

THE EFFECT OF MIND MAPPING TECHNIQUE ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMA NEGERI 12 PEKANBARU IN WRITING DESCRIPTIVE TEXTS

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Abstract: *This pre-experimental design aimed to find out the effect of mind mapping technique in writing descriptive texts. This pre-experimental research was used one-group pretest-posttest design. The sample of this research was the first year students of SMA Negeri 12 Pekanbaru. The participants were 39 students. The reasons for conducting this research because of several problems: the students faced some problem in terms of vocabulary and grammar. Furthermore, the students have difficulties to develop their ideas in writing descriptive text. The steps of research procedure are conducting pre-test, treatment, post-test and data analysis. The data were assessed by the three raters and analyzed by using t-test formula. The data analysis showed that the implementation of mind mapping technique as the teaching technique was effective to improve students' ability in writing descriptive texts. The finding also proved that in the pre-test students' average score was only 58.72 and it improved to 76.07 in the post-test. In addition, applying mind mapping as a teaching technique in English language teaching and learning could also improve students' ability to write English in terms of grammar, vocabulary, mechanic, organization, and fluency.*

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

EFEK DARI MENGGUNAKAN TEKNIK MIND MAPPING PADA KEMAMPUAN SISWA KELAS SATU SMA NEGERI 12 PEKANBARU DALAM MENULIS TEKS DESKRIPTIF

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Abstrak: Penelitian pre-eksperimental ini bertujuan untuk mengetahui dari penggunaan teknik mind mapping dalam menulis teks deskriptif. Penelitian pre-eksperimental ini menggunakan satu kelompok pretest and posttest. Sample penelitian ini adalah siswa kelas satu SMA Negeri 12 Pekanbaru. Partisipan berjumlah 39 orang siswa. Alasan untuk melakukan penelitian ini karena beberapa masalah: Siswa mengalami masalah dalam kosa kata dan tata bahasa. Kemudian, siswa sulit untuk mengembangkan ide mereka dalam menulis teks deskriptif. Langkah-langkah prosedur penelitian adalah mengadakan pre-test, treatment, post-test dan analisis data. Data dinilai oleh tiga penilai dan dianalisis dengan menggunakan rumus t-test. Data analisis menunjukkan bahwa pelaksanaan mind mapping sebagai teknik pengajaran yang efektif dalam meningkatkan kemampuan siswa dalam menulis teks deskriptif. Penelitian ini juga dibuktikan dalam skor rata-rata siswa pre-test yang pada awalnya 58.72 dan menjadi 76.07 pada post-test. Selain itu menerapkan mind mapping sebagai teknik pengajaran bahasa Inggris dan belajar juga bisa meningkatkan kemampuan siswa berbahasa Inggris dalam hal tata bahasa, kosakata, mekanik, organisasi, dan kelancaran.

Kata Kunci: *Teknik Mind Mapping, Kemampuan, Menulis, Teks Deskriptif*

INTRODUCTION

According to Tarigan (2005), writing is putting the symbols to represent the language. It is a process to explore ideas into a paragraph in order that the readers understand language easily. As one of the four skills of language, writing has always formed a part of syllabus in the teaching of English. Among the language skills, writing seems to be the most difficult one in the sense that it needs a long process starting from brainstorming up to final product. In addition, Tangpermpoon (2008) states that writing is the most difficult skill for students because when they write, in background knowledge is dealing with language in written form.

According to some students, particularly the first year students of SMA Negeri 12 Pekanbaru that has been interviewed (by the researcher), they have difficulties to develop their ideas in writing descriptive text. They cannot organize their paragraph well and also stuck in the topic. They are often confused to start writing descriptive text because they do not have enough knowledge and interest about the topic. In addition, the students do not really have space to practice to write.

From the problems above, the researcher would like to conduct a research by applying an appropriate technique. Actually, there are some various teaching techniques which can solve students' difficulties in learning English. The technique used to improve students' certain ability, especially in writing, should be selected wisely. One of the potentially effective techniques in teaching writing is mind mapping technique. Whycoff (1986) stated that use mind mapping technique in teaching and learning activities can help for a developing more creative and innovative approach to thinking.

According to Deporter (2007) mind mapping is a fun, interesting and creative technique. This technique makes students easier to remember than the conventional types of writing. Mind mapping technique has a detail that is easy to remember, particularly for students in writing activity since this technique provides students to use symbol, pictures, visual, colours and so on. The mind mapping technique can be used to explore almost any topics in writing such as narrative, descriptive, recount, persuasive, argumentative, essay, etc. Besides, mind mapping is one of techniques which can make the students more enjoyable and interesting in studying writing skill.

A mind mapping is a technique that usually used in prewriting activity. Leggett et al (1988) says about some techniques used in pre-writing activity, one of them is mind mapping technique. In addition, Ang and Lee (2007) stated that mind mapping uses lines, colors, arrows, branches or some way of showing connections between ideas generated on mind map. In this case, mind mapping is created around a single text, word or idea that is placed in the center of the page. Then, ideas, concepts and words associated to it will be added. This shows that everything is connected with one another under a single idea.

According to Deporter and Hernacki (2008), the advantages in using mind mapping are as follows:

1. Flexible

It means that brain will be able to move fluently to all of directions. The students can focus on learning. They also can understand the material and mind mapping attract to learn. Explaining something can be easys without confusing in adding the material based on the mind mapping. The label and category of something can be put based on our own opinion anywhere in mind mapping.

2. Concentrate on the topic

Getting the subtopics what we talk about with the focus the main ideas easily. Keep focus on the keyword can help us to make it simple and it does not waste the time.

3. Increasing Comprehension

Using mind mapping can make easy in understanding the material. Mind mapping is a simple think pattern so it is not make us confuse to understand what we have learned and easy to remember the material.

