THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE IN IMPROVING STUDENTS' MOTIVATION OF WRITING

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Abstract

This research is motivated by the lack of student motivation in writing report texts. This study aims to increase the writing motivation of class IX D students of SMP Negeri 1 Kabuh by using the Mind Mapping technique. This technique was chosen to increase student motivation so that students are enthusiastic in expressing their ideas in writing. To achieve this goal, the researcher determined the criteria for success, more than 70% of students were motivated during the writing process. This classroom action research uses the Kemmis and Taggart model using 4 steps, namely planning, implementation, observation, and reflection. This research was conducted in two cycles. Data were obtained through observation sheets and questionnaires. The results of the study indicate that the Mind Mapping technique is able to increase students' motivation in writing report texts. This can be proven by increasing student motivation. In the pre-writing, in cycle 1 to cycle 2 it increased from 66% to 84%. For the drafting, in cycle 1 to cycle 2, from 56% increased to 75%. For the revising, in cycle 1 to cycle 2, from 47% increased to 72%. And for the editing, in cycle 1 to cycle 2, from 63% increased to 81%.

Keyword: Mind Mapping Technique, writing motivation, report text

Abstrak

Penelitian ini dilatarbelakangi oleh kurangnya motivasi siswa dalam menulis teks report. Oleh karena itu penelitian ini bertujuan untuk meningkatkan motivasi menulis siswa kelas IX D SMP Negeri 1 Kabuh dengan menggunakan teknik Mind Mapping. Teknik ini dipilih untuk meningkatkan motivasi siswa sehingga siswa semangat dalam mengekspresikan idenya ke dalam tulisan. Untuk mencapai tujuan tersebut, peneliti menentukan kriteria kesuksesan yaitu lebih dari 70% siswa termotivasi selama proses menulis. Penelitian tindakan kelas ini menggunakan model Kemmis and Taggart dengan menggunakan 4 langkah, yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Penelitian ini dilaksanakan dalam dua siklus. Tiap siklus terdiri atas tiga pertemuan. Data diperoleh melalui beberapa instrumen yaitu lembar observasi dan kuisioner. Dari hasil penelitian menunjukkan bahwa teknik Mind Mapping mampu meningkatkan motivasi siswa dalam menulis teks report. Hal ini dapat dibuktikan melalui peningkatan motivasi siswa. Pada tahap pre writing, pada siklus 1 ke siklus 2 meningkat dari 66 % menjadi 84%. Untuk tahap drafting, pada siklus 1 ke siklus 2 dari 56 % meningkat menjadi 75%. Untuk tahap revising, pada siklus 1 ke siklus 2 dari 47 % meningkat menjadi 72%. Dan untuk tahap editing, pada siklus 1 ke siklus 2 dari 63 % meningkat menjadi 81%.

Kata kunci: Teknik Mind Mapping, motivasi menulis, teks report

Introduction

According to Hamalik (2014: 3), the purpose of education is a set of educational outcomes achieved by students after holding educational activities. Referring the educational objectives mentioned above, English is one of the competencies that must be developed in the field of education.

Based on the average value of the result of English Subject in National Examination of the ninth students of SMPN 1 Kabuh in 2019 is about 49,85. So we conclude that English is a subject that is considered difficult by most students so that their motivation to learn English, especially during the process of writing activities, is greatly reduced.

The same thing happened to the students of class IX-D SMP Negeri 1 Kabuh, they admitted that it was very difficult to learn English, especially during writing activities. This is shown when I give an assignment to students to write a report text. During the writing process, they seemed restless and less enthusiastic in writing. Almost 70% of students are not enthusiastic and during

the writing process, many students have difficulty regarding the vocabulary they do not use during the writing process.

The cause of the problem of lack of motivation in writing report texts is because they still lack the vocabulary they have in writing report texts. According to Mc Donald in Hamalik (2014:106) formulates, that "Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction", which means that motivation is a change in energy in a person (personal) which is marked by with the emergence of feelings and reactions to achieve goals. Whereas motivation is one of the elements involved in the learning process (Hamalik, 2014: 50). In addition to the difficulty in determining writing ideas, the motivation of students' language structure and vocabulary is also lacking. And lastly, they have difficulty in arranging paragraphs. While the ideal motivation that students must have in writing report texts, firstly students must have knowledge in writing report texts, secondly students must understand the structure of the language used in writing report texts, third students must have adequate vocabulary and lastly students must be able to assemble or organize paragraphs.

Researchers have not applied any learning model so that students can write report texts correctly. For this reason, researchers tried to apply learning by using the *Mind Mapping* so that students better understand about text reports. According to Windura (2013:12) *Mind Mapping* is defined as a learning and thinking system that brings out all the hidden potential and capacities of the user's brain. One of the advantages of the *Mind Mapping* according to Trianto (2010:42) is that the completion of the theme according to interests will motivate children to learn.

