



## The Use of Mind Mapping Technique To Improve The students' Writing Skill on Analytical Exposition Text In Senior High School

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### Submission Track:

Received: April 01, 2020

Final Revision: June 18, 2021

Available Online: June 22, 2021

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### Keywords:

Writing skill, Analytical exposition text, Mind mapping technique

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**Abstract:** The aim of this study is to use mind mapping to improve students' writing skills on Analytical Exposition Text. Classroom Action Research was used as the method, which consists of two cycles divided into four stages: planning, acting, observing, and reflecting. The instruments used to collect data include a questionnaire, a test, and an observation checklist. The Mind mapping technique was found to be effective in improving the writing skills of SMA AL-MIFTAH Palengaan- Pamekasan students in XI grade Bahasa dan Sastra Inggris on Analytical exposition text. The research found an improvement in the students' writing ability in the second cycle. The students' writing ability scores who achieved the standard achievement/KKM were 26 students, indicating that 87 percent of the students reached the target, and most of the students achieved more than the target of success criteria.



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## INTRODUCTION

In Indonesia, English is considered as a foreign language because it is taught as a school subject. English is included in the curriculum as a compulsory subject for the students of junior and senior high schools. Writing is one of those four language skills which is used as one medium to communicate with others, in academic field, as well as in daily life. Since writing is a skill that can be learnt and is similar to the skill of driving, typing or cooking, it makes sense that the more the students practice writing, the better they will write (Mettaningrum & Dantes, 2013).

Meanwhile writing has only one chance to convey some information as meaningful as possible for the readers. Thus, teaching writing with appropriate -

way is required to facilitate student's second language acquisition.

In writing learning process, there are still many students who are difficult in deciding the topic and exploring their ideas in writing. The students suggest that it is uninteresting and boring activity (Harisma et al., 2019) stated that many students do not consider writing as leisure and easy activity, writing often make them frustrated, this is because they do not have an adequate knowledge and skill, which are needed in writing. The students' problems are worried to make mistake in writing. They are worried about paragraph writing, expressing idea. Most of the students feel that writing is not an easy skill.

The problem is also faced by the students of Grade XI – Bahasa dan Sastra Inggris of SMA AL-MIFTAH Palengaan Pamekasan. The problems occurred when they want to construct and arrange their ideas into paragraph. In this study the researcher wants to solve the difficulties that students face when they compose Analytical Exposition text. Based on the researcher's preliminary survey, the students' writing achievement on Analytical Exposition Text is low and under KKM (standard minimal score) .

To solve the problems above the researcher implemented a model of teaching that the researcher thinks it is suitable technique for helping students solving their problem. This is called mind mapping model/technique. In Mind mapping, ideas are presented in a radial, graphical, non linear manner, therefore mind maps encourage a brainstorming approach to planning and organizational tasks freely (Suyanto, 2015).

The researcher chose mind mapping strategy because this strategy can make students easy to remember things which they want to express. It can be supported with several things such as color pencil, a paper, picture etc. Then, it can be connected with lines in order to make their imagination colorful and more interesting toward writing skill.

## **THEORETICAL SUPPORT**

(Ruhama & Purwaningsih, 2019) states that The students could not convey their ideas clearly in writing because they had limited vocabullaries, low proficiency, and were less motivated in learning English. These factors made them difficult to express their ideas through writing The reason for teaching writing to students of English as a foreign language include reinforcement, language development, language style, and most importantly writing as a skill in its own right (Harmer, 2001).

According to (Knapp & Watkins, 2005) in the types of genres The Analytical Exposition Text belongs to argumentation text that through the process of expanding a proposition to persuade readers to accept a point of view, it is commonly used in essay; discussions, debates, interpretations; evaluation and expositions. It elaborates the writer's idea about the phenomenon surrounding.

The mind mapping strategy is one of the teachers' strategies in teaching. Not only Mind Maps show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, and make connections that might not otherwise make (Buzan, 2010). The mind map strategy can be used to explore almost any topic, though discursive essays and narrative work particularly well as they front students' ideas and lend themselves to discussing ideas in groups.

