THE APPLICATION OF MIND MAPPING LEARNING MODEL IN RECOUNT WRITING

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Abstract. *Most students at SMAN 8 Bandar Lampung, particularly those of X MIA 1 class, were struggling with English, including in recount writing lesson. The issue was most probably due to the fact that most of the students perceived English as a difficult and uninteresting subject. However, the findings show that the application of mind mapping learning model has increased the students' learning interest, from 47.37% (n = 18) in the initial condition to 68.42% (n = 26) in the first cycle and 100% (n = 38) in the second cycle. The mind mapping method has also proved successful in improving the learning outcomes. The students' mean score on the posttest has improved from 57.37 in the initial condition to 64.21 in the first cycle and 73.16 in the second cycle, with a learning completion rate 21.05% (n = 8) in the initial condition, to 52.63% (n = 20) in the first cycle and 89.47% (n = 34) in the second cycle. Despite four underachieving students by the end of the second cycle (10.53%), all indicators and criteria for successful improvement of learning process have generally been satisfied.*

Keywords*: mind mapping method, learning outcomes, recount text*

A. INTRODUCTION

English was an underappreciated subject among the students of X MIA 1 class since they perceived it as a difficult and uninteresting one. This has contributed to their low English scores. In fact, English in the national curriculum is intended for building students' knowledge, skills, attitudes, and language competence. Communicative competence in English will benefit students in dealing with global challenges. Since English is taught from elementary school to university, students are expected to have adequate mastery of the language by the time they finish their formal education.

However, most students in X MIA 1 class were struggling with English, including in recount writing lesson. When given the classroom work of composing a recount text, the students

showed disinterest and gave no serious attention. The issue was most probably due to the students' negative perception of English, in which they regarded it as a difficult and uninteresting subject. The condition discouraged them from learning English and following the classroom instruction. Moreover, only few students had a dictionary to help themselves in learning English. Some students who could start to write a recount text would also get stuck as they struggled to come up with ideas even though the theme or topic had been provided. Finally, the majority of the students rarely submitted their recount writing assignment, even after it was made homework. When everyone did submit their recount compositions, most of them were almost identical because the students merely copied or modified their friends' works.

The issue that the students faced in recount writing was actually complex. Lack of interest, lack of motivation, and minimal learning materials had made them discouraged during classroom instruction, which in turn led to a limited vocabulary range and poor grammar knowledge that are highly required in learning to write a good recount text. In addition, interrupted writing process was likely caused by the students' inability to organize ideas. Without an engaging method, strategy, or approach, the students would become disheartened to learn English and achieve low scores. These problems have indeed posed a tremendous challenge to the English teacher.

To address the problems, the mind mapping learning model was introduced into classroom instruction. The learning model is believed to be effective in motivating students to learn English. Mind mapping will be particularly appealing for visual learners (those who like to draw pictures or prefer information presented through visual media such as diagrams, graphs, charts, etc.) as they are able to brainstorm or share ideas through colorful shapes on a mind map. When students' interest grows, it will be easier for the teacher to present the lesson materials to them. As a result, students will no longer feel frustrated with learning English, specifically with recount writing.

Therefore, this research deals with two questions: 1) Is the application of mind mapping learning model in recount writing effective for increasing students' learning interest? 2) Is the

application of mind mapping learning model in recount writing able to improve students' English scores?

B. RESEARCH METHOD

The research was conducted at SMAN 8 Bandar Lampung, during the first semester of 2018/2019 academic year, from August to October 2018. The research subject included 38 students of X MIA 1 class (18 males, 20 females). The classroom instruction using mind mapping learning model is considered successful when the minimal learning completion of 85% is satisfied, i.e. at least 85% of the students score 70 or above on the posttest. The posttest was administered at the end of each cycle. Table 1 and Figure 1 show the students' completion rate in each phase of the research: the initial condition, cycle I and cycle II. Completion rate is obtained from the students' scores on the posttest.

