

## IMPROVING WRITING ABILITY BY USING MIND MAPPING TECHNIQUE FOR FIRST YEAR UNIVERSITY STUDENTS IN AN EFL CONTEXT

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### ABSTARCT

The research attempts to investigate the result of students' writing ability through the use of Mind Mapping Technique. It also describes the implementation of mind mapping technique in teaching writing, explores the students' response and examines the students' improvement. The participants were 32 students. The type of this research is a classroom action research. In this research there are two cycles, and every cycle consisted of three meetings, and the end of each meeting the researcher conducts the post test to measure the improvement of the students' writing ability. The data are collected by using observation lists, interview, field notes, documentation, and writing test. In analyzing data the researcher describes the mean of the students based on their score to know the students' improvement in every cycle. There are two techniques to analyze the data; they are qualitative and quantitative method. To enhance the trustworthiness of the data and to reduce the subjectivity in analyzing the data, the researcher uses triangulation method; they are planning, observing and acting and reflecting. The result of this research is mind mapping is an appropriate technique to be used in improving the students' writing ability.

**Keywords:** *Writing Ability, Mind Mapping Technique, Classroom Action Research*

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### INTRODUCTION

Written language is a highly complex form of communication. Writing is often regarded as the visual representation of speech. Every piece of writing is an embodiment between the author and readers. To attract the reader the writers should create their paper as interest as they can. They have to be able to choose appropriate words and arrange it into a good and acceptable sentence. Nevertheless, it is reported as the most difficult skill to be acquired as it involves a number of skills and convention (Nik, Hamzah & Rafidee, 2010; Yunus, Nordin, Embi & Salehi, 2013).

To write properly, writers must do some steps. They are discovering a thesis, often through prewriting, developing solid support for thesis, often through more prewriting, organizing the thesis and supporting material and writing it out

in a first draft, and revising and editing carefully to ensure an effective, error free paper (Langan, 2001).

Now, mind mapping has been used as a strategy for learning and teaching different language skill. Kyoko and Hiroko (2011) state that mind mapping was proposed by Buzan in the late 1960s. Buzan (2005:60) states that by using mind mapping the ideas can be developed more and more; it will also encourage the creativity and imagination. Mind mapping is a technique involving lines, colors, keywords, and images which connected each other. This technique can help students in guiding them before they start writing and will guide the students to develop their ideas by writing the keywords by keywords. The used of keywords also develop the students' awareness of using correct grammar consistency and they will be more aware with the appropriate words used in writing.

Many researchers have explained their own views about the effectiveness of mind mapping writing strategy. They state that this strategy is very helpful for student. Al- Zyoud (2017) explores the effect mind mapping strategy to eleventh grade students on descriptive text. Iftiani (2016) reports the writing's improvement by writing journal article and Anil (2018) explains the effectiveness in information retrieval among medical college students in Puducherry. Here, mind mapping strategy improves the student's writing ability in procedure text for medical college students.

During the pre-research in February 2019 in the first graders, the researcher found some problems in teaching and learning writing. The problems came from the class, students, and also the teacher.

In the traditional way, teaching writing focuses more on the products; the teacher explains the material, gives example and asks the student to write like the example. The teacher never explains how to make a good writing, what aspects that should be focused, how to arrange the words to be an interesting sentence, and how to develop their idea. It causes the writing activity becomes boring. The students can't be aware of the important aspects of the writing and they also don't realize that the purpose of writing is to create writing which is can attract the reader. They just think that writing is only a task from their teacher, so they feel that writing is not an interesting activity.

Teaching English in every level of education is different. There are certain techniques applied in teaching English from kindergarten to college students. The technique applied is based on the condition of the students, such as their ages, psychology, behavior, and ability. The correct technique applied in correct target will result effective teaching and learning process and produce good students' achievements.

Thus, this research explains about the implementation of mind mapping technique in teaching writing, described the students' response and described the students' improvement.

