

THE EFFECT OF MIND MAPPING TECHNIQUE ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMPN 8 PEKANBARU IN WRITING DESCRIPTIVE TEXTS

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Abstract: *This research is aimed to find out whether or not there is significant effect of Mind Mapping Technique on the Ability of the First Year Students of SMPN 8 Pekanbaru in Writing Descriptive Texts. The research design is a pre-experimental research with one group pre-test and post-test design. The sample was VII-3 chosen by using cluster random sampling technique. In order to collect the data, the pre-test and post-test were administered and then the data were statistically analyzed by using the t-test formula. The result showed that the mean score of post-test was higher than mean score of pre-test ($67.14 > 59.24$). The value of t-test was 12.523 while the value of t-table in significance level 5% $df = 35$ was 2.030. Since the value of the t-test was higher than t-table, it can be concluded that Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_o) was rejected. It means that there was significant effect of Mind Mapping Technique on the Ability of the First Year Students of SMPN 8 Pekanbaru in Writing Descriptive Texts.*

Key Words: *Effect, Mind Mapping, Writing Ability, Descriptive Text*

PENGARUH TEKNIK MIND MAPPING DALAM MENULIS TEKS DESKRIPTIF PADA SISWA KELAS 7 SMPN 8 PEKANBARU

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Abstract: Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh yang signifikan dari Teknik Mind Mapping terhadap Kemampuan Siswa Kelas 7 SMPN 8 Pekanbaru dalam Menulis Teks Deskriptif. Desain penelitian adalah penelitian pre-eksperimental dengan satu kelompok pre-test dan post-test. Sampel penelitian adalah kelas VII-3 yang dipilih dengan menggunakan teknik pemilihan sampel secara acak atau cluster random sampling. Untuk mengumpulkan data, pre-test dan post-test diberikan dan kemudian data dianalisis secara statistik dengan menggunakan rumus t-test. Hasilnya menunjukkan bahwa nilai rata-rata post-test lebih tinggi dari nilai rata-rata pre-test ($67.14 > 59.24$). Nilai t-test 12.523 sedangkan nilai t-table pada tingkat signifikan 5% dengan derajat kebebasan 35 adalah 2.030. Karena nilai t-test lebih tinggi dari t-table, dapat disimpulkan bahwa Hipotesis Alternatif (H_a) diterima dan Null Hypothesis (H_0) ditolak. Hal itu berarti bahwa ada pengaruh yang signifikan dari Teknik Mind Mapping terhadap Kemampuan Siswa Kelas 7 SMPN 8 Pekanbaru dalam Menulis Teks Deskriptif.

Kata Kunci: Efek, Mind Mapping, Kemampuan Menulis, Teks Descriptif

INTRODUCTION

Writing is one of the important skills of a language. Writing is the way the students express their thoughts and feelings to the readers in written form. According to Barnet and Stubbs (2000), writing is the way of communication of making contact between the writer and the reader. That is why the writer needs to write clearly so that the reader can catch his/her ideas. Writing is considered the most difficult and complicated skills to be learned because to make the readers understand the students' idea, they have to know more vocabularies and be able to use them in correct sentences.

Based on the curriculum 2013 syllabus, the first year students of Junior High School are required to study only one kind of text in the second semester that 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 that the writers should describe clearly and have many ideas to write descriptive texts. But based on informal interviews with some English teachers at SMP 8 Pekanbaru, there are several problems faced by students in writing descriptive texts.

The first problem that students are 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. Second problem is lack of vocabulary in writing text. English is a foreign language for students; which they used to write by using Indonesia language. They were difficult in translating Indonesian to English. They were lazy to look up the dictionary and even they tend to use the same word all the time and seldom use a new word when they explain mean a certain in their writing. Third problem is grammar. The students did not understand how to arrange their ideas into correct grammar when they write a text. Therefore, when they wrote a text, their writing was full of grammatical mistakes.

In addition, based on the result of interview with many students in SMPN 8 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 changing it into a new one.