Table 1. The students' completion rate in the initial condition, cycle I and cycle II.

| No.	Phase	Mean	Achieving Students		Underachieving Students	
			n	%	n	%
1	Initial condition	57.37	8	21.05	30	78.97
2	Cycle I	64.21	20	52.63	18	47.37
3	Cycle II	73.16	34	89.47	4	10.53

Fig. 1. The students' completion rate in the initial condition, cycle I and cycle II.
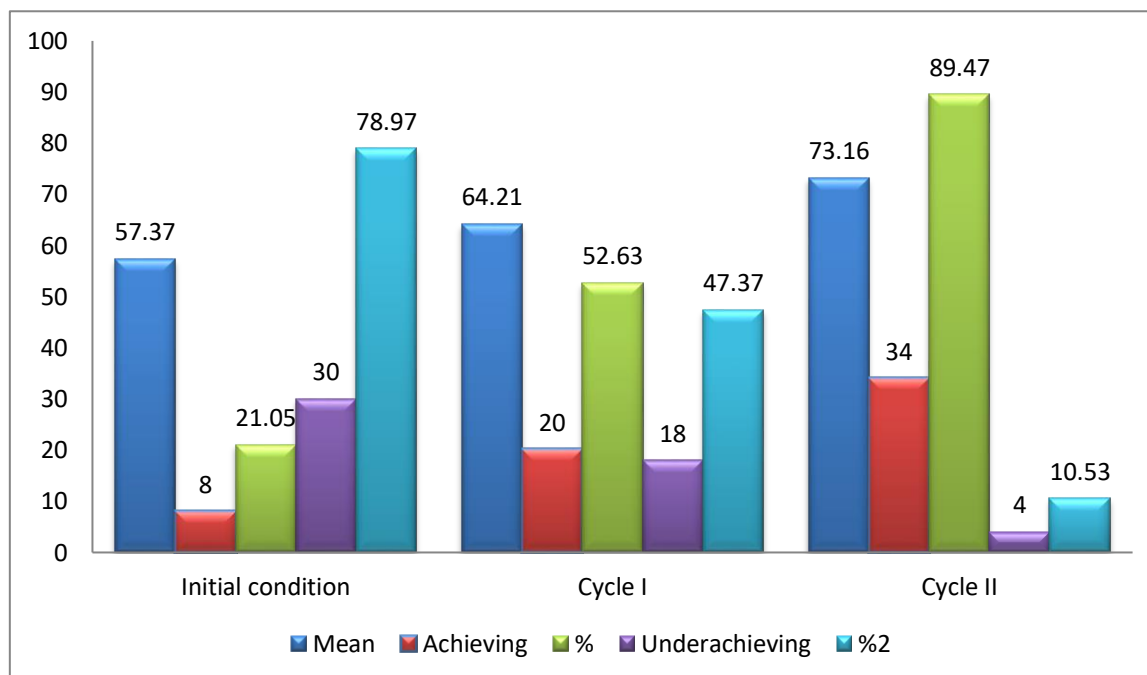
The increase in students' learning interest was measured by seven indicators: 1) students' understanding of the learning materials, 2) students' readiness to follow the classroom instruction, 3) classroom situation during the instructional activities, 4) students' attentiveness during the classroom instruction, 5) students' activeness in responding to the teacher's questions, 6) students' impression on the instructional activities, and 7) students' completion of the evaluation test. Table 2 and Figure 2 summarize the increases in the students' learning interest.

Table 2. The increases in the students' learning interest.

