

TEACHING WRITING AN ANALYTICAL EXPOSITION TEXT BY USING MIND MAPPING

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Abstract

Language is important to students' intelligence. Language can help students gain success in every subject at school. One of the important language students should learn is English. Most of the students have gotten English lesson from elementary level until University level. In this paper, the writer explains about a strategy used in teaching writing analytical exposition text by using mind mapping. Teaching writing an analytical exposition text by using mind mapping makes students enjoy and increase the students' motivation about the topic. Because, mind mapping creates the intention and desire to learn. Mind mapping enjoyable format to them eye and brain to look at and remember. The teacher can modify the mind map which depends on their creativity in teaching and learning process.

Key words: Teaching Writing, Analytical Exposition Text, Mind Mapping

A. Introduction

Language is important to improve students' intelligence. Language can help students gain success in every subject at school. One of the important languages students should learn is English. Most of the Indonesian students have gotten English lesson from elementary level until University level. By learning language, students are expected to be acquainted with their own ability, their culture and other culture.

Writing is one of the language skills that should be mastered by students besides speaking, listening, and reading. According to Zamel (1982:2), writing is a process through which meaning is created. It means when you are writing, you have been thinking about idea what you are going to write.

At the second year of senior high school, students learn five kinds of text. The five kinds of text are report, narrative, spoof, hortatory exposition, and analytical exposition.

One of the texts that the students learn in first semester is analytical exposition. An analytical exposition text is a type of the text that is intended to persuade the reader or listener by explaining, describing, and giving information. It has three generic structures. They are Thesis, Arguments and Reiteration.

It was found some problems dealing with writing analytical exposition text especially in writing thesis, argument, and reiteration of an analytical exposition. The thesis of analytical exposition is introducing the topic and indicating the writer's position. Most of the students have a problem formulating the thesis related to the topic of writing. The thesis is too general and do not represent all of the content of the text. It is not restricted and specific. In writing argument of the analytical exposition, the students write some argument to support the thesis. But, they do not state a valid and strong argument it means that there are too strong evidences, examples, and reasons to support argument. The argument lacks of ideas. In writing reiteration of analytical exposition, the students

make conclusion, but they do not summarize the point that is made in the body paragraph.

Based on the problem above it is important for the teacher to use an appropriate strategy in teaching writing analytical exposition text. There are some strategies in writing. One of the strategies is mind mapping. The mind mapping is a strategy to improve the student's ability in writing an analytical exposition text. The mind mapping leads students to find some ideas and organize the information related to the topic.

B. The Review of Related Literature

Writing

Writing is one of language skills used to express ideas and to tell a message in written form. According to Bowker (2007:7), writing is a skill that is required in many contexts throughout life.

In conclusion, writing is one way to communicate with the others to share the messages, express ideas, and give opinion. They change the language by writing into a text. It starts with finding a topic and some

supporting ideas. Then produce them into a text with some examples and additional.

Teaching Writing

According to Harmer in Zultia (2013:4), teaching writing needs consideration, which include the organization of ideas into a coherent piece of discourse. Coherence means the way to combine or join sentences into paragraph. In teaching writing there are several points that the teacher should make during the process of writing. Firstly, students should have ideas to be communicated to the readers. Secondly, students should have a clear purpose why they are writing. Teaching writing has begun to move away from concentration on the written product to emphasis on the process of writing.

In addition, Lindaman in Ginting and Sitanggang (2013:5), says that writing is a process of communication that use graphic symbol in conventional system in order to convey message to reader. It means that writing is the way to talk to others with another way to share our message or something to read by

reader. Graphic and symbol will be work when we make a sentences by sentences related and linked each other.

Analytical Exposition Text

Analytical exposition text is learned by the Senior high school students in the second year. Stated in Bahan Ajar & Uji kompetensi develop by Musyawarah Guru Mata Pelajaran Bahasa Inggris (MGMPBI) (2012:64), analytical exposition text is used to persuade the readers or listeners and there are three elements in an analytical exposition text. They are social function, generic structure, and language features.

Social Function

Social function of analytical exposition text is the reader or listener get information about the purpose of a topic. The communicative purpose of analytical exposition text is to influence or persuade the reader/listeners about the ideas or something in the case.

Generic Structure of Analytical Exposition Text

MGMPBI (2012:64) also states that there are three main steps

to achieve a successful analytical exposition text. First, general position to be argued is present in thesis. Second, argument are provided in supporting of thesis. Last is represent as an outcome of argument in idea of the passage.

- Thesis

Analytical exposition text begins with a thesis that declares the writer's position. Thesis of analytical exposition text makes the readers or listeners will be able to know the purpose of the text. Carrol, Wilson and Forlini (2004:39) says the thesis statement is the most important sentence in the introduction because it presents the controlling idea or main point of the composition.

