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## **THE EFFECTIVENESS OF MIND MAPPING TECHNIQUE IN TEACHING A DESCRIPTIVE TEXT TO THE 10<sup>TH</sup> FASHION GRADERS OF SMK NEGERI 1 DHARMA CARAKA GUNUNGSITOLI SELATAN**

### **Abstract**

The writing skill is one of four skills that must be learned on English subject. The skill also learns on level Senior High School or Vocational High School level. The researcher who teaches in a state vocational school (SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan) in Gunungsitoli City, North Sumatra, find out X-1 graders in academic year of 2022/2023 difficult to organize the content and text organization. To solve the problem, the researcher uses the mind mapping method to solve the students' problems. This method applies to X-1 fashion graders as sample research. The class has 34 students. This research approach used in this research was qualitative research. Meanwhile, to gather the data the researcher uses discussion and interview. All students in the class the class answered questions that were given by researcher. In the conclusion of research is mind mapping method really helps students to write easily, and mind mapping technique are also the right way so that students do not feel lazy and bored in learning English.

**Keywords:** Writing, Mind Mapping Technique, Descriptive Text.

### **Abstrak**

Keterampilan menulis merupakan salah satu dari empat keterampilan yang harus dipelajari dalam mata pelajaran bahasa Inggris. Keterampilan tersebut juga dipelajari pada tingkat Sekolah Menengah Atas atau Sekolah Menengah Kejuruan. Peneliti yang mengajar di SMK Negeri 1 Dharma Caraka Gunungsitoli Selatan) di Kota Gunungsitoli, Sumatera Utara, menemukan siswa kelas X-1 tahun ajaran 2022/2023 kesulitan dalam mengorganisasikan isi dan pengorganisasian teks. Untuk memecahkan masalah tersebut, peneliti menggunakan metode mind map untuk menyelesaikan permasalahan siswa. Metode ini berlaku pada siswa kelas X-1 Tata Busana sebagai sampel penelitian. Kelas tersebut mempunyai 34 siswa. Pendekatan penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif. Sedangkan untuk mengumpulkan data peneliti menggunakan diskusi dan wawancara. Semua siswa di kelas tersebut menjawab pertanyaan yang diberikan oleh peneliti. Kesimpulan penelitian adalah metode mind map sangat membantu siswa dalam menulis dengan mudah, dan teknik mind map juga merupakan cara yang tepat agar siswa tidak merasa malas dan bosan dalam belajar bahasa Inggris.

**Kata Kunci:** Menulis, Teknik Mind Mapping, Teks Deskriptif.

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## INTRODUCTION

Writing is an activity finding the ideas, thinking, something, information, knowledge, and history record and arrange all of them into a sentence, a paragraph or a written text. As it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements. Writing also helps to improve all the other skills of listening, speaking and reading as they are all interrelated (Saed & Al-Omari, 2014). Writing does not only stimulate thinking, compel students to concentrate and organize their ideas, and cultivate their abilities to summarize, analyze, and criticize. At the same time, it also emphasizes constant learning in, thinking-in, and doing reflection in the English language (Maghsoudi & Haririan, 2013).

In English subject there are 4 four skills that should be learned by students, namely: Reading, Speaking, Listening, and Writing. One of four skills that is writing. It was learned by the students of ten grade fashion department at a state Vocational High School in South Gunungsitoli regency. As long as they learned the writing skill especially descriptive text. They have faced some difficult problems. From the class observation and assignments, the researcher who as English teacher found that the students had some problems related to content and text organization. They wrote slowly and difficult to find ideas to write. Moreover, they also did not know how to organized those ideas to make appropriate texts. As a result, they produced short and incoherent a paragraph to the other paragraph.

Based on the problems related to the writing ability in descriptive text of the ten graders at a Sekolah Menengah Kejuruan (SMK) Negeri 1 Dharma Caraka Gunungsitoli Selatan, Gunungsitoli City, North Sumatra Province, Indonesia, the researcher felt that it was necessary to find a solution to solve those problems. Concerning those reason, the researcher chose mind mapping techniques as solution of those problems. The researcher chose mind mapping technique because it was appropriate to solve the student's problem related to writing. With mind mapping, students were able to group ideas, topic, generic structure and the language features. Furthermore, it helped them to list their ideas and arrange the ideas into logical.

According with the problems related to the writing ability of the ten fashion grades at Sekolah Menengah Kejuruan (SMK) Negeri 1 Gunungsitoli Selatan. In this class, the total of students are 34 students and they have studied English almost one year. The researcher finds a solution to solve those problems. The researcher decided to use mind mapping technique. The reason chose mind mapping technique because it was appropriate to solve the student's problem related to writing. With mind mapping helped them to list their ideas and helped them to organize their ideas logically. Mind Mapping is a visual technique for structing and organizing thoughts and ideas (Rustler, 2012). This technique can help the 10th graders in guiding and developing ideas before they start writing a descriptive text.

