The Effect of Mind Mapping Techniques on Writing Skill of Procedure Text for Students Class VII, Mtsn Model Sungai Penuh, Jambi Province, Indonesia

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Abstract— This study aim to explain the influence of mind mapping techniques on students' writing skill of procedure text. This study used a quasi-experimental method with factorial design. The population of this study was all students of class VII MTsN Model Sungai Penuh, with the amount of the students were 122 students, and 61 students as sample which consisting of 31 students of class VII.A and 30 students of class VII.B. The sample was taken by using random sampling technique. Based on the analysis of the data, mind mapping techniques was an appropriate technique for learning writing skill of procedures text for students of MTsN Model Sungai Penuh. It shown that the improvement of students' writing skills on imagination and concentration as evidenced by the students average score in experiment class was higher than the control class. The statistical analysis showed $F\text{-count } 108.9 > F \text{ table } 20.60$.

Keywords— *writing skills; procedure text writing; mind mapping techniques*

I. INTRODUCTION

Indonesian language learning basically aims to develop the learners' skills both verbal and written. Language skills are listening, speaking, reading and writing. In accordance with the acquisition process, writing skills are the last and most difficult skills to master compared to other skills. Although writing skills are considered the most difficult and complex language skills, these writing skills are very important for students to master [7]

Writing skills have been learned by students since elementary school. However, there are still many students who are unable to write and think that writing is a difficult activity. For students, writing is something that is boring, drains energy and thoughts, and takes up time. In order for students' views about writing activities to change, teachers must begin to develop student competencies. Just as the teacher is very instrumental in terms of teaching, educating, and training students because, writing activities cannot be done just like that, students also need to get training to be skilled in writing.

In a learning process the teacher plays an important role, namely planning and implementing learning in schools. The teacher as a professional must have a number of skills to apply various learning theories in the field of teaching, skills to motivate students

in learning, and apply effective and efficient learning methods, skills to involve students actively participating, skills to choose the right media, and skills to create a supportive learning atmosphere the achievement of educational goals.

Therefore, the role of the teacher who teaches language in schools is very important. As a facilitator, teachers must be able to teach, encourage, guide, and appeal to students when teaching procedural text writing skills, because not all students are able to imagine and express their ideas properly. Teachers are required to have skills in carrying out teaching and learning activities with mastery of the material, preparing evaluation tools, and effective learning techniques in language learning. It aims to be able to activate students' responses to writing skills.

In accordance with observations, found problems in learning to write procedural texts caused by several factors, including those related to teachers and students. It is known that when teaching about writing procedure texts the teacher only uses the lecture method with a learning approach which is to give an example of the procedure text, then students are told to answer questions related to the procedure text. The teacher also never explained in detail what the elements contained in the text of the procedure, the teacher also never used the learning techniques in

the procedure text writing lesson, and also did not activate students to practice writing. The implementation of learning to write the procedure text is not as expected. This was obtained from the information conveyed by the teacher that the ability of students in writing procedure texts was still low. During the learning process, the teacher assigns students to write procedure texts. When it was seen there were still many students who had difficulty expressing ideas, determining topics, developing essays, and so on. This condition is seen during the learning process. Students lack participation in learning and look passive so the value of student learning outcomes is low.

In addition, factors originating from students found problems in the ability to write procedure texts, namely the lack of vocabulary and the lack of student knowledge about the story to be written. It can be seen from the way students work on writing assignments such as writing procedure texts. Students do not pay close attention to what the teacher says. The situation is of course inseparable from the influence of the environment and students' learning experiences in writing such as students' insights and experiences in writing.

Based on these problems, the solution that can be done by researchers is to choose and use mind mapping techniques that can help to overcome the limitations of expressing ideas in writing procedure texts. The use of mind map techniques (mind mapping) can be used in learning to write procedure texts because mapping ideas that are in students' minds will greatly help students compose written form words. The application of mind map techniques (mind mapping) is intended to improve the procedure of writing procedure texts, so that students are expected to be able to develop their reasoning in writing procedure texts.

Therefore, the researcher took the title "The Effect of Mind Mapping Techniques on Mind Writing Skills for Procedure Text Writing for Class VII Students of MTsN Model Sungai Penuh, Jambi Province, Indonesia".

The goal to be achieved in this study is to prove the effect of the use of mind mapping techniques significantly to the students' writing skills in procedure text for VII grade students of the MTsN Model Sungai Penuh, Jambi Province, Indonesia.

