing test results for each cycle. This research was carried out to improve students' writing skill through mind mapping technique as different style for students in learning writing skill. For the first cycle, as mentioned before, that the researcher found the students' writing scores on the cycle 1 were 59.10% or the average score of students' writing scores were 70. In other words, there were 13 of students who passed minimum standard in their writing skill. Meanwhile, there were 40.90% of students who did not pass minimum criteria standard.

In cycle 1 during the Classroom Action Research, the students' perception and their participation in improving their writing skill through mind mapping technique. It was found that most students' perception had some obstacles during the classroom and also mostly students did not like in learning writing because they felt challenging when they started to write. In other words, there were parts of students who had felt challenging in writing their object to be discussed through the use of mind mapping. Since, they were difficult how put a key words, how to identification the object as well as how started to write their own topics. Meanwhile, the students' participation or their behavioral during the classroom through the use of mind mapping technique based on the result of observation checklist showed that the class condition during teaching learning process, there were only a part of students who creates the positive atmosphere. They asked the teacher actively during the activities as well as when they were doing the task of writing. Furthermore, a part of students only kept silent during the lesson. On other hand, they were only following the lesson without asking anything. Although, they felt a little challenging in doing the task. For those explanation, it can be said that the researcher did not meet the criteria of success in improving students' writing skill through mind mapping technique. The average scores on students writing skill was still below minimum criteria standard, it is 75. Meanwhile, the students behavioural was still low. In other words, the classroom action research on the cycle 1was necessary to be reflected and continue to the second cycles.

The cycle 2 of implementing the classroom action research in improving students' writing skill through mind mapping technique found that the average scores of students' writing skills were 78.18 or above the (*KKM*) it is 75. However, there were 27.2% of students writing scores were under the minimum criteria standard. The CAR not only measured the students' scores but also the students' perception and the students' participation proved by the result of post-questionnaire and the result of observation checklist that students' perception after implementing mind mapping technique in improving their writing skill, the students gave a positive perception and the students were more actively or enthusiasm following the lesson, they felt joyful classroom in learning writing during the lesson. Since, they could be able to organize their ideas easier through the use of mind mapping than before as well as they asked the teacher most of the time while they had any obstacles in producing

the text. Meanwhile, the students' participation or their behavioral on the cycle 2 was also changed that most students asking actively and quickly when they felt challenging in doing the task by using mind mapping technique. During the explanation, the students put much attention and they asked the teacher if they did not understand very well about the topics discussed. It can be said that mind mapping technique can give additional solution to improve the students' writing skill along with the students' behavioral toward mind mapping technique as their different alternative in learning English skills. Thus, a Classroom Action Research was completely targeted the criteria of success.

In this case, the implication of the use mind mapping would likely attract the students to improve their writing's skill. It can be seen from the comparison of students' writing scores and the students' behavioural changes on the cycle 1 and cycle 2. They can improve their writing skill through the use of mind mapping technique, and also mind mapping technique can help the students to except the information in writing descriptive text easily. The English teacher may use the mapping technique in improving the students' writing skill or the other of English skills because the use of mind mapping was useful as consideration especially in improving the students' writing skill.

CONCLUSION AND SUGGESTION

Conclusion

This research showed that mind mapping technique improved the students' writing skill. This can be seen from the result of each cycle. The average score of students in their writing test on the cycle 1 was 69.9 there were 13 of students who passed minimum standard in their writing skill. Meanwhile, there were 40.90% of students who did not pass minimum criteria standard. By this result obtained, the classroom action research was necessary to continue to the next cycle because the action research did not complete the criteria of success. The researcher gave a more pressed to the lesson on the cycle 2 to make sure that students could understand well by reflecting the previous cycle. Meanwhile, as the result of students score on the cycle 2 showed the average score 78.18 or 72.8% of students who passed minimum criteria standard or above the *(KKM)*, it is 75 (seventy five). However, there were 27.2% of students who did not pass the minimum criteria standard or below *(KKM)*. The classroom action research was completed the criteria of success by seeing the comparison between cycle 1 and cycle 2. The result of pre-questionnaire and post-questionnaire as well as the observation checklist also proved. In the result of pre-questionnaire before applying mind mapping technique, most students' perception had some difficulties and mostly students did not interest in learning writing because they felt confused when they started to write. Meanwhile, based on the result of observation checklist showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also makes students creative in organize their ideas. Moreover, based on the result of post-questionnaire proved that students' perception after implementing mind mapping technique in improving their writing skill, the students gave a positive perception and the students were more actively or enthusiasm following the lesson, they got joyful classroom in learning writing during the lesson. It can be concluded that mind mapping technique can improve the students' writing skill and classroom action research completely targeted the criteria of success.

