Developing EFL Learners' Ability in Writing Report Text through Mind Mapping Technique

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Abstract: Mind mapping technique is one of the techniques that are very helpful in writing activities and is considered effective and able to help develop the ability of EFL learners in writing report text. This study aims to describe the development of the ability of EFL learners in writing report text through mind mapping technique. The research method in this study is qualitative research with a library research approach, where the researcher collects, analyzes, and reviews scientific journals or previous studies, which are then described and made a conclusion. The results showed that mind mapping was able to help in developing the ability of EFL learners in writing report text, especially in the content aspect, also mind mapping technique is considered very effective in helping to teach writing. Thus, it can be concluded that developing the ability of EFL learners in writing report text through mind mapping technique is very useful and effective in its use. So this study suggests EFL teachers be able to implement mind mapping technique in writing report text.

Keywords: Teaching Writing, Report Text, Mind Mapping Technique

INTRODUCTION

Language is an important thing that humans use to communicate. With the existence of language, a person can express ideas, and thoughts either orally or in writing. Currently, the most important language to learn is the English language because of its position as an international language. And learning English well will help develop science, culture, technology, and international communication. In general, in English there are four skills, they are listening, writing, reading, and speaking. However, writing skills are among the most difficult skills for EFL learners to master and EFL learners' abilities in writing are still very low and need to be improved (Simanjuntak, 2015). Like most EFL teachers who say that writing skills seem more difficult and demanding than other English skills. The difficulty in writing itself lies when EFL learners want to translate the ideas they have generated into comprehensible texts. Learning to write not only learns how to write but also strengthens other aspects of the English language.

EFL learners have to face enormous challenges in writing skills to be able to produce good and coherent writing. Therefore, inexperienced writers such as EFL learners still have a lot to learn, especially learning about how to recognize, manage, deal with things such as appropriate word choice, grammatical forms and, etc. There are many texts in English, including narrative, descriptive, recount, hortatory, and report text. The report text has the purpose of describing something in general and appropriate in real-life. Report text is included in the type of text that describes information by explaining in general the information and reporting it in writing (Manalu, 2019). But there are some difficulties faced by EFL students in writing report text, such as EFL students who lack knowledge regarding the types of topics that can be chosen and how to develop them to produce a report text (Fhadila, 2018).

Given the problems in writing report text, a technique is needed so that EFL students can be motivated and can improve their ability in writing report text. One technique that is considered effective in teaching writing is mind mapping (Ilham & Bafadal, 2018). Mind mapping is a technique that is the first step in making an idea into a paragraph and text, and mind mapping is a technique popularized by Tony Buzan in the 1960s which serves to help EFL learners write texts more easily. The creativity of EFL learners is increased by using mind mapping technique because they not only imagine and write down their ideas but also describe them in a mind mapping picture. And this technique is

considered to be very effective and efficient in entering, storing, and retrieving data from the brain through an image (Kamelia, Agustina & Sudarmaji, 2018).

Several studies related to the implementation of mind mapping technique in writing report text have been carried out by Simanjuntak (2015), Ilham & Bafadal (2018), Fhadila (2018), and Manalu (2019). All of them resulted and concluded that the mind mapping technique was effective in helping students in writing report text, and there was a significant increase in the use of mind mapping in writing report text activities. And this study tries to describe the developing of EFL learners' ability in writing report text through mind mapping technique.

Teaching Writing Report Text

Writing skills for EFL students are considered very complex because they must pay attention to word choice, spelling, punctuation, etc. And the most obvious difficulty is the language skills of weak EFL learners. And writing activities according to Richards and Renandya (2005) consist of four stages, including: planning, compiling, revising, and editing. The level of quality of language learning depends on the learning activities designed and realized by the skills of the teacher. More complex skills are needed in writing activities, not only requiring relevant data or information sources but also skills in compiling written language regularly, while still using rules by existing rules in writing in English (Djumingin, 2017). To be able to improve the quality and interest of EFL learners in writing activities, teachers are advised to be able to choose the right method, technique, or approach according to student needs (Pujianto, Emilia, and Sudarsono, 2014). Teachers are required to implement several approaches in teaching writing activities to be able to help EFL students write in class.

