THE EFFECTIVENESS OF MIND MAPPING SOFTWARE TO THE STUDENTS' PRONUNCIATION ACHIEVEMENT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 MOJO KEDIRI IN ACADEMIC YEAR 2014/2015

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

By:
LULUK EKA WIDYASTUTI
NPM 11.1.01.08.0112

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015

APPROVAL PAGE

THESIS

By:
LULUK EKA WIDYASTUTI
NPM 11.1.01.08.0112

ENTITLED:

THE EFFECTIVENESS OF MIND MAPPING SOFTWARE TO THE STUDENTS' PRONUNCIATION ACHIEVEMENT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 MOJO KEDIRI IN ACADEMIC YEAR 2014/2015

Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 21st, 2015

The Advisors,

Advisor I

LINA MARIANA, S.S., M.Pd.
NIDN. 0710097401

Advisor II

Drs. HILARIUS SEMANA, M.Pd.
NIDN. 0714015910

ii

APPROVAL SHEET

THESIS

By:
LULUK EKA WIDYASTUTI
NPM 11.1.01.08.0112

ENTITLED:

THE EFFECTIVENESS OF MIND MAPPING SOFTWARE TO THE STUDENTS' PRONUNCIATION ACHIEVEMENT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 MOJO KEDIRI IN ACADEMIC YEAR 2014/2015

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 22nd, 2015

Board of Examiners,

Chairman : Drs. SETYA ADI SANCAYA, M.Pd

First Examiner : LINA MARIANA, S.S., M.Pd.

Second Examiner : Drs. HILARIUS SEMANA, M.Pd.

The Dean of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri

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

iii

THE EFFECTIVENESS OF MIND MAPPING SOFTWARE TO THE STUDENTS' PRONUNCIATION ACHIEVEMENT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 MOJO KEDIRI IN ACADEMIC YEAR 2014-2015

Luluk Eka Widyastuti
11.1.01.08.0112
Faculty of Teacher Training and Education
English Education Department
E-mail : lulukwidyas@gmail.com
Lina Mariana[1] and Hilarius Semana[2]
UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

The objective of this research entitled "The Effectiveness of Mind Mapping Software to the Students' Pronunciation Achievement at the Tenth Grade Students of SMA Negeri 1 Mojo Kediri in Academic Year 2014-2015" was to find out whether or not teaching pronunciation using Mind Mapping Software was effective to the students' pronunciation achievement. The design of this research was one group pretest-posttest design and quantitative research method. The instrument used in this research was tests (pre-test and post-test). the population of this research was 280 of the tenth grade students of SMAN 1 Mojo and the sample was 36 students in X-1 class. The data of the research were collected by giving the tests to the students sample. The collected data were analyzed by using t-test formula. The result of the data analysis showed that: the mean score of pre-test was 43,56, the mean score of post-test was 78,22, and the t-test was 14,63 at the degree of freedom of 35 and level of significance 5% (0,05) was 2,042. Based on the data analysis above, the alternative hypothesis was accepted because the t-test was higher than t-table (14,63>2,042). It also meant that teaching pronunciation using Mind Mapping Software was effective to the students' pronunciation achievement.

Keywords : Mind Mapping Software, Pronunciation, Media.

I. BACKGROUND

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sounds. According to Pollard, she states : "Pronunciation is an essential aspect of learning to speak a foreign language". (2008: 65). When someone communicates with other people he/she should not only have a good vocabulary but also have a good pronunciation . Therefore, it is important to teach pronunciation.

According to Aydawati (2011: 651) "Teaching English pronunciation to Indonesian students is neglected for some reasons. First, pronunciation does not get any portion in curriculum. The curriculum for English Lessons for SMA, for example, only emphasizes on the four skills to be covered like listening, speaking, reading and writing. Although implicity, pronunciation

is covered in speaking skills, there is no explanation in standard of English competence for high school students. Therefore, English teachers do not pay attention on pronuncation".

