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The Implementation of Digital Mind Mapping in Writing Descriptive Text

Amala Naifah Hemeira^{1✉}, Sidik Indra Nugraha², Totoh Tauhidin Abas³

Pendidikan Bahasa Inggris, University of Singaperbangsa Karawang

Email: amalahemeira@gmail.com^{1✉}

Abstrak

Belakangan ini peta pikiran digital telah meningkatkan minat peserta didik terhadap pemetaan pikiran. Permasalahan yang diangkat dalam penelitian ini adalah siswa kesulitan menulis karena tidak mampu mengungkapkan pemikirannya di atas kertas. Peneliti menulis tentang menyelidiki penerapan teknik pemetaan pikiran digital dalam pengajaran menulis teks deskriptif. Penelitian ini akan fokus pada penerapan teknik mind map digital di SMP di Karawang dengan metode deskriptif kualitatif. Oleh karena itu penelitian ini akan memperhatikan tanggapan siswa terhadap penerapan pemetaan pikiran digital dalam pembelajaran menulis teks deskriptif

Kata Kunci: *Pemetaan Pikiran Digital, Menulis, dan Teks Deskriptif*

Abstract

Recently digital mind maps has increased learners' interest in mind mapping. The issue that was addressed in this research is students had trouble writing because they were unable to express their thoughts on paper. The researcher writes about investigating the implementation of digital mind mapping technique in teaching descriptive writing text. This research will focus on the implementation digital mind mapping technique at Junior high school in Karawang with descriptive qualitative method. Therefore this study will concern about the students' responses towards the implementation of digital mind mapping in learning writing descriptive text

Keyword: *Digital Mind Mapping, Writing, and Descriptive Text*

INTRODUCTION

Language is an utterance that has the intent to communicate with other people. According to Chaer and Agustina (1995), language serves as a means for communication. English is one of the languages of the world and designed as an international language, which indicates that it is utilized to facilitate international communication between two or more nations. Therefore English is a very important language to learn. English's status in schools as a local content subject with the implementation of Law Number 20/2003 concerning National Education article 37 paragraph 1, which mandates local content in the elementary and secondary education curricula. One of the local subjects taught in secondary school is English. (Akhmad Sutyono, 2014).

English has four basic language skills those are listening, speaking, reading, and writing. Writing is one of the more difficult abilities that kids need to master in order to succeed in school. Students learning writing in English must comprehend how sentences are put together and how the many components of a piece of writing relate to one another. The term writing as introduced by Llosa & Malone is the method of communicating thoughts, feelings, and ideas using a recognized sound or letter system among language users. Writing can be seen as a very significant and difficult subject for children to learn in school because it requires many different types of skills to decide what to say and how to express ideas in writing, especially when writing descriptive texts.

For the 2006 BSNP there are five categories of English text that are taught at Junior High School, those are descriptive text, narrative text, procedure text, recount text, and report text. Writing descriptive text will be discussed in this paper. Writing descriptive text should be simple, but usually students find it difficult to do it because it is done in English which is a foreign language for them. A variety of approaches, methods, techniques, and strategies should be used by the teacher when teaching English in the classroom so that students can study with passion and excitement. English learning activities call for creative and inventive learning. Mind mapping is a method where students take in new material from English lessons and arrange it by looking for connections between items and mapping these out on paper or another surface where they can readily refer to it. The definition of mind mapping has evolved by Tony Buzzan (2008) mind mapping is one technique that can be used by teachers at school to prohibit English material.

Paper and a pen are frequently used to make mind maps. The emergence of digital mind maps in recent years has increased learners' interest in mind mapping. Because of this, mind maps can be divided into two categories. A traditional mind map is the original kind, and it's made by hand on paper or a board. Another is a digital mind map, which is produced on a

computer, mobile device, or other electronic device with the appropriate software. Any type of writing can benefit from the use of mind mapping. It can be used to make a complex concept simpler for anyone who wants to remember information more quickly and in a more organized way (Tazkiyatunnafis Elhawwa, 2022).

It was found in certain studies that the majority of research subjects attributed their writing growth to the use of mind mapping. As students become more proficient in developing and organizing writing ideas, their written works produced by mind mapping contain more relevant information, are more ordered, and better linked. This improves students' performance at all ability levels. My preliminary research indicates that students had trouble writing because they were unable to express their thoughts on paper. They are unable to apply logic, sequence, or organization when thinking or when expressing their ideas. The researcher chose the descriptive paragraph because mind mapping makes it simpler to complete and collaborate on.

In line with the problem describe above, the researcher writes about investigating the implementation of digital mind mapping technique in teaching descriptive writing text. This research will focus on the implementation digital mind mapping technique at Junior high school in Karawang with descriptive qualitative method. Therefore this study will concern about the students' responses towards the implementation of digital mind mapping in learning writing descriptive text.