4. Enjoyable

Imagination and creativity are unlimited in using mind mapping, so it can be funny to learn.

METHODOLOGY

This is experimental research. According to Hatch and Farhady in Sugiyono (2011), there are some types of experimental research, they are; pre-experimental design, true experimental design, and quasy experimental design. Pre-experimental research is divided into three catagories, one-shot case study, one-group pretest-posttest design, and intact group comparison. This research was one-group pretest-posttest design. The researcher had no controlled group receiving the treatment, instead there was only one experimental group. This one group pretest-posttest design involved a single group that is pre-test(O_1), exposed to a treatment (X), and post-test (O_2). The participants of this research were the first year students of SMA Negeri 12 Pekanbaru. The participants were selected by using cluster sampling because it is more effective with larger number of clusters. According to Fraenkel (2007), cluster sampling is the direct selection of groups rather than individuals. Each group has similar characteristics that appear close together with have the same syllabus, teacher and lesson material. The experimental class was X MIA 4 and the total 39 students. The instruments in collecting data in this research was written test consists of pre-test and post-test. Afterwards, the students' papers were checked and scored by three raters. In the data collection technique, the steps of research procedure are conducting pre-test, treatment, post-test and data analysis.

The pre-test was taken by asking the students to write a descriptive text based on the given topics: *My friend and My Favorite Place*. Treatment was given by explaining the material (e.g. descriptive texts) and also the instruments needed. The researcher taught writing using mind mapping technique. The post-test was conducted in the same way as the pre-test activity that was given in the last meeting. The post-test was taken by asking the students to write a descriptive text based on the given topics: *The City in Indonesia and My favorite Public Figure*.

The researcher presents the ability of the students' rate of each components of writing ability in this research. It will show the ability of the students in grammar, vocabulary, mechanics, form or organization, and fluency. Then, the students' writing ability was analyzed using the following formula:

$$TS = G + V + M + O + F$$

Where : TS = Students' score
 G = Students' ability in grammar
 V = Students' ability in vocabulary
 M = Students' ability in mechanics

O= Students' ability in form or organization

F = Students' ability in fluency

➤ **The T.test:**

- $SD_D = \frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2$
- $SEM_D = \frac{\sum SD_D}{N-1}$
- $t_0 = \frac{M_D}{SEM_D}$

(Sudijono : 2010)

The Scoring System of Writing

No	The component of writing	The score range
1	Grammar	6: 5 : 4 : 3 : 2 : 1
2	Vocabulary	6: 5 : 4 : 3 : 2 : 1
3	Mechanics	6: 5 : 4 : 3 : 2 : 1
4	Organization	6: 5 : 4 : 3 : 2 : 1
5	Fluency	6: 5 : 4 : 3 : 2 : 1

(Hughes, 1989)

THE RESEARCH FINDINGS

The researcher conducted the pre-test and post-test by giving the students a test. After the test, the result answer the hyphothesis of this research.

Hyphothesis Analysis

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

In performing pre-experimental research, hypothesis was required to see whether there is a significant difference after the technique was completely performed. The mean of pre-test score achieved by the first year students was 58.72. Furthermore, when the treatment had been given to the students, the enhancement of students' ability in writing descriptive text occurred. The improvement could be seen in their mean score as shown in post-test results 76.07. The margin of pre-test and post-test achieved was 17.35. Besides the improvement score of pre-test to post-test, the researcher used t-test formula to know the acceptance of hyphothesis.

Based on the data, the results of the t-test was 26.28, whereas the value of t table on the df (degree of freedom) 38 was 2.02 (the level of significance 5%) and 2.71 (the level of significance 1%). Thus, according to the result, because the “t” test was higher than the t table on both significant level 5% and 1% (2.02 < 26.28 > 2.71), therefore, the alternative hypothesis regarding the effect of mind mapping technique was accepted. It can be concluded that the hypothesis of this research was “There is a significant effect

of mind mapping technique on the ability of the first year students of SMA Negeri 12 Pekanbaru in writing descriptive texts.”

CONCLUSION AND RECOMMENDATION

Conclusion

The purpose of the research was to find out the effect of mind mapping technique on the ability of the students in writing descriptive texts. From the research finding, it can be concluded that : First, the ability of the first year students of SMA Negeri 12 Pekanbaru in writing descriptive texts was not good, as reflected in the result of the pretest 58.72. Then the treatment was given for 6 meetings and the results of their ability in the post-test increased by 17.35 and became 76.07. Second, it was found that the value of t-test was 26.28 and t table was 2.02 (5%) and 2.71 (1%). Therefore, because calculated t was higher than the t table, the Alternative hypothesis was accepted and Null hypothesis was rejected. Third, because alternative hypothesis was accepted, it can be concluded that overall the implementation of the mind mapping technique has beneficial effect in the ability of the first year students of SMA Negeri 12 Pekanbaru in writing descriptive texts.

Recommendations

After finding the result of this research, the researcher offers some recommendations: First, mind mapping technique was recommended to be considered as one of the alternative techniques that can be used by English teachers in writing class since this technique could improve the students' writing ability and can generated the students' motivation. Second, before implementing the mind mapping technique, the teacher should explain about the steps of this technique clearly so the students would not be confuse about what to do with this technique. Third, the English teachers should be able to create interesting situation for the students during the teaching learning process. The teacher also needs to give a variety of teaching technique which is appropriate to the material so that the students will be active and interested in following the English lesson. In this case the researcher suggest the use of mind mapping technique in teaching writing descriptive text. The last, the English teachers should be able to find out the interesting topic. The English teacher must also be able to give brief explanation about the topic if the students do not know about it all. It would better to the English teacher to know the topic of the text that the students might familiar with or the topic that the students know.

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