

THE EFFECTIVENESS OF MIND MAPPING ON STUDENTS WRITING SKILL ACROSS DIFFERENT LEARNING MOTIVATION

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Tehnik mengajar Mind-Mapping telah terbukti efektif pada penelitian-penelitian sebelumnya. Di antaranya adalah penelitian yang dilaksanakan oleh Nurlaila (2013) pada SMP dalam pengajaran teks deskriptif. Kemudian Irwandi (2012) menguji coba teknik Mind-Mapping dalam pengajaran deskriptif teks di SMA yang berkesimpulan sukses. Dalam penelitian ini, peneliti ingin menguji coba Teknik Mind-Mapping dalam pengajaran deskriptif teks pada level yang berbeda, yaitu di tingkat perguruan tinggi. Penelitian ini dilaksanakan pada mahasiswa jurusan PAI semester 2 IAI Al-Qolam Gondanglegi. Sample yang diambil adalah kelas A dan B dengan jumlah masing-masing 25 mahasiswa. Kedua kelas diberikan pre-test, dan hasilnya, kedua kelas memiliki kemampuan yang seimbang dalam hal menulis Bahasa Inggris. Kelas A adalah grup eksperimen yang dalam proses belajar mengajar, metode yang digunakan adalah Mind-Mapping. Kelas B adalah grup kontrol yang dalam pembelajarannya menggunakan teknik tradisional. Di akhir pembelajaran, kedua regu diberi post-test untuk mengukur seberapa jauh keberhasilan mahasiswa dalam menulis paragraf deskriptif setelah mendapatkan perlakuan yang berbeda. Peneliti juga memberikan angket motivasi belajar untuk mengontrol apakah motivasi belajar juga memberikan dampak pada pencapaian mahasiswa. Hasil dari post-test dan motivasi belajar secara simultan menjelaskan bahwa perlakuan pada pembelajaran dan motivasi yang berbeda berpengaruh terhadap prestasi mahasiswa.

Kata kunci: Mind Mapping, Teknik tradisional dan Motivasi.

In this globalization era, learning English is very important since English is an international language. All people in the world speak English. Moreover, on facing MIA or free marketing that grow in Indonesia, We should be able to communicate in English in order to compete with the other nations. If we can master English well, our value is higher than the other who cannot use English language because our skill is admitted internationally. Many sources in internet and some books are written in English. So, we should master English in order to enlarge our knowledge. Two kinds of communications that we can use to interact with others are speaking and writing.

Teaching English in Indonesia is focused on the ability of student's communication in oral and written form. The learner should be able to learn the four language skills, namely: listening, speaking, reading and writing. The learners should have the abilities in reading and listening to support their speaking and writing. As one of the four language skills, writing has always occupied place in most English language course. English department students, especially, need to learn writing and prepare themselves for the final academic assignment, thesis writing. This, in terms of student's needs, integrated writing is necessary.

Writing is one of the important skills in teaching English. It has always occupied place in most English language course. One of the reasons is that more and more people need to learn writing in English for occupational or academic purpose. To write well, people must have good capabilities in writing. Moreover, someone

who wants to write the essay or story must know the steps in writing process and aspects of writing. The writer must be able to organize the ideas to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange the writing into cohesive and coherent paragraphs and text.

Appropriate teaching method is needed in teaching learning process, especially in teaching writing. According to ¹Brown (2001), method is an overall plan for systematic presentation of language teaching based on a certain approach. On the other hand, writing is a long process. It takes time and energy. The students usually get difficulties in starting their writing. That will cause many students waste valuable time just for getting idea to start writing. So it needs to use appropriate method in teaching writing in order to produce good writing.