- Argument

Argument of analytical exposition text is to support the thesis. According to MGMPBI (2012:64), Argumens is, restate the arguments outlined in the preview; develop and supports.

- Reiteration

Reiteration is the last paragraph in the analytical exposition text or conclusion. It is reinforcement of the writer's position. According to

Carrol, Wilson and Forlini (2004:39) the conclusion wraps up the composition with a reminder of the main point and remarks. It leaves the reader satisfied that the topic has been fully covered.

Language feature

According to MGMPBI (2012:64), language features of analytical exposition text are as follows:

- Using emotive words.
- Using words that qualify statements.
- Using words that link arguments.
- Using simple present tense.
- Using compound and complex sentence.

Mind Map

According to Velliaris (2009:1), mind mapping is an effective mean to take notes and brainstorm essay topics. A mind map involves writing down a central theme and thinking of new and related ideas which radiate out from the centre. By focusing on key ideas written down in your own words and looking for connections between

them, you can map knowledge in a way that will help you to better understand and retain information.

The Definition of Mind Map

According to Tsinakos and Balafoutis (2009:1), mind mapping is an important technique that improves the way you take notes, you can quickly identify and understand the structure of a subject and the way that pieces of information fit together, as well as recording the raw fact contained in normal notes.

The Principles of Mind Map

Instead of writing everything down in a linear manner, the mind mapper produces a graphic “map” which may have a similarity to network in the brain. Like a brain cell, every mind map has a central point. This can be an image and word. This is the main focus and it represents the main subject of the map. Then, the most important themes connected to the subject branch out from the central image or word. The mind map also uses the ideas of association and emphasis thought to be so important for learning and memory. According to Novak and Gowin in Zimmaro, Zappe, Parkes and Suen (1999:1), the

concept map is a device designed for representing a set of concept meaningful contained in the framework of prepositions. So, the first thing to do is to decide on our central subject, then to draw the main branches, which represent the important themes. Then, we can add the sub-branches.

Furthermore Buzan in Davies (2010:3), gives us the guidelines for creating mind mapp :

1. Start in the center with an image of the topic, using at least 3 colors
2. Use images, symbols, codes and dimensions through out your Mind Map
3. Select key word and print using upper or lower case letters
4. Each word/image must be alone and sitting on its own line
5. The lines must be connected, starting from the central image. The central lines are thicker, organic and flowing, becoming thinner as they

- radiate out from the center
6. Make the lines the same length as the word/image
 7. Use colors your own code throughout the Mind Map
 8. Develop your own personal style of Mind Mapping
 9. Use emphasis and show associations in your Mind Map
 10. Keep the Mind Map clear by using Radiant hierarchy, numeral order or outlines to embrace your branches.
3. Place the important idea hierarchichally in temporary map.
 4. Then, each stage is connected by the lines. Te hierarchical start from the impotant with the arrows direction.
 5. Use suitable verbs and prepositions/prepositional phrase to connect the topic. It functions to connect the topic with others part in mind map and we can use this depend on our map.
 6. Add example or reason into the last circles or boxes map to support the idea in the previous stages.

In addition Davies (2010:7), There are several stages to teach mind mapping in the classroom. They are as follows:

1. Give a focus question that states about the topic. (e.g., “What is hidroponics system?”)
2. Design a draft and related ideas with the topic, and questions to be answered. This step functions to collect the ideas about the topic or brainstorming.

The Advantages of Mind Map

According to Velliari (2009:4), there are some advantages of mind mapping. They are as follows:

1. Giving sudents an overview of a large subject/broad topic and allowing them to represent it in a more concise fashion.

2. Encouraging students to see the bigger picture and creative pathways.
3. Enabling students to plan/ make choices about the selection of resource material they have for an assignment and where students are going to place it; and
4. Providing students with a more attractive and enjoyable format for them eye/ brain to look at, muse over and remember.

Furthermore, according to Shanmugasundaram (2014:6), there are some advantages of mind map in writing. They are as follows:

1. Creates the intention and desire to learn
2. Helps in deep and appropriate processing of critical subjects
3. Learning in an one's own way, matching an individual learning style
4. Minimizes distractions and maximizes focus
5. Makes one think and explore further ideas while studying

6. Practicing retrieval of information and application.

C. The Procedures of Teaching Writing Analytical Exposition Text by Using Mind Mapping

a. Preparation

According to Sari (2011:17), teacher has to do a preparation before he/she comes to the class in order to have the teaching and learning process run well.

b. Implementation

1. Pre-Teaching Activities

The purpose of pre-teaching is to inspire or help the students focus their mind on the topic by controlling the things that students expect to write and activate the relevant knowledge that student already know. The processes in pre-teaching activity as follows:

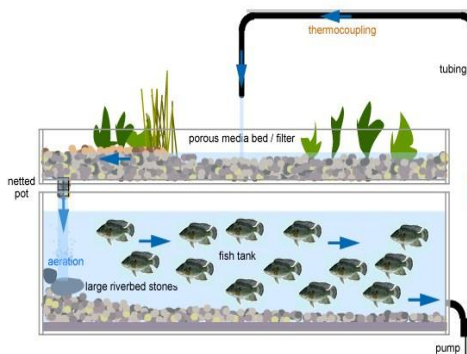
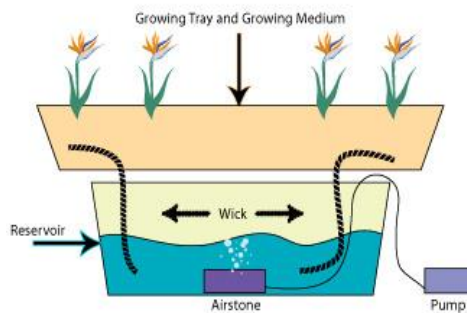
- Pray to the God before the lesson starts according to everyone's belief.
- The teacher checks the students attendance.
- Prepare the students according to physical and psychological to follow the lesson.

- The teacher gives the students some questions about the topic before starts the lesson.
Example of questions:

1. Have you ever tried to plant something at home ?
2. Where are you usually plant it ?
3. How do you plant it ?
4. Do you have a limited field to grow plants ?
What will you do ?



- Then, the teacher shows the pictures and let the students see what topic to be learn.
Example of pictures:

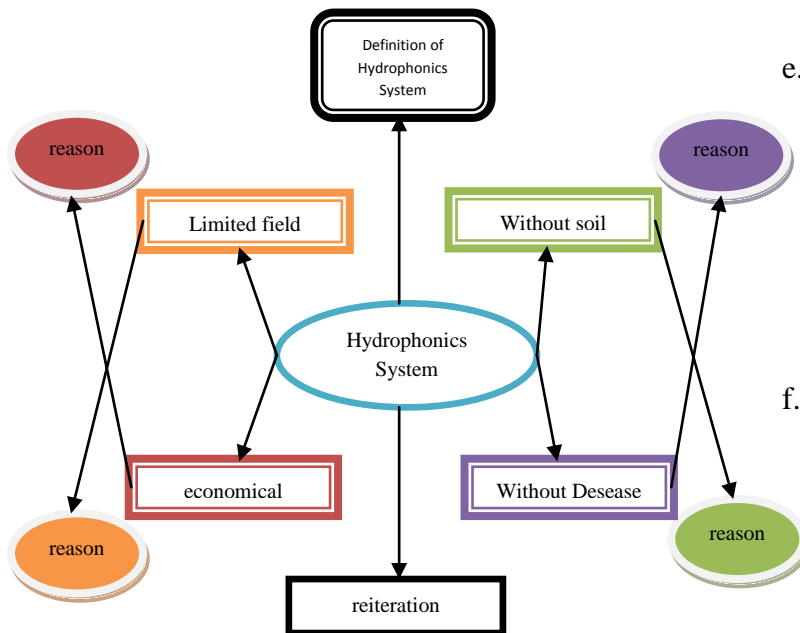


- Asks the students to think the ideas might be related to the pictures, we can call it brainstorming or the process to direct students idea about the topic. In this step, the teacher leads the process by asking some questions to take the students background knowledge which is related to the topic. This exampe of questions: 1. What is the pictures ? 2. What do you know about the pictures ? and, etc.
- After that, the teacher introduced the topic about “Hydroponics System”.

2. Whilst-Teaching Activities

The whilst-teaching activity helps the students find their ways through the writing. This stage composed of several steps as suggested by Davies (2010):

- a. The teacher tells the students to write on white board about the topic of “Hydroponic System.”
- b. Then, the teacher shows image and put the topic in the middle of the diagram or graphic (mind map), and this is an example of mind map:



- c. After that, the teacher asks some questions to students about what they write. Example of questions:

- Have you ever hear Hydroponics System before ?
 - What are the benefits of Hydroponics System ?
 - What are the reason of that benefits ?
- d. Then, the teacher asks the students to write anything that related to hydroponic system and write the answer in the white board at the next mind map. The probable answers are: limited field, economical, without disease and etc.
 - e. Let the students to look at the mind map and answer the question based on the material that the teacher shows then asks the student to write on white board.
 - f. The teacher explore the students’ knowledge and lead them about the material and keep them still listen and pay attention to the teacher.
 - g. Next, the teacher shows an example of analytical exposition based on the map that had been shown. This is of example of analytical

exposition text that is shown to the students.

A Hydroponics System

A hydroponics system can supply the basic needs of plants with unlimited nutrition and water. Therefore, they can grow up ten times faster and healthier than soil grown plants.

Growers like this system because hydroponics plants have good commercial value. The growth of hydroponics plants is rapid. The quality of products is incredible. Consequently, the growers do not take a long time to get the crop.