Many types of text must be mastered by EFL learners, one of which is report text. The purpose of stating the text of the report includes storing and documenting factual information on a particular topic, as well as describing and classifying phenomena related to that topic (Novalinda, 2015). EFL learners are advised to master the report text to report their observations. In teaching writing, the teacher can focus EFL students on the process of writing report text and

on the product or result of writing the report text. To develop writing skills of EFL learners, English teachers should give more time and attention to be able to guide EFL learners in writing activities. Also, the EFL teacher must explain the function of the types of texts in English in teaching writing, because often these texts have authenticity in reflecting real-life situations (Murtiani, 2011). So in this case the teacher must explain in detail the social function of report text, generic structure of report text, and language features of report text.

Mind Mapping Technique

Mind mapping is a technique in writing where we express the ideas that we think into a mapping, the purpose of mind mapping is to make both sides of the brain think more creatively (Ilham and Bafadal, 2018). Mind mapping also serves to help EFL learners to present words or ideas, and this automatically helps EFL learners in gathering their ideas to write report text. The creativity of EFL learners will increase when they use mind mapping in imagining ideas that are not only written down but also by drawing pictures on their mind mapping. This strategy is included in brainstorming ideas when writing a report text (Fadhila, 2018). Mind mapping used in writing activities will help EFL learners to develop the ideas they get into a sentence. Hayes (1992) suggests that mind mapping technique can help reduce the difficulty of EFL learners in starting writing activities.

People can present their ideas in visualization and graphic form by using mind mapping where one idea is connected to another idea by using branches (Buzan, 2007). With the use of mind mapping, EFL learners only need to work on ideas into a sentence and then arrange them into paragraphs sequentially according to the structure of the report text (Manalu, 2019). An organized display in mind mapping really helps the writing process of EFL learners in making report text. The implementation of mind mapping in writing report text activities should be an automatic pre-writing activity. Where EFL learners start by drawing the main topic in the middle and then generate branch ideas from that topic with branches on the right, left, above, and below. And finally connecting the main topic with the branches around it and then developing

it into a sentence that has meaning, then compiling it into a paragraph (Novalinda, 2015).

METHOD

The research method used by the researcher is qualitative research with a library research approach, where the researcher examines the concepts and theories discussed based on available sources, especially from journals and thesis research from various scientific journals. The function of the literature review research method is to build concepts and theories that are the basis for research (Sujarweni, 2014). Data collection or other scientific work carried out by the researcher in this study aims to collect and examine library data that is carried out to solve a problem based on an in-depth study of relevant literature studies (Dzakiyyah, 2017). In library research, before conducting research, researchers must know for sure where the literature review will be obtained (Sanusi, 2016). And research is based on several sources, namely scientific journals, research results in the thesis, and statistical references. The nature of the research of this research library includes descriptive research, where the researcher focuses on descriptive explanations or systematic descriptions of the facts obtained during the research.

The data collection method is carried out by collecting data sources relevant to the research topic, then the data analysis technique is a content analysis technique, namely by analyzing the sources of data collected which are then concluded by the researcher (Afifudin, et.al, 2012). So for the context of this research, the researcher first searches, reads, and collects sources that are relevant to the research topic, namely the use of mind mapping in writing report text. After the sources are collected, the researcher examines and analyzes important things in the research sources, such as the findings and results of previous studies. Then the researcher describes the findings from previous studies and concludes the results of research that has been carried out by previous researchers.

RESULTS AND DISCUSSION

Learning with mind mapping technique in writing report text becomes easier, and it is also easier to save the information into the brain and output information to the brain. Mind mapping is a simple technique but has a big impact on the creativity and effectiveness of EFL learners in mapping their minds. The advantage of the mind mapping technique in teaching writing is that it provides broad and comprehensive monitoring of the subject matter or a broad area, allows EFL learners to manage branches or make options, and know the purpose of writing report text and knowing the purpose of writing report text and knowing the position we are in, then collects almost all the big data in one place, encouraging the resolution of a problem by allowing EFL learners to make breakthroughs, this activity is enough to hone the creativity of EFL learners, and the last advantage is that it is very easy to see, read, digest, and remember (Buzan, 2010). Mind mapping encourages EFL learners to be oriented toward brainstorming, which encourages EFL learners to connect concepts without worrying to start a certain conceptual framework.

