

Improving Writing Skill of Research Proposal Through Mind Mapping of Economics Faculty Students of Tridinanti University Palembang

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Abstract— This study aims to improve the ability of Economics Faculty students, Accounting Study Program at Tridinanti University Palembang, in writing research proposal through mind mapping model. Twenty-five students of the Faculty of Economics of Accounting Study Program in the second semester of 2018/2019 academic year became the subject of the study. Classroom Action Research (CAR) was the method of the study. The instruments to collect the data were tests and observation. Data analysis was used by calculating test scores per cycle, the average of student learning outcomes per cycle, and the percentage of learning completeness with individual standard completeness within score 75 and classical gained 85%. The results showed that students' writing skills of research proposal increased after being taught by using mind mapping learning models in cycle I, cycle II, and cycle III by obtaining a final mean score of 77.62 and learning completeness 88%. The mean score of writing skill in cycle I was 68.24, with learning completeness 24%. In cycle II, the mean score of writing skill with learning completeness 74.56 56%. In cycle III, the mean score of writing skill was 77.62, with learning completeness 88%. In other words, students' writing skills of the Faculty of Economics of Accounting Study Program of Tridinanti University Palembang improved.

Keywords: *Classroom Action Research, writing skill*

I. INTRODUCTION

Writing, in general, is an activity that should not be underestimated. Although basically, writing is a combination of several letters into words, phrases, and sentences, or meaningful language units. However, the definition of writing in the world of education is not as simple as the previous sentence. In education, writing must have been conceptualized with certain goals to be achieved in the learning process. Also, writing must be organized following the topic of decanting ideas. For example: in writing a paragraph, it should have one topic, fulfill requirements and correct structure.

Furthermore, in education, without exception in college, the ability to write is one of the things that students must master since each student in every major or study program has writing activity. Moreover, today's students are required to be able to write correctly according to certain concepts. It can be seen in the Indonesian Language book for Higher Education published by [1], the material in Indonesian Language Courses for the first or second-semester students directly refers to writing skills.

No half-hearted writing material, which is expected by the government, also for writing ability is complicated. For example, students are expected to be able to write research proposals without being taught to write correct sentences and paragraphs first. It is a dilemma for teachers or lecturers in teaching material.

The students generally consider a research proposal to be a complicated matter because it is related to the final project in the lecture. They tend to be reluctant or even lazy to talk about it. Based on researchers' experience in teaching, the cause is the assumption that research proposals are assignments for final semester students; the research proposal must be made according to scientific concepts, and research proposals are difficult and boring. These three causes do not need to occur and can be solved. The trick is to provide an understanding of the concept that the research proposal is the opposite of the cause. Also, other concepts can be in the form of learning models. One of them is the mind mapping learning model.

Mind mapping is one of the models that can be used in learning. Since its emergence, this model is now very well-known because it is considered effective to use in learning; no exception is used in writing research proposals by the students. It is expected that students will not feel bored and tend to feel happy in writing a research proposal. This model can generally be interpreted as a learning model that utilizes all parts of the brain so that respondents can convey the message they get. According to [2], mind mapping is a writing method that works by using the principles of brain management so that it can unlock all of the hidden potencies and capacity of the brain. Meanwhile, [3] mind maps may pour the information on the paper by using thoughts and thought, which process them into various ideas. Each mind map is the personal result of the person who made it, and there is no right or wrong mapping.

One of the objectives of learning Indonesian Language course in university is that students are expected to be able to write research proposals according to concepts correctly. However, it seems rather difficult to achieve because there are some negative assumptions about research proposals by students. Therefore, the researchers offer a mind mapping model in the learning research proposal so that the above objectives can be achieved maximally. According to Buzan in his book entitled "The Ultimate Book of Mind Maps," quoted

by [4], the brain has an unlimited number of cells so that when a message is released, the synaptic button will be connected to dendritic. Then, the brain cells will react to form complex relationships. The pattern of relationships between cells in the brain is called a mind map.

There were some reasons why this research was conducted, such as:

- The students' writing skills were low.
- The students' negative assumptions about the research proposal.
- The students were not able to write research proposals yet.
- The importance of understanding and practicing the mind map model in learning.
- To prove the mind mapping model was able to improve students' writing skills of research proposals.

