

**THE EFFECT OF USING MIND MAPPING TECHNIQUE ON THE
ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 40
PEKANBARU IN WRITING DESCRIPTIVE TEXTS**

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Abstract : *The purpose of this study is to find out whether or not there was a significant effect of using mind mapping technique on the ability of the second year students of SMPN 40 Pekanbaru in writing descriptive text. This research was conducted at SMPN 40 Pekanbaru which is located on Jl. Garuda Sakti Kec. Tampan Pekanbaru and had been started from August, 2017 till September, 2017. The population in this research was the second year students of SMPN 40 Pekanbaru. The number of entire population was 170. The researcher used cluster random sampling technique to determine the sample. The participant of this research was 43 students of VIII.A class. This research focuses on the students' writing ability in writing descriptive texts before and after the treatment that can be seen from their score on the given writing tests. The result proved that mind mapping is effective to improve the students' writing ability especially in writing descriptive texts. It can be seen from the students' mean score on post-test (67.32) that was higher than on pre-test (55.73). So, it helped the students to generate their ideas, expand their creativity and understanding of key vocabulary and concepts in simple definitions and integrate their background knowledge into definition. Further, it was suggested that the students may use mind mapping and keep writing in order to accustom themselves to organize and connect the information when they are writing a text. This research can be also used as a reference to conduct further studies related to writing ability.*

Keywords : *Pre-Experiment Research, Writing Ability, Mind mapping, Descriptive Text.*

PENGARUH PENGGUNAAN TEKNIK MIND MAPPING DALAM MENULIS TEKS DESKRIPTIF PADA SISWA KELAS 8 SMPN 40 PEKANBARU

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Abstrak : Tujuan Penelitian ini adalah untuk mengetahui pengaruh Teknik Mind Mapping terhadap kemampuan siswa kelas 2 SMPN 40 Pekanbaru dalam menulis teks deskriptif. Penelitian ini telah dilaksanakan di SMPN 40 Pekanbaru yang berlokasi di jalan Garuda Sakti Kec. Tampan Pekanbaru dari Juli hingga Agustus 2017. Populasi dalam penelitian ini adalah siswa kelas 2 SMPN 40 Pekanbaru. Jumlah seluruh populasi adalah 170. Penelitian ini menggunakan teknik cluster random sampling untuk menentukan sampel. Pesertanya terdiri dari 43 siswa dari kelas VIII.A. Penelitian ini berfokus pada kemampuan siswa dalam menulis teks deskriptif sebelum dan setelah proses belajar yang dapat di ketahui hasilnya dari skor yang di peroleh. Hasil penelitian yang di peroleh menunjukkan bahwa teknik mind mapping terbukti dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif. Hasil tersebut dapat dilihat melalui nilai rata-rata akhir siswa pada post-test (67.32) lebih tinggi dari nilai pre-test (55.73). Oleh karena itu, Mind mapping disimpulkan dapat membantu siswa dalam mengembangkan ide, kreatifitas, pemahaman kata kunci, konsep dan menyatukan ide dari pengetahuan dasar mereka. Dan bahkan siswa disarankan untuk menggunakan mind mapping dan terus meningkatkan kemampuan menulis mereka dan diharapkan dapat menjadi referensi untuk membuat penelitian lanjutan tentang kemampuan menulis.

Kata Kunci : Penelitian Tingkat Awal, Kemampuan Menulis, Mind mapping, Teks Deskriptif.

INTRODUCTION

According to KTSP curriculum, English has 4 language skills, such as: speaking, listening, reading and writing. Those skills are divided into productive skills (writing and speaking) and receptive skills (listening and reading). All of those skills should be mastered by students. Spoken and written languages are very different. Speaking language is more spontaneous and rapid but writing is more preplanned. Writing is not as simply speech written down on a paper. Writing is followed by a standard form of structure, grammar, organization and vocabularies. We need to think to produce any idea, words, and sentence then we develops it into a good paragraph.

Writing is the way the students express their thought and feeling to the reader in written. According to Barnet and Stubbs (2000), writing is the way of communication of making contact between the writer and the reader. It means that students need to write their idea clearly to make the reader catch their idea and understand it. This is why writing is considered as the most difficult and complicated skills to be learned because to make the reader understand the students' idea, they have to comprehend many vocabularies and tenses which are followed by the tight rules. Writing text is started in students of SMP level. Based on curriculum KTSP, SMP students are taught many kinds of texts such as descriptive, recount, procedure, narrative and report. One of the types of text which is should be learned for SMP students is descriptive text.