No	Phase	Well-Performing Students		Underperforming Students	
		n	**%**	**n**	**%**
1	Initial condition	18	47.37	20	52.36
2	Cycle I	26	68.42	12	31.58
3	Cycle II	38	100	0	0
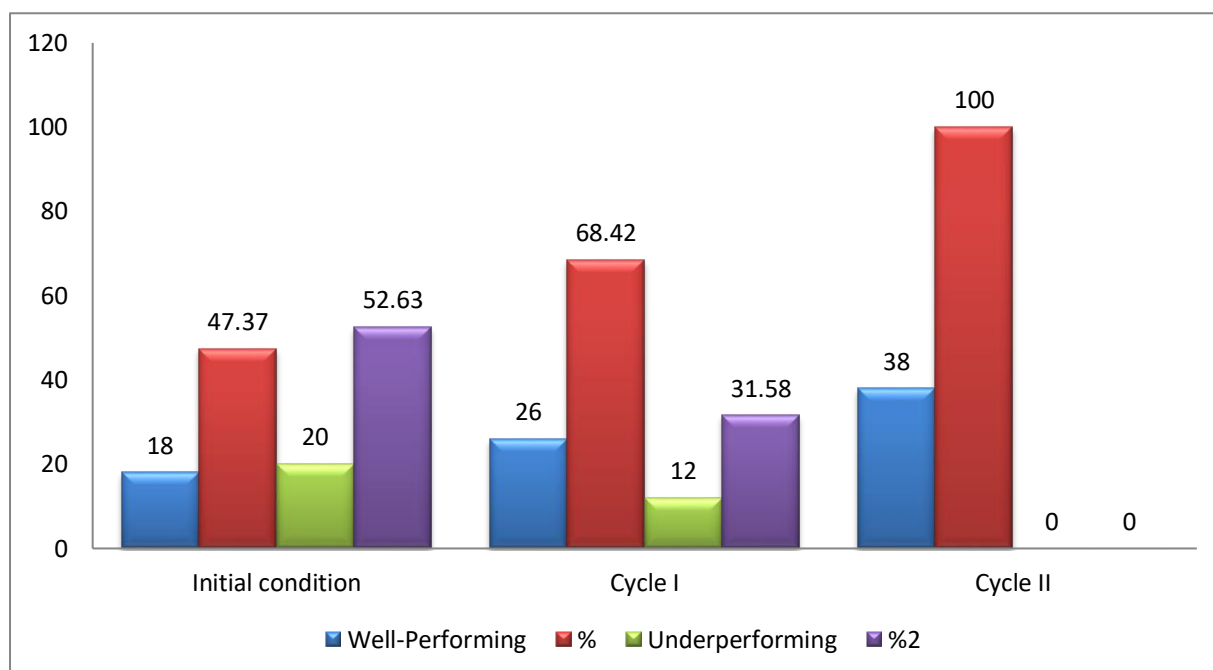
The outcomes of learning improvement performed throughout the two cycles lead to the conclusion that the application of mind mapping learning model can indeed stimulate thinking, perception, concentration, and enjoyment among students. As a result, they show more interest and motivation in an active learning environment. This is demonstrated by the students' growing learning interest from 47.37% (n = 18) in the initial condition to 68.42% (n = 26) in the first cycle and 100% (n = 38) in the second cycle. Similarly, the mind mapping learning model is effective in improving the students' English scores. Their mean score increases from 57.37 in the initial condition to 64.21 in the first cycle and 73.16 in the second cycle, with the completion rate 21.05% (n = 8), 52.63% (n = 20) and 89.47% (n = 34) throughout the three phases. Although there are four underachieving students (10.53%) by the end of the second cycle, all indicators and criteria for the successful improvement of learning process have generally been satisfied.

C. CONCLUSION

Based on the findings, this research offers a number of suggestions to improve the process of classroom instruction and increase students' English scores. First, mind mapping learning model should be considered for every classroom instruction. Since teenage students tend to think on a concrete level, learning activities should be connected to real-world contexts to help

them grasp what is being taught. However, the application of mind mapping in classroom instruction requires proper management of classroom and time, so that teachers need to plan the instructional activities carefully to avoid loss of time during the lesson.

The second suggestion is that students may need to adopt mind mapping learning model to enhance their learning activities and boost their learning outcomes. It is believed that mind mapping can help students think and learn positively, actively, creatively and enjoyably. Mind mapping learning model will develop students' thinking capability and encourage them to take an active role in the learning process by asking questions, providing answers, as well as giving and responding to opinions.

The final suggestion is associated with the learning outcomes themselves. As a formal educational institution, the school is responsible for producing optimal learning outcomes. However, many people see learning outcomes solely from students' scores or other academic achievements (the cognitive domain), giving much less attention to the affective and psychomotor domains. In fact, the three domains of learning are equally important to students' optimal development. As a consequence, the school should stimulate a balanced learning environment where students are able to develop their cognitive, affective and psychomotor skills optimally.

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