

# IMPROVING STUDENTS' MOTIVATION IN WRITING DESCRIPTIVE TEXTS BY USING MIND MAPPING TECHNIQUE

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***Abstract:** This research was Classroom Action Research, it means that in this research as the classroom lecturers and asked one collaborator worked together in planning the action, implementing, observing, and reflecting the action. The results of the study concluded that, the implementation of the Mind Mapping Technique in the teaching of writing descriptive text could develop the ability and improve the motivation of the Third Semester Students of English Department in writing descriptive texts. Based on the finding of this study, the result of the students' writing from the pre – cycle to cycle 1 increased 2.96%, from cycle 1 to cycle 2 increased 3.95%, and from cycle 2 to cycle 3 increased 5.26%. It means that from initial condition to the third cycle had shown significant results. The result of the students' motivation from the pre – cycle pre – cycle to cycle 1 increased 9.42%. From cycle 1 to cycle 2 increased 5.68%, and from cycle 2 to cycle 3 increased 10.58%. It means that the implementation of the Mind Mapping Technique could improve the students' motivation.*

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

## BACKGROUND

This study is intended to examine improving students' writing motivation in descriptive text by using Mind Mapping Technique. This chapter deals with the background of the study, the reason for choosing the topic, the statement of the problems, the objectives of the study, the significance of the study and definition of key terms.

Nowadays, motivation to study has become the issue for the lecturers, especially at college level. According to Winkel (1989: 99), teacher has to try to develop to the students' motivation to study. One common question English teachers often ask themselves is, "How do we motivate students to learn English?" Students' motivation has continually become a major concern for them, because students' motivation is critical for the effectiveness of English teaching and learning.

In recent days, English becomes very important language to study. Almost every county all around the world put English as one of the subject in their schools. It is why, because English now is a global language. Crystal (2003:2) said that we always hear English on television spoken by politicians from all over the world. Wherever we travel,

we see English signs and advertisements. Whenever we enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu. Indeed, if there is anything to wonder about at all, they might add, it is why such headlines should still be newsworthy.

Wide spread of English these days influences people in many countries require their children to learn English in school because it is the most common language used to conduct business. It is estimated that there are 300 million native speakers and 300 million who use English as a second language and a further 100 million use it as a foreign language. It is the language of science, aviation, computing, diplomacy, and tourism. It is listed as the official or co-official language of over 45 countries and is spoken extensively in other countries where it has no official status. English also plays a part in the cultural, political or economic life. Half of all business deals are conducted in English. Two thirds of all scientific papers are written in English. Over 70% of all post / mail is written and addressed in English.

Here in Indonesia, English has been one of compulsory subjects for students of school. Moreover nowadays many schools provide English as their language instruction, such as in international school, pilot project school or immersion school. In some schools they use bilingual in doing their learning process. It means that people here realize that English very important, it gets more attention than others foreign languages such as Arabic, Mandarin, Japanese or Dutch. Therefore they have to introduce English as early as they can, in order to prepare being a global people.

People also believe that if they have mastered English, it will give more chance to them getting brighter future. It is supported that every important job always requires an English skilled applicant; it means that only people who can communicate using English well both written and spoken are accepted for that jobs. Sometimes some institutions ask TOEIC or TOEFL score of the applicant. Therefore people want their children get the good education especially good English lesson from the school to fulfill the industry requirement.

Because of those reasons, teaching and learning English is very important. Lecturers and students have to work hard to achieve the goal in mastering English as a communication tool. Learning English is actually learning language skills as the tool of Communication, it is not just English as knowledge. If we talk about the skills in English language, there are four important skills, such as listening, speaking, writing and reading.

Writing is one of productive skill should be learned by students. It makes students active and should be practical. As the result of writing students are able to arrange the sentence, make paragraph and create composition. Oshima (1997:2) says that writing is a progressive activity. This means that when you first write something down you have already thinking about what you are going to say and how you are going to say it. It means in writing students not only thinking about how to express an idea but also organizing them into conventional graphic system with word, sentence and good structure by good communication of writing for successful communication.

Those problems of descriptive writing are important to solve, because it can appear the difficulties for the students to continue the next writing materials. Based on the statement its above has known that to improving students ability in writing should

use suitable technique, it not only how to write well but how to develop students mind in organizing ideas.