According to Keraf (2006), descriptive text refers to transfer images, the feeling that conveys the image to the readers in order to imagine what is being described. By looking the object, the students explore their ideas in good paragraphs. It means everything should be described clearly so that the readers can get the ideas easily. But, based on the formal observation can be found that the students could not organize the ideas well. It is important to be learned because it has relationship with daily life context. Because descriptive text is very important to be learned, students are expected to be mastered those skills but based on formal observation done by the writer while doing teaching practice for 3 months in SMPN 40 Pekanbaru there are several problems faced by students in writing. The first is lack of ideas. Most of students had no idea when they were asked to write and did not know what they were going to write. Idea is very important before the students start writing a text and it is a key to write a text. Without ideas, the students cannot write a text. The second problem is lack of vocabularies in writing text. English is a foreign language for students; which they used to write by using Indonesia language. They get difficult in translating Indonesia to English. Besides that, the students also did not pay their attention to vocabulary. They were lazy to look up the meaning in the dictionary and even they tend to use the same word all the time and seldom to use a new word in writing text. The third problem is grammar. To create a good sentence and arrange it to a good paragraph, the students have to use a correct grammar. But most of the students did not concern about grammar when they write a text. Therefore, when they wrote a text, their writing was full of grammatical mistakes.

Based on the result of interview with many students in SMPN 40 Pekanbaru, the writer found out that the students felt bored and had limited creativity to develop their ideas. When they were asked to write a text, the teachers tend to give them a task without a guideline. The teacher used to give them an example from media such as video and the students followed what was showed in video without changed it into a new one. From those problems, the writer tries to use teaching method to improve and

increase the students writing ability in descriptive text. The teaching method is mind mapping. Buzan (2003) states that mind mapping is the most excellent tool which helping mind to think regularly. This teaching method can make students remember easily to remember things which they want to write. It can be supported with several things such as, color pencil, picture, etc. Then it can connect with line to make it more colorful and more interesting. According to Deporter (2005), mind mapping is different from note taking and note making which is conventional outlining. It is an outlining technique developed based on the way how the brain works. It uses not only verbal description but also picture and symbol. In conclusion, mind mapping is useful, interest, easier to understand by the students. It makes the students more creative, they can explore the word to much from the key words, free to complete their mind mapping and will free writing until they have not an idea anymore.

Due to the facts above, the writer decides to conduct a research to offer a strategy that might be use to solve the problems entitled *The Effect of Using Mind Mapping Technique on the Ability of the Second Year Students of SMPN 40 Pekanbaru in Writing Descriptive Text*.

RESEARCH METHODOLOGY

Research Design

The design of this study was pre – experimental research. According to Sugiyono (2012), the type of pre – experimental design is comparing the result after and giving treatment. This research will be conducted by using pre-test – treatment – post-test design. In this research, one group pre-test – post-test will be used. One group pre-test – post-test design involved a single group that is pre-test, exposed 4 treatments and post-test and one class had been involved in this research. The writer compared the scores in pre-test and post-test to see whether the treatment was effective or not on the students' writing ability.

Population and Sample

According to Gay (2000) the population is the group of interest to the writer, the group which he or she would like to result of the study to be generalized. The population in this research was the second year students of SMPN 40 Pekanbaru. They are VIII.A – VIII.D. Since the number of the students was large, the sample was selected to be representative of the population. The way to determine the sample was by selecting the population of group randomly. Before the research, the writer asked the chairmen of VIII classes to take one card from 4 cards. There was only one card that filled with a word sample on it. Then, the chairman took the sample card. The class that choosen as the sample card was VIIIA. It means that, the sample in this research was VIIIA.

Instrumentation and Analysis

The data used in this research was the data of the students' writing ability that can be seen from their score on the given writing tests. That is why the instruments used were writing tests. The students were asked to write descriptive texts; one text on pre-test and one text on post-test.

THE RESEARCH FINDING

The objective of this research is to discover as to whether there is a significant effect of mind mapping on the ability of the third year students of SMPN 40 Pekanbaru in writing descriptive texts or not. The data were collected by means of a writing test. The subjects were to write two descriptive texts for pre-test before the treatment was applied and post-test after the treatment was applied. Based on the procedure of the data collection technique, after the pre-test was administered, the treatment was applied in six meetings with different themes for writing descriptive texts. In each meeting, mind mapping was created when the students' practice writing a descriptive text. After applying the treatment, a post-test was administered.

The test result aims to present the students' writing skill in for aspect of writing (content, organization, grammar, vocabulary and mechanics). Each of those aspects had 1 – 4 score based on analytic methods of scoring by Brown (2007). In order to get the data more objective, valid, and reliable, two raters were invited to assess students' writing both in pre and post test.

1. Result of Pre-test

After conducting the pre-test, the researcher attained mean score is **55.72** for the pre-test, median **54.58** and the mode is **48.75** which were got by three students (7.0%). In addition, the standard deviation is **11.38** while the standard error mean is **1.73**. The students' ability in writing descriptive text can be seen on table 4.1 below.

Table 4.1 Students' Ability Level on Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AVERAGE	18	41.9	41.9	41.9
	EXCELLENT	1	2.3	2.3	44.2
	GOOD	14	32.6	32.6	76.7
	POOR	10	23.3	23.3	100.0
	Total	43	100.0	100.0	

Writing ability of the first year students of SMPN 40 Pekanbaru was not really good. It can be seen from the result of pre-test. Table 4.1 shows that most of the students' writing ability was in average to good level with the scores are 50.42 – 76.25.