(Silberman, 2009) claims that mind mapping is the creative way for the students to generate idea to note what they learn or to plan new task. Having the students to develop mind mapping enables them to identify clearly and creating what they have learnt or what they have planned. The mind mapping strategy can be used to explore almost any topics in writing and also used in every kind of writing such as: narrative, procedure, discussion, descriptive, recount, persuasive, argumentative, essay etc. Students can improve their ideas and lend themselves to discussing ideas in groups.

## **METHOD**

### **Research Design and Respondent**

The purpose of this research is to know whether mind mapping technique is effective to improve students' ability in Analytical Exposition Text, and to know the process of teaching writing Analytical

Expositio Text by using mind mapping technique at the eleventh grade of SMA AL-MIFTAH PalengaanPamekasan. This research has been done to 30 students at the eleventh grade of SMA AL-MIFTAH PalengaanPamekasan. The design of this study is called Classroom Action Research (CAR). Classroom Action Research activities involve repeated cycles, each consisting of planning, acting, observing, and reflecting. The result of one cycle was used to determine the need for the following cycle, until the problems get solved by the strategy (Kemmis & McTaggart, 1988). The cyclical process of action research is presented in figure 1 below:

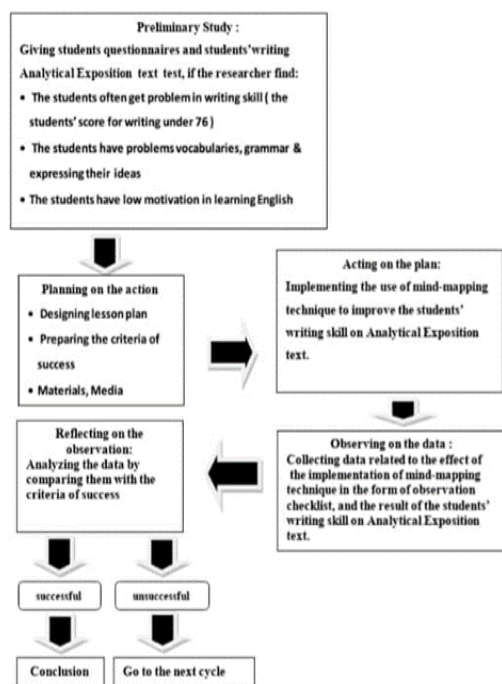


Figure 1. The Procedures of CAR

### Instrument

The researchers used some instruments here like: questionnaire, test and observation checklist. The questionnaire and test of writing were conducted to identify the real problems in English teaching and learning on writing analytical exposition text and also to know more about their attitudes toward

students' motivation in learning English. The test was developed to measure the students' writing ability on Analytical Exposition Text by assigning a number to each box according to the various aspects assessment of the students' composition. The researcher asked the students to write down an Analytical Exposition Text individually based on the topic given. Observation checklist is used to analyze some information of teaching learning process.

### Research Procedure

This research use cycles that consist of four stages: planning, acting, observing, and reflecting. After having problem identification, the researcher searches for an appropriate teaching-learning strategy which can overcome the classroom problem. *In the planning stage*, the researcher elaborates the strategy in the form of teaching scenario that contained teaching-learning activities, materials, media, and the criteria of success. *In the implementation stage*, the researcher implements the teaching-learning scenario. The implementation should run as what has been planned in the scenario. *In the observation stage*, the researcher and observer observe the teaching-learning process for further evaluation. This is done to collect the data as the indicators of success in the strategy that has been implemented. *In the last stage*, the researcher analyses the data and compares with the criteria of success. If the result of data analysis meets the criteria of success, he stops the action and makes conclusion. If the result of data analysis does not meet the criteria of success yet, it revises the strategy and start from the first stage.