## **LITERATURE REVIEW**

Before knowing about writing ability, it is better to define what writing is. Writing is a productive skill, it is indirect communication and it is different from that expressed by speaking directly. Harmer (2001) stated that writing is also known

as an expression of thought and feeling through written form. Langan (2001, :p.23) states that writing is a process that involves the following steps:

- a. Discovering a thesis, often through prewriting
- b. Developing solid support for thesis, often through more prewriting
- c. Organizing the thesis and supporting material and writing it out in a first draft
- d. Revising and editing carefully to ensure an effective, error free paper.

Murcia (2001, :p.207), stated that writing is an act of communication that requires an interaction process which takes place between the writer and reader via text. It means that the writer needs to communicate or convey the feeling, expression, opinion, agreement, and many others. Students or learners use written language their daily life. Writing has been used the useful of communication besides speaking. In order to know about the writing in detailed, the writer has collected some explanation related to writing.

However, Harmer (2004, :p.31) explained that encourages students to focus on accurate language use because they think as they write; it may well provoke language development as they resolve problems which the writing puts into their minds. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer is able to structure and integrate information into cohesive and coherent paragraphs and texts. In writing, there are numbers aspects that must be considered to make the information inside the paragraphs and text cohesive and coherent.

From this theoretical perspective, it can be concluded that writing is a process of sharing idea or information in a form of written letter and graphic symbol structure which covers several component namely, a high degree of organization in developing the ideas, a careful choice of vocabulary, grammatical and sentence that arranged accurately, effectively and appropriately in order to be understood by the reader.

Writing ability has several meanings. Many experts have proposed the definition and explanation of writing. Troyka (1987, :p.3-4) stated that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express an idea, to provide information for one's reader, to persuade one's reader, and to create a literary work. The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

To create a good writing, there are several aspects for the writer to pay a close attention to. An effective composition should meet the qualities in some terms proposed by Jacobs at all (1981, :p. 90) below:

1. Content:

The substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization:

It is scarcely more than an attempt to place together all condition of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make our pattern in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary:

The selection of words that is suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precise.

4. Language Use:

The use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5. Mechanic:

The use of graphic conventional of the language, i.e., the steps of arranging letters, words paragraphs by using knowledge of structure and some other related to one another.

Ability is a component of a competency to do a certain kind of work at a certain level. Ability is the quality or state of being able, *especially*: physical, mental, or legal power to perform, competence in doing, natural aptitude or acquired proficiency (Webster, 1994). Ability is the capability of someone to do something correctly. Ability usually connected with a skill or a talent. Writing ability is the competency of someone to write correctly.

According to these views, it is clear that writing and ability are regarded as one activity which cannot be separated, and each program is depending on the progress of delivering ideas. In other words, writing ability is an ability to deliver the ideas in written materials.

Teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand (Brown, 2007). It means that teaching process helps the students to know or to understand the material easily. Furthermore, Raimes (1983) states that teaching writing is a unique way to reinforce learning. Teaching writing is the process of transferring knowledge of writing from the teacher to the students. The teachers do some actions to make the students know and understand about how to write something correctly (Browne, 1999).

Mind mapping is a technique involving lines, colors, keywords, and images which connected each other. This technique can help students in guiding them before they start writing and will guide the students to develop their ideas by writing the keywords by keywords. The used of keywords also develop the

students' awareness of using correct grammar consistency and they will be more aware with the appropriate words used in writing.

Mind mapping was derived from Ausubel's meaningful learning (Ausubel, Noval & Hanesian, 1978). The most important idea in Ausubel's cognitive psychology is that learning takes place when the learners have the assimilation of new concepts into existing concept and propositional frameworks. Woolfolk (1987) explains that the most important element effecting learning is what the learner already knows; according to Ausubel. Weinstein and Mayer (1986) argue that the cognitive approach to learning seeks to understand how the incoming information is processed and structured into memory.