To solve the problems, the students need a strategy to help them easy to express and organize their ideas in writing descriptive text. One of the strategies that can make the students find it easy to express and organize their ideas is mind mapping. Mind mapping is a method to make the students find it easy to absorb information into their brain and take it out from their brain. This method will be applied in the pre-activity of writing.

According to Buzan (2003), mind mapping is the most excellent tool which helping mind to think regularly. This teaching method can make students easily to remember thinks which they to write. It can be supported with several things such as, colour pencil, picture, etc. Then it can connect with line to make it more colorful and more interesting. Buzan (2005) also states that mind mapping is a way to note effectively and creatively and it will map the ideas literally. This technique can improve students' creativity and make them happy in learning, because it consists of colors, pictures, and some key words that can also make them find it easy to learn English especially in writing skill.

METHODOLOGY

This research was a pre – experimental research. This research was conducted by using, one group pre-test – post-test. It involved a single group that was pre-test, exposed treatment and post-test and one class was involved in this research. The researcher compared the scores in pre-test and post-test to see whether the treatment is effective or not on the students’ writing ability in writing descriptive texts.

Table 1. One Group Pre-test and Post-test

Group	Pre-test	Treatment	Post-test
Experiment	O1	X	O2

Sugiyono (2011)

According to Gay (1987) the population is the group of interest to the researcher, the group which he or she would like to result of the study to be generalized. The population in this research was 396 students of the first year students of SMPN 8 Pekanbaru. They were VII.1 – VII.11. Since the number of the students was large, the sample was selected to be representative of the population. The researcher selected one class as the sample by using cluster random sampling. The sample in this research was VII.3 that consisted of 36 students.

In doing the research, the researcher administered two writing tests; pre-test and post-test. The students were assigned to write descriptive texts. The writing tasks were about people, animals and things around the students. The raters assess students’ writing by following scoring rubric adapted from Brown (2007). The components of writing that were assessed are content, organization, grammar, vocabulary, mechanics.

Before applying the treatment, the researcher administered a pre-test to find out the students’ writing ability in writing descriptive text. The students had to chose a topic from three topics given and had 60 minutes to write a descriptive text about it. Then, the students’ writing was assessed by the three raters while the researcher was applying the treatment.

The researcher applied the mind mapping technique to teach the students about descriptive text. The procedures and lesson plan of the method were applied in the treatment. The treatment was conducted six times. The steps were; first, the teacher offered the suitable topic for the students. The topics were about people, animals, and things around them. Then, the teacher invited the students to give some words about the topic that they have known. The teacher asked the students to create mind mapping. The students created a mind mapping in pair. Next, the teacher asked the students to generate the ideas and write a simple descriptive text about the topic based on their mind mapping individually. Then, the students shared their writing one by one in front of class. When a student presented their writing, the teacher and other students gave some feedbacks that could be a comment or correction. After that, the teacher asked the students to revise their writing. Last, the teacher asked the students to submit their writing. In this stage, the teacher checked the students’ writing and gave some feedbacks.

After applying the treatments, the researcher administered a post-test. The students had to chose one topic from three topics given and had 60 minutes to write a descriptive text about it. But, before they describe the topic, the students had to create

their mind mapping and write a descriptive text according to the mind mapping. The students' writing was assessed by the three raters.

To know the classification of students' writing ability, the students' score on the pre-test and post-test were classified in order to make the scores clearer based on the following classification:

Table 2. Classification of the Students' Writing Score

No.	Test Score	Classification
1.	80 – 100	Excellent
2.	60 – 79	Good
3.	50 – 59	Average
4.	0 – 49	Poor

(Adapted from Haris 1974)

After administering the post-test, the researcher compared the result of pre-test and post-test. The last step is to test whether the alternative is accepted or rejected. To know the answer, the data were analyzed statistically by using t-test formula. The researcher found out the complete result in SPSS including the mean, standard error mean, standard deviation, and degree of freedom. The criteria of testing the hypotheses according to Syofian (2013), if the t-test is higher than t-table ($t\text{-test} > t\text{-table}$) then the null hypothesis (H_0) is rejected and if the t-test smaller than the t-table ($t\text{-test} < t\text{-table}$) the alternative hypothesis (H_a) is accepted and if mean score of pre-test is smaller than post-test, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

RESULT AND DISCUSSION

Result

This research was conducted to the first year students of SMPN 8 Pekanbaru class VII.3 consisting 36 students. 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, three raters were invited to assess students' writing both in pre and post-test.

