



## The Students' Motivation in Writing through Mind Mapping at Tomakaka University of Mamuju

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### Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penggunaan *Mind Mapping* dapat membantu memotivasi siswa dalam menulis. Penelitian ini menggunakan metode gabungan (*mix method*) dengan subjek penelitian adalah mahasiswa semester dua Universitas Tomakaka Mamuju. Data dikumpulkan dan dianalisis dengan *scoring scale* yang termaksud di dalamnya yaitu *content, organization, vocabulary, language use, dan mechanic* yang berdasarkan pada rubric Jacob. Selanjutnya, angket dan wawancara digunakan untuk mengetahui apakah mahasiswa termotivasi atau tidak. Angket tersebut dianalisis menggunakan *Likert scale* yang dibagi dalam beberapa kategori yaitu: *strongly motivated, motivated, fairly motivated, unmotivated, and strongly unmotivated*. Sedangkan wawancara digunakan untuk mengkonfirmasi jawaban mahasiswa terhadap angket yang telah terjawab. Hasil penelitian menunjukkan bahwa Mahasiswa semester 2 Universitas Tomakaka Mamuju termotivasi dalam belajar menulis melalui *Mind Mapping*. Hal ini dapat dibuktikan melalui data skor menulis mahasiswa, angket dan hasil wawanara. Hasil dari perlakuan yang diberikan kepada mahasiswa menggambarkan tren peningkatan nilai menulismereka. Selain itu, mahasiswa juga memberikan respon positif terhadap angket yang telah diberikan dimana pada umumnya mereka berpendapat bahwa *Mind Mapping* sangat bermanfaat dalam meningkatkan motivasi mereka dalam menulis.

**Kata Kunci:** *Mind Mapping, TulisanMahasiswa, danMotivasiMahasiswa*

### Abstract

The aim of this research is to find out whether the use of mind mapping can motivate the students in writing. The method was used is mix method (Quantitative and Qualitative). The subject of this research was the second semester students of Tomakaka University of Mamuju. The data was collected and analyzed through scoring scale which includes the content, organization, vocabulary, language use and mechanics by using Jacob's scoring rubric. Then, to find out the students are motivated through the method applied or not, it was used questionnaire and interview. The questionnaire wasanalyzed by the Likert scale, it is divided into strongly motivated, motivated, fairly motivated, unmotivated, and strongly unmotivated.Then, interview are used to confirm the students

answers in the questionnaire. The result of this research is the second semester students of Tomakaka University of Mamuju are motivated in writing through Mind Mapping method. It can be shown from the data of writing test, questionnaire and interview. The result of the treatment given showed a trend of increasing students' writing score. And also, students gave positive responses to the questionnaire distributed where most students answered that Mind Mapping method was very useful in increasing their writing motivation.

**Keywords:** *Mind Mapping, Students' Writing, and Students' Motivation.*

## Introduction

English is one of the subjects taught in school, since junior until senior high school. English language is also familiar as a skill. This skill is divided into two parts, productive skills and receptive skills. Productive skills are speaking and writing while receptive skills are listening and reading. In conjunction with that the researcher focuses this research on writing as one skill in English.

In university, writing is one the students' basic needs. Every students must be able to write well, they can at least convey what is on their minds in written form. Not only will help them complete the final project in the form of writing thesis, but they are further expected to develop their ideas through writing that can be read and put to good use by the community. However, what is discovered by lecturers every year when teaching writing to new students is still far from expectation. Students sometimes made mistake to complete their writing task with simple reason such as lack of vocabulary, not having enough ideas, could not complete the mechanic, and could not use connector well. These might occur since they had not enough writing experience and focused their attention mainly on grammar and vocabulary.

Another problem faced by the lecturers in writing class is the students' lack of enthusiasm in writing. They looked bored and sleepy in learning process. This phenomenon could be caused by many factors, such as the students have not

enough motivation to follow the course and material, or the technique which provided is not suitable for the students.

These problems must be overcome early in their first year, as writing subject continues for the next few semesters. Improving from the start in an attempt to make the foundation of students' writing knowledge solid to face their future demands as the university students. Therefore, the lecturers have to be more creative in choosing the materials and teaching technique which can increase the students' writing ability and are able to make the writing class more interesting, motivating, exciting and effective. Various techniques or strategies of teaching writing can be applied by lecturers and one of them is Mind Mapping.

Al Kamli (2018: 70) found that mind mapping has a significant positive effect on the students' writing achievement as well as their attitudes towards writing in English. Conclusions of this particular study emphasize the usefulness of integrating grammatical clues along with syntactical associations within the mind maps, to help low-level learners apply grammatical rules while writing.

By considering the problem, the researcher is interested to conduct a research under the title: The Students' Motivation in Writing through Mind Mapping at Tomakaka University of Mamuju.

## Method

This research will be mix methods (quantitative and qualitative). The

instrument used to collect the data will be writing test, questionnaire, and interview. The tests will consist of pretest and posttest made by the researcher. The theme will be about “The Advantages and Disadvantages of Mobile Phone”. Students will write in a paragraph then this will be measured by using Jacobs’ scoring rubric. After that, the students are given questionnaire to know their motivation on English writing and some of them will be interviewed. The subject of this research will be the junior students of Tomakaka University of Mamuju, they are will be in the second semester of English study program of Teacher Training and Education.