Since the mind mapping technique introduced as one of the writing strategies, it will be suitable technique in several kinds of texts. One of the texts is Descriptive text. As stated by Emilia (2011), the descriptive text talks about the describe people, things, appearances, landscapes, or phenomena in order to reader's imagination and feelings. In the text also guide the reader covered moods, people's actions, and so on.

Mind mapping will be implemented in teaching writing to the ten grade students. Because the students are learned by many kinds of genre. This study will take descriptive text to be applied to mind mapping. By using mind mapping, the students will easier to organize and generate their ideas for four english skills, especially writing. 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).

The students that always use and develop their potency of the brain parts will achieve an increase in some aspects, namely concentration, creativity, and understanding, then they can develop writing through mind mapping. By considering the characteristics of the technique above, the researcher and the collaborator believe that mind mapping is appropriate technique for students in teaching writing to improve their writing ability in descriptive text. So the researcher conducted a qualitative decriptive

in collaboration with the teacher. Using the appropriate effective technique in teaching learning process is the answer.

## **METHOD**

This type of research is quality research, in which the data collected is in the form of words and pictures. Sudaryono (2017: 91) states text using mind mapping was divided into two meetings, on Wednesday 1<sup>st</sup> June 2023 and on Wednesday 8<sup>th</sup> June 2023. The researcher observed one class in the Fashion Department. In the department, there are 2 classes for 10<sup>th</sup> grade. The first of ten grade was taught by the researcher, while the second of 10<sup>th</sup> grade was taught by the other teacher. Meanwhile, the teachers who taught the 10<sup>th</sup> grade are different each other, but the English material of 10<sup>th</sup> grader is same.

Description was about of the teacher's way in teaching writing descriptive text using mind mapping and also the student's opinion about the mind mapping technique on teaching writing descriptive text to the ten graders of a state vocational school in Gunungsitoli City. In the first meeting the teacher started giving a greeting to all of the students before doing the teaching learning process and asked the students about the material used in the classroom after that the teacher gave the question about the material.

First observation was done by teacher on Wednesday 25<sup>th</sup> May 2023. The researcher chose the X-2 grade which the total of students were 34 students; 34 girls. The observation learning process started at 08.00 am and finished at 09.00 am. In the first meeting all of the students came to the class. Before the class began, the teacher started the class with opening namely greeting. The teacher gave greeting to the students and they gave good response. The teacher used two languages; English and Bahasa. After, the teacher checked attendance before starting the lesson. There were 34 students of ten grade. The researcher stood up in front of the students, the teacher asked the students what is descriptive text. Some of them answered correctly the question and answer section, the teacher provides conclusion about the meaning of descriptive text.

Then, the researcher explained an assignment should be done by the students. The assignment was the students wrote a descriptive text about their city in 5 paragraphs. To do the assignment the researcher gave times for 20 minutes. After the test was done by the students, the teacher collected all of students' paper. After all of these papers were given to the researcher. The meeting at the time was done. Based on the students' answer the researcher analyzed the problems that faced by students. The bell rang, it was a sign that the English lesson ended at 09.20 a.m. The students were ready to break out. Before the students broke out, the teacher reviewed the material that students had learned in the day. They prayed together after that.

## **RESULT AND DISCUSSION**

### **The Activity Field Note 1**

The activity of the implementation of writing descriptive text. After the warming up, the researcher explained to them that they would learn about descriptive text using mind mapping technique.

The material for teaching process using projector and laptop were prepared by the teacher before the lesson was started. After that, the teacher and researcher entered the class, the teacher stood up in front of the students and then the researcher sat behind the students, at the class the researcher wrote the activities and situation in the class. Before the teacher taught about descriptive text using mind mapping technique, the teacher gave some ice breakings to rebuild the relax and fun atmosphere in the class. The teacher used ice breaking a song with body. The students were very excited and ready to start the learning activity process.

In the teaching and learning process, researcher have found that in the first observation many students did not know what is meant by descriptive text, after that the researcher has explained what is meant by descriptive text. The researcher has also explained to the students that at that time they will learn new material. Before starting the researcher provides information and the students pay attention to the power point slides. After the researcher taught by using power point that shows the definition, purpose of characteristics and example of descriptive text. After that the teacher explained the material. At that time the researcher also asked some students about descriptive texts. The researcher gives a good response because students can answer questions from the researcher.

In the teaching and learning process, researcher have found that in the first observation many students did not know what is meant by descriptive text, after that the teacher has explained what is meant by descriptive text. The researcher has also explained to the students that at that time they will learn new material. Before starting the explanation, the teacher shows the material in the slides, the researcher provides information and the students pay attention to the power point slides. After the researcher teaches by using power point the definition, purpose of descriptive text and example of descriptive text. After that the researcher explained the material. At that time the researcher also asked some students about descriptive texts. The researcher gives a good response because students can answer question from the researcher. After the question and answer section, the researcher provides conclusion about the meaning of descriptive text. Before giving example of a mind mapping, the teacher explained about the definition of mind mapping. It was done in order to build the students prior knowledge and let them had some sort of conception about what mind mapping was. And after the teacher explained the material, the students began to write descriptive texts with the family theme given by the teacher. When writing descriptive texts, the situation in the classroom is very calm, students seem more enthusiastic about learning to write English. Then after students write descriptive texts, the researcher also asks students to summarize the results of their writing by using mind mapping technique, students are asked by the teacher to be free with their ideas such as drawing well, and students also look very fluent when learning to write. Descriptive text using mind mapping technique, and they are also active in asking if they have difficulty.

