THE EFFECT OF MIND MAPPING STRATEGY ON THE WRITING DESCRIPTIVE TEXT ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 01 KAMPAR UTARA

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Abstract: *This pre-experimental research aimed to find out whether there is a significant effect of Mind Mapping Strategy on the writing descriptive text ability of the second year students of SMPN 01 Kampar Utara in the Academic Year 2016/2017. This research used one group pre-test and post-test design with six treatment meetings. The instrument used in this research was writing tests (pre-test and post-test). The population of this research was 103 eighth grade students of SMPN 01 Kampar Utara and the sample was class VIII A (25) students of SMPN 01 Kampar Utara. The data of this research were collected by writing tests of descriptive text. The data were analyzed using t-test formula. The results showed that the mean score of pre-test was 53.27, and the mean score of post-test was 70.1. Based on the data analysis, there was an increase the students' averange score for pre-test (53.27) to post-test (70.1). Moreover from t-test, it was found that the t-obs (27.641) was higher than t-table (2.064). Therefore, the alternative hypothesis of this research was accepted and null hypothesis was rejected. This also means that teaching writing by using Mind Mapping Strategy was effective to improve the ability of students in writing Descriptive text.*

Key Words: *Writing ability, mind mapping, descriptive text*

PENGARUH STRATEGI PEMETAAN FIKIRAN TERHADAP KEMAMPUAN MENULIS TEXT DESKRIPTIF PADA SISWA TAHUN KE DUA SMP NEGERI 01 KAMPAR UTARA

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Abstrak: Penelitian pra-eksperimental ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari strategy peta konsep pada kemampuan menulis teks deskriptif pada siswa tahun kedua SMP Negeri 01 Kampar Utara tahun akademik 2016/2017. Penelitian ini menggunakan desain satu kelompok pre-test dan post-test dengan enam kali pertemuan percobaan. Instrument yang digunakan dalam penelitian ini adalah tes menulis (pre-test dan post-test). Populasi pada penelitian ini adalah 103 siswa kelas VIII SMP Negeri 01 Kampar Utara dan sampel nya adalah kelas VIII A (25) siswa SMP Negeri 01 Kampar Utara. Data dari penelitian ini dikumpulkan dengan memberikan test menulis tentang teks deskriptif kepada siswa. Data yang terkumpul dianalisis dengan menggunakan rumus uji "t". Hasil dari analisis data menunjukkan bahwa skor rata-rata pre-test adalah 53.27 dan nilai rata post-test adalah 70.1. Berdasarkan analisis data, terdapat peningkatan nilai rata-rata siswa dari pre-test (53.27) ke post-test (70.1). selain itu dari t-test, bisa ditemukan bahwa nilai "t-obs (27.841)" yang diamati lebih tinggi dari pada nilai "t-table (2.064)". Oleh karena itu, hipotesis alternatif pada penelitian ini diterima dan hipotesis nol ditolak. Hal ini juga berarti bahwa mengajar menulis menggunakan strategy pemetaan fikiran efektif untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif

Kata Kunci: Kemampuan menulis, pemetaan fikiran, teks deskriptif

INTRODUCTION

Writing is one of the four language skills, which is complex and productive. According to Gallaran (2012), writing is a productive skill because it can produce something. It is also considered as the most complicated language skill to be learned, compared to other language skills. Thinking skill and creative skill always involved in writing process. Not only that, but also it is supported by right rules. Mastering vocabularies and tenses becomes the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be a paragraph. Besides, we also have to use a compatible tense to express an event in certain time.

Writing is the one of skills which has to be mastered by students. Writing is one of the language skills that will never be left in education. Writing is as the symbolic representation of language through the use of graphic signs (Yule,2010). Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph, construction etc).

Writing in its broad sense as distinct from simply putting words on paper has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure)(Kane, 2000).

There are many genre texts, among others: analytical exposition text, recount text, report text, narrative text, hortatory exposition text, discussion text, explanation text, procedure text, news item text, review text, description text, argument text and exposition text (Wahidi, 2009).