There are multiple definition of mind mapping. According to Buzan (1996) mind mapping is a graphical way to associate a new concept at learning stage with the former ones, and to integrate and detail it by using lines, colors, pictures, symbols or key words. In addition, according to Biktimirov & Nilson (2006) mind maps are visual, non-linear representations of concepts and relationships. In electronic mind maps, ideas automatically radiate out from the center of the screen. Digital mind mapping software is used to draw diagrams of the connections between ideas, concepts, or other knowledge. Software for mind maps, as opposed to traditional note-taking, can enhance learning and academic performance. Students who use digital mind mapping tools can more effectively visualize their concepts.

1. The Advantages of Digital Mind Mapping

There are several advantages that may be obtained by employing mind mapping techniques, which is why many teachers use them for classroom learning. The advantages include : a) makes children more interested in learning to use the mind mapping, because mind mapping can use many colors in it. b) make concepts or ideas become stronger to be remembered. It is related to the work of the brain where the 15 human brains are just able to remember information

presented in key word forms and pictures. c) The use of one key word per line also stimulates learners to spark new ideas easily and helps learners recall the memory. d) Mind mapping showing whole and detailed information at the same time. In addition, a digital mind map also has many benefits, including being simpler, more portable, and not restricted by the size of the document.

2. Writing Comprehension

Writing Text For Secondary School

Writing is a productive skill that requires language users to be able to procedure language both spoken and written (Harmer, 2010). Writing is a complex process that involves producing meaning and messages that the reader will understand. Writing is an ability that combines knowledge and expertise. It is a sort of activity that incorporates language, mental processes, emotional experiences, mechanical actions, and several other techniques. For Alwasilah (2007) writing is a language activity that helps students gain logical proficiency. It is the capacity to carry out complex linguistic and cognitive tasks including organizing, arranging, and reviewing in order to solve difficulties. Therefore, writing skills are also very important and are often used unconsciously in daily activities such as doing assignments, doing exercises, and when doing written exams.

3. Descriptive Text

Definition of Descriptive Text

Descriptive text is a text which purpose is to describe someone, a place, or something. An English writing that describes the characteristics of the items or living beings it describes, including their sight, sound, smell, texture, quantity, and other sensory details, is referred to as a descriptive text. Detailed information, such as from study findings or in-depth observations, is not necessary when writing descriptive text to describe anything. There are two schematic structures of descriptive text, namely identification and description (Siahaan, 2013).

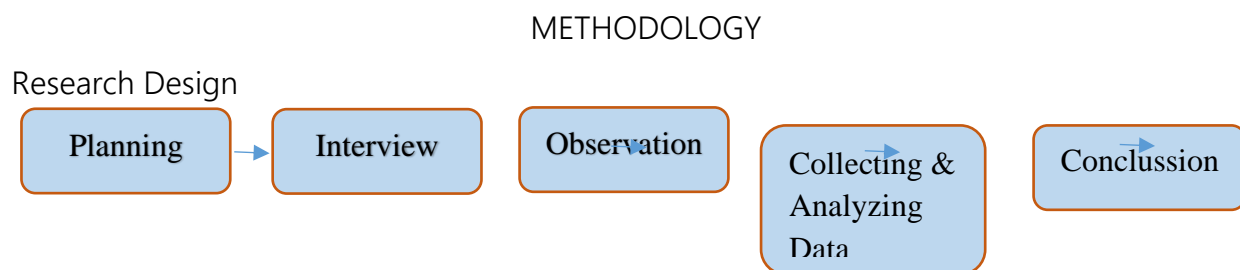


Figure 1. Research Design

In research, the researcher must have design to make easy in analyzing the data. To know what design which should be taken by the researcher, the first the researcher has to look at the problem of research. In this research, the approach is taken through a qualitative research. This research use qualitative approach with descriptive as a method.

Site and Participant

This research will be examined in one of senior high schools in Karawang area, in east Karawang to be precise. The participants in this study were tenth grade students at the school.

The Technique of Data Analysis

(1) Observation. In this research, the researcher conducted a direct observation of the implementation of digital mind mapping in writing descriptive text. The researcher will observe one of the classes at the school by entering the class and becoming a teacher there to teach descriptive text material using digital mind mapping technique. After that, the researcher made a plan with the English teacher at junior high school about how to do it in learning descriptive writing by implementing the digital mind mapping technique based on the problems that had been set in the previous step. (2) The researcher gives questions that have been prepared. The question have been adjusted base on subject matter examined. Interview is used to collect the data result of data form student in order to find out about what are students responses in writing descriptive text by using digital mind mapping. After conducting interviews with students at school, the researcher began to conclude the answers that had been answered by the participants during the interview.

FINDING & DISCUSSION

Finding

a) The implementation of digital mind mapping in writing descriptive text

In this section, the researcher describes the results of observing the application of digital mind mapping in learning descriptive text. The researcher acts as a teacher in the class so that the researcher applies the application of writing descriptive text using digital mind mapping. Researchers observed all activities in the classroom during the teaching and learning process took place. Researchers conducted research in two meetings. At the first meeting on 3rd August 2023, the teacher only explained about descriptive text. After that the researcher returned to continue the presentation of material regarding digital mind mapping.