It shows that the students still difficult to write a good descriptive text by following the components of writing. The whole of students' score in pre-test can be seen in appendix VI.

2. Result of Post-test

After the researcher applied the treatment, the post-test were administered. The students' post-test result shows that the mean score of post-test was **67.31** and the mode is **75** which were got by four students (9.1%) median is **66.67**, standard deviation is **7.99** and standard error mean is **1.21**. The students' ability in writing descriptive text after the treatment was applied can be seen on the table 4.3.

Table 4.2 Students' Ability Level on Post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid AVERAGE	8	18.6	18.6	18.6
EXCELLENT	2	4.7	4.7	23.3
GOOD	33	76.7	76.7	100.0
Total	43	100.0	100.0	

Writing ability of the first year students of SMPN 40 Pekanbaru improved after the treatment was applied. It can be seen from the result of post-test. Table 4.2 shows that the students writing ability level is good to excellent with the scores are 60.83 – 85.83. There is no student that is on poor level. Thus, the increase of students score on pre-test and post-test indicate that the treatment given has significant effect on the students writing ability in writing descriptive texts. The whole score on post-test from three raters can be seen on appendix X.

2. The Comparison of Students' Writing Ability for each Components of Writing on Pre-test and Post-test

After conducting the pre-test and post-test, students' scores were analyzed per component to see which component that was affected significantly and which component that has the highest increased score by using mind mapping on the students' writing ability in writing descriptive texts.

Table 4.3 The Improvement of Students' Writing Ability for each Components of Writing on Pre-test and Post-test

Test	Component of Writing				
	C	O	G	V	M
Pre-test	62.50	56.16	52.25	54.16	48.91
Post-test	73.00	65.00	64.25	67.75	62.16
Improvement	10.50	8.84	12	13.59	13.25

Table 4.4 shows that there is an improvement in the students' writing ability in writing descriptive texts that can be seen from their score. It proved that using mind mapping in writing descriptive texts has a significant effect for the students' writing ability.

3. Result of T-test

After conducting the post-test, the data were analyzed by using t-test formula to find out whether the hypothesis is accepted or not. The researcher found out the complete result in SPSS including the mean, the variance, standard deviation, standard error mean, and degree of freedom of the test that can be seen on the table 4.4.

**Table 4.4 Result of T-test
Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair post test - 1 pre test	11.58860	13.47119	2.05434	7.44279	15.73442	5.641	42	.000

From table 4.4, the researcher found that the standard deviation was **13.47119**. After obtaining the standard deviation, the standard error can be calculated. The standard error mean was **2.05434**.

Based on the data analysis, it shows that the mean different was significant. The value of t-test was **5.641**. Meanwhile, the values of t table on the df (degree of freedom) **42** was **2.018** with the level of significance (α) = 5%. Then, according to the result, the t-test was larger than the t table on significant level 5%. The level of significance was **5.641 > 2.018**. It means that the alternative hypothesis regarding the effect of mind mapping was accepted and its null hypothesis was rejected. In other words, there is a significant effect of using mind mapping on the ability of the second year students of SMPN 40 Pekanbaru in writing descriptive texts.

The results of this study shows that the mean score of post-test was higher than pre-test. ($67.31 > 55.72$). This result indicated that the student's scores after receiving the treatment have significantly improved compared to their scores before the treatment. Then, the difference between before and after treatment reached a significant level after being examined by t-test. The data analysis showed that t-test was higher than t-table ($5.641 > 2.018$).

CONCLUSION AND RECOMENDATION

Conclusion

Based on the data analysis that has been explained, it can be concluded that mind mapping is effective to improve the students' writing ability especially in writing descriptive texts. It can be seen from the students' mean score on post-test (67.32) that was higher than on pre-test (55.73). This happens because mind mapping can help the students to generate their ideas, expand their creativity and understanding of key vocabulary and concepts in simple definitions and integrate their background knowledge into definition.

Recomendation

Based on the previous explanations, the researcher would like to give some recommendations as for the following people:

1. The students

The students may use mind mapping to organize and connect the information when they are writing a text. They need to keep writing in order to accustom themselves. In addition, they need to pay attention to the teacher's explanation and give attention while they have a discussion. Therefore, they can understand the language feature and social function of a text. They also need to read more to increase their vocabulary.

2. The teachers

The teacher may use mind mapping as an alternative technique to improve the students' ability in writing texts especially descriptive texts. Then, the teacher should control and manage the students when they are working in groups to get an effective learning. The teacher's role is essential to train and guide the students in teaching learning process.

The teacher also can give any homework for the students in different forms and kinds. In this way, the students can develop and improve their writing. Then, all of the students' work should be checked, corrected, and score, hence, the students' motivation can be built up.

3. Other researchers

Considering the methodology of the research, the researcher suggests to use control group and experiment group as the samples. They also may use other experimental research design and conduct a study on the use of mind mapping in writing other kinds of writing. In addition, they should organize the time as good as possible in conducting the research effectively in order to get satisfied result.

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