



The Application of Mind Mapping Method to Improve Subject Writing English Main Topics Analytical Exposition Text for class 11 students North Sumatra Hajj Health Vocational School

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ABSTRACT

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This research aims to determine the skills of class This research is classroom action research using two cycles. The research instruments used were observation sheets and written tests. Based on the results obtained, observations showed that the average for the first cycle was 53%, while for the second cycle, it was 83%. This shows increased cooperation, activeness, and changes in student learning outcomes. From the results of the written test on mastery of analytical exposition text writing material, the average score for the first cycle was only 68.39 with students not yet reaching the KKM of 80. Meanwhile, in the second cycle, the average score for the written test reached 82.50, with students achieving the expected KKM. the. It proves that the action hypothesis can be achieved, so applying the Mind Mapping technique can improve the ability to write analytical exposition text of Class XI students at the Hajj Health Vocational School, North Sumatra.

Mind Mapping, Writing, Analytical Exposition Text.

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INTRODUCTION

Learning English involves mastering four critical skills: listening, speaking, reading, and writing. Among these, writing stands out as a particularly important skill in the context of learning English. Writing serves multiple purposes. It facilitates language learning through a critical learning process, allows for the expression of thoughts and ideas in response to various experiences, and encompasses a range of activities such as taking notes, summarizing, narrating, and creating structured reports. In observations conducted with 24 students of Class XI TLM, it was evident that they struggled with writing English descriptive texts. This inability to write analytical exposition texts is a significant issue that demands immediate and concrete action. If left unaddressed, this problem could lead to a decline in learning outcomes and overall student achievement, particularly in the ability to write analytical exposition texts.

Several factors contribute to this problem. The techniques used in the learning process are not varied enough, the learning resources available to students are inadequate, and the learning environment is not conducive to effective learning. To tackle these issues, there is a need for more varied learning techniques, additional learning resources, and a more supportive learning environment. To address these challenges, classroom action research was conducted, focusing on the application of the mind mapping technique in teaching students to write analytical exposition texts. Mind mapping is a technique that encourages the generation of constructive ideas. It simplifies the process of exploring and organizing information, helping students understand sentence structure and develop correct analytical exposition texts. This research, titled "Application of Mind Mapping Method to Improve Writing Ability of English Subject Analytical Exposition Text Students of Class XI SMK Kesehatan Haji North Sumatra," aims to improve students' writing skills by implementing the mind mapping technique.

The writing process involves several steps that students must follow to achieve complete written results. According to Rosnaningsih et al. (2019), these steps include prewriting, drafting, sharing, revising, editing, publishing, and assessing. In prewriting, students create concepts, drawings, short notes, and register ideas to quickly capture their thoughts before drafting. Drafting involves writing an initial version based on the prewriting activities. Sharing allows students to give their drafts to peers for feedback, which helps improve the quality of their writing. Revising involves re-examining the written work using feedback from peers. Editing addresses issues such as spelling, punctuation, and grammar. Publishing prepares the final writing for readers, and assessing involves evaluating the writing, which can be done by teachers and peers. In this research, students focused on writing analytical exposition texts, which are taught in Class XI. Analytical exposition texts aim to provide comprehensive explanations of problems by including supporting opinions. The purpose of these texts is to convince readers to believe something by presenting one side of an argument. These texts typically include a thesis, arguments, and a reiteration.

For instance, an analytical exposition text on the importance of school uniforms might present a thesis stating that school uniforms are crucial for students. The arguments might include points about how uniforms foster discipline and orderliness, promote equality among students, and reflect the identity and values of the school, fostering school pride and unity. The text would conclude by reiterating the positive impact of school uniforms on student development and the school's image.

The mind mapping technique, introduced by Buzan (2007), is also known as Radiant Thinking. It involves organizing facts and thoughts visually, making it easier to remember information compared to traditional note-taking techniques. Mind mapping involves imagination, association, repetition, and visualization, creating a visual

representation of thoughts using keywords. This technique encourages the emergence of constructive ideas, simplifies the exploration of information, and helps students develop sentences and analyze information.

