

# TEACHING NARRATIVE TEXT THROUGH MIND MAPPING TECHNIQUE

**Sri Yani, Ely Ezir, Irma Khoirot Daulay, M. Manugeran**  
Department of English Literature, Master's Program, Faculty of  
Literature, Universitas Islam Sumatera Utara, Medan, Indonesia  
E-mail: sri20011992@gmail.com

Received: 2022/05/17

Accepted: 2022/05/26

Published: 2022/05/30

## Abstracts

This research focused on teaching narrative text through mind mapping technique. The objectives of this research were to know and describe the process of teaching narrative writing using mind mapping. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching-learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the forms of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' writing skill through the pre-test and the post-test. Therefore, the quantitative data were in the form of students' writing scores in the pre-test and the post-test. The results of this study showed that the use of the mind mapping was effective to improve the students' writing skill. The use of colorful pictures of mind mapping in the BKOF and MOT stages was effective to make the students more enthusiastic in the writing activities. The writers found that the student's problems in writing were that the students were confused to develop their ideas because they did not have many vocabularies. Furthermore, the students had problems in matters of capitalization, punctuation, grammatical error, and organization. They also needed too much time to finish their writing.

**Keywords:** Writing, Narrative Text, mind mapping technique

## 1. Introduction

When you first write something, you have already been thinking about what to say and how to say it. It means that writing is not to be viewed as a *representation* of a researcher's thinking, but as a process of thinking that uses written language (Oshima and Hogue, 2010: 15).

Backman (2012) says "writing is a skill that does not develop on its own through trial- and-error but rather through direct instruction, it means that writing is thus not an externalisation of mental activity, but a direct performance of such activity". Writing is one of the important skills in language learning besides the other language skills namely speaking, reading, and listening and writing is actually helpful for students to learn a language because writing provides many advantages such as by writing the students necessarily become very involved with the new language; efforts

to express the ideas and constant use of eyes, hand and brain is a unique way to reinforce learning a new language, and it enhances the students to adventure the language.

According to Hughes (2005: 06) “writing is a visual/motoric process which, although it is produced through the dimension of time (as all human actions are), has the inherent potential to persist through time, and for different sections to be revisited in the same form”. But in a different order, as when we go back and re-read part of a paragraph or sentence when we do not understand.

Based on the reality, learning to write is difficult especially for writing in a second or foreign language in an academic context. Writing is one of the most difficult productive skills that require specialized skills. Therefore, it can be understood that errors usually occur in writing. Errors in writing can be in the forms of grammar, vocabulary, spelling, punctuation, organization, and cohesion.

Based on research in a Vocational High School in Medan, it was found that there were many problems faced by the students in writing skill. The students lacked vocabulary. The students’ difficulties came from the weaknesses of student ability in generating ideas, therefore they did not have ideas what to write first. Secondly, the students had difficulty in making the writing relevant with the topic. The students also had difficulty in choosing the word due to lack of vocabulary. Teaching English as a foreign language (TEFL) is compulsory in Senior High School according to Curriculum 13, in which it is expected that students must be able to understand and create various kinds of short functional text and monolog texts. Since narrative text is included in the curriculum, the students of senior high school have to accomplish it well. Here the researchers also found that score writing in narrative text by students still under Minimum Completeness Criteria; this mean that the students’ ability in narrative text is still low.

## **2. Literature Review**

### **a. Writing**

Writing has been with us for several thousand years, and nowadays is more important than ever. Having spread steadily over the centuries from clay tablets to computer chips, it is poised for further dramatic advances. Although hundreds of millions of people are still unable to read and write, humanity relies on writing to an unprecedented extent (Coulmas, 2013: 01).

Backman et al (2012:02) “writing is not merely description, though it may employ illustrations and appeals to the reader’s imagination”. When our students write memos and briefs, they are doing more than just telling us what they know. They are also learning how to think like lawyers. Writing is a goal directed, that goals are hierarchically organized, and the writers use three major processes, they are planning, sentence generation, and revision. The process is outlined in terms of the representation of knowledge, the source of the writing plan, the use of strategic knowledge.

Christopher, Marc and JoAnn. (2018) states that writing is an integrated text-level process that involves word-level skills; cognitive abilities, such as WM, linguistic awareness, and attention; and metacognitive skills, including planning, metacognition, strategy use, and self- regulation. Although right and left brain sides are used in writing, right brain side has big position because it is a -e which appears new ideas and emotion.