Do you have a limited field to grow plants? hydroponics system is your best choice. Nowadays, it is the most favorite growing system. It is a method of growing greenhouse plants without soil. It is being used increasingly, particularly where good soil is scarce. The plants are held upright in baskets by rods or wires, given nutrients in their water supply.

Water and fertilizer are conserved since they can be reused. In addition, hydroponics allows you to exert greater control over your

plants, to insure more uniform results.

There are several excellent reasons for replacing soil with sterile medium. Soil bearing pests and disease are immediately eliminated. And the labor involved is reduced.

Therefore, hydroponics system is to be a favorite one for growers. A hydroponic system is flexible. People can use this system in their greenhouses and indoor gardens.

h. Then after the students read the text, teacher leads the students to understand what is the generic structure in analytical expositions text as follow:

- Thesis : *A hydroponics system can supply the basic needs of plants with unlimited nutrition and water.*
- Arguments 1 : *Growers like this system because hydroponics plants have good commercial value.*

- Arguments 2 : *Do you have a limited field to grow plants ? hydroponics sytem is your best choice.*
- Arguments 3 : *Water and fertilizer are conserved since they can be reused.*
- Arguments 4 : *There are several excellent reasons for replacing soil with sterile medium.*
- Reiteration : *Therefore, hydroponics system is tobe a favorite one for growers. A hydroponic system is flexible. People can use this system in their greenhouses and indoor gardens.*

i. Next, when students finish with the generic structure of analytical exposition text, teacher continues to lead the students understand about what is involved in analytical expsition text or what are the

language feature for example as follow:

- Simple present tense: *The quality of products is incredible.*
- Compound and complex sentence: *The plants are held upright in baskets by rods or wires, given nutrients in their water supply.*
- Use link arguments: *Therefore, hydroponics system is tobe a favorite one for growers.*
- Using word that qualify statements: *Water and fertilizer are conserved since they can be reused.*
- Using emotive words

The mind mapping activity above helps the students to write. The students will not think that writing is difficult. They have to complete the task and collect it to the teacher after the class end.

3. Post-Teaching Activities

Zamnia in Yunerfi (2006:19) states of post-teaching activities are necessary to follow up what the students have studied. So, the teacher can test students by giving some questions to know their ability about the topic that they have learned. In post-teaching activities, it follows the next steps:

- a. When all of the students understand about the material given by teacher, the teacher gives exercises and shows other example of mind map, then asks the student to write their own analytical exposition text with the topic controlled by teacher in exercises book or in a pieces of paper.
- b. The teacher limits the exercise time about twenty five minutes to do their task.
- c. The teacher collects the students exercises and gives a point to the students if the word, grammar, spelling, vocabulary, and punctuation are correct.
- d. The teacher gives opportunities for the students to ask the

question if they still do not understand.

- e. The teacher reviews the lesson for the students by giving some questions.
 1. What is our topic today ?
 2. What kind of text we learned today ?
 3. What is the meaning of analytical exposition text ?
 4. What are the language features ?
 5. What is the social function of the text ?
- f. The teacher leads the students to conclude the lesson.

Evaluation is something important to do because by evaluating students work, the teacher knows the ability or how far the students understand about the topic. The teacher evaluates the students by giving the exercise and when the teacher gives it, the teacher gives reward to the students for their effort. It is very important because it motivates the students to learn English more.

Based on the procedures above, the writer thinks that procedure can increase students

writing ability. Because the procedure is clear for the students and gives guidelines in writing.

C. CONCLUSIONS AND SUGGESTIONS

Conclusions

There are four skills in study English that should be mastered by learners. They are listening, speaking, reading and writing. These skills are related each others and cannot be separated. Then, writing is one of the four important basic skills that is very important in teaching and learning process. This skill involves some components such as spelling, grammar, vocabulary and punctuation. Writing is a process of expressing ideas, feeling or thought in words. They change the language by writing into a text. It starts with finding a topic and some supporting ideas and then produces them into a text with some example and addition.

There are some strategies that can make students interested in learning process, one of them is mind map. Mind mapping is a powerful graphic technique to achieve the higher levels of concentration and

creativity to getting information in and out of the brain.

Besides, it is an important technique that improves the way to take notes and understand the structure of a subject and to collect the information fit together. By using mind map as a teaching strategy, the teacher can ask the students to describe someone or something based on the mind map that has been given by teacher.

Suggestions

Mind map is a good strategy to teach and learn writing. It can be implemented in classroom by teacher to the students. The writer suggests for the teacher to use this strategy in teaching writing at Senior High School. Hopefully by using this strategy, it can increase the students' interest and motivation in learning English especially writing skill that some students think difficult and bored. The teacher can modify the mind map depend on their creativity in teaching and learning process.

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