The steps in the mind mapping technique include determining the thinking concept or theme, preparing images to focus on thinking concepts, brainstorming ideas related to the theme, creating diagrams of ideas or mind maps, labeling the thesis, argument, and reiteration, and developing the mind maps into correct exposition texts. The purpose of mind mapping is to make complex topics easier to understand, provide a clear thinking framework, consolidate data or ideas into one concept, offer multiple problem-solving alternatives, and help remember new vocabulary.

The application of the mind mapping technique in teaching writing expository texts involves several steps. The teacher conveys the competencies to be achieved and provides the theme or topic to be written about. An image related to the theme is displayed as a thinking concept. Students are divided into groups to explore ideas related to the image. Each group presents the results of their discussion, and the teacher makes diagram notes on the board based on these discussions. The diagrams are labeled to identify the thesis, argument, and reiteration, forming a mind map. Each student then develops the ideas from the mind map into an expository text, and the teacher evaluates the students' work.

Through this research, the application of the mind mapping technique has shown to be an effective method for improving the writing abilities of students in writing analytical exposition texts. It has facilitated better idea generation, organization, and overall writing skills among the students.

RESEARCH METHOD

This research employs classroom action research to investigate the ability of Class XI TLM students to write expository texts in English using the mind mapping technique at the Hajj Health Vocational School in North Sumatra during the 2023-2024 academic year. The research was conducted at the North Sumatra Hajj Health Vocational School, located on Jl. Haji Hospital, Kenangan Baru, Deli Serdang Regency, North Sumatra. The subjects of this study comprised 24 students from Class XI TLM at the Hajj Health Vocational School. The research utilized the Classroom Action Research (PTK) method, which consists of a cyclical process involving four stages: Planning, Implementation, Observation, and Reflection. Each cycle in the classroom action research aimed to improve students' writing abilities through the application of the mind mapping technique. The instruments used in this classroom action research included observation sheets and written tests. The observation sheets were employed to assess the level of cooperation, activeness, and changes in student learning outcomes.

The written tests were designed to evaluate students' ability to create expository texts based on mind mapping conducted on the blackboard. Data analysis in this research was conducted using the KKM (Minimum Competence Criterion) standard, set at 80. If students did not achieve this standard in the subsequent learning cycle, additional cycles were carried out to ensure the desired learning outcomes were met. Through this iterative process, the research aimed to enhance the writing skills of the students by continuously refining the application of the mind mapping technique.

RESULT AND DISCUSSION

This classroom action research was conducted at the Hajj Health Vocational School, North Sumatra, located on Jalan RS. Haji, Kenangan Baru Village, Deli Serdang Regency, North Sumatra. The research took place during the even semester of the 2023/2024 academic year, with 24 students from Class XI TLM selected as the subjects.

First Cycle

During the planning stage of the first cycle, researchers analyzed the curriculum to determine the competency standards and basic competencies that would be taught to students using the mind mapping technique. A learning implementation plan (RPP) and learning scenario were created, along with learning tools such as student worksheets and research instruments.

The implementation stage revealed some challenges. Initially, the plan was not fully followed due to some groups being unaccustomed to group learning conditions and not fully understanding the mind mapping technique. The process began with the teacher outlining the competencies to be achieved and presenting examples of exposition texts as concepts for students. The students were divided into eight groups, each tasked with discussing and exploring ideas related to the text. Despite guidance from the teacher, many students were confused and inattentive. Each group then presented their discussion results, which the teacher noted on the board in diagram form. Students labeled the diagram to identify the thesis, argument, and reiteration, with full guidance from the teacher. The students were then asked to develop the ideas from the mind map into an exposition text, but most were not serious or active. The teacher collected the students' work and evaluated it.

