Students' Perceptions on The Use of Mind Mapping Technique in Writing Class

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Abstract

The use of mind mapping in the EFL classroom especially in writing class is imperative to fill the educational needs of the younger generation. There are few studies conducted on students' perceptions of using mind mapping to learn the writing English language. The objective of this research was to investigate the students' perceptions on the use of mind mapping in learning writing English process at junior high school, MTsN 2 Makassar, Indonesia. Data were collected using a questionnaire that collected a five-point Likert scale to gauge the students' perception use of the mind mapping in writing EFL classroom. Findings from this research indicate that the majority of students showed a strongly positive category according to the range of students' perception score. Therefore, the students have strongly positive attitude to use mind mapping in their writing skills. The use of the mind mapping technique is very interesting to the students, so they are motivated to write a paragraph.

Keywords: mind mapping, perceptions, technique, writing

1. Introduction

Writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. Writing activities involve several elements, namely: the writer as the delivery of the message, the content of the writing, the channel or media and the speaker (Sakkir, 2019). Based on Richard and Renandya (2002) state that "writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable ext."

In principle, the function of the main purpose of writing is as a tool for indirect communication. Write very important for education because students will find it easy and comfortable in critical thinking. Also, can make it easier for us to feel and enjoy relationships, deepen grasping power or perception, solve problems faced, and arrange the order for the experience.

Writing helps us to explain our thoughts. Not rarely, do we find what we think and feel about people, ideas, problems, and events that are just in progress write actually. Taringan (2015) states that writing is a creative process of expressing ideas in the form of written language for the purpose, for example, to inform, convince, or entertain. The results of this creative process are commonly referred to as essays or essay writing. Both terms refer to the same result even though they have a different meaning. In writing activities, the process of delivering information in writing in the form of the author's creativity by using creative thinking, not monotonous and not cantered on one solution as a basis for pouring ideas and ideas in written form, because writing skills are often abandoned because someone prefers to express ideas in oral form.

From the opinion above, it can be concluded that writing skills are not only for expressing ideas and ideas in written form but also for one's ability to give birth to a more specific person's thought. Writing skill is necessary to improve because writing skills are not only required when a person is educated or still in school. In activities in writing, one must be skilled in utilizing the structure of language and

vocabulary. A writer can produce various forms of writing. However, writing must through the process. Writing as a basic skill requires more concentration to do. It can develop through practice and application. Writing is one of the important skills for students to express their ideas in addition to speaking although most of them do not have the ambition to become writers.

During the observation on September 3rd, 2022 and an interview `with the MTsN 2 Makassar English subject teacher, it is found that not all students can write well. Sometimes students write only for assignment purposes not for communicative purposes. They are very difficult to do this activity because they don't have a good method to start their writing. This means learners do not have the pre-writing skills to build their ideas. Teachers in teaching writing have used many ways. However, sometimes they do not pay much attention to the students' writing skills. This shows that students face problems in writing. English is an important subject for high school students because they will use it in the future. Therefore, writing skills are considered very important skills for students to develop their mastery of English proficiency. Especially in the study of learning English writing skills, several researchers have often done it.

Several researchers have conducted research related to teaching writing. Supriadi, 2018 in the study the researchers used a quasi-experimental method, with a Non-Equivalent Control Group Design. In this study, researchers selected 30 members of the experimental group and control group members each. Furthermore, the experimental group was subjected to treatment, namely the clustering technique, while the control group did not receive the same treatment using the lecture method.

Herniyastuti and Rahmi (2019) describe the increase in the ability to develop folklore into short stories through a scientific approach with clustering and fast writing technique of student's class X MIPA 1 at SMA Negeri 1 Watansoppeng. The approach in this study was qualitative. After conducting research using two cycles in the application of the scientific approach with clustering and fast writing techniques, it was found that the application of the scientific approach with clustering and fast writing techniques for students in SMA Negeri 1 Watansoppeng could improve student learning outcomes in the material development of folktales into short stories.

