

The Effectivness Of Using Xmind Application In Developing Students' Writing Skill In Analytical Exposition Text At SMA Perintis 1 Bandar Lampung

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Abstract

This study investigates the effectiveness of utilizing the Xmind Application as a tool for enhancing students' writing skills, specifically in the genre of analytical exposition text. The research was conducted at SMA Perintis 1 Bandar Lampung, focusing on the impact of integrating Xmind Application into the writing instruction process. The research employed a quasi-experimental design, with a pre-test and post-test control group to assess the writing performance of students. A sample of students was selected, and they were divided into two groups: the experimental group, which received writing instruction using the Xmind application, and the control group, which followed traditional writing instruction methods. The findings reveal a significant improvement in the writing skills of students who were exposed to the Xmind Application. The application's visual mapping and organizational features contributed to a more systematic development of ideas and arguments in analytical exposition texts. Moreover, students in the experimental group demonstrated increased engagement and motivation in the writing process.

Keyword: Writing skill, Xmind application, Mind mapping.



INTRODUCTION

Rapid technological advances encourage humans to continue making changes in life, one of which is in the field of education. This condition forces teachers to be able to upgrade themselves to adapt to various conditions that occur in the field so that the material presented is relevant to current conditions. Forms of teacher adaptation in technological developments include the use of various existing media or applications for use in the classroom in learning activities. Currently, there are many tools that teachers can use to implement learning methods. Therefore, the author wants to use Xmind Application to help students who have difficulty learning to write. It is hoped that Xmind will make it easier for students to develop their writing skill.

Xmind Application is a graphic design platform that offers a variety of templates and tools for creating visual content, including mind mapping. Mind Maps were initially created manually. However, along with the rapid development of the latest information technology, mindmaps can be created using computer applications, either offline or bold. The activity of creating a mindmap with the help of an application feels easier and more fun. One application that can be used to create mindmaps is xmind applicatin. xmind application is a simple and easy to use application. With this application, mindmap media becomes more attractive because it is equipped with images, colors and hyperlinks to various types of files. Using mind maps in xmind application can be useful for students to improve their writing skills. Mind maps can help students organize their thoughts and ideas before writing, resulting in more coherent and structured text.

Mind mapping is a multisensory tool that can help students organize, integrate, and store information. Developed by (Buzan, 1994), mind mapping is a revolutionary system for capturing ideas and insights horizontally on a sheet of paper. Mind mapping can be used as an independent learning method as a note-taking strategy that facilitates understanding difficult concepts. Then according to Silberman (1996) states that mind mapping is a creative way for students to generate ideas to record what they learn or to plan new tasks. Asking students to develop mind mapping allows them to clearly identify and create what they have learned or what they have planned. Mind mapping is method that can be used to explore almost any topic in writing and are also used in every type of writing. Students can improve their ideas and lend themselves to discussing ideas.

One of the important factors in learning a language is writing. According to Suyanto (2015) writing is considered a difficult skill to master because it includes skills in mastering grammar, vocabulary and spelling. Apart from that, thinking or logic skills are also required and the ability



to combine words into meaningful sentences. Apart from coherent sentence structure and clear content, punctuation must also be paid attention to in writing activities. According to Oshima & Houge (2006), writing is a progressive activity. This means that when someone first writes something, they already think about what they are going to say and how they are going to say it. Then, when finished, re-read what has been written and make changes and corrections. Therefore, writing is not an action carried out in one step, but a process that has several steps.

In the process of learning to write, many students still find it difficult to determine topics and ideas in writing activities. Meanwhile, not only students experience difficulties in writing but teachers also experience difficulties in making students more interested and not bored when learning writing skills. The role of a teacher is to equip students with how to write well and correctly and provide interesting learning so that students feel more interested in writing the material provided. According to Rosnaningsih et al (2019) there are many things that influence children's difficulty in learning to write. The first reason is because students do not master the vocabulary or vocabulary of the names of objects or words from the material that has been explained by the teacher. Many students ask questions about vocabulary they don't know so that when they write sentences or are given composition assignments by the teacher, many do not complete them. Second, teachers in teaching students to write still use the lecture method so that students are still limited to remembering and memorizing one by one the words in English that they hear and see on the blackboard. Third, teachers are less active and participative. When learning, teachers do not pay attention to the results of children's writing one by one, so that during the evaluation phase, many children's writing is not checked in detail to see whether the writing complies with the rules or not. Lastly, the frequency of use of learning media tends to be rarely used. One technique that can help students' writing skills, one of the techniques available is mind mapping.

The writer considers that xmind application can facilitate mind mapping and be an alternative technique for students when doing writing activities in achieving their academic success later. The writer takes a quantitative research design to get the evidence about whether mind mapping technique can improve students' writing skill in analytical exposition text. Mind-mapping is supposed to be an interesting alternative technique that will help the students to organize their ideas about the text they have read by their own schema, so that they can comprehend the text easily.