This research was also carried out by Irwandi in 2012 to get his master's degree. The research was conducted on students of class XI SMAN 8 Malang and it was successful. This can be evidenced by an increase in the value of students increased by 28.51%. The same research was also conducted by Agus Rofi, i in 2017 from Majalengka University in his writing entitled "*IMPROVING STUDENTS' MOTIVATION IN WRITING DESCRIPTIVE TEXTS BY USING MIND MAPPING TECHNIQUE*", and it was successful. This can be proven by the increase in student motivation in cycle 1 to cycle 2 increased to 5.68% and in cycle 2 to cycle 3 increased to 10.58%. The same research was also carried out by Nurul Hasanah and Syahban Mada Ali from Tomakaka University Mamuju in 2020, in their article entitled "*The Students' Motivation in Writing through Mind Mapping at Tomakaka University of Mamuju.* By using questionnaires and interviews. The

questionnaire was analyzed using *Likert scale*which was divided into several categories, namely: *strongly motivated, motivated, fairly motivated, unmotivated, and strongly unmotivated.* And it was successful in increasing student motivation. This can be proven from 30 students, 13 (43.3%) students are in the *Strongly motivated* and 17 (56.7%) students are in the *motivated*. From the three studies, it can be concluded that the research conducted by Rifandi has increased by 28.51%, the research conducted by Agus Rofi,i has increased to 10.58% and the last research conducted by Nurul Hasanah and Syahban Mada Ali also experienced an increase. of 30 students, 13 (43.3%) students are in the category of *Strongly motivated* and 17 (56.7%). And in my research I also experienced an increase in motivation above 70% of students.

Therefore, in this study, the author has tried to overcome these problems by taking the title "INCREASING WRITING MOTIVATION THROUGH *MIND MAPPING* IN STUDENTS OF SMP NEGERI I KABUH".

Research Methods

Reseach Design

In this study, researchers used the Kemmis and McTaggart . model (2000:595) quoted in Koshy (2005:4) in Pryla (2010), which consists of four steps: (1) action planning, (2) action implementation, (3) action observation, and (4) reflection. This is the same as the stages presented by Arikunto, (2009:16) that there are four stages that are commonly passed, namely: (1) planning, (2) implementation, (3) observation, (4) reflection. The planning stage includes: preparation of actions, lesson plans for writing report texts, criteria for the success of research instruments. The implementation stage is carrying out the learning process based on the lesson plan. The observation stage is observing the teaching process of writing report texts using the Mind Mapping technique. And the last stage of reflection is analyzing the collected data. And determine whether the action is successful or not.

Location and Research Subjects

The location of this research is SMP Negeri 1 Kabuh, Jombang Regency, which is located on Jalan Raya Jombang—Babat Number 146 Kabuh. The subjects of this classroom action research are students of class IX D semester 1 of the academic year 2021/2022. The number of students in class IX D is 32 people.

Research Procedure

This classroom action research is planned in two cycles. Each cycle consists of planning, action, observation, and reflection. The first cycle consisted of three meetings, and each meeting with a time allocation of 2 X40 minutes. And the second cycle is planned for two meetings. One meeting with a time allocation of 2 X 40 minutes. Before taking action, researchers first identify the problems that occur.

Criteria of success

To measure that a cycle is successful or not, the researcher determines the success criteria, namely more than 70% of the class IX D SMPN 1 Kabuh students are motivated during the process of writing the report text.

Research Instrument

The research instrument is used i.e a non-test instrument in the form of a student questionnaire sheet to determine student responses to the use of *Mind Mapping* in learning to write report texts. While the observation sheet is used to determine the motivation of students during the learning process takes place by asking the help of a peer teacher as an observer (observer).

Implementation of Action (Acting)

In the implementation of learning in cycle 1, there will be 3 meetings. Each meeting is allocated 2 X40 minutes. The first meeting is about explaining the definition of report text, the second meeting is about Arranging sentences into paragraph and the third meeting in cycle 1 is about writing a simple report text. And in the implementation of learning in cycle 2, there will be 3 meetings. Each meeting is allocated 2 X40 minutes. The first meeting is about explaining mind mapping of animal, the second meeting is about Arranging sentences into paragraph and the third meeting in cycle 2 is about writing a simple report text about animal.

Observing Action (Observing)

This observation is carried out during teaching and learning activities in cycles one and two. Observation is the process of recording and collecting data from various aspects during the teaching and learning process. Researchers asked for help from colleagues as observers during the teaching and learning process using observation sheets.

Reflecting

Reflection was carried out by the researcher and his colleagues by looking at the results of observations and assessments of student work, as well as questionnaires filled out by students. For cycle 1, the results of the reflection become the basis for planning improvement actions in the next cycle. The reflection stage of the second cycle is the final stage in the process of improving teaching and learning activities. Reflection was carried out by the researcher and his colleagues by looking at the results of observations and assessments of student work, as well as questionnaires filled out by students. The results of this second cycle of reflection are improvements in cycle 1.