Kenworthy states : "Learners will have a strong tendency to hear the sounds of English in terms of the sounds of their native language." (1988: 1). It can be seen in the real situation especially in SMA Negeri 1 Mojo Kediri, when the students learn pronunciation they have got main problem, that is hearing pronunciation features and sounds which the teacher wants them to reproduce. Over there, the teachers does not use tape recorder of native speaker's voice, but the teacher's own voice when they teach pronunciation. But the sounds uttered by the teacher are not all correct.

Brown (2001: 22) cited in Noviana's skripsi (2012: 4) says that Audio Lingual Method is also of methods to teach English. It means that ALM can be used as the method to teach pronunciation to the students because by using this method the students are able to increase their pronunciation achievement. Congos (2013: 1) states that mind mapping is a tool that can make even the most boring task fun and interesting, thereby improving concentration and recall. It encourages thoughts to flow more smoothly. The ability to remember is increased and creativity is enhanced. According to Makar (2012: 3) states that the

features on Mind Mapping Software are attach notes, attachments/hyperlinks, visual customization, multi-mapping, relationship lines, filter, presentation mode, and focus view/branch focus. Based on the statement above, the researcher found the special feature that can solve the problem of pronunciation that is using hyperlink. Because by using hyperlink, the audio recorder from native speaker can be played on it.

In applying pronunciation, the researcher focuses to solve the problem that is about hearing of words by native speaker. Thus, it is covered in listening skill, there have been many teaching media used by English teachers to help the students understand about listening easily. They are cassette players, Flashcard, Computer, Laptop, Mind mapping software, etc. From so many medias which have been developed, the writer believes that there is still a few English teacher apply Mind Mapping Software, which is used in the Audio recording, as teaching media, this may be caused that teaching English using Adobe Audition need special capability.

II. METHOD

The technique used by the researcher was experimental research. The design of this experimental research was Pre-Experimental Design especially One-Group Pretest-Posttest Design. The researcher gave

the students pre test, treatment, and then post test.

In pre test and post test, the students were given 25 multiple choice questions. The researcher choose tenth grade students at SMAN 1 Mojo Kediri which had seven classes consisting of 36 or more students in each class, therefore from seven classes there were 280 students as the population of this research. Harlon & Larget (2011: 7) state that a population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population. According to Arikunto (2010: 185) who states that cluster sample is based on the class of the population. Therefore, the sample of this research was the tenth grade students of SMA Negeri 1 Mojo Kediri, especially in the X-1 class. It consisted of 36 students.

The procedure of the research was started from the researcher gave pre-test, treatment and post test. In the first meeting, the teacher gave pretest to the students consisted of 25 numbers. In the second, third, and fourth meeting the teachers taught pronunciation using Mind Mapping Software by on activities in teaching pronunciation (Drilling, minimal pairs, and listening activities). In the last meeting, the teacher gave post test to the students. The questions consisted of 25 numbers of items. To analyze the quantitative data especially obtained from the test, the researcher used this formula :

$$ t = \frac{\overline{MD}}{\sqrt{\frac{\sum x^2\ D}{n(n-1)}}} $$

t   : the result of t – test

D   : differences between post test minus pre - test

n   : number of students

$\overline{MD}$: result of total differences from pre – test and post – test divided by number of students.

III. RESEARCH FINDING AND DISCUSSION

The result of the research showed that the use of Mind Mapping Software in teaching pronunciation achievement can improve students achievement, because before treatment, the mean score of pre-test was 43,56. After treatment, the data analysis showed that the mean score of post-test was 78,22. The result of t-test was 14,63 at the degree of freedom 35 was higher than t-table of 2,042.

