

THE EFFECTIVENESS OF THE MIND MAPPING METHOD ON THE ABILITY TO WRITE BIOGRAPHICAL TEXTS

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ABSTRACT

This research aims to describe the effectiveness of the mind mapping method on the ability to write biographical texts in class X SMA Negeri 5 Soppeng. The population in this study was 249, while the sample selected in this study was 34 students divided into 12 men and 22 women using purposive sampling techniques. Due to the limited sample size, the research design used was a pre-test and post-test group design. The instruments used to collect data are test sheets and observations. Then, data collection techniques were carried out using test and non-test techniques. The data analysis techniques applied in this research are non-parametric descriptive and inferential statistics because the prerequisite tests were not met. The results of data analysis in this study showed that the average student score was 74.91 at the pre-test stage and there was an increase at the post-test stage to 80.05. Then, at the pre-test stage the number of students who completed was only 16 students or 52.94% and there was a change at the post-test stage to 91.17% or 31 students who completed. The results of hypothesis testing also show significant differences between the pretest and posttest stages. The significance value in this study is (0.000) smaller than the generally chosen significance level (usually 0.05). This means that there is a significant difference in performance or test results between before (pretest) and after (posttest) a particular intervention or event in the sample being analyzed. Based on this, it can be concluded that the Mind Mapping method is effectively applied in learning Indonesian, especially the subject of biographical texts.

Keywords: Effectiveness, Mind Mapping, Tex Biography.

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INTRODUCTION

Education has a very vital significance in human life, because through the educational process, humans can more easily maintain the continuity of their lives. In addition, through education, humans gain extensive experience and knowledge, enabling them to become the nation's next generation. The aim of education in general is to include the values of goodness, virtuousness, appropriateness, truth and beauty in life. This goal has a fundamental function, namely providing direction for all educational activities, which is the desired achievement in the process. Therefore, a good understanding of the function of educational objectives is a must. Educators' lack of understanding of the goals of education can result in errors in the implementation of education, thereby impacting student learning outcomes.

The important role of language, in this case Indonesian, in the 2013 curriculum can be emphasized by the need for an educator to have the ability to teach Indonesian to students as a whole. This point illustrates that Indonesian is not only applied as a means of communication, but also as a means or vehicle for understanding the dynamics of identity politics. Indonesian language learning materials are considered crucial because this language plays a significant role in every aspect of communication and acts as a tool for identity politics. The importance of learning Indonesian is also reflected in appreciation for God's gift that gave the language its existence, with an emphasis on its use in accordance with norms and context to strengthen national unity. When compared with other subjects, the essence of learning Indonesian is to provide students with knowledge about how to use Indonesian properly and correctly, according to its goals and functions. This subject aims to ensure that students have the ability to communicate or interact effectively and efficiently, both orally and in writing, of course by complying with applicable ethics.

One of the important roles of Indonesian in teaching and learning activities or processes is as a communication tool used from kindergarten to university level. The continuous use of Indonesian in the teaching and learning process has the aim of being the language of instruction in the world of education. Thus, Indonesian can be applied widely even in various ethnic contexts. In carrying out its functions, Indonesian also receives influence from various other existing languages.

In the 2013 curriculum, the four dimensions of language skills are not stated explicitly. However, it has been covered thoroughly through the application of text-focused learning, which ultimately leads to the development of writing skills. By using a text-based approach, students not only use language as a communication tool, but as a tool to improve thinking skills. For example, basic competencies in the form of writing critical response texts are an integral part of the 2013 curriculum. Idea generation does not occur instantly, but rather through processes and exercises required to articulate students' thoughts.

There are four aspects of language skills that must be mastered if you want to be said to be proficient, namely listening, speaking, reading and writing, which are included in the learning curriculum. Therefore, each of these skills is closely related to the processes that are the basis of language. The language a person uses reflects the structure of his mind. The more proficient a person is in language, the clearer and clearer the direction of his thinking. Language skills can only be acquired and mastered through continuous practice and training.

In the context of learning Indonesian, especially at the junior secondary level, there are a number of main materials that are the focus of mastery for students. One of these materials is writing biographical texts. Biographical text is a form of narrative that describes a person's life journey. Before students are able to understand in depth a biographical text, the first step that must be taken is to read the biographical text. A biography is a literary work that describes various events in a person's life. Through biographical narratives, the relationship between information that explains the meaning of a secret involving an individual's life is revealed, as well as providing an explanation for actions or behavior that occurred within the span of his or her life.

To produce good, interesting and quality writing requires a series of continuous practice. Meanwhile, teachers' teaching styles tend to be monotonous and less interactive, which can cause boredom among students. If students are not actively involved in learning, their ability to write biographical texts with dedication and creativity can be hampered. Every student has different needs and learning styles. This is due to differences in individual characteristics. Teaching styles that do not pay attention to these differences can cause some students to feel unhelped or neglected, resulting in low interest and motivation in writing biographical texts. Apart from that, students have difficulty understanding the basic concepts of biographical texts, including the elements that must be present in the narrative. This lack of understanding can hinder his ability to compose a comprehensive biographical text.

