

**IMPROVING TENTH GRADE STUDENTS' WRITING ABILITY AND  
STUDENTS' ACTIVENESS BY USING MIND MAPPING AT  
THONGKUM WITTAYANUSORN SCHOOL IN KRABI,  
THAILAND IN THE 2015/2016 ACADEMIC YEAR**

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**Abstract:** Writing is a difficult skill for 2L learner and it is proven at student of Thongkum Wittayanusorn School in Krabi- Thailand. As the preliminary study. I found that most of the students do not like English subject, it is because they have less vocabularies and also they are difficult to generate their ideas into sentences. English become boring subject at that school especially for writing. Because the English teacher was never used any technique when teaching learning process. Therefore I try to improve their writing ability by using Mind Mapping technique to help them to start write things and generate their ideas. The purpose of this study is to find out how mind mapping can improve students' writing ability.

This research uses classroom action research. The subject of this research is Tenth Grade Students of Thongkum Wittayanusorn School Krabi, Thailand consisting of 8 students. To obtain the data of the study, I used test and classroom observation. The test measures the students' writing ability after teaching and learning process, while classroom observation measures the students' activeness in the class during teaching learning process.

Mind Mapping improves the students writing ability in two cycles from M= 60 in cycle 1 to M= 68 in cycle 2. And the percentage of students scored  $\geq 65$  was E=37.5% in cycle 1 to E=75% in cycle 2. The students' activeness result was 43.7% in Cycle 1 to 68.75%. in cycle 2.

Based on the discussion of the result, it can be concluded that the use of mind mapping is able to improve the tenth grade students' writing ability at Thongkum Wittayanusorn School Krabi-Thailand in 2015 / 2016 academic year by giving number in their topic and subtopic and generate it into descriptive text.

**Key words:** Writing Ability, Students' Activeness and Mind Mapping Technique.

### **1. Introduction and Theoretical Background**

English is a Universal language and also important thing in Thailand. It was proven by Basic Education Core Curriculum of Thailand (2008: 252) states that the foreign language constituting basic learning content that is prescribed for entire basic education core curriculum is English. As mentioned, teaching English in Thailand is important thing because it is appropriate with the curriculum.

This research will discuss only in writing skills. M.F Parel and Praven M. Jain (2008:125) had definition about writing, they stated that writing is kind of linguistic behaviour; a picture is not, it presents the sound of language through visual symbol. The statement of writing produced visual symbol means that it can be seen, such as alphabet,

mark punctuation and others. From it, the students could deliver their ideas in readable form.

Based on the interview on September 1<sup>st</sup> 2015 in the preliminary study, Tenth grade students of Thongkum Wittayanusorn School was difficult to write thing in English. They were usual to write explanation English subject in Thai language. When one of the students write “from” it became “fron”, “see” became “she” and many others. Not only that they also felt difficult to generate their ideas. There was statement from Munir and Gane in their journal (2015:210) stated that writing is the most difficult skill for L2 learners to master. So that’s why the researcher wants to improve the students writing skills. So that’s why the researcher wants to improve the students writing skills.

Teacher as a model and facilitator in teaching learning process should be able to use strategy or method in order to encourage and motivate the students. Student will be easily got bored if the teacher still use conventional method in writing activity and the goal in teaching and learning process will be difficult to achieve. Teacher has to make something that is new when teaching and learning process. But the strategy that teacher uses should be suitable for the level of the students in order to make the lower achievers and the higher achievers can achieve the teaching goals and improve their writing skills.

Mind mapping is one of the best strategies to help the students in writing skill, it can make the students organize and concept their ideas in interesting way. Silvina P. Hillar (2012:6) said that mind mapping is a great cognitive tool that can be used to arrange and organize information when studying or presenting with a new topic. The researcher hope with this strategy, students writing skills will improve better than before.

### **1.1 Writing Ability**

One of four basic skills in language is writing. Writing also has an important role in many aspects of life. Using writing somebody can get a lot of things from the simplest until the complex one. Writing also can be instrument that can make some people deliver their ideas in readable form. It means, the writers can write what they want to say on a paper or something like that.

According to Nunan (1999) in Jye Yeon Yi Journal (2009:57) stated that writing ability is defined as the ability to respond to a given stimulus according to some authority’s definition of the correct response. Beside that Nunan (1999:59) also stated that writing ability is the ability to adhere to style-guide prescriptions concerning grammar, arrangement and punctuation. So, from those statements writing ability is the ability which helps the writers to express their thoughts, idea, and feeling by words or symbol of writing into readable form with the correct of component writing.

### **1.2 Elements of Writing**

The elements of writing that the research discusses are Grammar, Vocabulary, and Organization:

#### **1. Vocabulary**

Vocabulary is very important in the use of language. It supported the other element, because ideas, feeling, message or something that the writer wants to write can be expressed through vocabulary or word. Furthermore Linse (2005:121) said that vocabulary is the collection of words that individuals know. So that’s why, Students have to have a lot of vocabularies to communicate with others.

