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**DAFTAR ISI**

# A STUDY OF MIND MAPPING COLLABORATIVE WRITING TECHNIQUES FOR TEACHING WRITING DESCRIPTIVE TEXTS

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## Abstract

*This research aimed to improve students' ability in writing descriptive text through mind mapping collaborative writing technique. The data were taken from students of A1 in English Study Program of STKIP Persada Khatulistiwa Sintang in the Academic Year 2017-2018. The finding showed that this technique could make the students enjoyed the writing activity and generated the students' motivation to get involved in the writing process. The students were happy worked collaboratively with other student; moreover, the students could share their difficulties among the activity. Mind mapping collaborative writing could help the students to improve their writing descriptive texts and motivate the students to be active in the writing activity. Mind mapping collaborative writing is suggested to use in teaching writing at any level of the studentsand for any kind of texts.*

*Keywords: Teaching Writing, Mind Mapping Collaborative Writing, Writing Descriptive Texts.*

## Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa/siswi dalam menulis teks deskriptif melalui tehnik 'mind mapping collaborative writing' pada mahasiswa A1 program Study Pendidikan Bahasa Inggris, STKIP Persada Khatulistiwa Sintang tahun Pelajaran 2017/2018.  Hasil penelitian ini menunjukan bahwa tehnik ini dapat membuat siswa merasa nyaman dan memicu motivasi mereka dalam kegiatan menulis. Para siswa senang bekerja sama denga siswa lainnya, terlebih mereka dapat saling berbagi kesulitan selama kegiatan menulis. Tehnik 'mind mapping collaborative writing' dapat membantu siswa meningkatkan kemampuan menulis teks deskriptif dan dapat memotivasi siswa untuk berperan aktif dalam kegiatan menulis. Tehnik 'mind mapping collaborative writing' disarankan untuk dapat digunakan dalam belajar menulis untuk berbagai level siswa dan dapat digunakan untuk macam-macam jenis teks.

Kata kunci: Belajar Menulis, Mind Mapping Collaborative Writing, Menulis Teks Deskriptif.

## BACKGROUND

Based on the researcher's observation in the classroom, the students had some difficulties in constructing a good sentence, improving the writing content of descriptive text and low motivation for writing activity. Based on the problems faced by the researcher in the classroom, it was reasonable to conduct a study to solve the students' problems as specially in writing a descriptive text. Mind mapping collaborative writing technique would be applied in the class room for teaching writing descriptive text. This technique allowed the students to work collaboratively with other students in writing activity. This technique was assumed to give more motivation for students to write more. Mind mapping collaborative writing technique would be applied to generate the students to write, while to complete the activity the students got involved in collaborative writing activity to gain the goal of the learning process.

In general the research problem formulated as: How could the writing descriptive text of *A1* Students in English Study Program of STKIP Persada Khatulistiwa Sintang in the Academic Year 2017-2018 was improved through mind mapping collaborative writing technique? In the light of the problems formulated before, the objective of the this research in general was to improve descriptive text writing through concept mind mapping collaborative writing technique of *A1* students in English Study Program of STKIP Persada Khatulistiwa Sintang in the Academic Year 2017-2018.

Mind mapping is a form of data visualization. It allows the person creating the mind map to visually outline information as it relates to a specific concept (Mapman, 2013). Mind Mapping is a visual technique for structuring and organizing thoughts and ideas (Rustler, 2012). It is a great tool to organize the thought processes of their students when writing, due to the fact that the teacher only presents the basic content and it is the student who writes it in an organized way (Hillar, 2012).

All Mind Maps have some things in common. They all use color. They all have a natural structure that radiates from the centre. And they all use curved lines, symbols, words, and images according to a set of simple, basic, natural, and brain-friendly rules. With a Mind Map, a long list of boring information can be turned into a

colorful, highly organized, memorable diagram that works in line with your brain's natural way of doing things (Buzan, 2005b). While the most obvious use for a mind map would be in the brainstorming process (Mapman, 2013).

The benefits of mind mapping are flexible, it means that brain be able to move fluently to all of direction (Buzan, 2005a). The students can focus on learning. They also can understand the material and min mapping attract to learn. According to Buzan (2005a) mind mapping helps the students in terms of: Plan, communicate, become more creative, save time, solving the problem, focus on learning, develop and clarify thoughts, remember be better, learn more quickly and efficiently. In summary, Mind Mapping has a whole range of advantages that help students easier and more successful (Buzan, 2005b).