One method that is expected to be able to solve problems that often occur is by applying the Mind Mapping method or concept map. Mind Mapping is a method for implanting information into the mind and retrieving it externally. The form of Mind Mapping can be compared to a road map in a city that has many branches. Like road maps, Mind Mapping makes it possible to get a comprehensive view of the core problems in a large area. With the help of these maps, you can plan routes efficiently and accurately, as well as know the direction of travel and current location. Mind Mapping, which is also known as mind mapping or mind mapping, is a technique for recording lesson material that makes the student's learning process easier. The Mind Mapping model is included in the Active Learning category, where students are encouraged to learn actively by utilizing their capacities. This method can be used to identify the main idea of the material, describe problems, or relate learning to life situations. With active involvement, students are involved in the entire learning

process, both mentally and physically. Mind Mapping can be applied for various purposes, both in personal (individual) and collaborative (cooperative) contexts.

Based on this explanation, the researcher conducted an experiment by implementing the Mind Mapping method in the teaching and learning process on the subject of writing biographical texts. It is hoped that this research can provide insight into improving the teaching process in order to improve student learning outcomes and provide constructive suggestions.

RESEARCH METHODS

This type of research is a pre-experimental design or research design that is not considered good because it does not meet the requirements according to the procedures for conducting experiments. This research design is a pre-test and post-test group design because it only consists of one group.

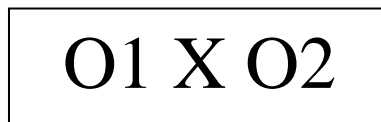


Figure 1. Pre-test and Post-test Design

Information:

- O1 :pre-test
- X :treatment
- O2 :post-test

There are two variables in this research, namely the independent variable or X (Mind Mapping method) and the dependent variable or Y (writing biographical text). The population in the study was 249 students and the sample in this study was 34 students divided into 12 men and 22 women using purposive sampling techniques.

The instruments or data collection tools used in this research are test sheets containing content, text structure, vocabulary, sentences and mechanics and observation sheets of teacher and student activities. The data collection techniques in this research are test and non-test techniques. The test technique is in the form of essay assignments, while the non-test technique is in the form of observing teacher and student activities in class.

The data analysis technique applied in accordance with this type of research means testing paired samples t-test by complying with the analysis guidelines, namely having to pass the prerequisite test (normality). If the prerequisites are not met then the paired sample t-test cannot be carried out but instead uses the Wilcoxon test.

RESULTS AND DISCUSSION

Before proceeding to the hypothesis testing stage using inferential statistics, first look for the results of descriptive statistical analysis. The following is a data

analysis of students' ability to write text after applying the Mind Mapping method using the help of the Canva application.

Table 1. Descriptive Statistics for Pretest Stage

Descriptive statistics	
The number of students	34
Average	74.91
Middle value	72
Mode	71
Standard Deviation	6.15
Variance	37.90
Score Range	18
Lowest Score	67
Highest Score	85
Total score	2547

Based on descriptive statistical analysis, the data describes the distribution of student scores in a class or group with a total of 34 students. The average score of students in the class is 74.91, while the mean and mode scores are 72 and 71 respectively. This indicates that the majority of students have scores that tend to be below average, with most students collecting scores around 71 to 72. The standard deviation, which measures the spread or variation of values from the average, is 6.15. The variance reached 37.90, indicating that there is a fairly large level of variation in student scores. The score range, namely the difference between the highest score and the lowest score, is 18. The lowest score in this class is 67, while the highest score is 85. The total score of all students in this class is 2547. Thus, it can be concluded that this class has an average The average score was slightly below 75 with significant variation among students' scores, which covered a fairly wide range from 67 to 85.

Table 2. Descriptive Statistics for Posttest Stage

Descriptive statistics	
The number of students	34
Average	80.05
Middle value	80
Mode	80
Standard Deviation	4.91
Variance	24.11
Score Range	20
Lowest Score	68
Highest Score	88
Total score	2722

Based on descriptive statistical analysis, the data includes information about the distribution of student grades in a class or group. There were 34 students who were sampled in this analysis. The average student score in this class is 80.05, with the mean and mode scores both at 80. This shows that the majority of students have scores close to or equal to 80. Standard deviation, which measures the spread or variation in scores from the mean -average, is 4.91. The variance was 24.11, indicating a moderate level of variation in students' scores. The score range, namely the difference between the highest score and the lowest score, is 20. The lowest score in this class is 68, while the highest score is 88. The total score of all students in this class is 2722. Thus, overall, it can be concluded that this class has a relatively high average grade with a fairly consistent score distribution, although there is slight variation among students' grades.