The researcher found the instructional strategy in using mind mapping technique to solve the problem in writing Analytical exposition text:

1. The researcher involved the students in brainstorming activity related to knowledge and skill which were going to be learned before beginning the teaching.
2. Showing the students the example of mind mapping pictures based on topic discussed.
3. Giving the students the ways how to make mind mapping such as starting at the center of the paper and put it horizontally, using a picture or photos for the central idea, using colors, draw a thick line out from the centre and write an idea associated with the topic.
4. Explaining that mind mapping is visual display of information that always have one main idea. Branches of subtopics spread out from the main idea.
5. Providing the students paper to draw mind mapping using based on the topics given.
6. Asking the students to write Analytical Exposition Text based on the lines of ideas on their mind-mapping.
7. Controlling the class by observing students' activity and giving assistance to the students who get difficulty,
8. Asking the students to present their work by reading the text and explaining the generic structure and language features of the text.
9. Asking the students give comment on their friends presentation.
10. Giving comments on students' work, clarify the students' mistakes and fix them.
11. Giving feedback to the students and summarizing the learning writing activities.

### **Technique of Collecting Data**

There are two data that would be collected, they were: numerical data and verbal data. The numerical data were obtained from the students' writing achievement (Analytical Exposition Text), in this part students are data sources, and writing test on Analytical Exposition text was an instrument. While verbal data were obtained from the students' responses toward the implementation of mind – mapping technique. The students' attitude in responding the strategy of mind – mapping technique which was applied in writing activity were collected through observation checklist and questionnaires, the questionnaires were used to know the improvement of students' responses and motivation in learning writing on Analytical Exposition text by using mind-mapping technique.

### **Data Analysis**

In this research, the data were analyzed based on types of data. The verbal data related to the students' involvement during the learning activities obtained from the observation sheets, questionnaires were analyzed using percentage. While, the numerical data related to the students' writing ability on Analytical Exposition Text. The data or the information derived from the data analyzed then compared with the criteria of success. If the data showed that the indicators in the criteria of success had been achieved (85% of the students obtained the passing grade or the minimum standard achievement / KKM = 76). It means that mind-mapping technique successfully solved the problem faced by the students, and the cycle was stopped. However, if the indicators had not been achieved yet, some revisions were needed to employ the next cycle. The research would be stopped when the result reaches the criteria of success but if the result was negative, the action

research would be continued to the next cycle.

### Criteria of The Success

In this study, the first criteria were students' writing ability on Analytical Exposition Text and the second criteria was the classroom atmosphere.

Table 1. Setting-up the criteria of success, Data Sources, and Instrument

| The criteria of success                                      | Data Sources  | Instruments  |
|--|---|--|
| The score of KKM (76)  | The result of their writing ability on Analytical Exposition Text | Assessment of writing for Analytical Exposition Text |
| All students respond positively during teaching and learning | The students comment toward teaching-learning                     | Questionnaires                                       |
| All students are motivated                                   | The students' involvement   | Observation checklist                                |

## RESULT AND DISCUSSION

### Result

#### Finding of Preliminary study

The questionnaire was given to the Grade XI –Bahasa dan Sastra SMA AL-MIFTAH Palengaan-Pamekasan. The questionnaire had 10 questions, the descriptions are as follows:

- 1) The Students' interest toward English

The result of questionnaire showed that 10% of the students liked English very much, 30% of the students liked English, 50% of the students felt fair to English, and 10% of the students did not like English. It showed that most students had fair motivation in learning English.

- 2) Students' ideas Development ability on writing

The result showed that 3% of the students felt it was very easy to

develop their idea to write Analytical Exposition Text, 13% of the students felt it was easy, 36% of the students felt it was fair, 46% of the students felt it was difficult. It can be shown that the most students felt difficulty developing their ideas in writing Analytical Exposition Text.

- 3) Class atmosphere towards students' writing activity

The result showed that 6% of the students felt very interested in joining writing activity, 13% of the students felt interested in joining writing activity, 60% of the students felt fair in joining writing activity, and 20% of the students felt not interested in joining writing activity. It showed that most students felt fair in joining writing activity and tend not to be interested in joining writing activity.