Observation during this cycle indicated mixed results. While some students began adapting to group conditions, they still required significant guidance. Attention to teacher instructions varied, with some students being less enthusiastic and some group leaders struggling to manage their members effectively. Additionally, some students were hesitant to participate in discussions and less serious about writing tests, resulting in poor mastery of the learning material. Many students did not meet the KKM standard score of 80.

Reflection on the first cycle indicated that student cooperation and activity levels had not improved significantly, and the learning outcomes did not meet the desired standards. The unfamiliarity with the mind mapping technique contributed to these challenges. Consequently, the researcher concluded that further cycles were necessary, with several corrective actions planned for the second cycle.

Second Cycle

In the second cycle, the researcher addressed the weaknesses identified in the first cycle and aimed to build on its successes. The planning involved motivating groups to be more active, providing more intensive guidance, offering recognition or rewards, and creating more understandable learning tools using the mind mapping technique.

During the implementation stage of the second cycle, the atmosphere showed improvement. The teacher began by outlining the competencies to be achieved and presenting another example of an exposition text. This time, the students appeared enthusiastic. The groups, formed during the first cycle, discussed and explored ideas more actively, closely following the teacher's instructions. Each group presented their discussion results, which were diagrammed on the board. Students actively labeled the diagrams and expressed their opinions, demonstrating a better understanding of the mind mapping technique. They then developed the ideas from the mind map into an exposition text with greater seriousness and activity.

Observations from the second cycle indicated significant improvements. All students had become accustomed to working in groups and paid full attention to the teacher's instructions, resulting in an effective, enjoyable, and controlled classroom atmosphere. Most students actively participated in group discussions and expressed their ideas confidently. They also showed seriousness in writing tests, successfully developing mind maps into exposition texts. Mastery of the learning material improved, with many students achieving or surpassing the KKM standard score of 80.

Reflection on the second cycle revealed a marked increase in student cooperation and activeness compared to the first cycle. The students achieved the learning outcomes, demonstrating understanding of the mind mapping technique and motivation to apply it independently. The researcher concluded that the second cycle successfully improved the students' ability to write exposition texts, achieving the research objectives

Data Analysis Process

From the description of the research results above, data analysis is as follows:

1. First Cycle Data Analysis

The results of the first cycle observations can be seen in the following table:

Table 1.
First Cycle Observation Results

Group	Score Obtained	Ideal score	Percentage %	Note
Tulip	7	12	58	
Daisy	8	12	67	
Orchid	9	12	75	Highest
Sun Flower	6	12	50	Lowest
Bougenville	7	12	58	
Water Lily	8	12	67	
Rose	8	12	67	
Cactuss	7	12	55	
Average			63	

Tabel 2.
First Cycle Written Test Results

Group	Student Number	Written Test Score
Tulip	1	70
	2	80
	3	65
Daisy	4	65
	5	80
	6	65
Orchid	7	80
	8	70
	9	75
Sun Flower	10	80
	11	75
Bougenville	12	75
	13	80
	14	65
Water lily	15	80
	16	65
Rose	17	80
	18	70
	19	80
	20	65

Cactuss	21	65
	22	65
	23	65
	24	75
Average		72

From the results of the analysis of the collected data, it is known that some successes and weaknesses occurred in the first cycle as follows:

- a. Most of the students have a low level of cooperation, activeness, and changes in student learning outcomes, with only 72% of observation results obtained. Only a few students felt happy and enthusiastic about learning activities.
- b. The students' written test results only reached an average of 72.29. Most students scored below the KKM 80. Some students have reached the KKM.
- c. There are still groups that are less able to convey the results of their discussions.
- d. There are still groups who have not been able to complete the task in the allotted time. This is because the group members are not serious enough. From the analysis of the results of the actions in the first cycle, the researcher concluded that the first cycle was not successful and had to be continued to the second cycle with several corrective actions.

2. Second Cycle Data Analysis

The results of the second cycle of observations can be seen in the following table:

Table 3.