Additionally, mind mapping was described as an instructional strategy where the student "places supra-ordinate concepts on paper and subsequently links sub-ordinate concepts as appropriate" (Buzan, 1993; p. 59). Further, Buzan (2000) and Howitt (2009) define mind mapping as a visual tool that learners can use this strategy to generate ideas, take notes, organize thinking, and develop concepts.

Some researchers investigated about mind mapping technique. The first research was done by Pratama, Aditya Yoga (2018) with title *The Effect of Mind Mapping Strategy for Teaching Writing at SMPN Jabon*. The differences between his research and this research were research method, research subject, and text type. In this research was classroom action research while in his research was quantitative research; the research subject in his research was junior high school students while in this research was undergraduate students; and the text was descriptive in his research while in this research was procedure text. The second research was done by MN, Rahmi (2016) with title *The Use of Mind Mapping to Improve the Writing Skill of Grade XII Students of SMAN 2 Yogyakarta*. The differences between her research and this research were research subject and text type. The research subject of her research was senior high school students while in this research was undergraduate students and her research used report text while this research used procedure text. The research method that was used was same that was classroom action research.

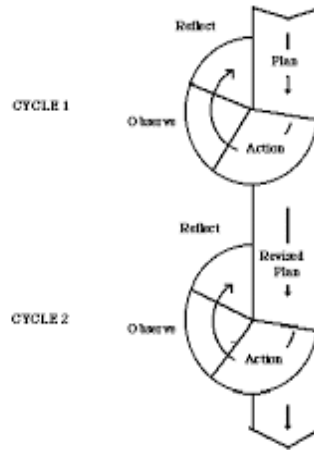
## **RESEARCH METHOD**

The present research is a classroom action research. In this research the researcher is directly involved in improving students' writing ability. It is kind of research which looks critically at the classroom for the purpose of improving their teaching and the quality of education in the school (Hopkins, 2008:6). In other hands, it can be defined that it is an action that is done to solve the problem in the classroom. Therefore, this research purposed to solve the problems in teaching learning writing ability.

There are several steps of action research have been analyzed. According to Cohen, Manion and Morrison (2007:304) action research is deployed into four main stages: planning, acting, observing and reflecting.

Action research has some steps in doing a research. The steps can be described in two cycles. Every steps describes the action will be done by the researcher. This research consists of two cycles. It can be seen from the picture below.

**Figure 1. Action research spiral**



The picture above is the “action research spiral” by Kemmis and McTaggart (1999). From the picture above, the researcher designed the steps of research as follows:

1. Plan

There are activities in the planning: Prepare the materials, make lesson plan, and design the steps in doing the action.

- Prepared sheets for classroom observation ( to know how the situation of teaching and learning process when the technique was applied),
- Prepared teaching material,
- Learning scenario, and
- Schedule

2. Action and observation

There would be some actions that would be conducted at the classroom. Through the mind mapping technique, the researcher would conduct some actions. The researcher gave sheet to the students. The students would be doing the practice in the sheet that there were some sentences in the sheet of practice. They would make paragraph through jumbled sentences. The researcher would interview the students and the English teacher in observing relating to the given action.

3. Reflection

Reflection was very important after implementing the actions. It was done in order to recognize the result of the given actions. The researcher evaluated the teaching technique especially for teaching writing. The result of the reflection was used to decide plans at the next cycle.

The participants of the research were 32 undergraduate students who studied English in their first year. The teaching and learning process especially in English class carried out 1 x 100 minutes a week.

## FINDING AND DISCUSSION

### Findings

#### a. The Implementation of Mind mapping technique

This research was conducted based on the procedure of classroom action research that consisted of two cycles. Each cycle was done by applying mind mapping technique. The cycle was divided into four steps, namely planning, action, observation and reflection. The first cycle consisted of two meetings. In each meeting, the researcher applied mind mapping technique. The result of the first cycle was not good because there were so many problems were happened in the teaching process such as teacher's activity and students' response. It can be seen from the observation checklist.