## **2. Grammar**

If vocabulary is very important role in the use of language, Grammar is also same like that. It is not only about the way to make sentence. As Brown stated (2000:362) grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. The correct language in term of grammar will make the reader easy to understand the text because in writing grammar is really important especially for readers.

## **3. Organization**

Beare (2014:2) organization refers to how a text is organized to help readers follow and understand the information presented. Organization is one of element in writing. In kind of text, organization is also important, it can make the readers know, where a part of introduction text, climax text and others.

### **1.3 Mind Mapping Technique**

Buzan (2012: 4) states A Mind Map is the easiest way to put information into your brain and to take information out of your brain – it's a creative and effective means of note-taking that literally 'maps out' your thoughts. And it is so simple Beside that Dawson et al. (2005) in Alma Prima Journal (2012:10) stated 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. It will help deliver the ideas on paper. From those statements actually mind mapping can make the students are easy to organize their ideas in a concept, that technique combine the word with picture in a concept. Students deliver their ideas from the general until the specific. Our mind also can free to generate everything from our brain in a concept. Then connect the ideas to the specific one.

### **1.4 The Steps of Mind Mapping**

Buzan (2012:14) explains that, there are some steps to make mind map as follow:

1. Start in the center of a blank page turned side ways. Because starting in the centre gives your brain freedom to spread out in all directions and to express it more freely and naturally.
2. Use an image or picture for your central idea. Because an image is worth a thousand words and helps you use your Imagination. A central image is more interesting, keeps you focused, helps you concentrate, and gives your Brain more of a buzz!
3. Use colors throughout. Because colors are as exciting to your Brain as are images. Color adds extra vibrancy and life to your Mind Map, adds tremendous energy to your Creative Thinking, and is fun.
4. Connect your main branches to the central image and connect your second- and third-level branches to the first and second levels, etc. Because your brain's work by association. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily.
5. Make your branches curved rather than straight-lined. Because having nothing but straight lines are boring to your Brain.
6. Use one key word per line. Single key words give your Mind Map more power and flexibility.
7. Use images throughout. Each image, like the central image, is also worth a thousand words.

## 1.5 The use of Mind Mapping in Improving Writing Ability

There are many advantages in using mind mapping. Especially for the students in writing skill. They can be creative in solving their problem to make sentences in a paragraph. That technique also make the students are easy to remember something in a concept. Buzan (2006: 31) also stated that mind mapping can use in many activities, such as: mind mapping to communicate and do presentation, to plan family activity, to start new effort and how way to summarize content of book.

From the explanation above, it was known that mind mapping was useful and interesting way in teaching learning process. As Miftah said in his journal (2010:183) this technique, as a way to explore a topic beginning with a thought or word, can encourage the students to write.

Beside it in Shamma (2008:95) McGriff, 2000:9 said that mind maps are an excellent way to help learners organize knowledge, to empower themselves to better comprehend the key concepts, and principles in lectures, readings, or other instructional materials. Mind mapping can use not only in reading but it is also suitable too if it uses in writing or speaking skill.

Riswanto and putra (2012:62) Mind mapping is useful technique in writing because it help you to organize the information from the out set of writing process. Those statements actually have given clear explanation that using mind mapping in teaching writing can help you to make easier in organize the information and also give many benefits. The technique was suitable for the student because it is interesting and make easy to understand thing. Mind mapping also can make the student easy to deliver or generate the ideas, because with mind mapping the student able to describe thing from the general topic until the specific one.

## 2. Implementation of Mind Mapping

### 2.1 Design of the Research

Kemmis and Mc Taggart in Arikunto (2013:137) suggested four main stages in doing classroom action research. There are as follows:

- 1) The planning of the action
- 2) The implementation of the action
- 3) Observation and
- 4) Reflection of the action.

The design of this action research is illustrated in diagram 1.

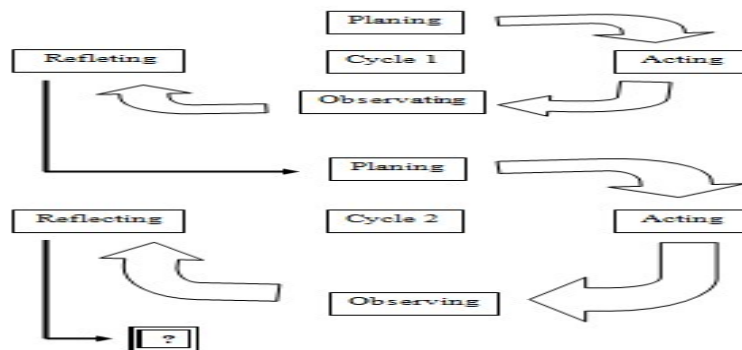


Diagram 3.1: Model of classroom action research by Kemmis and Mc Taggart in Arikunto (2013:137).