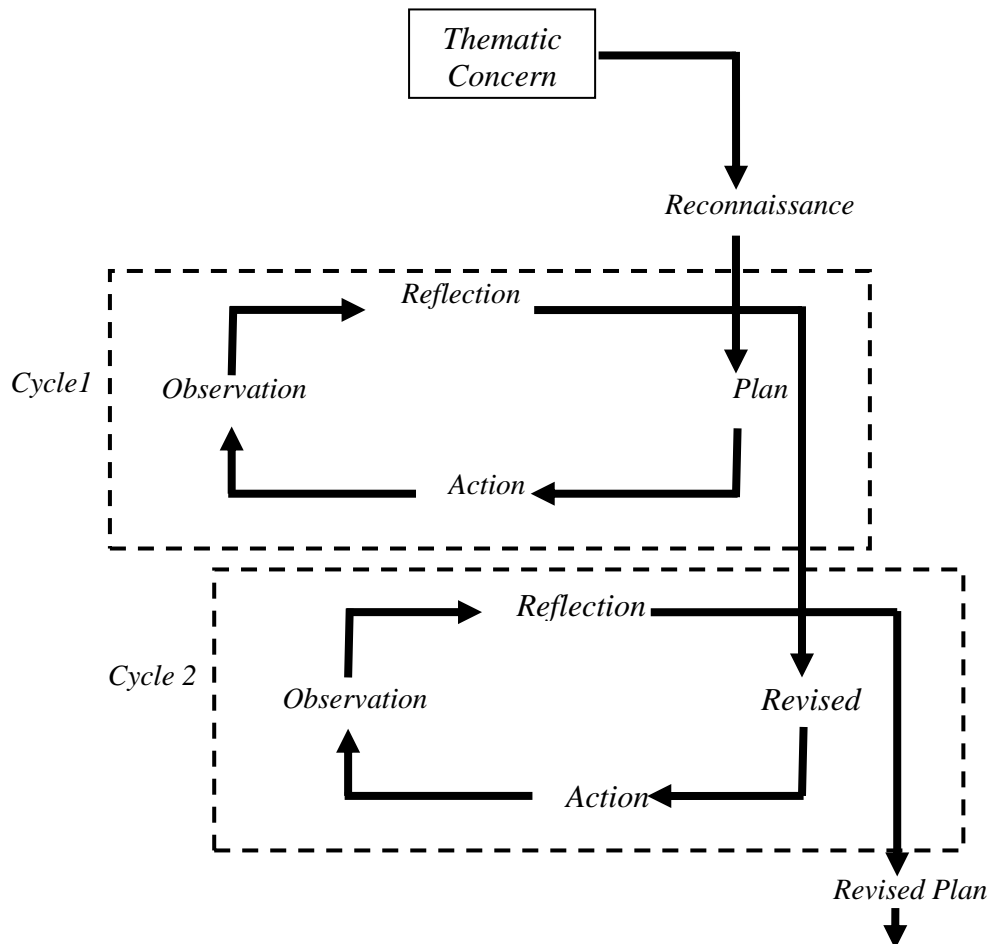
In this research, the writer used Mind Mapping Technique to solve out the problem. Mind Mapping is a strategy for making notes on one topic, prior to writing. It is a structured strategy related the main idea. Buzan (2000:1) states that Mind Mapping is a powerful graphic technique, which provides a universal key to unlock the potential of brain. Mind Mapping Technique imitates the thinking process. According to explanation above, the writer assumed that students need appropriate method as prewriting activity to make students easier in organize their text composition.

Through the study, the writer wants to find out the followings: first, the problems faced by the students in the process of writing descriptive texts. Second, the improvement of the students' motivation in writing descriptive texts through the Mind Mapping Technique. Third, to what extent the teaching learning process by using the Mind Mapping Technique contribute to the improvement of students' skill in writing descriptive texts. Fourth, to find out the problems faced by the students in the process of writing descriptive texts. Fifth, to investigate the improvement of the students' motivation in writing descriptive texts through the Mind Mapping Technique in each cycle. Sixth, to describe the improvement of students' skill in writing descriptive texts after participating in the teaching learning process by using the Mind Mapping Technique.

## **METHOD**

In the research, the researcher used Classroom Action Research method. Here, the researcher design conducts some elements of the concept of CAR, design of CAR, and the reasons, why researcher uses classroom action research in the study. CAR (Classroom Action Research is a method of finding out what works best in a class in order to improve student learning. CAR is more systematic and uses database rather than personal reflection, but is more informal and personal than formal research. Furthermore, he states that some steps in the Classroom Action Research include: (1) asking a question or identify a problem; (2) reviewing the literature; (3) planning a research strategy; (4) gathering data; (5) making sense of data; (6) making decisions about teaching strategies; and (7) sharing finding.