**Table 1. Teacher's activity**

Planning	Done	Not done
Making lesson plan	V	
Selecting material	V	
Choosing appropriate technique		V
Preparing teaching facilities	V	
Managing the classroom		V
Giving feedback		V

Based on the table above, there were many activities that the researcher did not do in the teaching and learning process. The researcher did not use appropriate technique in the teaching and learning process. The researcher also could not manage the class well, so still many students less paid attention to her. They were chatting with their friends. The researcher forgot to motivate the students and forget to give feedback to the students. Beside the teacher's activities, the researcher and the collaborator also reflect about the students' activities.

**Table 2. Students' response**

Students' activity	Done	Not done
Pay attention to the teacher's explanation		V
Answering question from the teacher		V
Asking difficulties to the teacher		V
Following learning process actively		V
Doing the worksheet confidently		V

Based on the table above, the students did not give good response to the teacher. They did not give attention well to the teacher. They preferred to chat with their friends than follow the teaching and learning process. They were felt shy to ask the difficulties to the teacher. They could not do worksheet confidently. They still cheat each other.

The result of the first cycle, the researcher tried to solve the problem in the first cycle by conducting the second cycle. The result of the second cycle was not

same as the first cycle, the researcher applied the steps of mind mapping technique well. The cycle consisted of two meetings. The result of the second cycle described that there were no problems in the English teaching and learning process. Most of the students paid attention to the researcher and did not make any noisy. The students were active to answer the questions. Besides, the students were more confident and they were felt happy in getting respect of what they had done. They looked more active in the teaching and learning process. It can be seen from the table below.

**Table 3. Teacher's activities**

Planning	Done	Not done
Making lesson plan	V	
Selecting material	V	
Choosing appropriate technique	V	
Preparing teaching facilities	V	
Managing the classroom	V	
Giving feedback	V	

**Table 4. Students' activities**

Students' activity	Done	Not done
Pay attention to the teacher's explanation	V	
Answering question from the teacher	V	
Asking difficulties to the teacher	V	
Following learning process actively	V	
Doing the worksheet confidently	V	

b. Students' Response

Besides teacher's and students' activity, the improvement can be seen from the interview between researcher and the students.

R : Gimana pendapat kamu tentang pelajaran bahasa Inggris hari ini? Menyenangkan tidak? (*What is your opinion about the lesson today, are you happy or not?*)

S : Menyenangkan miss, jadi gak bosan belajarnya. (*Happy miss, so the lesson is not bored*)

R : Apakah kamu senang belajar bahasa Inggris menggunakan teknik pengajaran tadi? (*Are you happy studied by using the teaching technique?*)

S : Iya, senang miss. (*Yes, I am happy miss.*)

R : Apakah kamu merasa lebih mudah belajar bahasa Inggris setelah menggunakan teknik pengajaran di kelas tadi? (*Do you feel easier in learning English after using the teaching technique in this class?*)

S : Iya, sekarang agak lebih mudah miss. (*Yes, Now I feel easier miss.*)

R : Menurut kamu teknik seperti tadi, perlu diterapkan lagi tidak besok? (*Is technique still needed to apply in the next learning English?*)

S : Harus itu miss. (*Yes, it must.*)

The students' personal interest through interview indicated that the students were motivated to write English because through mind mapping technique involved and forced all students to explore their idea in a written text.



The researcher did interview with some students and the English teacher. After an implementation was done by using mind mapping technique, some students also felt that they got more self confidence. They could give good response during the teaching and learning process. The students did the exercise seriously and they were more confidence. They did not cheat each other. They did the exercises individually. They gave good respond in the teaching and learning process better than before. They were also more interest in the writing class than before.

Based on the interview, the researcher concluded that the students were interested to learn writing English by using mind mapping technique. It was caused the students able to explore their prior knowledge and they felt confident in learning writing using this technique, so this technique was appropriate to teach the students. Beside that, this technique could add the students' interest in writing procedure text.