II. LITERATURE REVIEW

A. The Concept of Writing

[5] assumed that writing is a whole series of activities for someone to express ideas and convey them through written language to the reading community to be understood. In modern life, it is clear that writing skills are needed. Writing is used by someone to record or record, convince, report or notify, and influence others. Such intentions and goals can only be achieved well by people who can construct their thoughts and express them clearly, and this clarity depends on the mind, organization, and use of words that are clear and good.

B. Research Proposal

According to [1], the research proposal is a proposal, plan, offer, which is written in the form of a work plan. A good research proposal must be systematic, objective-based on academic style in Indonesia. Thus, it can be concluded that the research proposal is a concept of planning research or final project on students with a certain period of time arranged systematically, objectively based on applicable scientific writing rules.

C. The Definition of Mind Mapping

[6] said that mind mapping is (1) an easy way to dig information from inside and outside the brain; (2) fast and powerful new ways to learn and practice; (3) how to make notes which are not boring; and (4) the best way to get new ideas and plan projects. Windura [7] mind map helps to balance the use of both brains.

The following figure is one of the examples of mind mapping taken from "Buku Mind Map Untuk Meningkatkan Kreativitas" [8].



Fig. 1. Mind Mapping with the theme "My Holiday."

D. Relevant study

The first by [9] Using Mind Mapping to Improve the Fourth Semester Students' Writing Skills of Example Essays in the English Department of FKIP Unisma. The result of the study shows that the use of mind mapping strategy could improve the students' skills, for example, essay writing. The improvement is indicated by the achievement of the students' example essay writing scores. In Cycle 1, 86% or 13 students got 73-79, and the last 14% or two students got 80 or more. On average, the students' writing scores achieve 77.5. Since the criteria of success are when each student can achieve a minimum of 73, none of the students was categorized failed. For Cycle 1 to be successful in reflecting students' actual performance, Cycle 2 is implemented with some modifications of the strategy. In Cycle 2, 85% or 11 students got 73-79, and the last 15% or four students got 80 or more. On average, the students' writing scores in Cycle 2 achieve 78.4.

Furthermore, the result of the questionnaire also shows that the average 86% or 13 students have positive personal judgment toward the implementation of mind mapping, felt comfortable, felt that mind mapping is easy to implement and consider to use it in the next writing activities. And then the second study by [10]. To improving Student Learning Outcomes Through the Mind Map Method in Pedagogical Lectures. The results showed that through the Mind Map method, student learning outcomes in pedagogical subjects had increased, which in the first cycle reached 2.67, the second cycle reached 3.35, and the third cycle reached 3.78. Based on the results of the reflection and interview improvement, because each student gets the opportunity to be creative in making material concept maps by using the Mind Map method so that when given the exam questions, students get ease in developing a description answer.

III. RESEARCH DESIGN

Classroom Action Research (CAR) was used in this. CAR is applied to improve the quality of learning with teachers as researchers so that learning in the classroom becomes better. According to Kemmis and McTaggart, as cited in [11], action research is the way groups of people can organize the conditions under which they can learn from their own

experiences and make their experiences accessible to others. While the class is where the teacher conducts research, they can continue working as teachers in their workplaces. The subjects of the study were students of the Faculty of Economics, Tridinanti University, Palembang, Accountancy Study Program, semester one, A academic year 2018/2019. The number in this study was 25 students.

The procedures for writing and learning research proposal by using the mind mapping technique, they are as follows:

- The lecturer/researcher is preparing and giving apperception, and student motivation in classes about the material related writing and learning research proposal by using the mind mapping technique.
- Students pay attention to the lecturer’s explanation of the research proposal.
- Students and lecturer discusses about mind mapping: (a) to explain the mind mapping and the procedures to make mind mapping in writing research proposal based on the 2006 Buzan theory; (b) lecturer give instructions, how to make mind mapping that they will use as a framework for research proposal; (c) the lecturer give assignment to students related mind mapping based on the topic; (d) after the mind mapping has been made, students have to write a research proposal in relevance with the topic on the mind mapping that has been made; (e) lecturers reflect.