In teaching writing, English teachers, where English as Foreign Language usually apply traditional technique to stimulate students to comprehend the idea. Traditional technique is a technique to translate an Indonesian text by just transferring Indonesian words into English text or just the same as word for word translation technique. In traditional technique, teachers usually ask the students to open the dictionary when they are writing or after writing the text. The students are allowed to use the dictionary to translate into English text which is being learned. It is right that dictionary gives lexical information to the students easily without paying a special atten-

¹ H.D. Brown, *Teaching by principles: An interactive approach to language pedagogy*, 2nd ed., (San Francisco: Addison Wesley Longman, 2001).

tion to their different learning style. In fact, when students write an English text, they have to put their mind into English atmosphere in order to get a good paragraph of English text.

For the students, writing is one of basic skills of learning English, as a target language which should be taught to the students. Expressive writing or composition is used to express anything we have in mind to other people to communicate. On the other hand, when the students begin to write, students should have something to communicate because a good writing will be based upon a clear thinking and in the broader aspect composition. So, students will be failed if they do not have something to say.

Writing an examination essay is a different kind of task to writing coursework essays. Students operate under strict time constraints so there will be less time to show what they know or think about the topic. Moreover, in exam essays students need to keep their answer sharply focused on the question. The findings of the preliminary investigation showed that planning an essay before writing by using the Mind Mapping technique can help students to answer writing tasks more effectively in their coursework.

Since the mind mapping technique is trusted as the writing strategy, it will be suitable to use this technique in several kinds of texts. One of which is Descriptive text. As stated by ²Emilia (2011), Descriptive text is a kind of text that has a purpose to give the information about something or someone.

In Descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it³ (Alwasilah and Alwasilah: 2007). The generic structure of Descriptive text consists of two elements; namely identification that gives the topic that can be described and description that clarifies the topic, it can be appearances, quality, or phenomenon.

The problem commonly faced by students are lack of confident on writing and to get some idea. They do not have good idea that motivate them to start writing. They need something enjoyable. In this study, the researcher wants to help students to get an idea on writing. Students need a way to develop their idea. In addition, traditional teaching methods are very common at school. Teachers historically provided students with particular topics and asked them to write the content. From the researcher's experiences, teachers focus on students error. Teacher gives some corrections that make students afraid to write since they just want to avoid errors they have made.

Some people, including students who claim writing is difficult may have a difficulty in terms of expressing their ideas into a paper so that they have to search a keyword first. Mind mapping can become the way to solve this problem. In applying this technique, teachers can ask the students to make a mind map before they write to stimulate students' mind and give some ideas in form of outline, so, students can see their outline when they start to write.

² Emilia E., *Menulis tesis dan disertasi*, (Bandung: Alfabetika.Gerot, Linda & Wignell, 2008); Peter, *Making Sense of Functional Grammar*, (Sydney: Antipodean educational Enterprise. 1995)

³ A. C. Alwasilah, & S. S. Alwasilah, *Pokoknya menulis: Cara baru menulis dengan metode kolaborasi*, (Bandung: Andira, 2007)

Some previous studies have experimented Mind Mapping Technique in Junior high school and senior High School.⁴ Nurlaila (2013) conducted Mind Mapping technique to teach descriptive text in seventh grade of Junior High School. He use a mixed method between pre- experimental design particularly one group pretest-posttest design and questionnaire and interview techniques. The results indicate that there is a significant improvement in students' writing ability. He stated that Mind Mapping could successfully motivate students to write Descriptive texts in an enjoyable way, to improve students writing Descriptive texts, to increase vocabulary and creativity, to arrange sentences and organize ideas. Mind mapping could help students to improve their writing skill in writing Descriptive text in terms of enriching vocabularies, increasing creativity, arranging sentences and organizing ideas. As a result, the mind mapping technique would seem to be particularly suited to help students in planning their writing as the approach encourages students to reach for and adapt a deeper level of understanding of the writing topics.