Writing should not be seen as a study of its own but crossing itself with any and all areas of study. As such, overall writing goals should be fairly standard. But the very variations among discipline suggest flexible means to arrive at them. Disciplinary writing also reflects departmental practices and national trends (Brand, 2003:16-17).

### **b. Narrative Text**

According to Smalley and Ruetten (1986) that “narrative describes a sequence of the events or tell a story, in other word narrative describe an experience. The logical arrangement of idea and sentences in the narrative is chronological- according to time order”. Moreover, Anderson (1997) states that “narrative is text, which tells a story and in doing so, entertains or informs the reader or listener”. It means that narrative is a piece of text that tells a story to inform, amuse, and entertain the reader or listener. This narrative text is then associated with generic structure.

Generic structure is divided into five elements, they are:

#### **Orientation (introduction)**

It contains the thesis of the text. In this level, the character of the story is introduced to the students; how the story happens and who are involved in the story. In this level the students are persuaded to follow the story. In other words orientation of narrative text tells who the characters are / where and when the story happens.

#### **Sequence of Events (complication)**

This part tells the sequences of the story and the problems faced by the characters. The complication makes the story more interesting because the characters are prevented from reaching their wants. It is in the middle of story.

#### **Resolution**

It tells the readers (students) how the problem is solved and this is also called problem solving. A satisfying narrative will give the resolution of the problem.

#### **Re-orientation**

It tells what the story tells on the message of moral value to the readers.

#### **Evaluation**

This part can be joined to orientation part. It contains the beginning of the narrative text. Evaluation tells about the time and place of the event being narrated.

Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students (readers) find more than one complication and resolution. It may happen when the problem (complication) arises in unsolved scheme.

### **c. How to Teach Narrative Text**

Brown (2001: 346-356) develops some principles for designing interactive writing techniques. They are as follows.

#### **Incorporating Practices of “Good” Writers**

To be a good writer some criteria are to be fulfilled. They are: (1) Focusing on

goals or main ideas in writing, (2) Gauging their audience perceptively, (3) Spending some time (but not too much) planning to write, (4) Letting their first ideas flow into the paper easily, (5) Following the general organizational plan as they write, (6) soliciting and utilizing feedback on their writing, (7) Not wedded to certain surface structure, (8) Revising their work willingly and efficiently, and (9) Making as many revisions as needed patiently.

### **Balancing Process of Product**

As writing is a composing process and usually requires multiple drafts before an effective product is created, a teacher has to make sure that students are carefully led through appropriate stages in the process of composing. At the same time, do not get so caught up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing. Make sure students see that everything leading up to this final creation is worth the effort.

### **Accounting for Cultural/Literary Backgrounds**

Make sure that the techniques do not assume that our students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that we are trying to teach, we have to help students to understand what it is, exactly, that they are accustomed to and then by degrees, and bring them to the use of acceptable English rhetoric.

### **Connecting Reading and Writing**

Clearly, students learn to write in part by carefully observing what is already written. They learn by observing, or reading the written words. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about the subject matter that may become the topic of their writing.

### **Providing as Much Authentic Writing as Possible**

Whether writing is real writing or for display, it can still be authentic in that the purposes of writing are clear to the students; the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements—all these can be seen as authentic writing.

### **Framing the Techniques in Terms of Prewriting, Drafting and Revising Stages**

Process writing approaches tend to be framed in three stages of writing. The Prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages is the core of process writing. In traditional approaches to writing instruction, students are given time in-class to finish their work, or they are given a homework writing assignment. The first option gives no opportunity systematic drafting, and the second assumes that if students do any drafting at all, they would simply have to learn the tricks of the trade of their own. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

#### **d. Mind Mapping**

Mind mapping is a creative note taking technique in a visualization and graphic forms that is used to make people find it easy to enter information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan 2006: 6 ; Buzan 2008: 10). In this definition, five important concepts of mind mapping are used. Firstly, the mind mapping is one of the creative note taking techniques. It is a technique used by people to represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Secondly, the mind mapping helps people to enter the information into their brains. By using mind mapping, it is easy for people to put information into their memory. Thirdly, the mind mapping helps people to keep information in the long term memory. By using mind mapping, the information can be saved into their memories for a long time. Fourthly, the mind mapping helps people to take information out from their brain easily. By using mind mapping, it is easy to recall information saved in their memories. Finally, the mind mapping engages the use of imagination and association in its application. This means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to the new concepts. These new concepts are connected to the known concepts having a tight relationship with the new concepts. All mind maps are using color and the form is radiant thinking. All mind maps have nature structure which spray from the center. It can be by lines, symbol, words, and picture which related in simply, basic, nature series with brain. By using mind map, long list information could change into colorful diagram, well regulated, and easy to memorize.

