

**THE EFFECT OF MIND MAPPING TECHNIQUE ON THE SECOND
YEAR STUDENTS' ABILITY IN WRITING DESCRIPTIVE
PARAGRAPHS AT SMK YPPI TUALANG**

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Abstract : *This pre-experimental research aimed to find out whether there is significant effect of Mind Mapping technique on the second year students' ability in writing descriptive paragraphs at SMK YPPI Tualang. The writer used cluster sampling technique to determine the sample. The samples in this study were 30 students. Writing test is used to get the data on pre-test and post-test. In analyzing the data, the writer used t-test formula. The analysis of the data showed that there was significant effect of using Mind Mapping technique on students' ability in writing descriptive paragraphs. The mean score of the students' pre-test was 50.34. The mean score of the students' post-test was 72.12. Moreover, from the statistical analysis, it was found out the t-obs (9.85) was higher than t-table at the level of significance 0.005 (1.699). Based on this finding, it is concluded that Mind Mapping technique can be used by the teacher as an alternative technique in teaching writing.*

Keywords: *Mind Mapping Technique, Writing Ability, Descriptive Paragraph*

EFEK TEKNIK MIND MAPPING PADA KEMAMPUAN SISWA KELAS DUA DALAM MENULIS PARAGRAF DESKRIPTIF DI SMK YPPI TUALANG

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Abstrak : Penelitian pre-eksperimental ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari teknik Mind Mapping terhadap kemampuan siswa kelas dua dalam menulis paragraf deskriptif di SMK YPP Tualang. Peneliti menggunakan teknik cluster sampling untuk menentukan sampel. Sampel pada penelitian ini berjumlah 30 siswa. Tes menulis digunakan untuk mendapatkan data pada pre-test dan post-test. Dalam menganalisa data, peneliti menggunakan rumus t-test. Analisis data menunjukkan bahwa ada pengaruh yang signifikan dari penggunaan teknik Mind Mapping terhadap kemampuan siswa dalam menulis paragraf deskriptif. Nilai rata-rata siswa pada pre-test adalah 50.34. Nilai rata-rata siswa pada post-test adalah 72.12. Selain itu, dari analisis statistik ditemukan bahwa T-obs (9.85) lebih tinggi dari T-table dilevel signifikan 0.005 (1.699). Berdasarkan penemuan ini, dapat disimpulkan bahwa teknik Mind Mapping dapat digunakan oleh guru sebagai teknik alternatif dalam mengajar menulis.

Kata kunci: Teknik Mind Mapping, Kemampuan Menulis, Paragraf Deskriptif

INTRODUCTION

English, as a foreign language in Indonesia, has been taught since Junior High School. English is one of the compulsory subjects from Junior High School to Senior High Schools. There are four basic skills in English; listening, reading, speaking, and writing. Listening and reading are known as receptive skills; while speaking and writing are known as productive skills. Megaiab (2014) says that the main focus of teaching and learning process in Senior High School is to develop the students' ability in communicating, to give knowledge about the language both spoken and written, and to increase students' awareness about how important English to be learnt. It is appropriate with the aim of school curriculum about English teaching to enable the students to be active both spoken and written languages.

The four language skills have also to be acquired by the students. It means the students are expected to have good capability in speaking and writing in order to have ability to communicate in English. Widiati and Cahyono (2006) says that communication using languages can be conducted in two ways: in spoken form and in a written form. In the context of language learning, it is commonly believed that to communicate in a written form (writing) is more difficult than orally (speaking). This suggests that writing is a more complex language skill than speaking. However, Artini (1998) suggests that although the complexity of spoken and written languages differs, the differences do not reveal that one is easier than the other.

Writing, especially in developing sentences is a problem for most of the second year students at SMK YPPI Tualang. They usually get difficulties when they are asked to write any kinds of texts. The writer found this problem based on her formal interview with the teacher. The problems might be caused by several factors: the students' difficulty to develop their idea, the students' lack of confidence in writing, the students are worried about grammar and the students think that writing is a boring activity. When students write, they do not know what they should write. It is because they do not have any idea. Idea is something that students need when writing. Idea can comes from their mind or from their imagination. Ideas are really the most important part of a piece of writing. Without ideas there wouldn't be any writing.

Besides idea, grammar and confidence are being problems for students. When students write, they worry about what they have written whether it is true or not, good or not. They are worried of making mistakes. According to Harmer (2007), when and why things have gone wrong, students learn more about the language they are studying. When students make mistakes in writing, those are parts of learning process so the students can learn from their mistakes. But in fact, asking the students to practice writing is not easy.

Furthermore, when the teacher asks the students to write, they are not interested in it. The main problem is might be the students do not have good motivation to write because teaching and learning process is monotonous. The teaching technique that teacher used is not attracting for students.

One way to overcome those problems is by using Mind Mapping technique. The writer considers to use Mind Mapping technique because this technique is a technique

where students can develop their idea and think creatively. Ralston and Cook (2007) say that an exercise involving mind mapping provided a useful focus for pupils to organize their thoughts and to present information clearly and attractively. It also facilitates communication between pupils. Mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain.

Based on the explanation above, the writer is interested in conducting a study about The Effect of Mind Mapping Technique on the Second Year Students' Ability in Writing Descriptive Paragraphs at SMK YPPI Tualang.

METHODOLOGY

Research Design

The design of this study is pre-experimental research which uses the one group pretest posttest design. According to Sugiyono (2012), the type of pre-experimental design of this study is comparing the result after and before giving treatment. In this design, the researcher used one class as sample. The class took a pretest and posttest. The design involves a single group that is pre-test (O_1), exposed to a treatment (X), and post-test (O_2). So in this study, the writer would see whether (X) has any effect to (Y) from the posttest scores. The participants of this study were the second year students of SMK YPPI Tualang. For this purpose, class XI TKJ1 became the subject of the research which consists of 30 students.