II. REVIEW OF RELATED THEORIES

[4] argues that the ability to write is one of the activities of processing the syntactic form as a basic knowledge of language coupled with some good reasoning abilities about the object of writing. Furthermore, [9] argues that writing is an intellectual activity. An intellectual person is characterized by his ability to express his way of thinking through writing with perfect language media. An intellectual person is difficult to formulate his own way of thinking, especially through writing. Writing is considered a difficult skill, because writing is associated with art or tips so that the writing feels good to read, accurate, and concise.

[5] argues that writing activities have the following benefits: (1) if we want to write, it certainly raises curiosity and trains sensitivity in seeing the reality around us; (2) writing activities encourage us to look for references such as books, magazines, newspapers, journals, and the like; (3) with writing activities, we are trained to arrange one's thoughts and arguments in a coherent, systematic and logical way; (4) psychologically writing will reduce our level of calm and stress; (5) by writing where the results of our writing are published by the mass media or published

by a publisher, we will get inner satisfaction because the writing is considered beneficial to others, while also getting an honorarium (award) that helps us economically; and (6) by writing where our writing is read by many people (maybe tens, hundreds, thousands, even millions) making the writer more popular and known by the public reader.

Procedure text is text that contains steps to do something. Procedure text can be used to explain how something works or in manual instruction. The procedure text is also used to explain how to carry out certain activities along with the rules. Besides the procedure text can be used to explain the matter of human nature or habits. Furthermore, the procedure text is a text that contains how to create, operate, or do a sequence [6].

According to [2], the characteristics of the procedure text in terms of its contents are three, namely: (1) a guide to the steps to be taken, (2) rules or limitations in terms of material / activities in doing, and (3) the contents of the activities done in sequence (if not in sequence called tips). [2] also states that the structure of procedure text can be seen from its type, namely: (1) structure of procedure text on how to make, the structure consists of objectives, materials and tools, steps and closing; (2) the structure of the procedure text how to do the structural work consists of the steps and closing objectives.

[1] argues that mind maps are a technique for utilizing the whole brain by using visual images and other graphic infrastructure to form impressions.

According to [3], Mind Map is to make learning with focus, creative, and easy to remember naturally through the introduction of colors and images that are pleasing to the brain so that they can be read as interesting stories and stimulate thinking in more detail, clear and simple about what learned.

[1] suggests several benefits that can be taken if you make a mind map, namely: (1) flexible, if a speaker suddenly remembers to explain a thing about thinking, then it can be easily added to the appropriate place in mind maps without confusion; (2) can focus attention, the speaker does not need to think to catch every word spoken. Instead, the speaker can concentrate on his ideas; (3) improve understanding, when reading an article or technical report, mind maps will increase understanding and provide meaningful retrospective notes later; and (4) fun, imaginative and creativity become unlimited. That makes making and reviewing notes more enjoyable.

[1] also mentions that there are seven steps to making mind maps. The four steps are as follows:

a. Write the main idea in the middle of the paper and cover it with circles, squares or other shapes. For example, my mind map is surrounded by a picture of a bulb.

b. Add a branch that comes out of the center for each main point or idea. The number of branches will vary depending on the number of ideas or segments. Use a different color for each branch.

c. Write keywords or phrases in each branch that are developed for details. Key words are words that convey the essence of an idea and trigger memories. If you use abbreviations, make sure that you recognize them so that you can easily remember the meaning for days or weeks afterwards.

d. Add symbols and illustrations to get a better memory.

III. METHOD

The study was conducted at MTsN Model Sungai Penuh with research subjects of class VII students. This type of research is quasi experiment research using a quantitative approach. According to [8], experimental research can be interpreted as a research method used to look for the effect of certain treatments on others under controlled conditions. This study uses two groups, namely the experimental group and the control group. Sampling was done with a simple random sampling technique then obtained research samples VII A as an experimental class and VII B control class. This research uses factorial design (factorial design 2x2).

The populations in this study were all Grade VII students of MTsN Model Sungai Penuh in the academic year 2019/2020. Total population of 122 students consisting of four classes divided into 31 students and 30 students in each class. Sampling is done by simple random sampling technique. The result was chosen class VII A as the experimental class and VII B as the control class.

This research consists of three variables. First, the independent variable (the independent variable) is a variable that causes changes to the dependent variable. Mind mapping technique is an independent variable in this study. Second, the dependent variable (the dependent variable) is a variable that is influenced by the independent variable. In this study, the dependent variable is the skill of writing procedure texts. The data used in this study were scores on the results of the procedure writing text writing skills using mind mapping techniques and conventional methods.