Before EFL learners are asked to create and write a mind map, optimal preparation is needed for the teacher to start. Special preparations must be made by the teacher, namely by mapping the material to be delivered to EFL learners. This is done to predict potential problems that will occur if mind mapping is used. When all the preparations have been completed, the teacher begins the learning to write a report text through mind mapping by providing the main topic, then EFL learners write whatever comes to their mind regarding the main topic written by the teacher. When several EFL learners have written down their ideas, then the branches are drawn and the result is a map with several sub-topics that fall outside the main topic. After that, the teacher leads the EFL learners to be able to sort the sub-topics so that they can be arranged systematically. And after all EFL learners know it, the teacher starts again with a new main topic which is done by the EFL learners themselves without being started by the teacher.

Techniques in learning to write can be used in many approaches. The technique is tools, media, or paths that are used by teachers to help direct EFL learner activities towards the goals to be achieved (Gerlach and Ely, 1980). Meanwhile, according to the Kamus Besar Bahasa Indonesia, the technique is given the meaning as a method or way of doing something, how to do or make something related to art. This is the same as using mind mapping as a technique for writing report text, where mind mapping itself is a diagram or image which means it is an art. So that the

technique in question is per existing theories and concepts.

In learning to write report text through mind mapping technique, there are complete procedures for using them: 1) Explaining and demonstrating the process of making mind mapping on report texts to EFL learners; 2) Divide the EFL learners into groups of four or more; 3) Showing the main concept or material related to the report text that must be made mind mapping by EFL learners; 4) Exchange ideas among group members, then write down phrases or terms that describe the main concept of the report text along with a summary of its supporters; 5) Instruct the EFL learners to start sketching the diagram; 6) Give input that the teacher needs to convey to the group while they are working; 7) Talk to them to expand the main concept of report text generation by adding new ideas and things when they create the map. Mind mapping makes it very easy for EFL learners to write report texts, and with this, EFL learners will have no more difficulties in writing report text and also motivate EFL learners in writing report text.

Mind mapping tehnique helps EFL learners in develop their writing ability, especially in the aspect of the content or the content of report text. Because mind mapping invites EFL learners to have ideas before writing. And mind mapping is very useful in helping EFL learners write report text (Manalu, Raja & Flora, 2019). Therefore, based on the research method used, it states that teaching the ability to write report text using mind mapping technique can help develop EFL learners' ability in writing report text, and mind mapping technique is also considered as one of the effective learning media. There are several indicators that are able to develop EFL learners' writing ability through mind mapping technique, including: organizing content, idea, styles, punctuation marks, and grammar. Writing learning activities are no longer boring in class, and EFL learners become even more motivated in learning to write report text (Fadhila, 2018).

CONCLUSION

The mind mapping technique is one of the simple and appropriate ways for teachers to improve the ability in writing report text for EFL learners. There are several advantages of using mind mapping based on the results of a literature review, namely mind mapping can help many things in planning, communicating, increasing creativity, saving time, concentrating more, being able to help solve problems, helping organize and directing an idea or thought, helping to remember better, and more efficient in writing activities (Buzan, 2005). This study aims to describe the development of EFL learners' ability in writing report text through mind mapping technique. Information and important things in this research come from scientific research sources that serve as a literature review. As a pre-writing activity, the mind mapping technique is very useful, especially for EFL learners who are struggling to write to fit the basic structure in English (Khoiriyah, 2014). Also have found a solution related to the lack of vocabulary and ideas by using this technique. And having a brainstorming session in mind mapping helps the content of the writing become more lively and adventurous. Previous studies have also shown that the mind mapping technique in writing the report text is very effective and there has been a significant change in writing report text through mind mapping technique. Finally, the viewpoint of this study is strongly supported by the results of many literature reviews.

ACKNOWLEDGMENTS

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