**Table 5. Students' observation sheet**

No	Aspek yang diamati	Cycle 1			
		Pertemuan ke-1		Pertemuan ke-2	
		Ya	Tidak	Ya	Tidak
1.	Siswa antusias dalam mengikuti pelajaran		V	V (sebagian siswa)	
2.	Siswa aktif dalam proses pembelajaran		V		V
3.	Keaktifan siswa dalam bertanya selama proses pembelajaran		V	V (Sebagian siswa )	
4.	Partisipasi siswa dalam menjawab pertanyaan guru		V	V (Sebagian siswa )	
5.	Respon siswa terhadap materi yang disampaikan		V	V (sebagian siswa)	
6.	Siswa mengerjakan tugas yang diberikan guru		V	V	
7.	Siswa mampu mengembangkan ide		V	V (sebagian siswa)	

**Table 6. Students' observsation sheet**

No	Aspek yang diamati	Cycle 2			
		Pertemuan ke-1		Pertemuan ke-2	
		Ya	Tidak	Ya	Tidak
1.	Siswa antusias dalam mengikuti pelajaran	V		V	
2.	Siswa aktif dalam proses pembelajaran	V		V	
3.	Keaktifan siswa dalam bertanya selama proses	V		V	

	pembelajaran				
4.	Partisipasi siswa dalam menjawab pertanyaan guru	V		V	
5.	Respon siswa terhadap materi yang disampaikan	V		V	
6.	Siswa mengerjakan tugas yang diberikan guru	V		V	
7.	Siswa mampu mengembangkan ide	V		V	

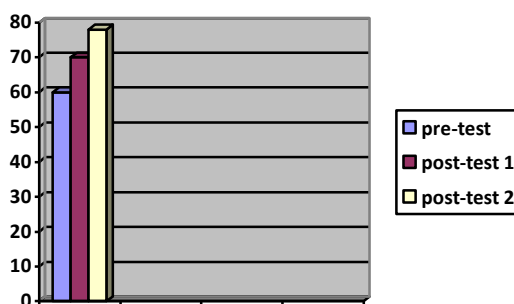
From the table 5 and 6 showed that the students' quality of learning activity in the class was improved day by day. The students were not active in the first meeting in the first cycle. But in the second meeting there were improvement on the students' attitude although only a half of them that give good response to the teacher's explanation but in the second cycle, the students were very good. There were significant improvement. They were felt enjoy and enthusiastic during the teaching and learning process. All students were also active to ask and answer the questions coming from the researcher and their friends. This technique could help students felt more confident with their ability of a subject because it went through each step separately so that it came easier.

c. The Improvement of Writing Ability

Based on the research conducted from the pre-test, post-test in the first cycle and post-test in the second cycle, there was significant improvement of students' writing ability through the implementation of mind mapping technique. The score of the students can be seen in the attachment of this research.

The chart of the improvement of students' writing ability, as follows:

Chart 1. **Students' score improvement**



Based on the chart, it could be seen that the researcher was divided the test into three, they are: pre-test, post-test 1, and post test 2. From the chart above, it could be seen that teaching writing using mind mapping technique improved students' writing ability.

The first bar showed the mean score of students' writing score in pre-test. In this section, the researcher did not prepare anything. The researcher only prepared the pre-test to measure the students' writing competency. In the pre-test,

the topic was “how to use wheel chair”, this bar was 60. In the second bar was the mean score of post-test I. In this cycle was same with the pre-test, the researcher only prepared the test to measure the students’ writing ability. The topic in the post-test I was “how to check vital sign”. This bar was 70. In the third bar was the mean score of post-test II. In this section, the students allowed to choose one of the topic and then make procedure text based on the topic that they had choosen. This bar was 78. From the explanation above, it could be concluded that the students’ writing ability by using mind mapping technique has improved.

### Discussion

In this present, the researcher act as teacher. This action research was conducted in two cycles. Each cycle consisted of two meetings with 100 minutes duration for each meeting. There would be four steps done in each cycle, they were planning, acting and observing, and reflecting. Before the researcher started the first cycle, the researcher did pre-test in March 1<sup>th</sup> 2019 in order to know the writing result before the technique applied. The first cycle was conducted in March 8<sup>th</sup> 2019 continued with post-test in March 15<sup>th</sup> 2019. Meanwhile, the technique would be applied in the second cycle which was conducted in March 22<sup>nd</sup> 2019 and then continued by post-test in March 29<sup>th</sup> 2019.

