

## THE EFFECT OF MIND MAPPING TECHNIQUE IN WRITING NARRATIVES TEXT

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### ABSTRACT

This study aim at investigating the effect of applying Mind Mapping Technique on the students' achievement in writting narratives. The population of this study was the Grade 8 students of Junior High School. This research used a mixed method between pre-experimental design particularly one group pretest - posttest design and questionnaire and interview techniques.

The population 474 students were randomly taken as the sample of research. The sample was dividedn into twogroups. The first group 44 students as the experimental group, while the rest 45 students as the control group. The experimental group was taught by aplying Mind Mapping Technique. The instrument for collecting data was essay test. To obtain the reliability of the test, the writer used the inter-rater formula.

The data were analyzed by using t-test formula. Finally, the results of interviews suggest that the students loved this technique because it successfully motivated them to write Narrative texts in an enjoyable way, to improve their writing Narrative texts, to increase vocabulary and creativity, to arrange sentences and organize ideas. It is then recommended that mind mapping technique be used in teaching writing in different text types and levels of scholing.

Keywords: *Mind mapping technique, writing, narrative texts*

### Introduction

In case of writting, this kind of expressing ideas, feelings, and desire uses a conventional graphic system. It is complicated because it covers so many rules and techniques. To achieve writting skill, one should master vocabulary, spelling, grammar, puctuations, and organizing ideas into sentences and paragraphs. Writting has always formed part of the syllabus in teaching Englis. Because writting will be used forn a wide vairyety of purposes, it is produced in many different ways. In some case, it shares equal biling with other skills; in other curricula it is only-use, its 'writting for learning' role where the students write pronominally to argument their learning of the grammar and vocabulary of language.

Writing is one of the important skills in teaching and learning English. It has occupied place in most English language courses. One of the reasons is that more and more people need to learn writing in English for occupational or academic purpose. In order to write well, people must have good capabilities in writing. The problem is many students do not know how to write. Writing is a process of putting their ideas or thoughts into word, which is combined into the form of paragraphs/text. The goal of writing is to express ideas or thoughts,

so students should be able to express ideas or thoughts in writing form.

Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas (Uusen, 2009). Westwood(2008, p. 56) said that "Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psychomotor processes".

Yusuf ([www.udel.edu/pbl/cte/spr96-nutr.html](http://www.udel.edu/pbl/cte/spr96-nutr.html)) states that the problems of writing skills have been a long issue in EFL (English as a Foreign Language) context. It has been an obstacle for most EFL learners. Regardless the production in academic setting, less qualified product has been a long wound for academicians. Only few are productive, and only few considered good. It might be due to writing is considered the least language skill to practice and the most difficult one to adapt. Although writing is very important for us, it is a difficult subject especially for the student. The reason is because writing is a mixture of our ideas, vocabulary and also grammar. Writing skill is more complex and difficult for teaching,

requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem.

The researcher found out that some students had difficulties to write a Narratives text. To solve the students' problem in writing Narrative texts, in the literature, one technique that can be used to help students' write is mind mapping (Buzan, 1993). According to Murley (2007), mind mapping can maximize brain's ability in associating number with visual qualities (space, image, color) and as the result, the memory will be able to store more fact. Based on the explanation above, the research aims to investigate the effectiveness of mind mapping technique to help students' writing ability particularly in writing Narrative texts. The study also aims to find out the students' responses toward the use of mind mapping technique in writing class.

Mind mapping technique gives all students the opportunity to express their ideas. According to Buzan (2008:4) mind mapping is the easiest way to get the information *into* the brain and get the information *out* of the brain. Mind map is a creative and effective technique in note taking, and literally "mapping" our minds.

The study attempts to address the following research questions:

1. Can main mapping technique help students improve their writing ability in writing Narrative texts?
2. What are students' responses toward mind mapping technique in writing classroom?

#### Review of Literature

In conducting a research, theories are needed to explain some concepts in the research concerned. This chapter presents a review of related literature and explanation of related materials, which is aimed to give some classification of the term used in this study.

#### 1. Mind Mapping Technique

According to Harmer (2001:135) mind mapping is a way of teaching writing where students make their own word diagrams: used lines, arrows, and encircles to show relationship among the ideas and details. The purpose of these diagrams is to assist students as they examine the words given. Mind Mapping technique is designed to support and to assist the

students become more strategic in learning writing. It invites students become to find out some new words based on the words given as many as possible. Therefore, mind mapping technique is a way of helping students to think more creatively to associate ideas more easily. It is much more brainstorming, but is more visual since the students can creatively elaborate ideas by looking at the relationship between words.