- 4) Students' attitude toward writing activity class

It showed that 3% of the students are very active in writing activity, 20% of the students are active in writing activity, 50% of the students are fair in writing activity, and 26% of the students are not active in writing activity. It showed that the most of students are fair and tend not to be active in writing activity.

- 5) The students' confidence on writing activity ( writing Analytical Exposition )

It showed that 6% of the students had high self confidence in writing activity, 26% of the students had self confidence in writing activity, 33% of the students had fairly self confidence in writing activity, and 33% of the students had no self confidence in writing activity. It showed that most students had no self confidence in writing activity

6) The students' knowledge on Analytical Exposition Text

It showed that 10% of the students had high knowledge on Analytical Exposition Text, 26% of the students had good knowledge on Analytical Exposition Text, 30% of the students had adequate knowledge on Analytical Exposition Text and 33% of the students had no knowledge on Analytical Exposition Text. It showed that the most of the students had no knowledge on Analytical Exposition Text.

7) The students' knowledge on usage of punctuation.

Based on students' experiences on writing activities before preliminary, it showed that 16% of the students had high knowledge on usage of punctuation, 16% of the students had good knowledge on usage of punctuation, 30% of the students had fair knowledge on usage of punctuation, and 36% of the students had no knowledge on usage of punctuation. It showed that the most of the students had no knowledge on usage of punctuation.

8) The students' grammatical usage in writing Analytical exposition text.

Based on students' experiences on writing activities before preliminary, it showed that 3% of the students had excellent in grammatical usage, 30% of the students had good grammatical usage, 33% of the students had fair grammatical usage, 33% of the students had low grammatical usage. It showed that the most of students had fair & low grammatical usage in writing Analytical exposition text

9) The students' vocabulary in writing activity

Based on students' experiences on writing activities before preliminary, it showed that 0% of the students had increased their vocabulary very much in writing activity, 30% of the students had increased their vocabulary in writing Analytical Exposition Text, 33% of the students had vocabulary fairly in in writing Analytical Exposition Text, and 36% of the students had low vocabulary or not increased in their writing skill.

10) The students' comprehension on what they wrote.

the topic. It showed that most of the students comprehended the topic inadequately.

The researcher concluded that it must be needed an appropriate technique in teaching writing Analytical Exposition Text. One of the strategies that can be implemented to minimize those students' difficulties was mind mapping techniques.

Another instrument that used in preliminary study was a test. The test was conducted after the researcher spread the questionnaire.

**Table 2. The following was the table of the result of Test in Preliminary Study**

| Stu<br>den<br>ts | Sco<br>re<br>was<br>bel<br>ow<br>76 | Score<br>was<br>abov<br>e 76 | Presen<br>tage of<br>Succes<br>s | Aver<br>age | Passi<br>ng<br>Gra<br>de |
|------------------|-------------------------------------|------------------------------|----------------------------------|-------------|--------------------------|
| 30               | 22                                  | 8                            | 26,66<br>%                       | 59,06       | 76                       |

It could be concluded that the most students of the XI Grade – BahasadanSastraInggris SMA PLUS AL-MIFTAH Palengaan-Pamekasan had problems in writing Analytical Exposition Text. So, it was needed to find the solution to overcome the problems. The researcher used a mind-mapping technique to improve students' writing

ability as a solution in teaching and learning process. The action research was conducted in a cycle. The cycle was consisted by four steps in Classroom Action Research, they are: planning, implementing, observing, and reflecting. The cycle was conducted in four meetings. The following was explanation of Classroom Action Research result.

### **Finding of Cycle 1**

#### **Planning**

First of all, to find out the students' problem on writing skill, the researcher did preliminary study like as what researcher explained above before cycle one. Next, the researcher designed a lesson plan which included the instructional materials, media, and criteria of success, assessment or instrument such as observation checklist, questionnaire, and scoring rubric for collecting data. In this research the researcher was helped by others English Teacher, his role only as observer. He observed the effectiveness of the teaching-learning process that conducted by researcher by using observation checklist of EFL teacher.