This research was conducted in order to solve the problems in the writing process. This was done in two cycles, and each of them is determined in detail as follows:

#### 1. Cycle 1

This cycle was conducted in 8 March 2019. This included the following activities:

##### - Planning

Based on the result of the pre-test, the students’ writing ability was still low. The researcher formulated the planning as follows: choosing material, making lesson plan, making hand out consisted of a series of task, preparing teaching facilities, preparing observation sheets, preparing students’ attendance list, giving Feedback after teaching and learning process in every meeting, acting and observing.

##### - Acting

##### a. First meeting

The first meeting was held on February 8th 2019. For the first meeting on cycle 1, the researcher made a lesson plan by mind mapping technique to increase the students’ motivation and then selecting the material. The researcher selected how to use wheel chair in the first meeting on cycle 1.

In the first meeting in this cycle, the researcher started the class as usual. The researcher opened the class by praying together and checked the attendance list. After that, the researcher tried to make a good atmosphere before continuing to the material. After that, the researcher showed picture of wheel chair to the students, the aim was to introduce the material to the students. After giving model of procedure text, the researcher asked the students to translate the simple sentences into English; the aim was to build the students’ knowledge about simple present tense. Most of the students were able to get the meaning of the text but they were still confused with the structure of the text. Before giving the next task, the researcher gave formula of simple present tense: S + V1(s/es) + O/C for verbal

sentences and S+Be(is, am, are)+ noun for nominal sentence also the example of the tense. Besides, the use of conjunction as first, then, next, after that, last, etc. The researcher explained about it, and asked the students to complete the sentences. The last task, the researcher asked the students to make a procedure text about wheel chair. Before closing the class, the researcher gave motivation for the students to keep spirit in learning English. Then, the researcher closed the lesson by praying together.

b. Second meeting

The second meeting was held on February 15th 2019. In this meeting the researcher discussed about how to use stethoscope. First, the researcher opened the class and checked the students' attendance list. Before giving the material, the researcher started with the dialog. It could be seen in the field notes below:

R : Ok students, have you ever seen stethoscope?

S : Yes miss.

R : Can you tell me the function of that tool?

S : to check heart sounds miss

Then, the researcher made mind mapping about stethoscope. After that, the researcher asked the students to make a procedure text based on the sentence which was written on the whiteboard. Here the researcher acts as a consultant. The researcher helped the students if they had some difficulties in writing procedure text. The researcher was also as a corrector. The researcher corrected when the students made mistakes in doing the tasks. Before closing the lesson, the researcher motivated the students to study hard. Then the researcher closed the lesson by praying together.

c. Third meeting

In the last meeting of cycle 1, the researcher conducted post-test or formative test 1. The formative test for cycle 1 was held on Tuesday 22nd February 2019. As usually, the researcher opened the lesson and checked the attendance list. Before giving the test, the researcher reviewed the past material, so they would remember and could do the writing sheet correctly. After resuming the past material, the researcher gave a mind mapping of a medical tool and asked the students to write a procedure text in the worksheet based on the mind maaping. After time was over, the students should submit the worksheet to the researcher. Then the researcher closed the class by praying together.

- Observing

The researcher made and designed the observation sheets for teacher (the researcher) and for the students. The students' observation sheet consisted of three aspects, namely motivation, response, and activeness. All aspects related to the teaching and learning process.

The result in the first meeting that the students were confused in writing English. It was caused by less of their vocabularies mastery. While for the second meeting, the developing of students could be seen although very little. The students were motivated in attending the class using mind mapping technique. They began to understand the material and able to answer the exercise sheet. They were more active than the previous meeting.

- Reflecting

After the second meeting was conducted, the researcher and the collaborator (English teacher) sat together to reflect what had been done in the first cycle. The reflection covered teacher's activities, student's activities, and the students' competency.