Results and Discussion

The results of research in cycle 1

In cycle 1, 3 meetings were carried out. The findings in this cycle include the results of students' final writing, observations of student motivation during writing activities and the results of student questionnaires.

Student motivation during the writing process

Based on the results of observations or observations made by fellow teachers, it turns out that the results of the observations are still far from the criteria for success. The criteria for success that must be achieved by students should be more than 70% of students enthusiastic in the writing process. And it turns out that the results of observing students' motivation during the writing process showed that students' motivation at the *pre-writing* was only 21 students or 66% of students who were enthusiastic. For the *drafting*, students who are enthusiastic are only 18 students or 56% of students who are enthusiastic. For the *revising*, students who are enthusiastic are only 15 students or 47% of students who are enthusiastic. And for the *editing* or editing stage, students who are excited are 20 students or 63% of students who are enthusiastic.

Cycle 1 revision

From the results of observations and questionnaires, it can be concluded that there are several things that need to be revised. First, the writer will improve the way the author conveys mind mapping to students so that they are more interested in writing material by adding interesting pictures to increase students' motivation in writing text reports. Second, the writer will provide

examples of interesting readings about report texts in order to increase students' knowledge about report text so that their vocabulary will increase and students can be enthusiastic in writing report texts because they already have the vocabulary needed to write report texts.

Research results in cycle 2

In cycle 2, 3 meetings were carried out. The findings in this cycle include the results of students' final writing, observations of student motivation during writing activities and the results of student questionnaires.

Student motivation during the writing process

Based on the results of observations or observations made by fellow teachers, it turns out that the results of observations have passed the success criteria. The criteria for success that must be achieved by students should be more than 70% of students enthusiastic in the writing process. This can be seen from the observation of students' motivation during the writing process. The motivation of students at the *pre-writing* is that there are 27 students or 84% of students who are enthusiastic. For the *drafting*, there are 24 students who are excited or 75% of students. After that, for the *revising*, students who were excited during that stage were only 23 students or 72% of students. And for the *editing*, the students who were excited during the process were 26 students or 81% of students.

Based on the results of the above observations, in cycle 2 has met the criteria for success. It can also be shown from the results of the questionnaire that they admit that it is easier to write report texts using the *Mind Mapping*.

Discussion

In cycle 1, the learning of writing report text skills through mind mapping techniques for class IXD students of SMP Negeri Kabuh can run smoothly. However Based on the data obtained from the results of observations and questionnaires, it can be explained that the motivation to write report texts for SMP Negeri 1 Kabuh students still needs to be improved, because in cycle 1, the results of observing students' motivation during the writing process, students' motivation at the *pre-writing* was only 21 students or 66 % of enthusiastic students. For the *drafting*, students who are enthusiastic are only 18 students or 56% of students who are enthusiastic. For the *revising*, students who are enthusiastic are only 15 students or 47% of students who are enthusiastic. And for the *editing* or editing stage, students who are excited are 20 students or 63% of students who are enthusiastic.

In cycle 2, the learning of writing report text skills through mind mapping techniques for class IXD students of SMP Negeri Kabuh can also run smoothly. Basedon the data obtained during the process of writing the report text in cycle 2, students' writing motivation has increased and has met the criteria for success. This is based on the results of observations of student motivation during the writing process in cycle 2, student motivation at the *pre-writing* , namely there are 27 students or 84% of students who are enthusiastic. For the *drafting*, there are 24 students who are excited or 75% of students. After that, for the *revising*, students who were excited during that stage were only 23 students or 72% of students. And for the *editing*, the students who were excited during the process were 26 students or 81% of students. While the criteria for success are more than 70% of students are enthusiastic during the writing process.

Conclusion and Suggestion

Conclusion

Based on the results of observations during the students' writing process about report texts, it can be concluded that the use of mind mapping techniques can increase the motivation to write report texts for class IXD students of SMP Negeri 1 Kabuh. This is based on the results of observations during the writing process in cycle 1 to cycle 2 has increased. In the *pre-writing*, in the first cycle, 66% of students were enthusiastic and in the second cycle it increased to 84%. For the *drafting*, in cycle 1, students who were excited were 56% and increased in cycle 2 to 75%. For the *revising*, in cycle 1, 47% of students were enthusiastic and increased in cycle 2 to 72%. And for the *editing* or editing stage, in cycle 1, 63% of students were enthusiastic and increased in cycle 2 to 81%. This proves that using the *Mind Mapping* can increase students' motivation to write report texts.

Suggestion

Based on the conclusions above, the researchers suggest to all parties who want to take advantage of the results of this study. The suggestions of researchers are as follows:

1. For schools, schools should take advantage of the results of this research as a contribution of thought in carrying out the learning process in order to improve the quality and learning outcomes.
2. For Teachers
   As input for teachers, especially English teachers who want to teach report texts.

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