IV. RESULTS

The research was conducted on February 27th, 2019, until May 22nd, 2019. The research procedures consisted of some cycles, consisting of four stages, namely, planning, action, observation, and reflection stages. In this study, the researchers conducted three cycles. They also did observation toward students’ learning outcomes of writing skills of research proposal through mind mapping model during the teaching and learning process. The researcher determined learning completeness if 85% of students or more have scored ≥ 75 , the action would be called successful. If it had not reached the criteria that had been done, the researchers would reflect at the end of each cycle to determine weaknesses and improvements in the next cycle of action. Here is a distribution table of the students’ writing skills of research proposal in cycles I, II, and III.

TABLE I. THE STUDENTS’ WRITING SKILL OF RESEARCH PROPOSAL IN CYCLES I, II, AND III.

No.	Students	Cycle I	Cycle II	Cycle III
1	MGC	65	75	73.5
2	MFH	66	74	78
3	ZN	60.5	72.5	76.5
4	AT	65	73	76
5	FHZ	75.5	76.5	79
6	RA	69.5	78	73.5

7	MLI	67.5	78.5	79.5
8	LW	61	71	76
9	MN	65	72	72
10	RAD	77	78	80
11	DCP	75	78.5	81.5
12	BHP	76	76	79.5
13	FAP	76	78.5	86
14	MRF	67.5	75.5	79
15	MFN	68.5	70	75
16	ASP	62	77.7	83
17	RWA	67	75	78
18	SHA	69.5	72	74
19	GR	66.5	71	76
20	MAN	65.5	76	78
21	HRY	66	71.5	79
22	FI	64.5	69	78
23	DR	63	71	75.5
24	IS	75	77.5	77.5
25	NA	72	76.5	76.5
Total		1706	1864.2	1940.5
Average		68.24	74.56	77.62
Pass		24%	56%	88%
Not pass		76%	44%	12%

V. DISCUSSION

Based on the results of the study, it showed that the mind mapping model was able to improve students’ writing skill of Faculty of Economics of Accounting Study Program of Tridinanti University Palembang In cycle, I, the score of students’ writing skill of research proposal was 68.24. Then, in cycle II, it had increased to 74.56. Through some improvements made by the researchers in applying the method, so, at the end of learning cycle III, the students’ writing ability increased into 77.62. Graphically, the improvement can be seen in the following figure.

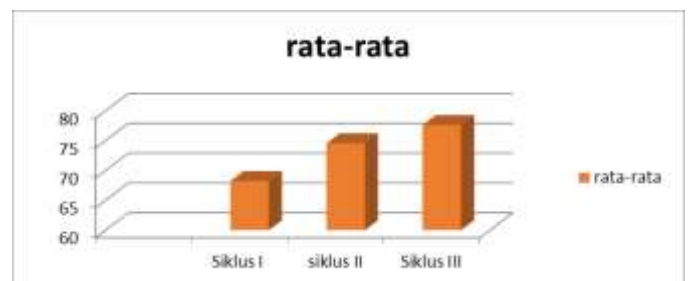


Fig. 2. The Improvement of students’ writing skill

Diagram 1 showed that the imp increase in students' ability to write research proposals classically. In cycle 1, the student’s writing skill was 68.24%, with learning completeness 24%. In

cycle II the students' writing skill increased into 74.56% with learning completeness 56%. While at the end of cycle III, it increased again to 77.62% with learning completeness 88%. The improvement from cycle I to cycle II was 6.36%, while the improvement from cycle II to cycle III was 3.26%. Overall, the skill of Economics Faculty students, Accounting Study Program at Tridianti University Palembang in writing research proposals through mind mapping model increased 9.62%. The results of the analysis reviewed by the overall student learning activities of each cycle can be summarized in the following table.