Based on the findings of previous studies cited above, the researchers conclude that the use of mind mapping as a source of material in teaching writing can stimulate students to write well. Researchers believe that mind mapping will organize students' ideas in the pre-writing process, and it is one of the effective ways to help students in building their ideas. To understand the importance of English writing skills in schools, the researchers conducted observations at MTsN 2 Makassar, especially students in class eight. The results of the observations found that students' writing skills were still low. Especially for the English teacher from the interview results, rarely try to use interesting techniques in composing writing. This means that students do not have a good idea to start writing. As a result, students' writing skills are also low. This is also evidenced by the results of learning to write for even semester 2020/2021 students where students' writing scores are still much below the KKM. Therefore, the researchers will try to provide a technique as an approach to learning English to influence students' writing skills. This technique is called the mind mapping technique. Several techniques can be used to improve students' writing such as the direct teaching technique which has five important phases: preparation and motivation phase, demonstration phase, mentoring phase, checking phase, and advanced training phase. For example, the teacher shows a picture of a flood that hit a village or sees a flood event in a village first-hand. From the picture, students can write coherently and logically based on the picture.

The clustering technique is one simple way to help them in constructing their mind. This will guide them to make sentences to form a good paragraph. Based on the description above, the researchers focused on taking samples at MTsN 2 Makassar, especially for year eight students because there were problems that the researchers found in writing. In addition, there is a lot of information obtained from English teachers that most of them do not have many ideas or do not have good strategies for doing

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writing activities. The scope of this research is focused on the use of clustering in teaching writing to students of year eight at MTsN 2 Makassar to improve their writing skills. It is limited in discipline, content, and activity. Discipline this research is limited to the subject of applied linguistics in terms of the process of teaching English, especially in writing. In content, this research uses several themes, namely, transportation, corona impact, pollution, and sports. Then, the type of writing taught in this process is limited to descriptive composition. It is based on the new curriculum for first-year high school students.

Recently, several researchers have investigated the form and purpose of feedback and its impact on students' writing. The effect of students' perception is highly dependent on the type of perception provided by the teacher, the abilities of the students, the educational and cultural background of the students and expectations. The results of the research revealed that students' perception was found to be sometimes helpful but other times found to prevent or not have any impact on student learning based on Silva and Brice (2004) Hedgcock (2005). Both teachers and students believe that students' perception is indispensable during the writing process. Montgomery and Baker (2007) show that teachers are aware during the writing process of students' perceptions of feedback and they try to effectively provide constructive and encouraging feedback. In their study of peer review. Lundstrom and Baker (2009) investigated to find out whether giving feedback or receiving feedback could contribute more to improving students' writing skills. Students of the intensive English program are divided into "givers" and "recipients". The overall results showed that the "giver", who looked at other students' writing, made considerable progress in improving their writing during the training. However, this notion of a 'giver' and a 'receiver' will probably achieve its most fruitful aims if the trainee writers share a common cultural and educational background.

Based on previous research, the researchers found that there was a lack of research that looked at students' perceptions after being given English language learning with the mind mapping method. With these limitations, the researchers tried to add students' perceptions as a form of renewal and saw feedback from students who had been given treatment during the research.

In this activity, students made essays after they made a grouping of topics provided by researchers in class. Then, researchers corrected errors from students and judged the content, organization, vocabulary, use of language and mechanical problems. This activity was carried out four times. Located the background above, the researchers conducted a study entitled "Students' Perceptions on the Use of Mind Mapping Technique in Writing Class".

2. Method

The approach that the researchers use in this research is a quantitative approach (descriptive). According to Sugiyono (2007) research data on quantitative approach in the form of numbers and analysis using statistics. In this research, the researchers use a questionnaire to collect data. A questionnaire is a technique used in data collection by giving questions or written statements to respondents to answer. A questionnaire is a research instrument consisting of a series of questions or other types of instructions that aim to collect information from a respondent.