Rustler (2012) stated that Mind Mapping is a visual technique for structuring and organizing thoughts and ideas. In addition to keywords, visualization involves a sequence of graphic elements like colors, symbols, pictures and spatial arrangement of branches. Collaborative learning (CL)

provides opportunities for naturalistic second language acquisition through the use of interactive pair and group activity. While according to Hartley (2008) collaborative writing among the academics can give some benefit. The writing activity becomes more efficient because different aspects of the task can be shared out among the students.

Related to those theories, mind mapping collaborative writing means by the researcher is a technique used in writing activity in which the writing activity start with a mind mapping to browse the ideas and to generate the students to write more. Mind mapping collaborative writing technique will be applied in the process of writing descriptive text, in which the students work collaboratively with other students from the beginning until the end of the activity. During the process of writing the students work collaboratively with other students in making mind mapping and composing the writing product.

Learning to write well is important because it gives students power. Writing well enables students to accomplish their goals, whether those goals include being successful in school, getting and keeping a good job, or simply expressing ideas clearly.

Writing is so absorbing and involving that it can make you feel more alive-concentrated yet euphoric (Morley, 2007). Writing in its broad sense as distinct from simply putting words on paper has three steps: thinking about it, doing it, and doing it again (Kane, 2000). Writing is often recommended as a tool for improving reading. In intensive writing was identified as a critical element of an effective adolescent literacy program. Writing instruction improves reading comprehension and that the teaching of writing skills such as grammar and spelling reinforces reading skills. It is also believed that writing about a text improves comprehension, as it helps students make connections between what they read, know, understand, and think (Graham & Hebert, 2010).

The writing process as a private activity may be broadly seen as comprising four main stages: pre-writing, drafting, revising and editing (Richards & Miller, 2005). In addition Seow in Richards & Renandya (2002) describes the process approach to teaching writing, which comprises four basic stages. They are planning, drafting, revising and editing. In the beginning, the students should decide what they are going to write. In the planning stage, the writers have to think about an idea related to the topic. Planning or pre-writing is the very essential step in the writing process. After the planning the students should start their writing by drafting their writing. Drafting means writing a rough, or scratch, form of your paper (Galko, 2001).

One way of focusing attention on different aspects of writing is to look at writing as a process. One possible division of the writing process contains the seven sub processes. They are considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing (Nation, 2009) . On the other hand, because every writer is different, they may want to acquire confidence in their written communication skills so that they feel free to devote less time to invention and pre-writing tasks and more time to composing a first draft. The teacher asked the students to think and determine what the topic they choose. After that, the students are engaged in brainstorming their ideas and how to develop the topic in their writing. To

have good writing, the students have to follow the four stages of writing (Harmer, 2004).

In general the teaching procedures are as follow: First, the students are provided with the mind-mapping. Second, the students are asked to visualize their thought and ideas in their mind-mapping collaboratively with other students. Third, the students are asked to start writing based on their mind mapping collaboratively with other students. Last, the students are asked to cross check their work with other students. All process of writing activity is done collaboratively with other students, star form drafting until final draft. In drafting the students work collaboratively with other students to make their mind mapping. In editing stage, the students compose their writing collaboratively with other students. In last stage of writing process, the students do cross check on their writing product with other students. During the learning process the teacher helps and assists the students to gain their goal.

Graphic 1. Teaching writing procedure through mind mapping collaborative writing technique.

Making mind mapping → Composing writing product → Checking the writing product

## *METHOD*

This research is a classroom action research. In implementing this Classroom Action Research, the researcher applied the model developed by Kemmis, S., McTaggert, in Burns (1999) which consists of four steps which took the spiral of planning, acting observing and reflecting. This Classroom Action Research may consist of one or more cycle. If the first cyle meets the criteria of success, the next cycle is not required. The next cylce is required if the first cycle does not meet the criteria of success.

This research was conducted to *A1 students in English Study Program of STKIP Persada Khatulistiwa Sintang in the Academic Year 2017-2018* which is located Jl Pertamina Km 4, Sengkuang, Sintang. The students of

class A1 were used as a research subject because based on the researcher's observation their ability in writing descriptive paragraph was very poor; therefore, immediate improvement was really needed.