Mind mapping is a system that uses brain management to open all the hidden brain potency and capacity. Besides, mind mapping is also a learning system that is often used to help students to learn effectively, efficiently and happily ( Buzan, 2005: 15)

### **3. Research Method**

The data were qualitative and quantitative in nature. The qualitative data were the description of the process during the action. To get those data, the following qualitative data collection techniques were employed:

#### **Observation**

The observation was done to know what happened in the classroom when the research was being conducted. The result of the observation was used to get information for supervising and inspecting the next research plans. In this case, the observation was reported in the form of field notes. It described what happened in the classroom. The class observation was also completed with the photographs taken from the writing teaching-learning process. The photograph was one of the references to support the notes about what happened in the classroom.

#### **Writing Test**

To obtain valid scores that defined students' writing skill, clear criteria to assess their works were needed. To qualify this need, the researchers adopted the rubric of Anderson (2003: 92). Students' writings were assessed by the researchers and English

teacher. There were six aspects to be assessed in students' writing, namely, ideas and development, organization, vocabulary, sentence structure, and capitalization and punctuation, spelling. The table in the next page presents the categories for evaluating writing and the ranging the scores.

## **Interview**

The interviews were held to get the data about the students' interest about the technique during and after the teaching-learning process. The data were interview transcripts. The interviews were unstructured. It means the teacher and the students answered the questions related to their opinions and suggestions about the teaching-learning process of writing by using the mind mapping technique. The English teacher and some students of class XI-TKJ were interviewed soon after the research was implemented.

The quantitative data were the scores of the students' writing before and after the actions were applied. The quantitative data were used to support the qualitative description. The data were also aimed to describe the actions. They were collected by means of the writing test.

## **1. Discussion**

### **1.1 Research Procedures and Findings**

This research is action research. In the previous part, it has been mentioned that the steps of the research were planning, implementation, observation, action and reflection. The purpose of the research was to improve the students' vocabulary writing skills of grade XI-TKJ in SMK RIDHO ZAHRA. The researchers focused on applying the mind mapping technique to improve the students' writing skills.

The researchers did some steps in conducting the research. The first step was reconnaissance. In the reconnaissance step, researchers observed and identified the problems that occurred in the writing learning process. The second step was planning. After the problems had been identified, the researchers designed a syllabus and an action that were feasible to be implemented in the field. The action designed in this research used the mind mapping technique. The third step was action and observation. In this step, researchers implemented the action that had been made. After that, researchers observed and evaluated the data, whether the mind mapping technique was effective to improve the students' writing skills or not. The last step was reflection. In the reflection step, the English teacher (ET) as the collaborator, students, and the researchers identified the effective and ineffective actions activities so that the researchers could design the better plans for the next Cycle.

### **1.2 Identification of the field problems**

The researchers had a discussion with the English teacher of grade XI-TKJ to identify the problems. Besides, the researchers also observed the English teaching-learning process in the class. The researchers did some observations to identify the problems that occurred in English teaching-learning process of grade XI-TKJ. In identifying the field problems, the researchers observed the classroom activities and also interviewed the teacher.

Based on the identification above, there were some problems related to the process of writing teaching-learning. They were categorized into problems on students,

teachers and facilities. Since the focus of the study was on the use of the mind mapping technique to improve the students' writing skills, the problems solved in this study were those related to the process of writing teaching-learning especially of the narrative text.

Based on the problems related to the process of writing teaching-learning, the researchers and the teacher discussed the main causes of the problems. The result of the discussion between the researchers and the teacher used to fulfill the criteria of democratic validity. It was agreed that the main causes of those problems were:

- a. The students found difficulties to write sentences in English.
- b. The students lacked grammar ability.
- c. The students had difficulties to express their ideas in writing.
- d. The students lacked vocabulary.