Second Cycle Observation Results

Group	Score Obtained	Ideal score	Percentage %	Note
Tulip	10	12	83	
Daisy	10	12	83	
Orchid	11	12	92	Highest
Sun flower	9	12	75	Lowest
Bougenvill e	10	12	83	
Water lily	10	12	83	
Rose	10	12	83	
Cactus	10	12	80	
Average			72	

Results of the written test for mastery of the second cycle of analytical Exposition text writing material

Table 4.
Second Cycle Written Test Results

Group	Student Number	Written Test Score
Tulip	1	80
	2	80
	3	75
Daisy	4	75
	5	75
	6	75
Orchid	7	85
	8	85
	9	75
Sun flower	10	80
	11	90
	12	90
Bougenfille	13	90
	14	90
	15	90
Water lily	16	90
	17	90
	18	75
Rose	19	75
	20	85
	21	90
	22	90
	23	85
Cactus	24	75
Average		82,91

From the results of the analysis of the collected data, it is known that the successes that have been obtained in this second cycle are as follows:

- a. All students are used to group learning conditions and a pleasant classroom atmosphere.
- b. The majority of students had an increased level of cooperation, activeness, and changes in student learning outcomes, with observation results only being 83%. They have been able to build cooperation in groups, participate in activities, and

- can complete assignments on time. Apart from that, they also actively conveyed the results of their discussions.
- c. Students' written test results can reach an average of 82.91. They got a score of up to KKM 80, some of them even got a score above the KKM.
- d. The class atmosphere is serious but fun and all groups can be controlled, because each group leader understands their duties

Table 5.
Comparison of First and Second Cycle Observation Results

Group	Percentage of First Cycle (%)	Percentage of Second Cycle (%)
Tulip	58	83
Daisy	67	83
Orchid	75	92
Sun Flower	50	75
Bougenville	58	83
Water Lily	57	83
Rose	57	83
Cactus	53	75
Average	72	83

Comparison of written test results for mastery of material for writing descriptive text in the first and second cycles.

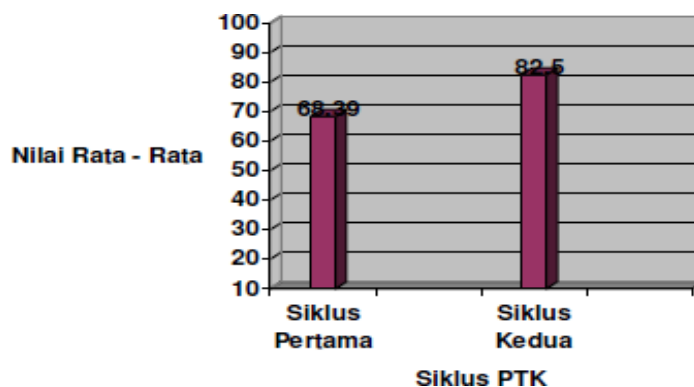


Figure 1.
Comparison of First and Second Cycle Written Test Results

CONCLUSION

Based on the results of the classroom action research, several conclusions can be drawn. Firstly, observations showed a notable improvement in student cooperation,

activeness, and learning outcomes. In the first cycle, the average observation score was 72%, whereas, in the second cycle, it increased to 83%. This indicates a significant enhancement in the students' engagement and collaborative efforts.

Secondly, the written test results also demonstrated substantial progress. In the first cycle, the average score for writing descriptive texts was 72.29, falling short of the KKM standard of 80. However, in the second cycle, the average written test score rose to 82.91, with students successfully meeting and even exceeding the expected KKM.

The classroom action research confirms that the action hypothesis is achievable. The application of the mind mapping technique has proven effective in improving the students' ability to write exposition texts. Through this research, it has been demonstrated that the mind mapping technique significantly enhances not only the students' writing skills but also their overall engagement and participation in the learning process. This success suggests that the mind mapping technique can be a valuable tool in teaching writing skills, providing a structured yet creative approach to learning that benefits students' academic performance and motivation.

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