



**THE INFLUENCE OF MIND MAPPING TECHNIQUE TO THE
STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT TO THE
TENTH GRADE OF MA HM TRIBAKTI KEDIRI ACADEMIC YEAR
2014/2015**

THESIS



LAILA ISROATIN

11.1.01.08.0106

**ENGLISH EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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By:

LAILA ISROATIN

NPM: 11. 1. 01. 08. 0106

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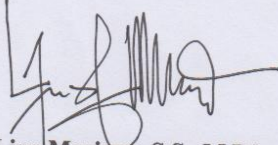
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Approved by the Advisors to be proposed to
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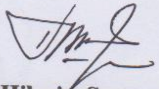
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The Advisors,

Advisor I


Lina Mariana, S.S., M.Pd
NIDN: 0710097401

Advisor II


Drs. Hilarius Semana, M.Pd
NIDN: 0714015910

APPROVAL SHEET

THESIS

By:
LAILA ISROATIN
NPM: 11.1.01.08.0106

ENTITLED:

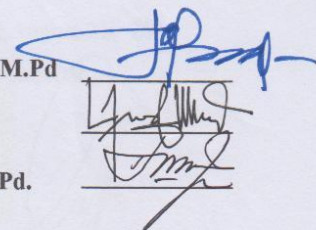
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Approved and Accepted by all its qualification
by the Examination Committee of
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Kediri, August 22nd 2015

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Chairman : **Drs. SETYA ADI SANCAYA, M.Pd**
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The Dean of the Faculty of Teacher
Training and Education Faculty of
University of Nusantara PGRI Kediri



Dr. H. Sri Panca Setyawati, M.Pd
NIDN. 0716046202



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Laila Isroatin

11.1.01.08.0106

FKIP – Bahasa Inggris

Isroatinlaila@gmail.com

Lina Mariana dan Hilarius Semana

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRAK

The objective of the research entitled “The Influence of Mind Mapping Technique To The Students’ Writing Ability in Descriptive Text To The Tenth Grade of MA HM Tribakti Kediri” was to find out whether or not teaching descriptive text through mind map technique was effective to increase students’ writing ability. The study used quantitative experimental research and The data was taken by using test. There were two kinds of test, they were pre-test and post-test. The population of the study was 94 occupied only male students of tenth grade students of MA HM Tribakti Kediri and the sample was entire population which was 19 students. The collected data were analyzed using t-test analysis. From the result of the computation by using t-test, it is obtained that t score is 37,43, whole the score on the table significance with db 14 asserts that 1% is 3,012 and 5% is 2,160. The result of data analysis (t_{score}) is higher than t_{table} of the significance 5% and 1%. It can be concluded that the score of t-test is significant. The alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. Finally, the results of interviews suggest that the students loved this technique because it successfully motivated them to write Descriptive texts in an enjoyable way, to improve their writing Descriptive texts, to increase vocabulary and creativity, to arrange sentences and organize ideas. It is then recommended that mind mapping technique be used in teaching writing in different text types and levels of schooling. It also meant that teaching descriptive text through mind map technique at the tenth grade students of MA HM Tribakti Kediri improve students’ writing ability in Descriptive Text.

Keywords: Mind mapping technique, writing, descriptive texts.

I. Introduction

Writing is one of the most significant cultural accomplishments of human beings. With writing, we can supplement our own memory. We can record much longer texts than we could ever hope to memorize. The written text is also less fallible than human memory Rogers (2005: 1). Westwood (2008, p. 56) said that “Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psychomotor processes”. In Indonesian curriculum, students in Senior High School are demanded to write various text types, one of which is Descriptive texts (Depdiknas, 2006). Over the conduct of the teaching practicum in a Senior High School in Kediri, the researcher found out that some students had difficulties to write a Descriptive text.

To solve the students’ problem in writing Descriptive texts, in the literature, one technique that can be used to help students’ write is mind mapping (Buzan, 1993). According to Murley (2007: 175), Mind map is one of several similar techniques developed by learning researchers in the 1960s. mind maps are a nonlinear visual outline of complex information that can aid creativity, organization, productivity, and memory.

Based on the explanation above, the research aims to investigate the influence of mind mapping technique to help students’

writing ability particularly in writing Descriptive texts. The study also aims to find out the students’ responses toward the use of mind mapping technique in writing class. The objective of this research is to know the influence of using mind mapping to the students’ ability in writing descriptive text, whether there is or not significant difference between the student’s ability before and after being taught using mind mapping.

II. Methodology

This research used quantitative experiment research. The quantitative research was used to find out whether or not the use of mind mapping can help students improve their writing ability. In this research, the researcher applied one group pretest-posttest design of pre-experimental research. The effects of the treatment were obtained from the difference between the pretest and posttest score. The participants in this study were one class consisting of 19 male students in the tenth grade of a Senior High School of MA HM Tribakti Kediri. In this research, the researcher states the hypothesis as follows:

H_a: There is a significant influence mind mapping technique on students’ ability in writing Descriptive text.

To obtain valid score of students’ writing ability, the criteria to assess their

work were needed. Thus, this study used a scoring rubric that, adapted from J.D Brown 1991. In this rubric, the scoring system was divided into four aspects: Tidiness/Punctuation, Structure, Coherence and Content. The point of each criterion was in range one up 5, the maximum total score was 100.

The scores of pilot test, normal distribution test, and dependent *t*-test were then analyzed by using T- test.

III. Finding and Discussion

The data indicate that the use of mind mapping technique was effective to improve students' scores in writing Descriptive texts. This is proven by the mean of posttest which is higher than the mean of pretest (mean of pretest was 41,07 while the posttest was 52,14). This finding is also supported by the quantitative result of data analysis from the written test that show most students responded positively to this technique. Nevertheless, there were small numbers of students who responded negatively to the use of mind mapping technique in writing Descriptive texts.

Mind mapping technique contributes to help students' writing ability in writing Descriptive texts in terms of enriching vocabularies, improving creativity, arranging sentences and organizing ideas.

In this research, it was found that to be able to write Descriptive texts, the learners could learn better if they had a specific topic. In fact, when the researcher gave the topic of Descriptive text about "Artist" and asked the students to make mind mapping first, they felt confused. They did not know what kind of an Artist that should be described. It took them a long time to think about a topic. To solve this problem, the teacher should make it more specific, as shown in this research when the researcher made the topic more specific, from "Artist" to "Sule".

However, teachers who would like to apply this technique should be aware of the caveat of mind mapping's time constraint. Therefore, this problem may be prevented by the teachers in giving clear instruction and give time limitation to the students in making a mind map.

IV. Conclusions

Based on the research findings and discussion, it can be drawn that mind mapping technique was effective to help students in writing Descriptive texts in enjoyable way. Mind mapping could help students to improve their writing skill in writing Descriptive text in terms of enriching vocabularies, increasing creativity, arranging sentences and organizing ideas. As a result, the mind mapping technique would seem to be

particularly suited to help students in planning their writing as the approach encourages students to reach for and adapt a deeper level of understanding of the writing topics.

However one disadvantage of mind mapping was found in the study, that is that the students took a long time to finish their writing because they focused more on listing down their ideas from their maps rather than focusing on the structure of their writing. Nevertheless, this weakness can be solved by the teachers giving clear instructions and time limitation to the students in making mind map.

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