TABLE II. THE PERCENTAGE OF RESULT OF STUDENTS' OBSERVATION IN CYCLE I, CYCLE II, AND CYCLE III

No.	Activities related to	Cycle I	Cycle II	Cycle III	Explanation
1.	Enthusiasm	37 %	57.3%	78.6%	Improved
2.	Effectiveness	61.3%	73.3%	90.6%	Improved
3.	Spirit	44.6%	64%	85.3%	Improved
Average		47.73%	68.86%	84.3%	Improved

Based on the observations of the cycle I, II, and cycle III of students learning activities related to their enthusiasm in the learning process, it increased by 41.6%. The activeness of students in writing research proposals increased by 29.3%. The element of students' enthusiasm in the learning process increased by 36.56%. It means that overall, students' activity in the three cycles had increased. In other words, students' learning activities were stated to be good during the learning process.

Through this mind mapping learning model, there was a significant improvement in students' writing skills of the research proposal. The findings showed that the lecturer was not considered a scary figure but as a facilitator and partner to share experiences following the concept of creative learning through mind mapping learning, which was very prominent in this learning model. Through this method, lecturers were able to direct effective and efficient strategies, namely learning how to learn. In this method, the lecturer was only as a guide (giving directions/directions) to help students if they found difficulties in learning and solving problems. During the learning activities, the lecturer could observe the characteristics or learning styles of each student.

Based on the results of the above class action research, the percentage of average achievement of students' writing skill of research proposal had increased significantly in cycle III. And it was concluded that the findings of the research answer the research problem formulated in chapter I. The skills of writing a research proposal for a Faculty of Economics student, Accounting Program, Tridianti University Palembang, can be improved through a mind map model. This problem could be answered from the research results done by three cycles. The students' writing skill of research proposal had shown improvement from cycle 1 (T1) test, increased again to cycle 2

(T2) test, and increased again to cycle 3 (T3) test which was stated at least 75 and classically 85%.

This research ended after the implementation of the third cycle because it had reached the predetermined success indicator, namely the improvement of students' writing skill research proposal. It was also followed by an improvement in student learning activities.

The students' writing skill research proposal based on learning completeness had increased quite well; students who had obtained score ≥ 68.24 . Students' learning completeness in cycle I was 24%, with an average score of 68.24%. Then, students' learning completeness in cycle II was 56%, with an average score of 74.56%. At last, students' learning completeness in cycle III was 88%, with an average score of 77 — 62 %.

Based on the results of students' assessment in the first cycle, there were still some shortcomings, and they were: there were some students who did not pay attention to the lecturer's explanation when delivering the material. Meanwhile, there are several components of the learning scenario that have not been implemented by researchers because they have not been able to arrange the best time to teach. The researchers decided to continue the second cycle to meet the requirements for completeness of learning because the lecturer gave too much material to students. The things that need to be improved in the second cycle of action were that some material delivered less specifically about the structure of the research proposal, which included background, citations, and bibliography.

In the second cycle, the researchers implemented a mind mapping model too. Based on the results of observations on the actions of cycle II and III, student learning activities in implementing the learning process increased. Problems that occurred cycle I and cycle II could be overcome so that the results would be optimal. The students had shown more enthusiasm, activeness, and enthusiasm in the ongoing learning process and paid more attention to explanations and were able to complete the assignments given by the lecturers.

Based on the results of the evaluation conducted in cycle I and cycle II had increased compared to the results of the evaluation in cycle I. It means that it had reached the predetermined indicator that was classically 85%. The results of observations on the implementation of learning were in good categorize, which reached an average of 84.3% of the components of observation made. Because both indicators had been achieved, it means that the implementation of actions up to cycle III had been successful, or by using a mind mapping learning model, the students' writing ability of research proposal could be improved.

VI. CONCLUSION

The results of this study showed that there was an improvement in students' writing skills of the Economics Faculty of Accounting Study Program of Tridianti University Palembang by using mind mapping learning models. Students' learning completeness in cycle I was 24%, with an average score of 68.24%. Then, students' learning completeness in cycle II was 56%, with an average score of 74. 56%. At last,

students' learning completeness in cycle III was 88%, with an average score of 77.62%. As supporting data, an improvement also occurred in the activities of students of Economics Faculty, Accounting Study Program, Tridianti University Palembang, when the main mapping learning model was applied. During the research from cycle I to cycle III, the average improvement of students' activity was 36.56%.

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