Irwandi (2012) implemented collaborative classroom action research on using Mind Mapping Technique in SMAN 8 Malang. He stated that Mind Mapping could solve problems in the teaching and learning of writing report texts. The problems were the students had difficulties to develop and organize their ideas effectively, and they had low motivation. As a result,

the result of the treatment during two cycles showed that the use of mind mapping as a teaching strategy could improve the students' ability in writing report text. He conclude that mind mapping that is implemented through process-genre based approach is an effective teaching strategy to improve the eleventh graders' ability in writing because it is a thinking tool that primarily uses imagination and association to develop and organize ideas effectively. Moreover, it has interesting and attractive features, such as images, colors, curve branches, which are able to build positive learning atmosphere for the students.⁵

So, Mind Mapping is a useful technique that improves the way to take notes, and supports and enhances creative problem solving. By using Mind Maps, it can help quickly to identify and understand the structure of a subject and the way that pieces of information fit together, as well as recording the raw facts contained in normal notes. Based on the explanation above, in this research, the researcher wants to measure the effectiveness of Mind Mapping on the different level. Here, researcher wants to know whether University students who are taught by using Mind Mapping have better achievement than university students who are not taught using Mind Mapping.

The differences of this research with previous study is that the previous study is conducted in junior high and senior high level. This study is conducted in university students level.

⁴ Alma Prima Nurlaila, "The Use Of Mind Mapping Technique In Writing Descriptive Text", in *Journal of English and Education* 2013, 1(2), 9-15. Online Journal from English Education Study Program of Indonesia University of Education orientations of French Canadian learners of English

⁵ Irwandi, "Using Mind Mapping Technique to Improve the Ability of Eleventh Graders of Senior High School 8 Malang in Writing Report Texts", *DISERTASI dan TESIS* Program Pascasarjana UM, 2012

Researcher wants to know whether different level of students causes the different result of using teaching technique. That is why, the researcher wants to know whether Mind mapping can be implemented effectively in university level or not while controlling to the students motivation. The researcher expects that this research will be able to give guidance about writing technique teaching of English text.

REVIEW OF RELATED LITERATURE

Descriptive Text

Writing Descriptive text vividly explains about a person, place or thing which can make the reader imagine what is described. In writing Descriptive text, Alwasilah&Alwasilah (2007) mention four kinds of Descriptive text that can be explored. First, historical profile that provides an interesting accurate report of places, times or events. Second, venture profile which deeply reports about occupation or business. Third, reporting from interview, field observation, and other research. Fourth, a case study which tells about someone's experience in representing a cluster, such as sacrifice of disaster, immigrant community, and a personal research report that serves the story specifically about an observation which entertains the reader. Descriptive text can also be about an usual hobby, new technology, etc.⁶

Mind Mapping

Payne in Shamma Al Naqbi (2003) stated that good exam technique depends on preparation before

and during the exam. This means teachers may need to analyze a lot of past papers and adapt their class teaching methods as preparation for the exam. This process can, however, cause wash back. By using Mind Mapping, researcher believe that it will be able to help students on developing the idea because this technique will help students to make a concept on their mind about the topic they are going to write.⁷ According to McGriff (2007), Mind Maps are an excellent way to help learners organize knowledge, to empower themselves to better comprehend the key concept and principles in lectures, readings, or other instructional materials.⁸

Moreover, Mediola (2005) said that Mind Map is a graphic organizer of a story that helps students to recognize the basic pieces of descriptive text.⁹ To ease students write the text, Buzan (2007) proposed the use of Mind Mapping technique because it makes students to imagine, to find new idea, to save time, to be creative, to keep note, to develop concept, and to perform a presentation.¹⁰

Motivation

There are some factors that influence the process of learning. Some of them are grammatical sensitivity, extrinsic motivation, attitudes and anxiety. Motivation is frequently referred to as motivated learning

7 Shamma Al Naqbi. "The Use of Mind Mapping to Develop Writing Skills in UAE Schools", in <http://www.mindmappinginUAE.com>, accessed December 3, 2012.