Table 2 The Mean Score between Pre-Test and Post-Test of Five Components of Writing

Components of Writing	Mean score		Difference
	Pre-Test	Post-Test	
Content	20.57	24.47	3.9
Organization	14.80	17.13	2.33
Vocabulary	14.77	17.00	2.23
Language use	14.30	18.60	4.3
Mechanic	2.07	3.07	1
Total	66.50	80.27	13.77

## Findings and Discussions

### Findings

#### a. The Analyzing of Students’ Writing Score

Table 1. The Rate Percentage and Frequency of Students’ Score Pre-Test and Post-Test

Classification	Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	5	16.7
Good	76-85	1	3.3	23	76.7
Fairly Good	66-75	15	50	2	6.6
Fair	56-65	14	46.7	0	0
Poor	46-55	0	0	0	0
Very poor	0-36	0	0	0	0
Total		30	100	30	100

The data shown in table 1, the result of the pre-test is none (0%) of students got excellent criterion. Then, 1 (3.3%) students got good, 15 students (50%) categorized fairly good and 14 (46.7%) who reached fair. The result of the students’ score in post-test have been changed. There was 5 (16.7%) students who got very good, followed by 23 (76.7%) was good and 2 (6.6%) students got fairly good.

The data in Table 2 showed that the mean score of five components of writing in pre-test and post-test were different in range 13.77 points. The mean score of pre-test was 66.50 while the post-test was 80.27. It means that the mean score of post-test was higher than the pre-test. It can be concluded that all of the components of writing in post-test were higher than pre-test. In content, the improvement was 3.9, while organization and vocabulary had the same arising were more than 2 point then followed by language use and mechanic 4.3 and 1 point continued. So, there was significant difference between pre-test and post-test.

#### b. The Analyzing of Students’ Motivation

Questionnaire is one of the popular medium for collecting data in education and social research. The distribution of questionnaire in this research aims to find out whether the students are motivated in writing by using Mind Mapping. The questionnaire was distributed to the students after the treatment. In this research the questionnaire included 20 items which were expected to find out the motivation of the students in writing by using Mind Mapping.

The questionnaire was responded by the students individually, it referred to the students' opinion after the treatment using Mind Mapping. The motivations of second semester students of Tomakaka University in writing by using Mind Mapping showed a great positive response. The data analysis can be seen in the following table.

Table 3 The Rate Percentage of the Students' Motivation

Classification	Rang Score	F	Percent age
Strongly motivated	85-100	13	43.3
Motivated	69-84	17	56.7
Fairly Motivated	52-68	0	0
Unmotivated	36-51	0	0
Strongly unmotivated	20-35	0	0
Total		30	100

The data analysis on the table 3 showed that none of the students responded in negative statement toward the use of mind mapping. There were 13 (43.3%) of students strongly motivated, then 17 (56.7%) of students who were motivated. Based on the score of the students in questionnaires, it was found that the highest score was 92 which were categorized as strongly motivated. And the lowest score was 70 which was categorized motivated and most of the students indicated strongly agree and agree as positive statement about the use of mind mapping in learning writing. Then, it could be concluded that the use of mind mapping is able to motivate the students in writing.

### Discussion

The discussion part reveals the findings interpretation related to the students' motivation in learning English through Mind Mapping. This part deals with the interpretation of the findings and the explanation of the research looks like.

The questionnaire consisted of 20 items. There were 10 positive statements and 10 negative statements. The questionnaire showed that most of the students chose alternative answer "strongly agree" or "agree" for positive statements and "disagree" or "strongly disagree" for the negative statements. From the data of interview, Paradifa as a second semester students of Tomakaka University states that "*Mind Mapping is very good because this method helps students to note down the most important information by using key words and it makes easier to write*". So, from the previous result, it is concluded that most of the students are happy and find it easier to writing using mind mapping method. It indicates that all the students are motivated in learning English through Mind Mapping.

Related to the theories and previous related research findings, one who was stated by Sapitri (2019) that mind mapping not only makes students interested in teaching and learning process but also gives their motivation in writing. It can be concluded that this research obviously supports the previous findings, which explain that applying Mind Mapping, where the students write based on the ideas found from map they make, is able to motivate the students in writing. Mind mapping does not only provoke the students' ideas in writing but students become self-understanding of what they are going to write, it makes them more motivated to finish their writing. As Hidi (2006) defines, "Writing is not only a process of making meaning but also an activity through which individuals engage in self-understanding".

From the discussion above, it can be concluded that the second semester students of Tomakaka University of Mamuju are motivated in writing through Mind Mapping. Since all of the indicators of motivation in learning were completely done.

## Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that the second semester students of Tomakaka University of Mamuju are motivated in writing through Mind Mapping method. It can be shown from the data of writing test, questionnaire and interview.

The result of the treatment given showed a trend of increasing students' writing score. There were also a significant improvement of the students' pretest and posttest grade. Other data are students' positive responses to the questionnaire distributed where most students gave answers that Mind Mapping method was very useful in increasing their writing motivation. As supporting data, in the interviews conducted, students said the same that Mind Mapping was able to drastically raise their writing motivation, especially in finding ideas.

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## Writers' Profile

Nurul Hasanah, S.Pd., M.Pd. graduated from S-1 and S-2 in English Education at the State University of Makassar in 2013 and 2015. Then she has been taught the disciplines as a lecturer at Tomakaka Mamuju University since 2016. The author is active as a member of ADRI (Expert and Lecturer of the Republic of Indonesia) part of West Sulawesi.