Data analysis in the form of performance tests carried out in a way, namely: First, reading the text written procedures that have been written by students as a whole; second, identify the text of the procedure whether included in the research data or not; Third, give a score on the writing in accordance with the indicators studied. Fourth, change the score into a value based on PAP (*Penilaian Acuan Patokan* / Benchmark Reference Assessment). To convert a score into a value, the formula used is the percentage formula. The percentage formula aims to determine the level of mastery of students' short story writing skills. Fifth, convert students' writing procedures text skills based on the benchmark scale used at school that is a scale of 10. Sixth, describe the frequency distribution of students' procedure text writing skills tests; seventh, display data in the form of a histogram; eighth, before testing the hypothesis first the research hypothesis test requirements are conducted.

IV. RESULTS AND DISCUSSION

Writing Procedure Text Skills for Students Taught by Mind Mapping Techniques and Conventional Methods

The result of this research shown that the average of score of experimental class who taught by using mind mapping techniques was higher than the control class who taught by using conventional technique. This can be seen from the average score of students who taught using mind mapping techniques was 81.94, the highest value of 95 and the lowest value of 58, while the average value of control class who taught by using conventional techniques amounted to 69, the highest score of 91 and the lowest value of 40. Thus, the mind map technique was very appropriate to be used in learning to write procedure texts because with these techniques it can improve students' skills in imagination and concentration.

Table 1

The Average Score of Experiment and Control Class

Class	Experiment	Control
Score	81,94	69

Based on the table above, it could be seen that the average score between experimental class and control class were significantly different. It meant that the teaching writing procedure text by using mind mapping technique was better than using conventional technique. Teaching by using mind mapping technique can improve the students' writing procedure text.

There were several benefits that can be taken while using mind mapping technique, namely: (1) flexible, if a speaker suddenly remembers explaining a thing about thinking, then it can be easily added to the appropriate place in the mind map without having to be confused; (2) focus attention, the speaker does not need to think to catch every word spoken. Instead, the speaker can concentrate on his ideas; (3) improve understanding, when reading an article or technical report, mind maps will increase understanding and provide meaningful retrospective notes later; and (4) fun, imaginative and creativity become unlimited. And that makes making and reviewing records more [1].

V. CONCLUSION

Based on the results of the research and discussion in the previous chapter, it can be concluded that the mind mapping technique has an influence on the writing skills of the VII grade MTsN Model Sungai Penuh students of Procedure text as evidenced by the average value of students' score in the experimental class 81,94 with the class control 69.06, and statistical analysis showed $F\text{-count } 108.9 > F\text{ table } 20.60$. From these results it can be concluded that the mind map technique (mind mapping) has a significant effect on the ability of the students to write procedure texts.

VI. IMPLICATIONS

The application of mind mapping techniques in writing procedure texts in class VII MTsN Model Sungai Penuh is effective in improving students' ability to write procedure texts. The mind mapping technique makes students find ideas in developing writing and can also develop students' potential. Mind mapping technique in the subject of Indonesian language subject matter of writing procedure texts becomes one alternative to improve students' procedure text writing skills which are still relatively low. In addition, the mind mapping technique can also improve students' procedure text writing skills because this mind mapping technique is a learning technique that can actively involve students in learning both individually and in groups. Learning that is associated with real life and the environment that is close to students can make it easier for students to develop ideas in writing procedure texts. In this activity, teacher involvement is only as a facilitator, the teacher encourages students to develop their potential optimally. Students learn not only to accept concepts but individual students can package them. Thus the mind map technique (mind mapping) can

be used as an appropriate learning technique and is able to improve the learning outcomes of procedure text writing skills.

VII. SUGGESTIONS

Based on the conclusions above, some suggestions can be presented as follow:

1. The teacher needs to improve the use of mind mapping techniques as one of the learning techniques that can improve the ability to write student procedure texts because based on the results of research it is proven to affect the ability that mind mapping techniques of students' procedure texts.

2. For schools using mind mapping techniques should be used as one of the learning techniques that can improve the quality of education.

3. Other researchers can conduct further research on the use of mind mapping techniques. This research only reveals two aspects that affect students' writing procedures text skills. Actually there are many other aspects that have not been revealed. Therefore, this research can be used as a comparative material for findings for future research.

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