8 S. McGriff, *Instructional Systems Program*. Pennsylvania State University, 62(2) May 2007, p. 8-25.

9 Mediola, "Teaching Narrative text to improve students' reading comprehension" in <http://www.mind-mappingtoimprovenarrativetext.com>, accessed December 3, 2012

10 Buzan, "Teaching Narrative Text to Improve Students' Reading Comprehension", in <http://www.mind-mappingtoimprovenarrativetext.com>, accessed December 3, 2012

6 A. C. Alwasilah, & S. S. Alwasilah, *Pokoknya menulis: Cara*

behavior. According to Gardner (1985, 2001), motivated learning behavior is assumed to be comprised of (a) the desire to learn the L2, (b) motivational intensity (or effort), and (c) attitudes toward learning the L2. In other studies, the definition of motivated learning behavior might vary slightly; for example, in Dornyei et al.'s (2006) research, motivated learning behavior was operationalized as (a) effort and (b) the intended choice of learning the given language.¹¹ In a wide range of projects in a variety of learning environments, integrativeness has been found to be an important variable in predicting motivated behavior and, ultimately, success in language.¹²

According to Gardner and Lambert (1972), there are two kinds of motivation: integrative motivation, referring to a holistic learning approach toward the speech and culture of the target language group, and instrumental motivation, referring to language learning for more immediate or practical goals. More recently, new motivation classifications have been identified, namely intrinsic and extrinsic motivations. To be specific, intrinsic motivation, like integrative motivation, implies learning a second or foreign language is for the pleasure inherent in doing so.¹³ Extrinsic motivation like instrumental motivation, refers to the drive to learn a second/foreign language that is instigated by some punishment or reward from the social

environment.¹⁴ Despite that fact that both types of motivation are factors vital to success in learning a second or foreign language, much debate among researchers has been focused on which kind of motivation is more significant L2 for learners.¹⁵

METHOD

This study was conducted in an experimental research design. Experimental research is a scientific investigation in which the researcher manipulates one or more independent variables, controls any relevant variables, and observes the effect of the manipulations of dependent variables¹⁶ (Ary, 2010). The study attempted to find out the effect of Mind Mapping technique on students writing achievement while controlling on students motivation. In this case, the study used quasi experimental design since the samples are not randomized, just take the available class which have been arranged by campus. A quasi experimental design was used because of considering some factors that make researcher impossible to conduct true experimental design.

This study uses two variables named independent and dependent variables. The independent variable was Mind Mapping Technique while the dependent variable was students achievement. Researcher believes that Mind Mapping technique results on the students achievement. On the other hand, students achievement depends on the technique used by

¹¹ R. C. Gardner, *Social psychology and second language learning: The role of attitudes and motivation*, (London: Edward Arnold, 1985)

¹² Z. Dornyei, et.al., *Motivational dynamics, language attitudes and language globalisation: A Hungarian perspective*. (Clevedon, UK: Multilingual Matters, 2006)

¹³ R. C. Gardner, & W. E. Lambert, *Attitudes and motivation in second language learning*, (Rowley, MA: Newbury House, 1972)

¹⁴ K. A Noels, et.al., *Intrinsic, extrinsic, and integrative* (<http://tnp, 2001>)

¹⁵ Z. Dornyei, *Teaching and researching motivation*. (New York: Longman, 2001)

¹⁶ D. Ary, et.al., *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010)

teacher. However, some factors can influence students achievement like students intelligence, anxiety and motivation. Here, researcher includes the motivation as extraneous variable. Researcher thinks that different students motivation affect their achievement.

The target population in this research was second semester students of Islamic Department IAI Al-Qolam Gondanglegi Malang. There are ten classes for this semester in which each class in average consist of 33 students. So the total population is around 330 students. The samples are taken from two classes out of ten classes that already exist at that campus. Researcher are not allowed to randomize the students by campus administrator. The campus just provide 2 classes (class A and class B) for research in which these two classes are believed have the similar ability. One class is experimental group, the second class is control group. Both group consisted of 33 students. Experimental group was taught by using Mind Mapping technique while control group was taught by using traditional technique.