#### **Acting**

In the first meeting the researcher did teaching and learning process, the teacher reviewed the material about Analytical Exposition Text by asking students around the problems or difficulties that they faced when learning that text. The teacher gave more explanation related with anything that involved in the text, it started with the nature of Analytical Exposition text, then the teacher moved to generic structure and language features of the text. Before giving some examples of the text, the teacher gave a chance to students to ask more if there were some unclear parts of teacher's presentation. The next, the teacher provided an Analytical Exposition text and got students to read it carefully, thus the students were demanded to

identify and determine part of the text or generic structure and language features of the text. In turn the students explained their answers and the teachers delivered some comments on their answers.

In the second meeting the researcher did a short review about the material that discussed the day before. The researcher continued the season by introducing mind – mapping technique to students in learning English especially in writing Analytical exposition text. To give further explanation about mind – mapping, the teacher demonstrated how to use it in developing a topic into lines of ideas on mind – mapping. The teacher added in his explanation that from ideas on mind – mapping, it was easier for students to or organize their idea become a good Analytical Exposition text. Students answered the questions and the teacher starting to draw mind – mapping line toward the points of students' answer and explained how to construct ideas on mind – mapping lines into Analytical Exposition Text.

In the third meeting the teacher gave a chance to students to ask more about mind-mapping. Teacher splits the students into 5 groups. After that all groups were asked to draw mind-mapping lines based on the topic they got. The lines of ideas on mind-mapping would be a guide for them to write an analytical exposition text based on the lines of ideas on their mind-mapping. Students begin to write the text in groups. Teacher walked around the class and gave assistance to the group who got difficulty. After finishing their work the teacher asked all groups to submit their work altogether.

In fourth meeting it was time for all groups to present their work. The teacher returned students' works and each group sent a volunteer to be presenter. She or he conveyed their presentation by drawing mind – mapping on board about the topic before reading the text. After reading the text the presenter showed

generic structure and language features. The teacher asked another groups to give a question or comments. In the end of season the teacher concluded the materials that already discussed and motivated students to keep practicing at home.

### Observing

The process of teaching and learning was analyzed by referring the information obtained from observation checklist. During teaching and learning process in cycle 1, the researcher did checklist on students' involvement. The purpose of the checklist was to know the students' activeness in teaching and learning process. It could be data about attitudes toward students' motivation in learning English (how good students' enthusiastic on mind – mapping in learning writing). Based on the result of students' involvements observation checklist, 25 students (83%) gave attention to teacher's explanation and 5 students (17%) did not give their attention and tended to be lazy during teaching and learning process. In every activity for each meeting, it was found that 21 students (70%) responding to teacher's instruction and 9 students (30%) tended to be passive. The researcher found there were 22 students (73%) gave their participation when they working in group, and 8 students (27%) did not contribute any ideas to their groups. The activeness of students could be seen every time they answered the question from the teacher or when they conveyed their questions to the teacher. The researcher noticed that there were 11 students (37%) who active delivered their answers or questions, and 19 students (63%) tended to be silent. The last activity in cycle 1 was conducting test, all students (100 %) took part in the test.

In fact, from the analysis of the result of students' writing test, which shown in the students' final score draft on

the first cycle, based on those scores, it could be concluded that the use of mind mapping technique to improve the students' writing ability did not meet the criteria of success yet. Only 19 students or 63% of the students reached the criteria of success and the rest, 11 students or about 37% of the students got low scores under the minimum standard achievement / KKM = 76.