Based on the description above, the researcher is interested in finding out how xmind



application can facilitate mind mapping techniques are used by teachers and students in learning writing skills. Apart from that, researcher also look for the difficulties faced by teachers in applying mind maps and how students respond to the use of mind map techniques.

METHOD

This research was conducted using quantitatively through quasi-experimental design. Mcmillan & Schumacher (2014) state that quasi-experimental research is a good design of the research because although it is not true experiments, it provides reasonable controlled over most sources of invalidity and it is usually stronger than the pre-experimental design. Quasi-experimental design focuses on treatment and outcome, hence the data was taken from pre-test and post-test in order to know whether or not Xmind Application is effective. In this research design, there are two kinds of classes used, first is experimental class which used Xmind Application technique and the controlled class by expository technique.

The research was conducted in SMA Perintis 1 Bandar Lampung which is located on Jl. Cut Nyak Dien Gn. Duane No.4, Palapa, Kec. Tj. Karang Pusat, Kota Bandar Lampung. This school was chosen because it is the school where the researcher has been teaching English as an intern student. Therefore, there is a greater possibility for researchers to be allowed to conduct research. Another reason is that the Xmind Application has never been implemented in this school. That's known to the researchers after conducting initial observations and interviews with some teachers at SMA Perintis 1 Bandar Lampung.

The population of this research was the students' second grade moving class students at SMA Perintis 1 Bandar Lampung. There were 85 students at second grade that divide into five classes. And the sample of this research was the students of class XI Moving 2 as the control class and class XI Moving 3 as experiment class which consist 17 students each class. This research uses a non-probability, is a sampling approach that does not offer every element or member of the population equal opportunity or opportunities to be picked as a sample.

The set of writing test consist of two test. Pre-test was delivered at the first time before the writer applied the treatment in both experimental and control class. Second is post-test was held as the final test after the writer applied the treatment. It is used to see whether or not Xmind Application effective to improve students' writing skill. And then the data will be analyzed using statistic calculation through t-test formula in SPSS (Statistic Product and Statistic Solution).



RESULTS AND DISCUSSION

Table 1 Paired Sample T-test Control Class

Paired Samples Statistics ^a					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest	53,2353	17	4,98158	1,20821
	pretest	51,7647	17	4,39857	1,06681
a. group = control					

Table 2 Paired Samples Test^a

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pai r 1	posttest - pretest	1,47059	1,98802	,48216	,44844	2,49273	3,05 0	16	,008
a. group = control									

In this output it is known that the average result for the pre-test is 51.76, while the average value for the post-test is 53.24. The number of respondents for both tests has the same number, namely 17. Because the average result on the pre-test was $51.76 < \text{post-test } 53.24$ descriptively there was a difference in the average learning outcomes. To prove whether the difference is truly significant or not, it is necessary to interpret the test results in the paired sample test table.

Table 3 Paired Sample Statistics Experimental Class

Paired Samples Statistics ^a					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	86,9118	17	3,12867	,75881
	Pretest	56,9118	17	5,83158	1,41437
a. group = experiment					



Table 4 Paired Samples Test^a

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	30,0000	6,67317	1,61848	26,56897	33,43103	18,536	16	,000
a. group = experiment									

In this output it is known that the average result for the pre-test is 56.91, while the average value for the post-test is 86.91. The number of respondents for both tests has the same number, namely 17. Because the average result on the pre-test was $56.91 < \text{post-test } 86.91$ descriptively there was a difference in the average learning outcomes. To prove whether the difference is truly significant or not, it is necessary to interpret the test results in the paired sample test table.

Test Differences

In this study because the results from both classes were equally influential, the researchers use differences test to find out which method had more influence and to find out the increase in scores in the control and experiment classes.

Tabel 5 Differences Test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
differences	Experiment	17	30,0000	6,67317	1,61848
	Control	17	1,4706	1,98802	,48216



Table 6 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
differences	Equal variances assumed	9,910	,004	16,894	32	,000	28,52941	1,68878
	Equal variances not assumed			16,894	18,818	,000	28,52941	1,68878

Based on the output above, the Sig value. Levene's variance equality test is $0.004 < 0.05$, which means that the data variance between groups is different. so that the interpretation of the output table is guided by the values in the "equal variances not assumed" table.

Based on the output table "equal variances not assumed" it is known that the sig (2 tailed) value is $0.000 < 0.05$, so that if we compare the two classes which both experienced an increase in value, the experimental class experienced a much more effective increase compared to the control class. So it can be concluded that using the Xmind Application as a learning process is much more effective than traditional learning methods.