Before researcher gave treatment, both groups were given pretest to make sure that both groups have an equal ability. For the implementation of research on teaching and learning process, both experimental and control group were taught for about one month. Each group have 8 meetings learning descriptive text with different teaching technique. After eight meetings teaching and learning process, both groups are given posttest. Then, the data from the posttest would be analyzed by using statistical computation SPSS version 16 for windows. The

aspect that would be measured were sentence organization, logical development of ideas, grammar, punctuation, spelling and mechanic, styles and quality of expression.

ANCOVA is a technique analysis which is used to improve the precision of an experiment because there is another factor inside the experiment which is uncontrolled. It is conducted to measure the effect of treatments to the samples while controlling to another quantitative factor¹⁷(Pallant, 2000). Since this study had Mind Mapping as an independent variable, students achievement as dependent variable and students motivation as a factor or extraneous variable, ANCOVA analysis was used in this study. To measure students motivation, researcher used the instrument adapted from¹⁸John Keller 1987. The aspects are Attention, Relevance, Confidence and Satisfaction. For the Pretest and Posttest, the scores ranged from 20 to 100 while for the motivation score ranged from 1 to 5. The scoring rubric is available in appendix.

RESULT

The Pre Test Result of the Experimental and the control Group

The result of pre test is in form of scores which was taken from writing test. Pretest was conducted in order to know whether between experimental and control group have the equal ability or not. If they have the equal ability, it means that the research can be continued on giving treatment so

¹⁷ J. F. Pallant, *SPSS survival manual: A step by step guide to data analysis using SPSS (version 10)*, (Victoria: Faculty of education Monash University, 2000)

¹⁸ J. M. Keller, "ARCS design process", Retrieved September 7, 2010 at <http://arcsmodel.com/Mot%20dsgn%20A%20prcss.htm>

that the scores of posttest can be compared well. Here is the table of comparison between scores of experimental and control group.

Table 1. The Score Summary of the Pre Test Result experimental Group and Control Group

Statistics	Experimental Group	Control Group
N	33	33
Mean	73.64	75.82
Std. Deviation	4.513	3.477
Minimum Score	64	70
Maximum score	82	82

From the scores of pre test, it can be seen from the mean of both groups that they have the equal ability because they have the same average scores. It means that the treatment can be given to the both experimental and control group.

The Post Test Result of the Experimental and the Control Groups

The Post test results were in form of score obtained on writing test which is assigned to both experimental and control group. The test was conducted in both groups after they got the treatments which the meeting was same. After giving the treatment, students are given the posttest. In posttest, students are asked to write a descriptive paragraph with the provided topic. The topics are about family, favorite actor or actress, best friend and animals. The data taken from the Posttest are as follows:

Table 2. The Score Summary of the Post Test Result Experimental Group and Control Group

Statistics	Experimental Group	Control Group
N	33	33
Mean	83.64	79.82
Std. Deviation	4.513	3.477
Minimum Score	74	74
Maximum score	92	86

Table 2 shows some improvement on experimental group scores. Mean scores of control group is 79.82 while mean scores in experimental group increase to 83.64. The standard deviation is not different significantly. Seeing at the minimum scores, control group has the minimum score with the pre test while the experimental group has the increasing of minimum score from 64 to 74. On the maximum score, control group has 86 while experimental group can reach score 92. To test whether students who are taught using Mind Mapping have better achievement than those who are not, the scores of writing achievement while controlling on students motivation were calculated using ANCOVA which shown on the following table.