The last, the researcher and the collaborator reflected about the students' competency. The result of students' competency was that the increasing of students' score in cycle 1 was compared with the students score in pre-test, it can be seen in the mean score which was increase. Mean score of pre-test was increase from 62.48 to 69.76 in the first cycle. The mean score of the students' writing skill increased up to 7.28 point in the cycle 1. In the pre-test section, there were still many students who got fair category. But in the post test 1, no students received poor category. There were 78.94%, or 30 students received good category and 21.05 % or 8 students received fair category. There were no students who received very good and poor category and most of students received good category. It meant that the students' achievement in cycle 1 was improved.

## 2. Cycle 2

This cycle was conducted from 1 until 15 March 2019. This includes the following activities:

### - Re- Planning

Based on the result of the reflecting, the students' writing ability was still low. The researcher formulated the planning as follows: Selecting warming up to make students more paid attention to the explanation, Selecting game, Choosing material, Making lesson plan, Selecting pictures that was appropriate to the material, preparing teaching facilities, choosing appropriate technique, preparing observation sheets, preparing students' attendance list, feedback after teaching and learning process(every meeting), Acting and observing.

### - Acting

#### a. First meeting

The meeting was conducted on Wednesday, March 1st, 2019. The material for this meeting was "how to check vital sign". Before the researcher gave material, the researcher asked the students to listen music and the researcher gave missing lyrics as a warming up. The researcher played "from this moment" song by shania twins. The students were very enthusiastic when they got missing lyrics from the researcher. After that, the researcher started to continue the material. The researcher used mind mapping to deliver the material. The English teacher as an observer in this research would observe the students' activity during the teaching and learning process.

As usually, the researcher opened the class and checked the students' attendance. Before planning about vital sign, the researcher asked the students about the use of mind maaping in teaching and learning process. The students said that they were more interested to follow the process and could remember the new words in the text easily and easier. It could be seen in the interviewed below:

R : how do you feel after studying with mind mapping?

S: enjoy miss, make faster understanding about what will be wrote.

At the first meeting, the researcher gave a material about how to use wheel chair and stethoscope using mind mapping. After giving explanation, the students were divided into some groups consisting of four students in each group. Each group had to discuss a text which was given by the researcher. They might to decide the generic structure of the text and wrote the summary of the text in on paragraph. The students looked seriously in doing exercise. They discussed with their friends in each group. For the second task, the researcher wrote the topic on the whiteboard to the students. They had to write some clues related to the topic. The students' task was they had to mention other words that related with the topic. After that, they mixed and matched the words into sentence and built in a paragraph. The last, the researcher asked the students to make procedure text. In the end of meeting 1, the researcher gave short summary about vital sign and asked the students about their difficulties during the teaching and learning process. At last, the researcher closed the meeting by saying Hamdalah.

b. Second meeting

The meeting was conducted on Thursday, March 8th, 2019. The material for this meeting was "how to clean wound". The researcher opened the class by saying Basmalah and checking the students attendance list. Then, the researcher reviewed the past material, and asked to the students the difficulties about the lesson in the last meeting. After that, the researcher asked to the students to make procedure text about how to clean wound which they had ever studied. After the time was over, the researcher asked to the students to submit the assignment. Then, the researcher motivated the students to keep learning because the next meeting, they would get a post test to check their improvement in writing English. Finally, the researcher closed the class by saying Hamdalah.

c. Third meeting

In the last meeting of cycle 2, the researcher conducted post test 2 to measure the improvement of students' writing skill. The post test was held on Wednesday, March 22nd, 2019. As usually, the researcher opened the lesson and checked the attendance list. Before giving the test, the researcher reviewed the past material, so they would remember and could answer the writing sheet correctly. Then, the researcher gave them worksheet individually. After finished, the students collected their work. They said that they could do the task better than the first test. They could finish the task on time without additional time. Before closing the meeting, the researcher advised to the students to keep learning and practice English. So, English would be a part of their life. They would get more advantages if they could master English. The students said that they begin to like studying English and would keep learning English. Then the researcher closed the class by saying Hamdalah together.