Table 1 : The Score Differences of Pre-test and Post-test

No.	Name of students	Score of Pre-Test	Score of Post-Test	D	D2
1	Student 1	64	76	12	144
2	Student 2	72	92	20	400
3	Student 3	44	68	24	576
4	Student 4	68	76	8	64
5	Student 5	40	96	56	3136
6	Student 6	32	76	44	1936
7	Student 7	36	76	40	1600
8	Student 8	52	68	16	256
9	Student 9	48	76	28	784
10	Student 10	36	76	40	1600
11	Student 11	52	76	24	576
12	Student 12	36	72	36	1296
13	Student 13	24	76	52	2704
14	Student 14	32	72	40	1600
15	Student 15	44	76	32	1024
16	Student 16	32	76	44	1936
17	Student 17	48	88	40	1600
18	Student 18	40	68	28	784
19	Student 19	24	72	48	2304
20	Student 20	32	92	60	3600
21	Student 21	28	80	52	2704
22	Student 22	44	80	36	1296
23	Student 23	56	80	24	576
24	Student 24	36	84	48	2304
25	Student 25	48	84	36	1296
26	Student 26	32	80	48	2304
27	Student 27	32	80	48	2304
28	Student 28	80	80	0	0
29	Student 29	48	84	36	1296
30	Student 30	48	88	40	1600
31	Student 31	36	76	40	1600
32	Student 32	44	96	52	2704
33	Student 33	40	64	24	576
34	Student 34	44	76	32	1024
35	Student 35	28	52	24	576
36	Student 36	68	84	16	256
Σ		1568	2816	1248	50336
X		43,56	78,22		

From the table above, it can be seen that the mean of pre-test score was 43,56 and the means of post-test score was 78,22.

The data showed that t-score was higher than t-table in the significance 5%. Therefore, the alternative hypothesis (Ha) is accepted and H0 is rejected. It can be concluded that Mind Mapping Software has significant effect to the students' pronunciation achievement in the tenth grade year students of SMAN 1 Mojo Kediri academic year 2014/2015.

The suggestions are given to: 1) The English Teacherare suggested to use Mind Mapping Software as the media to increase the students' pronunciation achievement because Mind Mapping Software gives significant effect in teaching pronunciation. 2) For the other researcher, the result of the data analysis should be made an additional reference or further research with different discussion. They can use it to increase their theories or information based on this research. 3) The Institution (SMAN 1 Mojo) should gave facilities to teach pronunciation. The school should prepare the audio speakers that will help the English teacher in there to teach pronunciation.

IV. REFERENCES

Al-Jarf, Reima. 2011. Teaching Spelling Skill with a Mind Mapping Software. *The Asian EFL Journal Professional Teaching Articles.* (Online), available in http://www.asian-efl-journal.com, retrieved at January 1st 2015.

Arikunto. 2010. *Prosedur Penelitian.* Jakarta: Rineka Cipta.

Aydawati, Emilia N. 2000. *The Problem and Suggestion in Teaching English Pronunciation.* (Online). Available in http://eprints.unika.ac.id/14576/1/The_problems_and __suggestion_in_teaching_English_pronunciation.pdf, retrieved at January 15th 2015.

Congos, Dennis H. 2013. *Mind Mapping: Double Your Memory*. Student Academic Resource Center: University of Central Florida.

Hanlon, Bret and Larget, Bret. 2011. *Samples and Population*. Madison: University of Wisconsin.

Kenworthy, J. 1988. *Teaching English Pronunciation*. United Kingdom: Cambridge University.

Makar, Andrew. 2012. *Mind Mapping Software Review*. (Online). Available in Mindmapping.com, retrieved at May 1st 2015.

Noviana, Rikha. 2012. *The Effect of Cambridge Dictionary For Teaching Pronunciation of the Eight Year Students of SMP PGRI 1 Kediri*. Skripsi. Unpublished. Kediri: UNP.

Pollard, Lucy. 2008. *Teaching English*. Unpublished. London: University of London.

Sugiyono. 2012. *Metode Penelitian Pendidikan*. Bandung: CV. Alfabeta.