Table 3. Shapiro-Wilk Normality Test

Stage	Shapiro-Wilk		
	Statistics	df	Sig.
Pretest	,889	34	,002
Posttest	,957	34	,204

The results of the Shapiro-Wilk normality test analysis presented show the test statistics and significance values for the pretest and posttest. This normality test is used to evaluate whether the data sample follows a normal distribution or not. For the pretest, the Shapiro-Wilk test statistic is 0.889. The degrees of freedom (df) is 34. The significance value (Sig.) is 0.002. The results of the normality test show that the significance value (0.002) is lower than the alpha value that is generally used (usually 0.05). Therefore, rejecting the null hypothesis which states that the data is normally distributed. This means that the pretest data does not follow a normal distribution. Meanwhile, for the posttest the Shapiro-Wilk test statistic was 0.957. The degrees of freedom (df) is 34. The significance value (Sig.) is 0.204. In the posttest, the significance value (0.204) was higher than the alpha value which is generally used (0.05). Therefore, in this case it fails to reject the null hypothesis. This indicates that there is not enough evidence to reject that the posttest data are normally distributed. So, in this series of tests, the pretest is not normally distributed, while the posttest is normally distributed.

Table 4. Wicoxon Ranks Analysis

Wilcoxon Sign Ranks				
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0a	.00	.00
	Positive Ranks	25b	13.00	325.00
	Ties	9c		

Total	34
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The results of the data analysis presented are the calculation of ranks between the posttest and pretest. This shows how the score differences between the two tests rank. The following is a description of the analysis results. The total number of samples (N) is 34. There are no negative ranks (Negative Ranks), which indicates that the posttest always has a score higher or equal to the pretest in each case. There are 25 positive ratings (Positive Ranks) with an average rating value of 13.00 and a total number of ratings of 325.00. This shows that in most cases, the posttest score is higher than the pretest score. There were 9 cases where there were similar scores between the posttest and pretest (Ties). The total rating for all data is 34. This indicates that in general, posttest scores tend to be higher than pretest scores in the observed sample. This ranking gives an idea of the differences between the two tests in the analyzed sample.

Table 5. Wilcoxon Hypothesis Test

Test Statistics	
	Posttest - Pretest
Z	-4.402b
Asymp. Sig. (2-tailed)	,000

The results of the Wilcoxon Signed Ranks Test hypothesis test presented are used to determine whether there is a significant difference between the posttest and pretest scores in the observed sample. The Z test statistic is -4.402. The significance value (Asymp. Sig. 2-tailed) is 0.000. In this context, because the significance value (0.000) is smaller than the generally chosen significance level (usually 0.05), it can be concluded that there is a significant difference between the posttest and pretest scores. This means that there is a significant difference in performance or test results between before (pretest) and after (posttest) a particular intervention or event in the sample being analyzed. The negative Z test statistic (-4.402) shows that lower ranks (pretest) tend to have lower scores than higher ranks (posttest). This is consistent with previous results showing that posttest scores tend to be higher than pretest scores in the observed sample. Thus, the conclusion of the Wilcoxon hypothesis test is that there is a significant difference between the posttest and pretest scores in the analyzed sample.

Based on the data provided, it can be concluded that there is a significant difference between the posttest and pretest scores in the observed sample. This indicates that the intervention or event that occurred significantly influenced the test results. In the context of learning to write biographical texts, the Mind Mapping method can be an effective step because of its characteristics that support the learning and understanding process.

In terms of facilitating concept linkages, the Mind mapping method helps students to make connections between different concepts. In writing biographical texts, this can help students to connect various aspects of a person's life and identify important events. Then, in practice, the Mind Mapping method makes it easier for students to organize their thoughts by mapping the main ideas and sub-ideas in a Mind Map. Students can easily organize their thoughts before writing a biographical text. This helps students to have a clear structure in writing biographical texts. Apart from that, the Mind Mapping method encourages creativity or gives students the freedom to express ideas in a creative way. In writing biographical texts, this can help students to find a unique approach in compiling a person's life story.

Furthermore, the Mind Mapping method can strengthen understanding of the material being studied. By making a concept map, students are actively involved in the process of concept mapping or sorting things that will be compiled into a complete text. These activities help students to understand the material better than just reading or listening to information. The results of researchers' observations of the implementation of Mind Mapping can clarify priorities and relationships. The more important elements can be emphasized more clearly and the relationships between concepts can be displayed visually with the help of the Canva app. This helps students to focus their attention on the most relevant things in writing a biographical text.

Thus, the Mind Mapping method is effectively applied in learning to write biographical texts because it can facilitate better understanding, assist in the organization of ideas, encourage creativity, and clarify the relationship between relevant concepts.

CONCLUSION

The results of descriptive statistical analysis at the pretest stage show that the average score of students in this class is 74.91, while the mean and mode scores are 72 and 71 respectively. This indicates that the majority of students have scores that tend to be below average. The score range, namely the difference between the highest score and the lowest score, is 18. The lowest score in this class is 67, while the highest score is 85. The total score of all students in this class is 2547. Meanwhile, the results of descriptive statistical analysis at the post-test stage show that the average The average score of students in this class is 80.05, with the median and mode scores both being 80. This shows that the majority of students have a score close to or equal to 80. The score range, namely the difference between the highest score and the lowest score, is 20. The lowest score in this class is 68, while the highest score is 88. The total score of all students in this class is 2722. The results of the hypothesis test show that the significance value (Asymp. Sig. 2-tailed) is 0.000. In this context, because the significance value (0.000) is smaller than the generally chosen significance level

(usually 0.05), it can be concluded that there is a significant difference between the posttest and pretest scores.

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