Result of Pre-test

After conducting the pre-test, the attained mean score is **59.24** for the pre-test, median **57.50** and the mode is **57.50** which were got by 3 students. In addition, the standard deviation is **10.80** while the standard error mean is **1.80**. The students' ability in writing descriptive text can be seen on table 3 below.

Table 3. Students' Ability level on Pre-test

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Excellent	1	2.8	41.7	50.0
	Good	11	30.6	30.6	80.6
	Average	17	47.2	47.2	47.2
	Poor	7	19.4	19.4	100.0
	Total	36	100.0	100.0	

Writing ability of the first year students of SMPN 8 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 51.67 – 79.17. It shows that the students were 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 IV.

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 is **67.14** and the mode is **71.25** which were got by 3 students. Median is **68.75**, standard deviation is **8.05** and standard error mean is **1.34**. The students' ability in writing descriptive text after the treatment was applied can be seen on the table 4.

Table 4. Students' Ability level on Post-test

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Excellent	3	8.3	8.3	27.8
	Good	26	72.2	72.2	100
	Average	7	19.4	19.4	19.4
	Total	36	100.0	100.0	

Writing ability of the first year students of SMPN 8 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 61.25 – 82.50. 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 IV

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 5. The Differences 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	68.08	55.28	56.50	56.66	53.25
Post-test	74.33	63.83	65.33	66.91	60.25
Gain Score	6.25	8.55	8.83	10.25	7.00

Table 5 shows the differences of students' writing ability in each aspect. The aspects of writing that could be improved well was Content, the average score in post-test was 74.33; Vocabulary, the average score in post-test was 66.91; Grammar, the average score in post-test 65.33; Organization, the average score in post-test was 63.83; Mechanics, the average score in post-test was 60.25. It means that the students' writing in each aspects of writing had been successfully improved.

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 6. 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 1 post test - pre test	7.90472	3.78716	.63119	6.62333	9.18611	12.523	35	.000

From table 6, it shows that the standard deviation is **3.78716** after obtaining the standard deviation; the standard error can be calculated. The standard error mean is **.63119**.

Based on the data analysis, the mean different was significant. The value of t-test is **12.523**. Meanwhile, the values of t table on the df (degree of freedom) **35** is **2.030** 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 **12.523 > 2.030**. 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 significant effect of mind mapping technique on the ability of the first year students of SMPN 8Pekanbaru in writing descriptive texts.

Discussion

Based on the description of the data, it can be stated that Mind Mapping is applicable for teaching descriptive texts. It can be proven that the results by comparing the students' pre-test score and the students' post-test score. The result shows that the students' post-test score is better than their pre-test score which indicated the improvement of students' writing ability in descriptive text.

Based on the research procedure in collecting the data, the teaching learning process was divided into three steps. The first step was giving pre-test to the students in order to know their writing ability before Mind Mapping technique was applied. The second step was giving the treatment, as many as six meetings. The treatment applied Mind Mapping technique for teaching writing descriptive text. The last step was giving post-test in order to know their students' writing ability after the treatment using Mind Mapping technique.

The result shows The mean score in pre-test was **59.24** and the mean score in post test was **67.14**. 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 result of t-test showed that t-test was higher than t-table (**12.523 > 2.030**). Therefore it can be concluded that the alternative hypothesis regarding the effect of mind mapping was accepted and its null hypothesis was rejected.

In other words, there is significant effect of mind mapping technique on the ability of the first year students of SMPN 8 Pekanbaru in writing descriptive texts.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the data analysis, it can be concluded that mind mapping technique 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 (67.14) that was higher than on pre-test (59.24). It can be stated that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In conclusion, this research has answered the research question that, there is a significant effect of mind mapping technique on the ability of the first year students of SMPN 8 Pekanbaru in writing descriptive texts.

Recommendation

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

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. They also need to read more to increase their vocabulary.

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.

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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