- Observing

The researcher made and designed the observation sheets for teacher (the researcher) and for the students. The students' observation sheet consisted of three aspects, namely motivation, response, and activeness. All aspects related to the teaching and learning process. Based on observation sheet, the researcher was success in organizing the class. She explained the material clearly. Because she used mix language between English and Indonesia, so the students could

understand well the teachers' instruction. Furthermore, the students give good response to the teacher and they could do the worksheet confidently and they can develop their ideas into written form.

- Reflecting

After the second meeting was conducted, the researcher and the collaborator (English teacher) sat together to reflect what had been done in the second cycle. The reflection covered teacher's activities, student's activities, and the students' competency. The researcher could do the activities in the teaching and learning process well. The researcher used appropriate technique in the teaching and learning process. The researcher also could manage the class well, so still all of students paid attention to her. Before closing the class, the researcher motivated the students to study hard, and gave feedback to the students. Beside the teacher's activities the researcher and the collaborator also reflected about the students' activities. The researcher and the collaborator reflected about the students' competency. Based on the students' score, there were no students got score under 60. The score of the students in the post-test 2 were upper 60. The mean score in the post-test 1 was 70 while in the post test 2 was 78. So, the improvement of mean score was 0.8 From the improvement can be seen that mind mapping used in the teaching and learning process could help the students' understanding the English sentences order indirectly. In each meeting, the students could improve their capability in writing, so it had a good impact in their achievement. The researcher and the collaborator agreed to stop the research because the mean score of the students' writing ability was good, so it could be concluded that the second cycle was successful.

The results of this research are in line with the general conclusions drawn from other studies in this regard which claimed that mind mapping technique can enhance students' writing ability. For example, Al-Jarf (2009) finds that mind mapping strategy of prewriting helps students to produce better expository texts. Naqbi (2011) also states that using mind mapping improves the written product of the students. Further, Darayesh (2003) proves that the mind mapping strategy can develop the scientific secondary students' English writing ability. Recently, Saed and Al-Omari (2014) report how mind mapping strategy improves the writing performance of eleventh grade EFL students in Jordan.

So, it can be stated that mind mapping technique was good to be applied in the teaching and learning process especially in teaching writing.

## CONCLUSION AND SUGGESTION

This research belongs to classroom action research which was done in university. Based on the research findings and discussions, the result of this research could be summarized as follows:

The Implementation of *Mind Mapping Technique* in the writing class for first year university in an EFL context was good. It is proved from the teachers' and students' observation sheet in every cycle. The researcher could apply the technique in writing class well. It made the students more interested in learning writing. They were also more confident in writing text.

The students' response of applying mind mapping as a technique in the teaching and learning process for first Year University in an EFL context was very good. It is proved from the students' motivation toward the class after conducting the teaching and learning process using mind mapping technique. They had good motivation in English especially in writing. Besides that, the activeness, interest, and enthusiasm in learning English especially in writing increased. The students give good response. They are more active and give good participation in learning writing. So, the action could give improvement in teaching and learning writing.

The researcher proposes some suggestion after conducting the research by using mind mapping technique to improve students' writing ability for the students, English teacher, and other researcher. For the students, students should be more confident to write English and do more practices in writing English. Besides, they must learn English not only in the classroom but also they must learn English everywhere and every time as they can. For the English teachers, the teacher should deliver material clearly and also should pay attention to the students' activity while teaching and learning process. In this case, teachers should focus on teaching and learning strategy not only focusing on transferring information. Moreover, teachers should be more creative selecting teaching techniques which can motivate the students to write. Here, mind mapping technique can be applied in teaching and learning process as innovation in teaching and learning process. Finally for other researchers, this research is expected that other researchers can develop mind mapping techniques in other skill such as speaking, listening, and reading. Hopefully, this research can be as a reference to do further research.

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