In addition, design of Classroom Action Research was presented by (Kemmiss and Taggart 1988) in Hopkins (1993: 48), stated that the five steps in the modeling method of the research namely; (1) planning; (2) action; (3) observing; (4) reflecting; (5) revising of planning. These activities are conducted as a cycle which means, the activities are considered done when all the process in a cycle conducted completely. It is not a separate independent activity.

**Figure.1.1 the Action Research Cycle**

*Kemmis, S, MC Taggart, R in Hopkins (1993)*

Here the researcher conducted 3 cycles in the research: the first cycle covered two meetings to solve the problems in the preliminary. The second cycle covered two meetings to solve the problem which is recommended from the first cycle. The third cycle covered two meetings to solve the problem which is recommended from the second cycle.

There were some reasons why the researcher uses classroom action research in the study. The researcher uses a classroom action research because he tried to find the solution of the problems finding preliminary research significantly. He wanted to change the practice in teaching learning in the classroom, as long as the researcher taught in English Department. English lecture has never used the Mind Mapping Technique as a technique in teaching English. Here, the researcher considered the solutions when it was applied might not be going as planned, but he tried to do it effectively, so the solution might give a better and more functional solution.

Furthermore, based on the three descriptions of action research presented by Carr and Kemmis in Adam (2006: 3), the research will be focused on some issues such as;

(1) the improvement practice; (2) the improvement of the understanding of practice; and (3) the improvement of the situation in which the practice takes place. Then, they say that action research can be used to understand: (1) one's own practice; (2) how to make one's practice better; (3) how to accommodate outside change in one's practice; and (4) how to change the outside in order to make one's practice better.

The subjects of the study were the third semester students of English Department in the academic year 2015/2016. The class had 35 students. It was chosen because they had high scored in the lessons, but had low motivation to study English especially in text writing. The Mind Mapping Technique was class where the researcher taught English. The Mind Mapping Technique was implemented the third semester students of Development Language. According to the preliminary research, the students of Language Development were classified as average, and high achievers. In this case the researcher chooses the third semester students in Language Development due the problem covered in that class, namely the writing problem. The researcher assumed that, they got many difficulties in writing such as generating idea, arranging a sentence, lack of vocabulary, knowing coherence, and organizing the sentences. Beside that they lacked self confidence in writing text. Due to many problems, that was why the researcher conducted that classroom action research in order to solve the problems. The researcher was both as a lecture and also as an observer. In addition, in conducting that study, a collaborator helped the researcher.

## **FINDING**

There are a lot of definitions about writing which are presented by experts. Meyers (2005:2) says that writing is partly a talent, but it's mostly a skill, and the any skill it improve with practice. According to Meyers (2005:2), writing is one of four language skills, it is considered as a difficult skill because the writers have to make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in balance way. This is the basic students' problems in writing. It is also need attention because it needs its own principles and method it requires mastery not only of grammatical a rhetorical devices but also of the conceptual and judgment. Because of that, it needs practice to improve that skill.

Students write papers and answer questions on tests, scientists write reports on their work, teachers write evaluations of their students, people make lists to remember what they must do, some of us keep diaries to remember what we have done, salesman write messages from the field to the office, and we write notes and letters to keep in touch with relatives or friends. There are practical reasons for writing (Hall, 1982:1).

From the statement above, I assume that writing needs practice. Students' practice with their papers and answer question on tests, teachers' with their students' evaluations, salesman with messages from the field to the office letter, etc. Meyers (2005:2) says that writing is an action a process of discovering and organizing putting on paper, and reshaping and revising.

Writing can express thought, feeling, ideas experiences, etc to convey a specific purpose. Harmer adds that to deliver from that explain of course we need to practice or express what idea in our mind in the form of lists, letters, essays, reports, or novels (Harmer, 2004:4). Based on all statements above the researcher can conclude that

writing is an activity of developing ideas, thoughts and memories into written form, either in sentences or paragraph form.