The intruments to collect the data were observation sheet, camera, field note and writing assessment task. The observation sheet provided close – ended questions for every meeting so the collaborator could directly choose the option for responding (Creswell, 2012). It was about the students' involvement during the mind mapping collaborative writing language learning implementation.

Observation is a natural process – we observe people and incidents all the time and based on the observations, we make judgments (Koshy, 2005). The collaborator completed the field note. It contained the strengths and the weaknesses of the mind mapping collaborative writing in language teaching process. Based on the strengths and the weaknesses, the collaborator gave some suggestions to overcome the weaknesses and to improve the strengths. Field notes are texts or words recorded by the researcher during an

observation in a qualitative study (Creswell, 2012).

Writing assessment would be implemented when the researcher needed to examine the students' achievement and progress after the mind mapping collaborative writing technique was implemented. He used a scoring rubric which included five aspects of writing; they are content, organization, grammar, vocabulary and mechanic. The writing assessment was in the form of writing test. The researcher asked the students to describe a particular place with mind mapping collaborative writing. The result of the test informed there was improvement of students' writing ability after implementing collaborative writing-mind mapping. The researcher adapted the analytical scale in ESL created by Jacobs et al cited in Weigle (2002). All aspects of writing, such as content, organization, grammar, vocabulary and mechanic were covered by this scoring rubric.

While for the documentation the researcher used video recording. Video recording is a technique for capturing in detail naturalistic interactions and verbatim utterances. It allowed the researcher to capture versions of

conduct and interaction in everyday settings and subject them to repeated

*Research Findings*

The data presented in this study were obtained from the implementation of the classroom action research which cover the students' involvement during the implementation of the action, students' individual writing products, and their responses toward their writing ability through the use of mind mapping collaborative writing technique in Cycle 1, and Cycle 2.

**Planning**

In the planning stage, the researcher prepared two lesson plans for two meetings. In the first meeting, the researcher planned to explain descriptive texts; the social purpose, generic structures and language features. He would also explain the steps in writing; planning, drafting, editing and final version. Then, the researcher would introduce and explain the mind mapping technique as the main purpose in this research. He would also explain what mind mapping is and how to use mind mapping in writing descriptive texts. Besides, the researcher also focused on improving

scrutiny using slow motion facilities and the like (May, 2002) students' ability in terms of grammatical rules.

**Action and Observation**

In implementing the actions, the researcher worked collaboratively with the collaborator. During the actions, the researcher taught based on the lesson plans while the collaborator observed the teaching and learning process while completing the checklists and taking notes about anything happened in the classroom. Sometimes the collaborator took pictures for documentation.

*Cycle I*

The presentation of the findings are in line with the criteria of success that have been determined which cover the students' involvement during the teaching learning process, the students' writing products, and the students' responses toward the implementation of mind mapping collaborative writing in improving the students' writing ability.

**The students' involvement in Cycle 1**

Based on the observation, the percentage of the students' involvement

in each meeting were first meeting 71,2% and second meeting 69,3% respectively. Thus the final percentage for the students' involvement during the teaching learning process in Cycle 1 was 70,3%. It means that the first criteria of success obtained from the observation sheets have not been achieved yet.

In addition, the observer also supported the findings by writing some points in the field notes. The field notes covered a brief explanation about the strengths, the weaknesses, and the suggestions given by the observer. In Meeting 1, there were 2 points which were considered as the strengths. They were (1) the students were enthusiastic with the brainstorming in the Pre Task in which the researcher explain the purpose of the study and delivered some questions related to the material, all of the students actively answered teacher's questions orally although they answered did not in the target language. (2) The students were enthusiastic when the researcher showed a model of mind mapping, most of them immediately make their own on their paper.

Meanwhile, the weaknesses of this meeting was the teacher explained the material to fast and gave a little time for task cycle. Most of the students did not finish yet with the task when the researcher continued to the next activities. This might the students kept silent during the activities. Therefore, the observer suggested the researcher to manage the time well and speak slowly when explaining. The observer also suggested the researcher to give more time for the students to the task and give more examples.

In Meeting 2, there was 1 point that was considered as the main strength in the meeting. It was that the students were greatly enthusiastic when they made their mind mapping about their house. It can be seen that most students were busy to discuss about their mind mapping to other students. It could be say that collaborative learning was implemented well during this activity. However, there was several weaknesses in this meeting. It was mainly about the time management. The researcher consumed much time in managing the class and grouping the students. Based on the observer observation, the researcher could not define the students well when grouping them. The observer then suggested to the researcher to manage the time well. He said that the

researcher should group the students by considering the students ability. The researcher should group the students before the main activity implemented to avoid consuming much time. Besides, the observer also noted that the researcher only focused to help some students, so other students did not get the same chance to consult their difficulties.