**Table 3. The following was the table of the result of Writing Test in Cycle 1**

| Students | Score was below 76 | Score was above 76 | Percentage of Success | Average | Passing Grade |
|----------|--------------------|--------------------|-----------------------|---------|---------------|
| 30       | 11                 | 19                 | 63 %                  | 72.86   | 76            |

### Reflecting

From the result of the questionnaires in cycle 1, the researcher concluded that most of students gave positive respond to implementation of mind – mapping technique. It could be noticed from the improvement of some points of several indicators in the questionnaires in cycle 1, such as : The Students' interest in learning English , students' activeness, students' confidence in writing., but, there were still problems that found, most students had difficulties dealing with grammar usage

Based on all findings above the researcher and the observer agreed that it was necessary to continue the first cycle to the second cycle, because it showed that the indicators in the criteria of success had not been achieved yet. It was only 63% of the students obtained the passing grade or the minimum standard achievement / KKM = 76. The second cycle would be done by revising the teaching strategy in cycle one that stated in lesson plan by considering the students'



weaknesses they made on the writing test. In this reflection, the observer gave the researcher suggestions based on what he found about some mistakes that the researcher made. He said that the researcher was less correcting students' grammar, so there were many mistakes around grammatical usage in students' products

## **Finding of Cycle 2**

### **Planning**

The second cycle was carried out to solve the problems found in the first cycle in which the students were still difficult in organizing their ideas to write Analytical exposition text based on mind mapping. After knowing that students' writing skill on Analytical exposition text was not contented in the first cycle, the researcher and observer made a lesson plan for the second cycle. Almost there was no significant differences with the previous lesson plan. But, there was an additional strategy of teaching and learning process in the second cycle's lesson plan. In this cycle, the researcher and observer decided to use the additional strategy to make the students more interested and have a better understanding with many ideas to express their mind on writing analytical exposition text. The material still related to mind mapping technique, but it was different with the material in cycle 1.

### **Acting**

In the first meeting the strategy in teaching was more emphasized on theory of Analytical exposition text by using power point display, here the researcher gave students more chances and space to get involved themselves in teaching learning process by conveying their answer or suggestion around the discussed topic.

The second meeting the researcher was more emphasized on how to draw mind-mapping based on chosen topic.

Here the researcher showed the students the ways how to make mind mapping such as starting at the center of the paper and put it horizontally, using a picture or photos for the central idea, using colors, draw a thick line out from the centre and write an idea associated with the topic. In this meeting the researcher also invited students to take part more in practicing mind-mapping based on different topic given. They worked in group, each group consisted six students.

The third meeting the researcher focused on reviewing grammar matters. According to findings in cycle 1, most students had trouble in grammatical usage, their points fell in that writing's skill component. It was started by giving the children brainstorming of simple present tense, after that the researcher reviewed the explanation of simple present tense and its function in analytical exposition text. In order to make students easier and more enjoyable in learning simple present tense, the researcher asked the students to play a game, it called "Jeopardy". After playing the game the researcher asked the students to sit in the same groups and gave different topics for each group. After that, all groups were asked to draw mind-mapping lines based on the topic they got. Teacher walked around the class and gave assistance to the group who got difficulty. After finishing their work the teacher asked all groups to submit their mind mapping.

In fourth meeting, it was time for all groups to continue their work. The teacher returned mind mapping of each group then asked them to write into analytical text. Teacher walked around the class and gave assistance to the group who got difficulty. After writing the text, each group was asked to send a volunteer to be presenter. She or he conveyed their presentation by drawing mind – mapping on board about the topic before reading the text. After reading the text the presenter showed generic structure and

language features. The teacher asked another groups to give a question or comments. In the end of season the teacher concluded the materials that already discussed and convinced students that learning English.

### Observing

In the second cycle was found that most of the students' involvement was increasing on the writing activity process that was proven with the observation checklist listed by the observer. The result of the students' test in cycle 2 was improving than the first cycle. There were 26 students passed the minimum standard achievement/KKM 76. So, 87% of the students reached the criteria of the success and the rest (4 students) or about 13% of the students got low scores.