Since writing descriptive text is included in the curricula, all the second grade students of SMPN 01 Kampar Utara must do it well. However many students of SMPN 01 Kampar Utara still lack of the vocabularies and grammar usage as important writing aspects to convey their ideas in a good paragraph or a good text. Besides, the students interest as the hardest subject to learn.

Beside that, the problems above are also faced by students of SMPN 1 Kampar Utara in second grade. Based on the result of writer's interview with English teacher of SMPN 1 Kampar Utara, the writer could conclude that the students of SMPN 1 Kampar Utara faced serious problem in constructing and arranging sentences as well. They can not organize their paragraph or text well and also stuct in the topic. They are still confused to determine words to describe something because they do not have enough knowledge and interest about the topic. They used to do mistake when they used simple present. Sometime, they forgot to add "s/es" when they used a third personal pronoun as a subject. They usually used pattern of past tense to make a paragraph of descriptive text. Besides that, they were difficult to express their memoriam about things which they wanted to be described. In the other case they wrote similar description with their chairmate. They didn't have enough self confident to make their own sentences. In addition, almost of them do not like writing class, even they get bored while writing.

To solve the problems above, the writer tries to apply a model of teaching to teach them. This is mind mapping model/strategy. Mind mapping is the most excellent tool which helping mind to think regularly (Buzan, 2006). The mind mapping strategy is one of the teaching strategies in teaching writing. Not only Mind Maps show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. This strategy can make students easily to remember things which they want

to be described. The mind mapping strategy can be used to explore almost any topics in writing and also used in every kind of writing such as: narrative, descriptive, recount, persuasive, argumentative, essay etc

RESEARCH METHODOLOGY

The research was conducted at SMPN 01 Kampar Utara in academic year 2016/2017. The data were collected from August 2016 to September 2016. The population of this research is the second year students of SMPN 01 Kampar Utara in the academic year 2016/2017 which total numbers of the whole students are 103 students. The sample of this research is the VIII A of SMPN 01 Kampar Utara which is the number of students of class is 25students.

The instrument used to collect the data was written test. The procedures consisted of six stages: (1) Teacher asks students to read the topic. (2) Teacher asks students to write the main topic in the middle of the paper. (3)Teacher asks students to circle the main topic. (4)Teacher asks students to add some lines from the first circle, than draw another shape. (5)Teacher asks students to complete the provide empty shape (ideas that related to the main topic). (6)Teacher asks students to write down the development of the key words in sticks embosoming composition ideas centre.

The data were be analyzed by using statistical analysis. In order to compare the results of the students' ability in writing, the t-test was used by employing SPSS 16.0. The researcher discovered the complete result in SPSS including the mean, the variance and the accuracy of the test. T-test was chosen to compare the differences of the students' scores in the pre-test and the post-test.

The classification of students' scores by Harris (1974) was used to score students' work and classify students' scores in pre-test and post-test.

Table 1.1 the Classification of Students' Score

Test Score	Level of Ability
80 - 100	Excellent
60 - 79	Good
50 - 59	Average
0 - 49	Poor

(Harris: 1974)

THE RESEARCH FINDING

The data were collected by giving a written test to the students. The students were required to write a descriptive text individually. The research conducted six meetings where two meetings for pre-test and post-test and four meetings for the treatment. The pre-test was given at the beginning of the research to find out the students' writing ability before the treatment and the second test was given after the treatment had been applied. After analyzing the data, the significant difference between

two means, the test of significance, and the difference of the average scores between the pre-test and the post-test were found.

The test results are presented by the researcher to show the students' ability in each aspect of writing. In writing, the students were assesses in five aspects, they were: content, organization, grammar, vocabulary and mechanics. The research presented the finding based on the data obtained from the three raters in order to make the data more objective, valid and reliable.

The finding shows there is significant effect in writing descriptive text by using mind mapping strategy. The students' improvement in writing score is proved through their pre-test and post-test score. The comparison of their score is presented in the following table:

Table 1.2 Improvement in Each Aspect of Writing in thePre-test to Post-test

Aspects of Writing	Average Score	
	Pre-Test	**Post-Test**
Content	53.33	70.33
Organization	53.33	67.33
Grammar	47.67	65.67
Vocabulary	60.67	80.33
Mechanic	51.33	67.00
Average	53.27	70.1

As we could see in the table above, the students' average score had significantly increased. In addition, it can be concluded that applying picture series in writing narrative text gives significant influence on the students' average score in each aspect of writing.