Table 3 The SPSS Output of the Posttest on Univariate analysis of variance

Tests of Between-Subjects Effects

Dependent Variable: Score

Source	Type I Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	850.095 ^a	2	425.048	62.420	.000
Intercept	440836.909	1	440836.909	6.474E4	.000
Motivation	811.841	1	811.841	119.223	.000
Method	38.254	1	38.254	5.618	.021
Error	428.996	63	6.809		
Total	442116.000	66			
Corrected Total	1279.091	65			

a. R Squared = .665 (Adjusted R Squared = .654)

From the data of output above, it can be seen that the value of variable Motivation is 0,000. Since the value is below 0,05 so H₀ is rejected. It means that in the level significance of 95% motivation affects to the students achievement. This test was done to ignore the effects of method on students achievement. The next analysis is to know the effect of teaching method on students achievement. This analysis is done to ignore the effect of Motivation to the students achievement. From the data output above, it can be seen that the significance of method is 0,021. Since the value is below 0,05, H₀ is rejected. It can be concluded that without the effect of motivation, in the significance value of 95%, method affects to the students achievement. To know the effect of students motivation and method to the students motivation simultaneously, it can be seen from the "Corrected Model". It seems that the significance is 0,000. This significance is below 0,05. So, H₀ is rejected. To conclude, on the level significance of 95% it can be concluded that si-

multaneously, students motivation and teaching technique affects to the students achievement.

CONCLUSION

From the research results, the researcher can mention and describe some conclusions. The conclusions of results discussions are described below.

First, some previous study said that Mind Mapping was effective in Junior high, and senior high school level. In this research, the evidence shows that Mind Mapping technique was also effective applied in University level. The effectiveness can be proven by students' progress on Posttest for students who are taught by using Mind Mapping. The improvement is not only on developing idea, but also on organizing the idea. It means that the finding in this research is match with the statement in the previous study.

Second, the result showed that different treatment used for Experimental Group and the Control Group gave a significant different result in the stu-

dents' writing achievement. It indicated that the students who were taught by using Mind Mapping technique have better achievement than students who were taught by using traditional technique. It can be seen from their mean score on their Posttest. It is clear that Mind Mapping technique can help students to organize the idea well.

Third, Mind Mapping can help the teacher to teach writing because referring to the background of the study, one of the students' problems is lack of confident. By using Mind Mapping technique, it can help them to build up their confident because they have a guide to organize and develop their idea.

Moreover, students give positive response to the Mind Mapping technique. It is known from the observation when conducting a treatment. It looks that students enjoy this technique because they are not confused about organizing the idea. They can write a paragraph easier.

Overall, Mind Mapping is an effective teaching technique for generating ideas by planning a map view of what they are going to write because it can give the students overview of a large topic. It can enable students to plan about the selection of material for their writing where they are going to place it. In addition, Mind Mapping is a useful technique to relate ideas to the topic. So, students can focus on the point idea and look for connection to the topic. It means that it will be easier for students to get some information related to the topic. This can decrease students anxiety and improve their confidence in writing because they have already got an idea on their mind.
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APPENDIX 1 :
Scoring rubric for writing assessment
Adapted from (Brown and Bailey, 1984, pp. 244-245)

		100-90 Excellent to Good	89-80 Good to Ade- quate	79-70 Adequate to Fair	69-60 Unacceptable	59-50 College-level work
1	Organization: Introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body, supporting evidence given for generalizations; conclusion logical and complete.	Adequate title, introduction and conclusion; Body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given.	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical.	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence.
2	Logical Development of Ideas: Content	The ideas are concrete and thoroughly developed.	Ideas could be more fully developed	Development of ideas are not complete.	Ideas incomplete	Essay is completely inadequate.
3	Grammar	Native like fluency in English grammar	Advanced proficiency in English Grammar	Ideas are getting through to the reader, but grammar problems are apparent.	Numerous serious grammar problems	Severe grammar problems interfere greatly with the message
4	Punctuation, Spelling, and Mechanic	Correct use of English writing Convention	Some problems with writing convention	Use general writing convention but has error	Serious problem with format of paper	Complete disregard for English writing convention
5	Style and Quality of Expression	Precise vocabulary usage	Good vocabulary	Some vocabulary misused	Poor expression of ideas	Inappropriate use of vocabulary.