According to Liu et al (2014:18) Mind mapping means the technique for visualizing these relationships among different concepts has distinctive features over concept mapping in terms of its colors and free form. Chin et al. (2011) cited in Liu et al. (2014:18) mention that mind mapping has been widely used in education in brainstorming ideas, training and development, organizing ideas and problem "Mind mapping is a teaching technique that requires students to draw a diagram used to outline information represented by pictures and color", Eppler (2006) in Supriyanto (2013:185), and according to Mona and Adbkhalick (2008) cited on Adodo (2013:165) mind mapping is important, effective and useful for students to structure their understanding of environmental concepts in a way which can help the students to be effective. Note takers and which can generate new ideas and associations that they have not thought of before. Graphics organizers assists learning by providing an opportunity for visual, stimuli, brain storming, recording information in none leaner fashion, assessment, checking understanding, problem solving, elaboration, creating analogies, note taking, summarizing, illustrating sequence of events and other creative ways of instruction he says that brain will save information easily by using colorful pictures, symbols, sounds, and feelings.

Technique Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranged a central keyword by branches and typically it contains words, colors, short phrase and picture Buzan (2006). Buzan also says that mind mapping is a primary tool used for stimulating thought that shows ideas which are generated around a central theme and how they are interlinked. Liu et al (2014: 19) says that Mind mapping is a technique of representing knowledge by organizing it as a network or other non-linear diagram incorporating verbal and symbolic elements which are assumed as the schema. Students can condense their knowledge by using mind mapping, thus reducing the

working memory load and remembering the knowledge easier and clearer. Furthermore, students' involvement in the mind mapping can encourage the students' active practice which in turn consolidates knowledge, it is line in accordance with Jones et al (2012:05) say that mind mapping activities require students to actively engage in their learning, often by connecting their prior knowledge to new information. When creating a mind map, a student frequently interacts with a textbook, notes from class, an instructor, classmate, or study group.

The benefits of mind mapping have been discussed by several writers (McGriff, 2000; Buzan, 2007; Edward, 2011). They believe that mind mapping can balancing the brain, help to organize thoughts, improve the creativity, speed of learning and memory. Dawson et al. (2005) state that mind mapping is a type of prewriting method as the first stage of the writing process and as the point at to discover and explore our initial ideas about a subject. "Prewriting helps us to get our ideas on paper, though not usually in an organized form, and brainstorm thoughts that might eventually make their way into our writing"(Dawson et al., 2005). 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.

The advantages of Mind Mapping Technique, the students will get used to:

1. Define the central idea by positioning it in the center of the page
2. Indicate clearly the relative importance of each idea
3. To figure out the links the key ideas more easily
4. To think creatively
5. To see complex relationship among ideas
6. To focus what they are going to write

## 2. Writing Narrative Paragraph

Writing skill is one of the four English language skills in addition to listening, speaking and reading. Writing skills are specific abilities which help writers put their thoughts into words

in a meaningful form and to mentally interact with the message. According to Hyland (2003:9) writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. Breton (1982:2) asserts that writing defers from speaking. In one very important way the text have to carry all the meaning because the writer is not around to explain. In speaking, the communication is two ways round, but in writing, there is only one way. Therefore, writing should contain relatively complete information. Heaton (1989:135) says writing is the ability to use structure. Writing refers to the skill of using graphic symbols which have to be arranged to certain convention. It means writing is the act of skill in forming graphic symbols and combining a number of diverse elements. It is also one's ability in using grammar to express one's ideas in the form of written communications. In other words it can be said that writing is expressing ideas, feelings, and desires through graphic symbols.

Hornby (2000:11) defines "achievement" as (1) a thing that somebody has done successfully, especially using his own effort and skill (2) the act or process of achieving something. Yelon, Weinstein, & Wiener state that achievement is an indication of the success by the individual. Concisely, students' achievement is a thing done successfully by students with their efforts and skills. Santrock in Manalu (2007:15) states that achievement is accomplish something, reach a standard of excellence, and expend effort to excel. Achievement itself is the successful finishing or gaining of something through skills and hard work.