Digital mind mapping is a technique that is still unfamiliar and not widely known by students in this class, therefore the researcher explains in detail what digital mind mapping is. This method

begins with the researcher giving instructions to students in class to download the Mindomo application on their handphone, then the researcher starts writing down the subject material that will be taught to students, the researcher tries to invite students to imagine things that can be made into descriptive texts such as " does anyone here have an idol?" then there are students who answer the question.

In this activity, the researcher wrote down the student's answers in the application and starting to connect the main topic with the words mentioned by the students with lines and circling them and inviting students to find the English language of these words. After that the mind map has been filled with the specified sentences, the researcher invites students in class to turn the mind map into text.

b) Students' perceptions in writing descriptive text by using digital mind mapping

The second meeting was held on 4th August 2023, a meeting was held to continue the research to conduct an interview. Interviews were conducted with 4 students who wanted to become volunteers and who wanted to answer after learning, the resource persons who were successfully interviewed intensively with their nicknames, Tiwi Ria, Rizky, and Naufal.

Students think that English is not an easy subject. This statement was proven when researchers asked their opinion at the first meeting of teaching and learning activities. In the interview, the students said that after the researchers applied digital mind mapping, they started to like and try to learn English little by little. Some students do not like English lessons, especially when writing because of the difficulty of arranging English words into a sentence.

By using digital mind mapping also students can be more creative with their own ideas, this is evident because one of the students interviewed said that he really likes to draw and make design creations, by learning to write using digital mind mapping techniques, they can express their ideas in composing texts using digital mind mapping. digital mind mapping can also help them master English lessons. Of course, this can be a consideration for introducing students to love English.

This study found that digital mind mapping is a good technique to be used as learning writing descriptive text. There are also drawbacks to this technique, this is evidenced from the exposure of one of the students interviewed, he said that for students who are not used to using their phone, it will take them a bit longer to compose the English text. Another important finding is that students who are less interested in English can use the digital mind mapping technique to learn the language without having to like it, they just need to listen so they can one day respond to inquiries about it.

Discussion

a) The implementation of digital mind mapping in writing descriptive text

There are several studies that have similarities with this research related to the application of digital mind mapping techniques. However, there are some differences in previous studies. Based on direct observations made in class, the learning procedures carried out by researchers have followed Buzan's suggestion (1993) by using the picture in the middle as the main topic, using connecting lines for each key word and regular graphics so as to make a clear concept map. The researcher also uses different colors for each line as suggested by Buzan, so that learning continues and students feel the difference when using digital mind mapping techniques compared to traditional methods

The use of Mind Mapping will be very effective for students to understand the concepts of subject matter studied in class. By using Mind Mapping, students no longer need to record too much. Students are given more creative freedom thanks to the usage of digital mind mapping. Because they can utilize a variety of symbols, images, and phrases when taking notes, student can better absorb the topic and develop their visual skills. Digital mind mapping is seen as "a fun, interesting, and motivating learning approach" by the students. It is accordance with the statement by Williams (1999) mind mapping gives students the chance to improve their learning.

b) Students' perceptions in writing descriptive text by using digital mind mapping

The findings of this study indicate that mind mapping as a visual learning tool is perceived positively by students. The majority of students think that mind mapping really helps them in making summaries and taking notes, being creative, and developing their ideas. It is also considered as a creative, innovative and creative learning tool that can attract them to learn more because they have better understanding and long-term memory of the material compared to the traditional way of learning just by taking notes or listening teacher explanation.

This result is in line with the theory of several experts. As revealed by Tony Buzan, as the developer of this learning tool, mind mapping is deliberately designed as a creative visual learning tool that can help students to understand the concepts of the material they are learning because things are simplified and shortened through the process. record, summarize, and organize their ideas. In addition, a study by Hallen and Sangeetha (2015) showed that mind mapping learning tools are more effective than conventional methods because students have more visual images that they can remember better than just lines of sentences in conventional notes.

Based on the comments of the students, practically all participants think that digital mind mapping should be used as one of the strategies in writing class, particularly for computer science majors. In a prior study, students who struggled with writing because they couldn't put their ideas on paper got stuck organizing their thoughts, applying sequence and logic, and articulating their ideas. It can be said that mind mapping is positively perceived as a learning tool that can assist students in making summaries and taking notes because it helps them to organize their thoughts and simplify or shorten material. This is in line with Naqbi's statement (2011) which states that by using mind mapping, students can organize their ideas in an orderly manner which will produce good written organization which can be in the form of a summary or notes.

CONCLUSION

Digital mind mapping is a good technique to be used as learning writing descriptive text. Digital mind mapping software is used to draw diagrams of the connections between ideas, concepts, or other knowledge. A digital mind map also has many benefits, including being simpler, more portable, and not restricted by the size of the document. Digital mind mapping is seen as a fun, interesting, and motivating learning approach by the students and mind mapping gives students the chance to improve their learning.

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