The teacher asked the researchers to propose some action plans to overcome the field problems. The teacher added that the action plans should consider the limitation of fund, time, and the ability of the researcher and the teacher in conducting the research.

### **1.3 Determining the actions to solve the field problems**

After the researchers and the English teacher identified the most important problems that needed to solve, they discussed again the main problems. The researchers and the English teacher agreed that those problems above were related to writing skill. Then the researchers and the English teacher tried to look for the appropriate way to improve the students' writing skill. Finally, the English teacher asked the researchers to make some action plans to overcome the field problems. This was done to fulfill the democratic and dialogic validities. The actions were intended to overcome the problems of the students who had difficulty to generate ideas for writing the narrative text. The actions plans were as follows:

1. Using narrative text with the mind mapping.
2. Employing the stages of English teaching-learning cycle in the process of writing teaching-learning
3. Improving classroom management

The use of mind mapping was intended to make the students more interested in the topic of teaching-learning process. It would also help the students to express their ideas in writing the narrative text. Besides, mind mapping which was colorful and varied would be able to attract the students' attention. Mind mapping could encourage them to involve the textswriting in the teaching-learning process. Considering the strengths and the weaknesses of the students' ability, finally the researchers decided to use mind mapping technique to improve the students' writing skills.

The English teacher suggested that the action above should be conducted based on the curriculum applied in the school by showing the materials used for the English subject. After that, the teacher asked the researchers to select the competency and the suitable theme.

### **1.4 Description of Data**

Quantitative data were obtained from the students' test result carried out in two cycles. The students' score got improvement in every test. The way of scoring the students' writing narrative text is based on Anderson (2003: 92). Students' writings

were assessed by the researcher and English teacher. There were six aspects to be assessed in students' writing, namely, ideas and development, organization, vocabulary, sentence structure, capitalization and punctuation, and spelling. Here, the researchers compared the students' pre-test with post-test scores by using the t-test to know whether or not there was a significant difference in the pre- test and post-test scores. The data could be seen from the students' mean scores before and after they got treatment. Below, the results of the t-test were presented.

The increase of the students' score in writing a narrative text can be seen from the mean of the students' score from the test I until the test III. The mean in the test II (75.43) was higher than the mean in the test I (57.43). As most of the students did not pay attention well to the teacher's instruction and explanation during the teaching learning process, there was only a low improvement on their score. In the test III, the mean of the students score was 79.43. It showed that the mean of the test III was higher than the mean of the test II (75.43) because in the test III the students were active and they paid attention well to the teacher's instruction. The students were not reluctant to ask question about what they did not understand well. From the entire tests administered and the teaching process conducted, the students' score kept improving from meeting to meeting.

The students' score in those three texts were different. In the test I, the lowest score was 51 and the highest score was 60. In the test II, the lowest score was 61 and the highest score 82. And in the test III the lowest score was 63 and the highest score was 91. The comparison of the students' score can be seen in the following table:

<b>Types of Score</b>	<b>Pre-test (Test I)</b>	<b>Cycle I(Test II)</b>	<b>Cycle II(Test III)</b>
<b>The lowest score</b>	51	61	63
<b>The highest score</b>	60	82	91
$\bar{X}$	57.43	75.43	79.43
<i>N</i>	30	30	30

Table 1: The Comparison Table of the Students' Writing Test Score

Where :

$\bar{X}$ : the mean of the students' score  
*N* : the number of the students

Students' score mean in the test III was the highest, it could be concluded that the students' writing score was improved from 57.43(test I) to 79.43 (test III).

The percentage of the master students who got point up to 75 showed the improvement of the students' writing score from the test I to test III (the students were said mastering the lesson if they got score up to 75). The percentage can be seen in the following table:

<b>Test</b>	<b>Students who got up to 75</b>	<b>Percentage</b>
Test I	2	6.66%
Test II	16	53%
Test III	23	76.66%

Table 2: The table of Percentage of Students' Achievement

The percentage of the students' achievement was calculated by applying this



following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

- P* : the percentage of students who get the point 75
- R* : the member of students who get the points up 75
- T* : the total number of students who do the test.