The bell rang, it was a sing that the English lesson ended at at 09.20 a.m. The students were ready to break out. Before the students broke out, the researcher reviewed the material that students had learned in the day. They prayed together after that.

### **Activity Field Note 2**

The second activity was done by the on 8<sup>th</sup> June 2023. It started at 08.00 a.m. until 09.30 a.m. In the second meeting, the researcher observed it using same technique. The researcher entered the class. The teacher started the class with opening namely greeting. The researcher gave greeting to the students and they gave good response. The researcher at the time used two languages, English and Bahasa. Moreover, most of the students did not understand what researcher meant. The researcher checked the attendance before starting the lesson. There were 34 students of 10<sup>th</sup> grade. The researcher stood up in front of the students. He reviewed the previous subject that they had studied by asking them the language features and generic structure related to picture they viewed in the previous meeting. Almost all of the students could remember the generic structure and language features.

The researcher explained to students that in the day would continue the material in the second meeting. Students were asked to analyze and describe the picture. When the students were working, the researcher moved around the class and checked the students works. After 20 minutes the researcher asked one of some students to come forward and present their assignment after ten minutes passed. The researcher asked the students who had finished writing their mind mapping were to write the text. For those who had not finished the mind mapping, the researcher asked them to finish it quickly and to write the text. While writing the mind mapping and writing the text, the students enthusiastically asked. The researcher walked around the class to check the students works and to give help if the asked for it. After finishing the task, he collected the student's writing since the time was already up. The researcher directly said goodbye and ended the lesson.

On the last section, the researcher ordered the students to describe about their city. It means the researcher gave assignment of post-test for the students. Before the activity field, he had given the pre-

test to students and the result of the pre-test showed under 50 percentage the students cannot be understood and organized a descriptive text well.

### **Discussion**

This section presents a discussion of the research findings. The first discussion was on the teaching writing through mind mapping technique at ten-grade of a state Vocational High School in Gunungsitoli City and the second discussion was the students' responses toward the use of mind mapping technique. In the research result above, it has been stated that the mind technique is the right way to learn English, especially learning writing. The existence of mind mapping technique really helps students to write easily, and mind mapping technique are also the right way so that students do not feel lazy and bored in learning English. As long as doing the research, the researcher finds out that the root of problem, they are not able to organize and create the content well in the descriptive text. Because of the time is not enough, the students who are able to organize and create the content well just 75 percentage.

In the second meeting, it was the implementation of mind mapping technique in writing descriptive text for students. The teacher gave technique how write descriptive text using mind mapping. When researcher explained, the students watched projector and listened to the explanation more seriously. They felt happy and confident in writing descriptive text using mind mapping technique because they felt that it helped them helping in learning English. Mind mapping was a system that uses brain management to open all the hidden brain potency and capacity. According to Buzan (2010:4), "Mind Map is way of taking notes that is creative, effective, happy and will literally 'map' our thoughts." The conclusion is that the Mind Map learning system is a way of taking creative notes through a basic keyword is then linked to other related keywords linked by arrows where each keyword can be image, word, number or color.

The second discussion focuses on the responses of ten graders of a state vocation school in Gunungsitoli City. In this problem, the researcher aims to find student responses about teaching writing using mind mapping technique. Based on the result of interview, it could be seen that the application of mind mapping technique in writing descriptive text be proven by the classical percentage obtained by 75 percentage fullings the assessment in good category. The implementation of mind mapping technique, made the students easier to understand the material, especially in writing descriptive text leaning. This technique also made for the students to easier remember vocabulary, colors, object, and can practice creativity. By using the Mind Map technique, it is hoped that students learning outcomes can increase. Learning outcomes are changes that occur in students, both concerning cognitive, affective, and psychomotor aspects as a result of learning activities (Susanto, 2013: 5). The students also created a favorable classroom's atmosphere. The class atmosphere became very alive because students interacted with their friends freely

### **CONCLUSION**

Implementation mind mapping technique on writing descriptive text can be important. In addition, it can be concluded that the write successfully implemented the mind mapping technique for teaching writing descriptive text to the X-1 fashion graders. Mind mapping technique is an effective teaching technique for teaching writing to the ten grade students of a state vocational High School in Gunungsitoli City. Since Mind mapping technique is simple, fun, and arousing students' creativity in generating and organizing their ideas, students are getting more active and more encourage to study writing and improved their writing skill. As a result, the students' writing achievement is improved optimally.

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