According to Wishon and Burks (1980:378-383), there are four types of writing as follow:

- 1) Narrative: Narrative is the form of writing used to relate the story of act or events. Narrative places occurrences in time and tells about what happened according to natural time sequence. Sofyanda (2005:21) explained that a narrative is a story. Narratives are imaginative stories but sometimes narratives can be factual too. Narrative includes fairy stories, fable, novel, short story, romance, etc.
- 2) Descriptive: Descriptive reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to describe a visual image of people, place, even of units of time, days, or season. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character personality. Sofyanda (2005:40) said that descriptive is a piece of writing or speech that says what someone or something is like.
- 3) Exposition: Exposition is used in giving information, making explanations and interoperating meanings. It includes editorial, essay, and informative and instructional material. Exposition maybe used to explain the process, which is to tell how something is made or done.
- 4) Argumentative: Argumentative is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition.

In this case, the researcher only focused on descriptive writing for the research implementation and more discussion given in the next section. According to Murray (1949) in Lewin (1949:6), the writing process consists of three stages: prewriting, writing and rewriting. Another opinion begins adapting it, many added a four stage, that is publishing, because it represents the culmination of the first three, it is the purpose for doing all the work in those three stages.

Descriptive text is one of text-types which is taught in English teaching. As its name, the text is descriptive. Martin (1985:143) states that descriptive writing is writing that describes a person, a place, an idea, an organization, or an activity. Oshima and Hogue (2007:61) states that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and/or sounds. It is in line with Meyers (2005:60) said that "a description of a scene allows your readers to see, hear, or even feel the subject matter clearly".

According to Coffey (1987:36), one can use two kinds of details: objective details and subjective details. Objective details are those that describe factual information about the subject based on the five senses (sight, touch, taste, smell, and hearing). There is no opinion in objective details. In contrast, subjective details are those that express the readers' personal opinion on the subject. The details do not have to be based on factual information.

Buzan (2000:55) defines that Mind Mapping is an expression of radiant thinking and is therefore a natural function of the human mind. It is a powerful graphic technique which is provides a universal key to unlocking the potential of the brain. The mind mp can be applied to many aspect of life where improved learning and clearer thinking will enhance human performance. In addition, Mind Mapping is a strategy for helping

students order and structures their thinking through maps. Concept of mind mapping based on how the brain saves the information branches in thought, it is look likes branch of tree. Here is image of mind mapping in the brain:



Image 1.1 mind mapping

Buzan (2000:20) explains the steps below in how to make Mind Mapping, they are presented below:

- 1) Take a piece of white paper and it is in a landscape position.
- 2) Start by drawing a colored image in the centre of the paper and write the key word with capital letters.
- 3) Choose a color and draw the main themes of the Mind Mapping on the thick branches radiating out from the central image.
- 4) Add other main themes branches around the map.
- 5) Make thick and colorful branches spanning out from your mind map.
- 6) Write basic ideas about the key word and still use the capital letters.
- 7) Add an image to all the main branches to represent each key theme and also use images to visualize every important key word on your map.
- 8) Let your Mind Mapping be as imaginative as possible.

## DISCUSSION

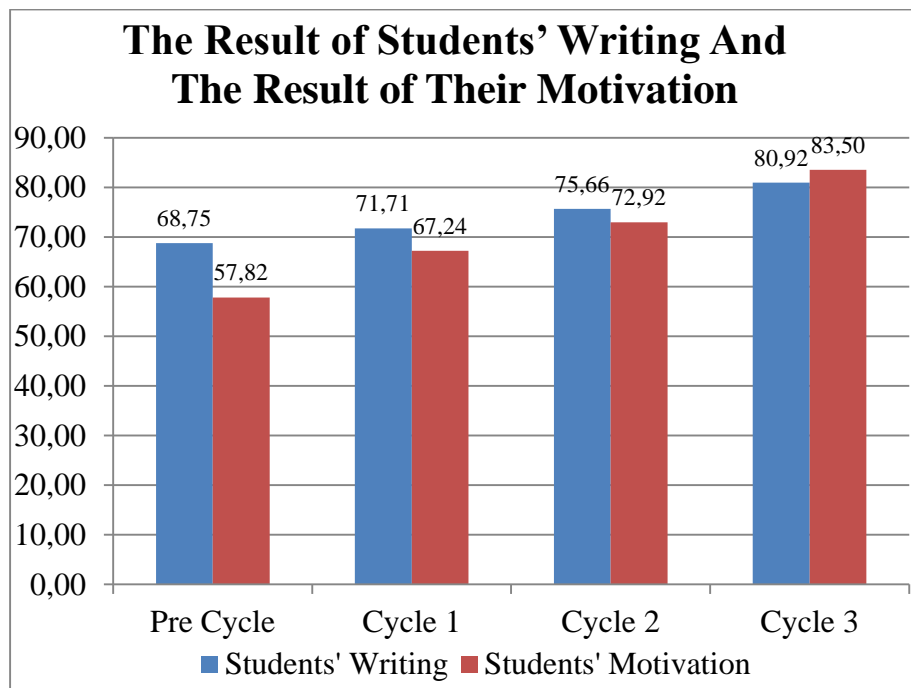
This part is divided into two important parts. The first part is focused on the result findings in three cycles. The findings were concerned with the students' ability in writing descriptive texts when the implementation of Mind Mapping Technique, Students' activities in writing Class, and the students' motivation in joining the writing activities by using Mind Mapping Technique. The second part contains discussions of the findings in three cycles. The discussions of the finding in each cycle were presented after the findings were described elaborately.