To sum up, considering all the findings in Cycle I which have not met all the criteria success yet, not all the students (only 70.3%) got involved during the teaching and learning process and not all of the students (only 37%) could achieve the score at least fair level of writing as the minimum passing grade in their final products, the researcher and the collaborator decided to continue the action to the next cycle.

*Cycle II*

In the previous cycle the researcher found that the students' involvement toward the implementation of the mind mapping collaborative writing technique was less than 80% which is considered as the criteria of success. While, from the students' final score there were many students who did not pass the minimum passing grade.

More than half students, about 67% of them could not achieve the score at least fair level or got score 60. Considering those findings, the researcher then improved learning strategy and design 2 lesson plans to be implemented in the second cycle which consisted of 2 meetings.

**The students' involvement in Cycle II**

The percentage of the students' involvement in each meeting in Cycle II were first meeting 100% and second meeting 96.2% respectively. Thus the final percentage for the students' involvement during the teaching learning process in Cycle II was 98.1%. It means that the students' involvement in the teaching learning process was improved from the first cycle. It can be assumed that the first criteria of success obtained from the observation sheets have been achieved. The collaborator wrote two strength points in the first meeting. The first strength was the students enthusiastically worked collaboratively to make sentences using auxiliary trough a map provided by the teacher. The map was designed to guide the students to make a short sentences using "to be" and "have/has". Besides the students also provided with a map of

a school which guided the students to make long sentences using "there be". The map was designed with more vocabularies. The next strength was the students were enthusiastically shared their difficulties to other students while writing the sentences. The students actively consulted their vocabularies and discussed with their friends. Mean while time management was considered as the weakness. The teacher did not give the same chance to all groups to consult the result of their works.

In the second meeting there were two points that considered as the strength. The first was the students enthusiastically to draw their mind mapping and together with other students they shared their vocabularies to complete their mind mapping. The second one, the students were happy to work collaboratively with other students in drafting their writing. The students were discussed and share their work with other students not only in one group but also from other groups. In drafting their writing product the students were talkative, some time they were rebut their opinion with other students. While there were two points considered as the weakness. There were some students who ignored other students who needed their help. Some students were focused only on their works, they did not want to share their ideas, even dough they were considered good in the classroom. The second one, there were some students who were not actively in discussion they were tendency wait for other students to help them than asking for help or get involved with other student. Based on the weaknesses the collaborator suggested the researcher to be more active in assisting the students. The researcher was expected to assist the students not only group by group but individually will be more effective.

To sum up, the data obtained from the field notes have supported the previous data obtained from the observation sheet positively. Even dough there were some weaknesses noted by the collaborator in the field notes but they could be covered by some strengts points as mentioned in each meeting. So, it could be assumed the students' attitude during the teaching and learning process, which was shown through their involvement in the teaching and learning activities within 2 meetings, have met the first criterion of success.

**The students' final score percentage in both Cycle I and Cycle II**

In the term of students' final score the researcher assumed that the students' final score were improved form one cycle to other cycle. The students' final score improvement also could be seen from the individual score.

Based on the students' final score in Cycle II, there were about 15.4% students got score 50-59, 30.7% students got score 60-69, 42.4% students got score 70-79 and 11.5% student got score 80-100. Related to the criteria of success there were 84.6% students were passed the criteria of success in the term of final score