According to Hornby (1962:238) narrative is a composition that consists of story telling. A narrative paragraph is a pattern of thought which consists of the act of following as a sequence of action or events in time. It is a recounting of the facts or particulars of some incident or experience. Mc Crimmon (1984:159) explains that narration is a story told to make a point. Writers often use narration to lead into the body of their writing or in intended from to provide a detailed, personal account of what happened. The statement above clearly indicates the feature of narration which will indicate the various writing (composition) strategies along with the other strategies, such as: illustration, comparison, classification, process analysis, casual analysis, and definition. Narration is one

of the commonly used strategies in writing. In this case, the teaching of narration should be directed towards the understanding of the stages in narration.

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story — which is why it is so often used in phrases such as “written narrative,” “oral narrative,” etc. While a story just is a sequence of events, a narrative recounts those events. Pardiyo (2007:94) states that Narrative is a type of text which is very appropriate to tell the activities or the past events that shows problematic experience and resolution with the purpose to amuse and sometimes to give moral lesson to the readers. Narrative text is a type of text which has been employed since the very old times throughout the history. Even if time and cultural differences have caused various changes, narrative text genre has elements, which can be determined in a concrete manner and also people have the same expectations in terms of text structure (Coşkun cited in Sallabaş 2013). Meyers (2005:52) in Sihombing (2011) states that narrative is one of the most powerful ways of communicating with others. They do not only understand the event, but they can almost feel it. The action, details, and dialogue put readers in these seem and make it happen for them. In addition, according to Bruner in Sallabaş (2013), the narrative texts can be formed of active and serial events, emotional events or a mixture of both. Stories dealing with successive events are generally told by a third person. Story is consisted of a sequence of events and events are told according to order of happening.

Based on the opinions of some scientists above, we can conclude that narrative is a storytelling. When we write a narrative essay, we are essentially telling a story, whether we are relating a single story of several related ones, and we can tell it in the first person or third person. Through narration we make statements clear by relating in detail something that has happened. In the story we tell, we present the details in order in which they happened. We develop the story in chronological order.

Aranuadet, Martin and Barret (1984) state that there are two kinds of narrative writing:

- a) Non-fiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, important

historical events, or new stories. This is really a combination of narrative and informational writing.

- b) Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, etc. The main purpose of this fiction is to amuse, or sometimes to teach moral lesson.

#### Generic Structures of Narrative Text

##### 1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story

##### 2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

##### 3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

##### 4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

#### Methodology

This research used a quantitative method to describe the significant effect of mind mapping technique on the student's writing achievement. This experimental research needs two groups of sample: experimental group and control group. The experimental group is the group that receives treatment by using Mind mapping Technique, while the control group is the group that receives different treatment or is treated as usual (Non-Mind mapping- Tecnique). The population of this study is the grade 8 Students of Junior High School. in obtaining the sample, the writer used random sampling considering Gay (1987:104), who states that random sampling is the best single way to obtain a representative sample. By using this technique, all the population has equal and independent chance of being selected as the sample of the research.

The writer collects the data by conducting the test. The procedures of collecting the data are designed into four steps: pre-test, treatment, post-test, and scoring the test. The pre-test is administered before treatment. Both experimental group and control group are given the same pre-test. The test are used to find the students' writing skill of both groups. Both experimental and control groups are given the

same test they are asked to write a paragraph based on the given topic. The results of the test are compared to find out the effect of using Mind Mapping Technique on the students' writing achievement. In order to find the effectiveness of Mind mapping Technique in teaching writing, the sample is treated in different ways: Mind Mapping Technique and Non-Min Mapping Technique. However, the material of the teaching is the same.

After the treatment has been conducted, the post-test is administered to both experimental group and control group. The results of both groups are analyzed to find out if the effect of Mind Mapping Technique on the students' writing achievement is significant or not.

### Conclusions

Based on the data, it is found out that Mind Mapping Technique significantly affect students' writing skill. The result mean of the post-test both groups, experimental and control groups, shows that the mean of experimental group is higher than control group. As shown by the calculation of t-test presented, the result of  $t_{obs}$  (5,48) is higher than  $t_{table}$  (2.660). this means that the hypothesis stating that mind mapping technique significantly affects the students' writing skill is accepted. The result implies that teaching by applying Mind Mapping Technique is significantly affect students' writing skill.

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