The Result of T-test

In this research, t-test formula was used to compare the pre-test and the post-test result in determining whether the hypothesis could be accepted and measuring whether the treatment could give an effect to the students' writing ability or not.

In performing the pre-experimental research, hypothesis was required to see whether there is a significant difference after the activities were completely performed. The researcher used paired sample test as the formula to analyzed the data. In this research, the researcher analyzed the data by using SPSS 16.0 program. The data can be seen from the table below:

Table 1.3 Paired Samples Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	70.0672	25	5.99953	1.19991
	Pretest	53.2668	25	5.97960	1.19592

Based on the table 1.3, the mean score of pre-test is53.2668 and in the post – test is 70.0672. The difference of the mean score between pre-test and post-test is 16.79. The gap of mean score shows an effect of students' writing ability in the written test. Standard deviation is a values spread in the sample, while standard error mean is an estimate of standard deviation. The spread of values in the sample pre-test is 5.97960, while standard error of mean is 1.19592. The standard deviation and standard error of mean of post-test are 5.99953 and standard error of mean is 1.9991. Then, to know the t-table score, the researcher used formula:

$$\text{T-table: } n\text{-}1 \ (\alpha 5\%)$$
$$= 25\text{-}1 \ (\alpha 5\%)$$
$$= 24 \ (\alpha 5\%)$$
$$= 2.064$$

The table 1.4 determines the final result of the data analysis. The table as follows:

Table 1.4Paired Samples Test

	Paired Differences							
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean			Lower	Upper			
Pair 1 posttest – pretest	1.68004E1	3.03901	.60780	15.54596	18.05484	27.641	24	.000

From the table above, It can be shown that the result of the t-test is 27.641, meanwhile the t-table is 2.064. The t-test is higher than the t-table. It can be concluded that there is a significant difference between the pre-test and the post-test. In other words, the alternative hypothesis of this research, "There is a significant effect of using mind mapping on writing ability of the second year students of SMPN 001 Kampar Utara" is accepted and the null hypothesis is rejected.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the data analysis explained in the chapter IV, the research about the effect of Mind Mapping Strategy towards writing ability in writing descriptive text of the second year students of SMPN 01 Kampar Utaracomes to the conclusion as follows:

1. The first is to find out students' writing ability after being taught by using mind mapping strategy. After conducting the research, the mean score of students' writing ability in descriptive text by using MindMappingStrategy at SMPN 01 Kampar Utara is 70.1.
2. The mean score of students' writing ability in descriptive text before being taught by using mind mapping strategy at SMPN 01 Kampar Utara is53.27.
3. Based on the data analysis there was significant effect in this research. The significance value was 0.000<0.005, it means that Hi is accepted while Ho is rejected.
4. The score of t-test (27.641) was higher than the t–table (2.064). It means that the alternative hypothesis was accepted and the null hypothesis was rejected. In other words, there are significant effects of using Mind Mapping strategy on writing ability of the second year students of SMPN 01 Kampar Utara.

Suggestion

Based on research conclusion above, it is clear that Mind Mapping Strategy gave significant effect on the students' writing ability of Descriptive Text. Then, the writer would like to offer several suggestions. The suggestions are expected to be beneficial for the teacher and students in teaching and learning English especially in teaching writing. They are as follows:

1. The teacher can use Mind Mapping strategy as one strategy in teaching writing since the results of this research shows significant increase in the students' writing ability.
2. The students' should learn more about descriptive texts in order they can get more knowledge. It will be better for them to use the steps in writing when they write something in order they can make a good writing. If they have many difficulties, they can ask the teacher
3. It would be great idea if the teacher contributes to promot students' self confidence during work by motivating them.
4. Because the lowest score is grammar aspect, it is recommended that the teacher must also concern about how to use grammar while teaching writing.

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