Graphic 2.The students' final score percentage
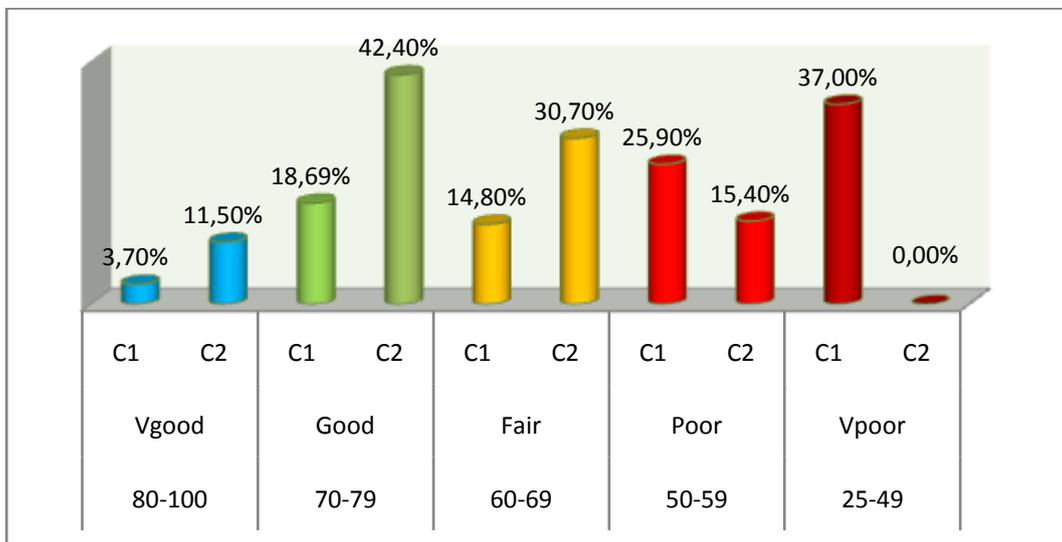
To sum up, considering all findings in Cycle II, the data showed that the students' involvement was improved from 70.3% in Cycle I to 98.2% in cycle 2. It meant that almost students were involved in the learning activities through mind mapping collaborative writing technique. Mean while, the number of students' final score percentage who got minimum passing grade were improved from only 37.0% students in Cycle I increased to 84.6% students in Cycle II. Based on the findings in both cycles researcher and the collaborator then assumed that all data showed the improvement and decided to end the action.

### *Discussion*

After made the conclusion and reflection of the first cycle, the researcher decided to continue the action to the next cycle. The researcher did not satisfy with the first result and he assumed that he could improve the students' participation in the learning process. Besides he wanted to improve the students score on writing product. In other side, the result of the implementation of the technique in the first cycle did not meet the criteria of success yet. As the

indicators of success at least 80% students involved in the activity but in fact there were only 70.3% students were involved in the activity. The other indicator of success was at least 70% students got final score 60 or fair level in writing. The data show only 37% students who got score 60 above. Considering those, the researcher consulted the problems with the collaborator to find the solution to solve the problems. Based on the data and supported by the note taken by the collaborator in the first cycle. The researcher redesigned the learning activity based on the strength and the weakness of the first implementation of the technique.

After the treatment, the students' involvement was improved in Cycle II. The data showed that there 98.2% students were involved in the learning activity. Almost students were actively enganged in the teaching learning cativity. Most students were opened to other students. They were not shame anymore to discuss their difficulties to other students. The students were happy assigned in learning activity. They worked collaboratively to other students in all steps of writing process. The students responded positively toward the

implantation of the technique. Mean while, the students writing ability also improved as well. The students made improvement in all aspects of writing.

To sum up, the students' improvement in toward the cycles, it could be assumed that all researcher questions were confirmed. From the improvement toward the cycles, the students' motivation was improved as well. According to Moeed (2015) students who are motivated to learn could spent time on the task and will continue to do so even if they come up against obstacle. In line with that the researcher assumed that the students' motivation to get engancged in the teaching descriptive text using mind mapping collaborative writing was improved. It concluded from the data taken from the observation sheet. So, the objective of the study were met the goals.

## *Conclusion*

The use of mind mapping collaborating writing helped the students in the writing process in the terms of planning, drafting, and editing. Using mind mapping collaborative writing in teaching writing descriptive texts was also able to improve the students' ability including generating ideas, improving the writing content, organizing the text, improving vocabulary, mastering grammar and improving the mechanic. In addition, the students were able to use their imagination and creativity during their writing process. Furthermore, their motivation also increased and made them more focus on the lesson. It implied that mind mapping could be used to improve students' writing descriptive text at class A1 in English Study Program of STKIP Persada Khatulistiwa Sintang in the Academic Year 2017-2018

## Suggestions

Based on the findings of the present study, the researcher would like to suggest the Lecturer, the students and other researchers as follows: For the lecturers in general are suggested to be more active, creative and innovative in teaching writing descriptive text and also in other language skills. For the students, especially student at A1 are suggested to keep their motivation and improve their writing descriptive text more intensively. For the other researchers who are going to conduct an action based research are suggested to apply mind mapping collaborative writing to

overcome writing text problems faced by the students.

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