**Table 4. The following was the table of the result of Writing Test in Cycle 2**

| Stud<br>ents | Sco<br>re<br>was<br>bel<br>ow<br>76 | Sco<br>re<br>wa<br>s<br>ab<br>ove<br>76 | Pre<br>sen<br>tag<br>e of<br>Suc<br>cess | Avera<br>ge | Pass<br>ing<br>Gra<br>de |
|--------------|-------------------------------------|---|--|-------------|--------------------------|
| 30           | 4                                   | 26                                      | 87<br>%                                  | 80.00       | 76                       |

### Reflecting

From the result of the questionnaires in cycle 2, the researcher concluded that the students gave better respond in the second cycle than in the first cycle, more students in the second cycle were motivated to be more active during the class, positively it caused by additional strategies that included in the second cycle, those strategies proved that they could decrease the weaknesses in the cycle 1.

Since the result of the second cycle had achieved the minimum standard

achievement /KKM, the researcher and the observer stopped this classroom action research. It could be concluded that the use of mind mapping technique could improve the students' achievement on analytical exposition text. The use of mind mapping technique could improve the students in grade XI SMA PLUS AL-MIFTAH Palengaan-Pamekasan.

### Discussion

Based on the research findings from teaching-learning process in the two cycles, the researcher found the instructional strategy in using mind mapping technique to solve the problem in writing Analytical exposition text:

1. Involving the students in brainstorming activity related to knowledge and skill which were going to be learned before beginning the teaching.
2. Showing the students the example of mind mapping pictures based on topic discussed.
3. Giving the students the ways how to make mind mapping such as starting at the center of the paper and put it horizontally, using a picture or photos for the central idea, using colors, draw a thick line out from the centre and write an idea associated with the topic.
4. Explaining that mind mapping is visual display of information that always have one main idea. Branches of subtopics spread out from the main idea.
5. Providing the students paper to draw mind mapping using based on the topics given.
6. Asking the students to write Analytical Exposition Text based on the lines of ideas on their mind-mapping.
7. Controlling the class by observing student's activity and giving assistance to the students who get difficulty,

8. Asking the students to present their work by reading the text and explaining the generic structure and language features of the text.
9. Asking the students give comment on their friends presentation.
10. Giving comments on students' work, clarify the students' mistakes and fix them.
11. Giving feedback to the students and summarizing the learning writing activities.

Teaching and learning process by using mind mapping technique was effective to help the students in improving their ability in writing Analytical exposition text. This was proven by the result of the observation checklists, analysis guide of the teacher, questionnaire and the students' scores obtained in the two cycles raised than preliminary study scores. It showed that 63 % of students reached the target in cycle 1 and increased 87% in cycle 2. It means that the criteria of success was achieved. From the result of the questionnaires in cycle 2, the researcher concluded that the students gave better respond in the second cycle than in the first cycle, more students in the second cycle were motivated to be more active during the class, positively it caused by additional strategies that included in the second cycle, those strategies proved that they could decrease the weaknesses in the cycle1.

## CONCLUSION

Referring to the findings obtained during teaching writing Analytical exposition text using mind mapping technique in the two cycles, it could be concluded that the technique was effective improve the XI grade Bahasa dan Sastra Inggris of SMA AL-MIFTAH Palengaan- Pamekasan students' writing skill on Analytical exposition text. In preliminary study, 8 students achieved the minimum standard

of achievement. It showed that they still faced difficulties in writing Analytical exposition text. While, in the first cycle, the achievement of the students' writing ability improved, 19 students or 63 % of students reached the minimum standard achievement but it still did not meet the criteria of success of this research. Therefore, the researcher and the observer decided to continue to the next cycle. In the second cycle, the researcher found the improvement of the students' writing ability. The students' writing ability scores who achieved the standard achievement/KKM was 26 students, it showed that 87% of the students reached the target, even most of the students achieved more than the target of success criteria/KKM 76, so that it made the researcher and the observer were satisfied with the final result of the research. The achievement of eleven grade Bahasa dan Sastra Inggris students' writing Analytical exposition text of SMA PLUS AL-MIFTAH Palengaan- Pamekasan developed increasingly from the first cycle to the second cycle.

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