In this study, the questionnaire contains 20 questions related to students' ability to write using the mind mapping method and how students perceive the use of mind mapping in writing descriptive text.

After the data have been collected, the researchers turn to the task of analyzing them. The data from the questionnaire were analyzed by using the Likert Scale. It aimed to measure the respondents' opinions. The answering each instrument item of the Likert Scale that divided into positive statements and negative statements as follows:

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Table 1. Likert scale

Positive statement scores	Category	Negative statement score
5	strongly agree	1
4	agree	2
3	undecided	3
2	disagree	4
1	strongly disagree	5

To interpret the students' interest, and respond, the researchers used interval estimates. The interval estimation was used to measure the parameter of the population based on the score of rate interval sample data that has 14 interval estimates for each level. In this case, the rating score ranged from 20 to 100 and the questionnaire levels were 5 levels or 5 categories. Thus, the researchers started to measure the score of strongly disagree (20) to strongly agree (100). Therefore, the researchers used 14 intervals estimate as well as a large enough score to minimize the error level or insignificant scores in measuring. The interval of the students' perceptions of responses to the questionnaire can be seen in table 2.

Table 2. The rating score of the perception's category

Score	Category
81 – 100	Strongly positive (very high)
65 – 80	Positive (high)
50 – 64	Undecided (moderate)
35 – 49	Negative (low)
20 – 34	Strongly negative (very low)

To calculate questionnaire data into a percentage, the researchers used the percentage technique using this formula. The formula used in analyzing the data is as follows:

P =   x 100%

Where:

P   = Percentage from test and questionnaire
Fq   = Number of Frequency
N   = Total Samples

3. Result and Discussion

To know the students' perceptions of using the mind mapping technique in their English writing class, the researchers distributed a questionnaire to the students. The data were analyzed by using the Likert Scale. The results show the students have a positive perception of using the mind mapping technique in writing skills. This is indicated by the percentage of the students' questionnaire shown in the following table:

Table 3. The Percentage of Students' Perception

Category	Range	Frequency	Percentage
Strongly Positive	81-100	14	63.63%
Positive	65-80	5	22.72%
Undecided	50-64	3	13.63%
Negative	35-49	0	0%
Strongly Negative	20-34	0	0%
Total		22	100%

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Based on the percentage analysis of students' perceptions in table 3, the analysis shows that there were no students who state strongly negative statements and negative to the use of mind mapping in writing skills, even though there are 3 students (13.63%) was an undecided category, 5 students (22.72%) were a positive category in the interval 65-80 and 14 teachers (63.63%) were a strongly positive category in the interval 81-100. Table 3 indicates the implementation of mind mapping in writing skills is interesting to the students. This is supported by the following table:

Table 4. The Mean Score of Students' Perception

Total Respondent	Total of Students' Score	Mean
22	1808	82.18

Table 4 shows that the mean score of the teachers' perception is 82.18 which mean it is in a strongly positive category according to the range of students' perception score. Therefore, the students have strongly positive attitude to use mind mapping in their writing skills.

Besides that, the results from the questionnaire items show the students have a positive perception of using the mind mapping technique in writing skills. This is indicated by the percentage of the students' questionnaire shown in the following table:

Table 5. Students' Responses to the Questionnaire Items

No.	Statements (Pernyataan)	Average	Percentage
1.	I can more easily understand the explanation from the teacher about descriptive material with Mind Mapping. (Saya dapat lebih mudah memahami penjelasan dari guru tentang materi descriptive text dengan Mind Mapping).	4.45	89.09
2.	I like learning writing using Mind Mapping. (Saya suka belajar menulis dengan menggunakan Mind Mapping)	4.13	82.72
3.	Learning writing with Mind Mapping makes learning more challenging. (Pembelajaran menulis dengan Mind Mapping membuat pembelajaran lebih menantang).	4.27	85.45
4.	I easily understand how to write descriptive text techniques through Mind Mapping. (Saya mudah mengerti bagaimana teknik dalam menulis teks deskriptif melalui Mind Mapping).	4.5	90
5.	It's easy for me to develop opinions in my writings regarding topics through Mind Mapping. (Saya mudah mengembangkan pendapat di tulisan saya terkait topik dengan Mind Mapping).	3.63	72.72
6.	In the writing process, it is easy for me to choose and arranged the words that I will write based on the topics through Mind Mapping. (Dalam proses menulis, saya mudah memilih dan menyusun kata-kata yang akan saya tulis berdasarkan topik melalui Mind Mapping).	4.23	84.54
7.	I am interested in writing lesson, especially describing something through writing (descriptive text) that presented by the teacher through Mind Mapping. (Saya tertarik dalam pembelajaran menulis terutama mendeskripsikan sesuatu lewat tulisan (deskriptif teks) yang diberikan oleh guru melalui Mind Mapping).	3.86	77.27
8.	I feel comfortable with the learning atmosphere through Mind Mapping. (Saya merasa nyaman dengan suasana pembelajaran melalui Mind Mapping).	4.18	83.63
9.	I am very enthusiastic to do writing assignments that given by the teacher in through Mind Mapping. (Saya sangat antusias untuk mengerjakan tugas menulis yang diberikan guru dengan Mind Mapping).	4.05	80.91
10.	I feel confident with the results of my writing collected through Mind Mapping. (Saya merasa percaya diri dengan hasil tulisan saya yang dikumpul melalui Mind Mapping).	4.31	86.36

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11.	In my opinion, learning writing by using Mind Mapping is boring. (Menurut saya, belajar menulis dengan Mind Mapping membosankan).	2.36	47.27
12.	Learning writing using Mind Mapping makes it hard for me to mastery writing. (Pembelajaran menulis dengan menggunakan Mind Mapping membuat saya sulit belajar menulis).	2.18	43.63
13.	Learning writing using Mind Mapping makes me feel depressed. (Belajar menulis menggunakan Mind Mapping membuat saya tertekan).	2.09	41.81
14.	I feel my writing does not increase learning by using Mind Mapping. (Saya merasa kemampuan menulis saya tidak meningkat dengan Mind Mapping).	1.86	37.27
15.	I do not feel the benefits of learning writing by using this Mind Mapping. (Saya merasa tidak ada manfaatnya belajar menulis menggunakan Mind Mapping).	1.59	31.81
16.	Mind Mapping is not helping me to produce new words. (Mind Mapping tidak membantu saya dalam menghasilkan kata baru).	1.81	36.36
17.	Mind Mapping is not motivating to improve my writing. (Mind Mapping tidak memotivasi untuk meningkatkan keterampilan menulis saya).	1.68	33.63
18.	I hard understand how to write descriptive text techniques through Mind Mapping. (Saya sulit mengerti bagaimana teknik dalam menulis teks deskriptif melalui Mind Mapping).	2.13	42.28
19.	I feel uncomfortable with the learning atmosphere through Mind Mapping. (Saya merasa tidak nyaman dengan suasana pembelajaran melalui Mind Mapping).	1.68	33.63
20.	I feel unconfident with the results of my writing collected through Mind Mapping. (Saya merasa tidak percaya diri dengan hasil tulisan saya yang dikumpul melalui Mind Mapping).	2.05	40.91

The results of the questionnaire items showed that the majority of the students (90%) easily understand how to write descriptive text techniques through Mind Mapping. Of the 22, most of them also 15 students said that they can more easily understand the explanation from the teacher about descriptive material with Mind Mapping (89.09%). Besides that, the student strongly disagree the statement that "I do not feel the benefits of learning writing by using this Mind Mapping" (1.59) and "Mind Mapping is not motivating to improve my writing" (1.68).

4. Conclusion
The use of the mind mapping technique is very interesting to the students, so they are motivated to write a paragraph. It is proved by the mean score of students' perceptions score 82.18, which mean it is in a strongly positive category according to the range of students' perception score. Therefore, the students have strongly positive attitude to use mind mapping in their writing skills.

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