From that diagram the action of research was began from (cycle1) start from planning, it is how the researcher plans some preparation before teaching and learning in class. Then there is acting, it is how the researcher solve the problem in the class by using the method. continue to the observing, after data collected, the researcher observes whether the students have achieved the criteria of success or not and the last reflecting, in this part the researcher discuss with the English teacher to find the weakness of the action has been done and determine is it in the cycle 1 is success or not, If in cycle 1 the action research was success, the researcher could stop at that moment. But if not, the research has to continue to the next cycle (cycle 2) with the same step. Until the research reach the criteria of success. The criterion of success is when the students can reach the score minimum 65 from 70% of the students.

## **2.2 Subject of the Research**

The research was conducted in Thongkum Wittayanusorn School. The tenth grade students of Thongkum Wittayanusorn School in Krabi-Thailand that consists of 8 students. The amount of the students is little because of the Senior High School is still new.

The class has chosen because of the result discussion between the researcher and the English teacher at that school. The students at that class are able to speak English more than another class but they are difficult to write in English. So we agree to choose that class in order to improve their writing ability.

## **2.3 Area of the Research**

The area of this research was Thongkum Wittayanusorn School Krabi-Thailand. This school was determined purposively for some considerations: (1) It was easily accessible, both of the head master and the English teacher gave the researcher permission to conduct the research in that school. (2) As informed by the English teacher in the preliminary study, the tenth grade students still had problem in writing (3) Mind mapping has never been applied by the English teacher in teaching writing.

## **2.4 Data Collection and Analysis**

This research used two kinds of method in collecting data, test and observation checklist. Test is a method to collect a data quantitatively and observation is a method to collect a data qualitatively. The test is oral test and observation checklist indicators are (1)Paying attention (2)Asking/ answering question (3)Giving opinion / suggestion (4) Doing the task

## **3 Results and Discussion**

### **3.1 For writing Test**

The item of evaluation was made based on the Basic Education Core Curriculum of Thailand, and was done on 10<sup>th</sup> September. The writing test was conducted to measure the students' vocabulary, organization and grammar in writing. The topic was to describe animal. From the test result, 3 students got  $\geq 65$  and 5 students got  $\leq 65$  in writing ability.

The mean score was 60 and the percentage of students who scored  $\geq 65$  was 37.5%. Based on the above table, teaching English through mind mapping in Cycle one could not reach the mean of students standard passing score ( $M = 65$ ) and the

requirement of students scoring  $\geq 65$  (70%). From the data above, it can be known that Cycle 1 was not successful.

In cycle 2, after conducting two meetings, the researcher gave a test to find out the significant impact of mind mapping on the students' writing ability. The test was held on September 16<sup>th</sup> 2015. The researcher asked the students to describing animal in descriptive text. Based on the test result, 6 students got  $\geq 65$  and 2 students got  $\leq 65$  in writing ability.

The mean score was 68 and the percentage of students who got score  $\geq 65$  was 75%. It means that teaching English through mind mapping method in Cycle 2 could reach the mean of students standard passing score ( $M = 65$ ) and the requirement of students scoring  $\geq 65$  (70%). From the data above, it can be known that the requirement in this research had already been achieved.

### **3.2 For the Observation of Active Participation**

For the observation result of Cycle 1. Based on the calculation, 43.7% of 8 students were actively involved in the teaching learning process.

This means that the requirement of 65% of the students' active involvement in the teaching learning process of writing ability was not yet fulfilled. It can be known that the students did not give optimum response, or most of them were passive. Most of them were paying attention to the lesson but not performing the task yet. In other words, teaching writing through mind mapping in Cycle 1 was not successful.

For the observation result of Cycle 2. Based on the calculation, 68.75% of 8 students were active to join the teaching learning process of writing ability.

it can be known that the requirement of students' active involvement in the teaching learning process of writing ability (65%) had already been fulfilled. In Cycle 2, the students were more actively involved in the teaching learning process than in the action in Cycle 1. In Cycle 1, most the students were afraid to ask and give opinion or suggestion to the teacher. They tried do the task by themselves even though they did not understand. But in the Cycle 2 the researcher tries to be closer with the students in order to make them not afraid again to ask. In other words, teaching English writing ability by using mind mapping could fun and improve the students writing ability because it could reach the requirement of students' active involvement in the teaching learning process of writing ability (65%).

## **4 Conclusion**

Based on the discussion of the result, it can be concluded that the use of mind mapping is able to improve the tenth grade students' writing ability at Thongkum Wittayanusorn School Krabi-Thailand in 2015 / 2016 academic year. by giving number in their topic and subtopic and generate it into descriptive text. During teaching learning writing process of mind mapping technique, the material was tried to be explained well, and the students were given more practice and guiding. In this part the students only focus on grammar, vocabulary and organization.

Based on the discussion of the result, it can be concluded that the use of mind mapping is able to improve the students' activeness at tenth grade students' of Thongkum Wittayanusorn School Krabi-Thailand in 2015 / 2016 academic year. by giving number in their topic and subtopic and generate it into descriptive text. In this part the students interact with the teacher did the task together. It makes the students

were closer with the teacher. So the students did not feel afraid again to ask or give opinion in the teaching learning process.

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