Instruments Technique and Analysis

The writer used writing test to collect data. The writing test was distributed to measure the students' ability in writing descriptive paragraph. The test was distributed before and after the experimental treatment. The pre-test was given before the treatment, and the post-test was given after the treatment. The type of the test is writing paragraph test. Differences due to application of the experimental treatment are determined by comparing the scores of pre-test and post-test. The experimental treatment in this study is the effect of Mind Mapping technique on the students' ability in writing descriptive paragraph.

The writer used the rubric and formula adapted from Harris (1974) in analyzing the data. There are five aspects of writing assessed: content, form, grammar, style and mechanics. There are also five categories of students' score level. The categories presented as in the table below:

Scores	Category
81 – 100	Excellent
61 – 80	Good
41 – 60	Mediocre
21 – 40	Poor
0 – 20	Very Poor

To know t value, the writer used formula from Hatch and Farhady (1982).

RESEARCH FINDING

The result of this research was presented by showing the result of students' writing ability in the pre-test and the post-test. The data was analyzed based on students' score in pre-test and pos-test. The data analysis showed that there was a significant difference of students' writing ability between pre-test and post-test.

The Result of Pre-Test

After conducting the pre-test, the writer got the students' mean score was 50, 34.

Test Score	Ability Level	Frequency	Percentage
81 – 100	Excellent	0	0%
61 – 80	Good	2	6.7%
41 – 60	Mediocre	25	83.3%
21 – 40	Poor	3	10%
0 – 20	Very Poor	0	0%

The table shows that most of students (83.3%) are at 'mediocre' level, few students (10%) are at 'poor' level, very few students (6.7%) are at 'good' level and none of the students are at 'excellent' and 'very poor' level.

The Result of Post-Test

After conducting the post-test, the writer got the students' mean score was 72.12

Test Score	Ability Level	Frequency	Percentage
81 – 100	Excellent	4	13.3%
61 – 80	Good	22	73.4%
41 – 60	Mediocre	4	13.3%
21 – 40	Poor	0	0%
0 – 20	Very Poor	0	0%

The table shows that most of students (73.4%) are at 'good' level, few students (13.3%) are at 'excellent' level, few students (13.3%) are at 'mediocre' level and none of the students (0%) are at 'poor' and 'very poor' level. This fact shows that Mind Mapping technique can help students in improving their ability in writing.

Based on the research result, the mean score of pre-test was 50.34 (mediocre level) and the mean score of post-test was 72.12 (good level). The mean score of pre-test and post-test shows that the students' score increased by 21.78 point

Data Analysis

After conducting the post-test, the writer got the data of pre-test and post-test of students' score before and after using Mind Mapping technique.

From the result of the pre-test and the post-test, the researcher found that the standard deviation of students' score in writing ability was **12.12**. After obtaining the standard deviation, the standard error can be calculated. The standard error was **2.21**.

From the data analysis technique can be seen whether the difference of mean score was significant. The value of t.obs is **9.85**. Meanwhile, the values of t table on the degree of freedom **29** is **1.699** with the level of significance (α) = 5% or 0.05. The result showed that the t.obs is higher than the t table. The level of significant is **9.85 > 1.699**. Accordingly, the H_a (alternative hypothesis) is accepted and the H_o (null hypothesis) is rejected. In other words, there is significant effect of using mind mapping technique on the second year students' ability in writing descriptive paragraphs at SMK YPPI Tualang.

DISCUSSION

The mean score of pre-test and post-test shows that the students' score of writing increased. It shows that there is significant effect of using Mind Mapping technique on the second year students' ability in writing descriptive paragraphs.

In this research, during the implementation of Mind Mapping Technique in the classroom, the students have more thinking time and they could explore their idea. The students can write what they want to write as long as it still connects with the topic. These conditions make the students attracted, more creative and improved their achievement

It was connected with the research that was conducted by Suryani. Her research also showed that the use of Mind Mapping technique could improve the students' skills. The students got improvement in the paraphrasing sentence, finding topic sentence, and vocabulary mastery. Moreover, through the Mind Mapping technique, the students were motivated to be active in classroom activities. They were actively involved in the process of teaching and learning. This condition stimulated the students to work based on their own actual capability. Thus, the students got more experiences and improved their achievement.

It can be said that Mind Mapping technique is effective to teach writing since there is improvement on students' score that students made on writing descriptive paragraphs.

CONCLUSIONS AND RECOMENDATION

Overall, after applying "Mind Mapping" technique in the teaching of writing of SMK YPPI Tualang, students' writing ability increased. It can be seen from the result of the pre-test and the post-test. In pre-test, the mean score of students was **50.34** while the score of post-test was **72.12**. It can be said that Mind Mapping technique is effective to teach writing since there is improvement on students' score that students made on writing descriptive paragraphs.

Then, the value of t-test was **9.85** and t table was **1.699**. Because t_{obs} was higher than t table, the alternative hypothesis was accepted and null hypothesis was rejected. In other words, using mind mapping in teaching writing gives a significant effect on the second year students' ability in writing descriptive paragraphs at SMK YPPI Tualang.

Related to the conclusions, the writer offers some recommendations. First, the teacher can use this technique as an alternative technique in teaching writing in order to improve students' writing ability. By using the Mind Mapping technique, students can develop the ideas and feel enjoy to do writing. Second, teachers need to control and give attention to the students when they are working. By giving attention, the students can be more understand and achieve their success in learning. And the last, further study can be done with different research design which might result better than this research.

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