After conducting data analysis results from the experimental class results averages on pre-test 56.91 and on post-test 86.91, which means pst-test values suffered an override of 30 (can see from tabel paired differences). On the table paired sample test referring sig numbers (2-tailed) $0,000 < 0,05$, can be concluded there is significant effect of using Xmind Application in developing students' writing skill. Further, the results from the control class averaged pre-test values of 51.76 and on the post-test of 53.23 can be interpreted as values in the control classes also suffered a depreciation of 1.47 (from the mean on the paired differences table). On the table paired sample test referring sig (2-tailed) numbers $0.008 < 0.05$, it can be concluded there is significant effect of using traditional method in developing students' writing skills.

If comparisons are seen in the two classes the results are equally significant, to see the



methods in which classes have experienced greater improvement and positive performed the researcher used the differences test. From the table can be seen the sig levene's value of $0.004 < 0.05$ and the sig value (2-tailed) in the table of 0,000. It can be concluded that the method used in the experiment class has a more significant improvement.

After data collection and analysis, an answer was obtained regarding the effectiveness of using the Xmind Application as a media for writing analytical exposition text for class XI students at SMA Perintis 1 Bandar Lampung. This shows that the use of the Xmind Application as a media for writing narrative text has proven to be effective in learning and is confirmed by the significance value.

Writing is a skill that must be practiced and learned through experience. Barkaoui (2007) said that the ability to write is a skill that is not acquired naturally but is a skill that must be learned and practiced in a formal learning environment or other environment. Kustati and Yuhardi (2014) view writing as one of the other language skills (speaking, listening and reading) which always causes problems when learning a foreign language. Lack of language skills is a problem in meeting students' writing needs. Lack of grammar, punctuation, vocabulary and spelling skills affects students' interest in writing English Meanwhile (2021). This means that students need more time to practice and teachers are required to be more creative in using methods and media to increase students' interest in the process of learning to write English.

To be able to increase students' interest, especially in learning to write, teachers must provide more encouragement, for example by using media such as the Xmind Application as the subject of this research, a new approach that can be used to increase students' confidence in writing. The implementation of essay writing learning using the Mind Mapping model for class XI students shows that students experience increased learning outcomes and there are differences in learning outcomes for students using the Mind Mapping model. Based on the learning results, the posttest scores for each class show that the experimental class with the application of the Mind Mapping model shows better learning results. This is also supported by the opinion expressed by Sugiarto (2004) that Mind mapping is a way to puts information into the brain and takes it back out of the brain. The form of mind mapping is like a map of a road in a city that has many branches. Like a road map we can create a comprehensive view of the subject matter in a very large area. With a map we can plan the fastest and most accurate route and know where we are going and where we are.



From this description, mind mapping is a technique note taking which develops a visual learning style. Mind maps combine and develop the working potential of the brain within a person. With the involvement of both hemispheres of the brain, it makes it easier for a person to organize and remember all forms of information, both written and verbal. The combination of colors, symbols, shapes and so on makes it easier for the brain to absorb the information received, plus the Xmind Application will make it easier for students to create mind maps. The mind maps created by students can vary every day. This is due to the different emotions and feelings that students experience every day. The pleasant atmosphere that students get when they are in the classroom during the learning process will influence the creation of mind maps. The teacher's task in the learning process is to create an atmosphere that can support student learning conditions.

CONCLUSION

This research was approached using a quasi-experimental method with the aim of finding out whether or not the use of the Xmind Application was effective in improving the ability to write narrative texts in class XI Moving SMA Perintis 1 Bandar Lampung students. The author conducted a pre-test on both at the beginning to find out the extent of students' knowledge. All experimental and control class students had knowledge that was not much different. After being given treatment and analyzing the collected data, it can be concluded that the use of the Xmind Application is more positive in increasing students' writing competence. This can be seen from the results of this study showing that the scores for both classes have both increased, but the experimental class has a greater increase. The data was processed using SPSS 25 to obtain data descriptions, statistical calculations and hypothesis testing which were explained in the previous chapter.

SUGGESTIONS

Based on the conclusion above, the researcher would like to give some suggestions as follow :

1. Suggestion to the teacher
 - a) In this research, the researcher found out that mind mapping technique can be used to develop and motivate the students' writing ability. Due the finding, English teacher can help students increase their writing ability by using mind mapping technique.



- b) The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing.
2. Suggestion for the students
The students should study hard and more practice in writing English to improve their writing ability. They also should be active and creative in learning activity.
3. Suggestion to the Further Research
In this research the researcher focused on the influence of Mind Mapping Technique towards students' writing ability in descriptive text. Therefore, it is suggested for the next researcher to investigate the influence of other technique towards other English skills such as listening, speaking, reading or writing skill.

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