Suggestions

After reporting the conclusion and implication in improving students' writing skill through mind mapping technique of the eleventh graders at MA Al-Fatwa the researcher proposes some suggestions to the English teachers, and other researchers who are interested in conducting similar research such as [1] English teacher, the teachers should be creative in the process of teaching and learning English to come up with an approach of instruction that will allow the students to absorb the topic quickly, [2] for scholar, it is recommended to conduct a similar study on other skills like listening, speaking, or reading skill for the improvement of the teaching English or to do an experimental study on the same skill in order to verify or to strengthen this present result.

REFERENCES

Arista, K. D. (2021). The Use of Mind Map Technique to Improve Study Group Students' Skill in Writing Descriptive Text. *Journal of Educational Study*, *1*(2), 1–9. https://doi.org/10.36663/joes.v1i2.137

Brown, (2004) James Dean. & Bailey, KathleenM. (1984). A categorical' instrument for scoring second language writing skills. Language Learning, 34, 21-42.

BireuenJamaliah 1, Fauzia 2, C. I. P. 3. (2020). Vol 2, No 4, Oktober 2020, ISSN:024. *Improving The Ability of Students In Writing Descciptive Text By Using Mind Mapping (An*, *2*(4), 20–31. http://journal.unigha.ac.id/index.php/JRR %7C

Arista, K. D. (2021). The Use of Mind Map Technique to Improve Study Group Students' Skill in Writing Descriptive Text. *Journal of Educational Study*, *1*(2), 1–9. https://doi.org/10.36663/joes.v1i2.137

Brown, H. D. (2004). *Language Assesment: Principles and Classroom Practices* (Pearson Ed). Ubrary of Congress Cataloging-in-Publicatio'n Oata Brown, H. Douglas.

Creswell, J. W. (2014). *Research Design : qualitative, quantitative, and mixed methods approaches* (4th editio). SAGE Publications, Inc.

Latief, M. A. (2017). *Research Methods on Language Learning an Introduction (7th Ed)* (pp. 1–293).

Mulis. (2019). *STRATEGIES OF CREATING CLASSROOM INTERACTION IN ENGLISH LANGUAGE TEACHING AT STATE ISLAMIC JUNIOR HIGH SCHOOL (MTsN 1 GONDANGLEGI MALANG)* (Issue August).

Cahyono, B.Y. (2009) *Technique in Teaching EFL Writing Practical Guides for English Teachers of SMP/MTs in Indonesia.* Malang: State University of Malang Press.

Harmer, J. (2004). *How to teach writing.* Essex: Pearson Education Limited.

Huda,M. 2009. Teaching Descriptive Texts on Physical Appearance Using Mind Mapping. In Cahyono, B.Y. *Technique in Teaching EFL Writing Practical Guides for English Teachers of SMP/MTs in Indonesia.* Malang: State University of Malang Press.

Latief, M. A. (2017). *Research Methods on Language Learning an Introduction (7th Ed)* (pp. 1–293).

McKay, S.L. 2006. *Researching Second Language Classroom.* New Jersey: Lawrence Erlbaum Associated

Mulis (2019) *Strategies of Creating Classroom Interaction In English Language Teaching At State Islamic Junior High School (Mtsn 1 Gondanglegi Malang).* Masters (S2) thesis, Universitas Muhammadiyah Malang

Mulis, (2022) Applying Mind Mapping Strategy in Fostering Students' Writing Skill, ISSN 2808-3318, ETJaR Volume 2, Number 2, December 2022

Nasution, D. S. (2020). Mind Mapping to Improve Students' Speaking Skill. *English Jorunal for Teaching Learning*, *08*(01), 1–12. http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ

Rini Saragih; Sondang Manik; Erika Sinambela and Arsen Nahum Pasaribu (2022). Improving Students' Writing Skill Through Mind Mapping And Four Square Writing Method in Virtual Learning at SMA Negeri 1 Pangaribuan. Jurnal Education and development Institut Pendidikan Tapanuli Selatan, ISSN.2527-4295, Vol.10 No.2 Edisi Mei 2022

Sari, W., Lubis, F., & Lubis, R. F. (2019). Mind mapping on students' writing descriptive text mind mapping on students' writing descriptive text. *English Journal for Teaching and Learning*, *7*(2), 164–174. http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ

Zemach, Dorothy E, and Lisa A Rumisek (2003) *Academic Writing from Paragraph to Essay.* Oxford: Macmillan