The situation in the classroom during the teaching learning process before the use of Mind Mapping Technique in writing descriptive text was boring. It happened in the intensive English one. Students had low motivation; they did not have any positive attitude, feeling or even their thought. Almost all students looked confused with what they had to study. Particularly when they had to construct a descriptive text, they had to work hard since they only had some picture/diagram to be developed although lecturers had explained how to construct descriptive text from pre-activities, whilst-activities, and post-activities.

In the intensive English two, before the use of Mind Mapping Technique was implemented in teaching – learning process, the lecture gave questionnaire to the students to know the condition of students' motivation before the action research. There were twenty-five questions to know the condition before the treatment was given to the students. When the questions were asked to the students, some of them answered and chose the option “b” and “c” it could be concluded that the activities that they followed during learning-teaching process gave little contribution to increase their motivation in the teaching – learning English.

## CONCLUSION

Based on the findings presented in part, it can be conclude that the implementation of Mind Mapping Technique in the teaching of writing paragraphs could develop the ability and improve the motivation of the first year students in writing descriptive texts, the application of the procedures of Mind Mapping Technique in the teaching of writing paragraphs was able to encourage the students to be more active, the use of the technique made the students enjoy writing activities. Based on the finding in this study, The result of the students' motivation from the pre-cycle to cycle 1 increased 9.42%, from cycle 1 to cycle 2 increased 5.68%, and from cycle 2 to cycle 3 increased 10.58%, it means that the implementation of the Mind Mapping Technique could improve the students' motivation.



Based on the finding of this study, the result of the students' writing from the pre – cycle to cycle 1 increased 2.96%. From cycle 1 to cycle 2 increased 3.95%, and from cycle 2 to cycle 3 increased 5.26%. It means that from initial condition to the third cycle had shown significant results. The result of the students' motivation from the pre – cycle pre – cycle to cycle 1 increased 9.42%. From cycle 1 to cycle 2 increased



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The implementation of Mind Mapping Technique could develop the writing ability and improve the students' motivation. The development of the students' motivation in writing paragraphs from cycle I to cycle III gained good progress. In the first cycle, the improvement of the students' motivation in writing paragraphs gained little progress compared to their motivation before Mind Mapping Technique was implemented. In the cycle, each student was able to answer the diagram Mind Mapping given. They were able to arrange their answer into understandable sentences and to arrange their sentence into a paragraph. However, the paragraphs of each student contained some mistakes in grammar, mechanic, and vocabulary. Each student made at least five mistakes in grammar, mechanic, and vocabulary. In the second cycle, the motivation of the students had gained a good progress. Although the paragraphs they made in this cycle still contained some mistakes in grammar, mechanic, and vocabulary. In the third cycle, the students already made many improvements in writing paragraphs. It means that the students were able to reach a very good progress in writing through Mind Mapping Technique.

The application of the procedures of Mind Mapping Technique in the teaching of writing paragraphs was able to encourage the students to be more active, especially the students which have low motivation. According to the finding, their motivation has shown significant result. The Mind Mapping Technique is one of the methods which can improve highly motivated students in writing descriptive texts. The students were active to do all the writing activities from pre-writing activities to the post-writing activities. In other words, the students did all procedures of the Mind Mapping Technique in the writing class. Based on the finding of this study, the result of the students' writing from the pre-cycle to cycle 1 increased 2.96% from cycle 1 to cycle 2 increased 3.95%, and from cycle 2 to cycle 3 increased 5.26%, it means that from the initial condition to the third cycle had the significant results.

The use of Mind Mapping Technique was able to make the students enjoy the writing activities. The students felt happy when joined the writing activities because the technique gave much contribution towards the improvement of the students' motivation. Besides, the implementation of the technique was interesting and helped the students' in expressing their ideas, thoughts, and feelings on paper.

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