The result showed the improvement of the students' score from test I to III. In the test I there were two students who got score up to 75 with the percentage 6.66%. In the test II there were 16 students who got score up to 75 with the percentage 53%, so the improvement of score from test I to test III was 70%. And in the test III there were 23 students who got score up to 75 with the percentage 76.66%, so the improvement of score from the test II to test III was 23.66%.. In the test III there were 5 students who did not achieve the score up to 75 but overall their score improved from test I to test III. It had been proved that 83.3% of the students got good score on the last test.

### 1.5 Research Findings

The data were taken from quantitative data from all meetings. The test I result showed that the students' ability in writing narrative text was still low. The first cycle of the research was done and they were taught by the application of Mind Mapping Technique. Then the test was done and their score was calculated. The score got improvement but it was not so satisfying after that the second cycle was conducted to get the high improvement.

	Pre- Test	Post test cycle I	Post test cycle II
	Meeting 1	Meeting 4	Meeting 6
<b>Total Score</b>	1723	2263	2383
<b>Mean</b>	57.43	75.43	79.43
<b>R</b>	2	16	23
<b>% R</b>	6.66%	53%	76.66%

Table 3: The table of Improvement of Students' Writing Comprehension

- R* : number of students who got the score up to 75 points
- % R* : percentage of number of students who got score up to 75 points

The table revealed in test II of the mean of the students' score was 75.43 and there were only 16 students who got score up to 75 points. The table showed the students' ability in writing narrative text still needed to be improved. In order to get higher improvement, the second cycle was conducted. There was improvement in the number of students who got score up to 75 points in the second cycle, there were 23 students getting score up to 75 points with the percentage 76.66% and the students' mean score was 79.43. These numbers showed that the application of Mind Mapping Technique could improve students' ability in writing narrative text, so the application of this technique was effective.

## 5. Conclusion

The research is about the implementation of mind mapping to improve the students' writing skills. Based on the discussion in the previous part, it can be concluded that the mind mapping can improve students' writing skill. This can be seen from the findings of the research during the action research.

Before the action research was conducted, the students said that writing was difficult. It could be seen from their product of writing. Firstly, the students had little knowledge of vocabulary. They wrote in Indonesian. Secondly, they found it difficult to use accurate grammar so they made many mistakes of grammar. Moreover, they also found it difficult to organize sentences into a good text. Furthermore, the students had difficulties to express their ideas in a written form. It can be indicated by the facts that they did not understand the teacher's explanation, they got bored because the teacher did not use media to support teaching-learning process and to improve the students' motivation, and they kept silent when the teacher asked them about the lesson.

During the implementation of actions, the students were motivated through the use of the mind mapping. These made them interested and more confident to finish the activities well and answer the questions correctly. As a result, the students were able to write with the correct grammar, spelling, and punctuation. The organization of sentences could be easily understood. They also used vocabulary accurately. These are because the mind mapping is a good technique that can improve students' writing skills. Moreover, the mind mapping is selected as their pre-writing strategy before they are ready to write. It helps the students to arrange appropriate words related to the topic of the text.

## References

- Anderson, L. W. (2003). *Classroom Assessment*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Backman et al. (2012). *Writing Guide*. Boston: Boston University.
- Brand 2003. *Writing in the Majors: A Guide for Disciplinary Faculty*. N.Y: Brockport, Inc
- Brown (2001). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. San Francisco: Longman.
- Buzan T (2006). *How to Mind Map: Mind Map untuk Meningkatkan Kreativitas*. Jakarta: PT Gramedia Pustaka Utama.
- Buzan T (2008). *Buku Pintar Mind Map untuk Anak: Agar Anak Mudah Menghafal dan Berkonsentrasi*. Jakarta: PT Gramedia Pustaka Utama.
- Christopher, Marc and JoAnn. (2018). *Identifying Differences in Early Literacy Skills across Subgroups of Language-Minority Children: A Latent Profile Analysis*. National Library of Medicine. doi: 10.1037/dev0000477
- Coulmas, (2013). *Example of Curriculum Based Measurement Probes*. California: Wayne Ltd.
- Hughes. (2005). *English in Speech and Writing*. London: Routledge.
- Oshima and Hogue 2010. *Introduction to Academic Writing*. Pearson
- Smalley, Regina L. and Mary K. Ruetten. (1986). *Refining Composition Skills Rhetoric And Grammar For Esl Students* (Second Edition). New York: Macmillan Publishing Company.