

**THE EFFECTIVENESS OF USING MIND-MAPPING TO THE
STUDENT'S ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT FOR
TENTH GRADE STUDENTS OF SMAN 1 PRAMBON IN ACADEMIC
YEAR 2014-2015**

ARTICLE

Presented in Partial Fulfillment of the Requirements for the Degree
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By:

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**ENGLISH EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
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APPROVAL PAGE

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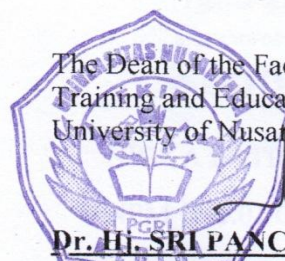
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ABSTRAK

This research was focus on the students difficulties in writing descriptive text. The researcher here using mind mapping technique based on the consideration that the function of mind mapping can solve the students difficulties in writing descriptive text. To prove the researcher' argument, she conduct an experimented research entitled the effectiveness of using mind mapping to the students' achievement in writing descriptive text for tenth grade students of SMAN 1 Prambon in academic year 2014/2015.

The researcher here used two variables, mind mapping as dependent variable and writing descriptive text as independent variable. This research was considered on the Standard Competence no. 4 and Basic Competence no. 4.10, on tenth grade student of X-IIS 2, which consists of 22 girls and 9 boys.

The result indicated that the t-observed is higher than the t-table ($6,101 > 2.042$) at the level significance 0.05. It shows that there is a significant effectiveness of using mind mapping to the students' achievement in writing descriptive text.

Finally, the conclusion of this research shows that using mind mapping technique is effective for the students' achievement in writing descriptive text. It can seen from the total score in pre-test are increase from 1,968 up to 2,261 in post-test. The researcher also hopes that this research will be useful to share knowledge about the use of mind mapping for writing descriptive text, especially for teachers, others researchers and readers.

Key wod : Mind mapping, writing, descriptive texts

I. BACKGROUND

Writing is the work of mental to get the idea and transferring it into understandable statements or paragraphs. That argument is also supported by Harsyaf, Nurmaini and Izmi (2009: 3) who state that writing is not just about accuracy, but also about having a message and communicating it to other people.

The purpose of writing activity is to express the ideas, feelings or messages into written text in good structure to make the text be understandable.

To do that, the students need to learn and practice in writing. As Patel and Jain (2008: 125) state, "Writing is a skill which must be taught and practiced." It means that writing as the one of four basic skills in English must be taught and routine practice.

But in fact, when the researcher was in teaching training program at tenth grade students of Senior High School, she found that the students felt boring when the researcher taught writing. Most of them said that writing is the difficult activity. Because they had to generate ideas, translate many words into English, also had to write grammatically correct and had to consider with the sentences or paragraphs structure. Whereas that all of the students' reasons above is the requirement of writing which has

explained in the paragraph before about the definition of writing.

The students' reasons about the difficulty of writing above also supported by Riyanto (2001: 3) who found that most of the students' problems in writing were due to some factors; lack of vocabulary, lack of understanding of English grammar and lack of practice.

Another difficulties when teaching Indonesian students as foreign learners, it is considered difficult for teachers to explain about how to write something to the students in foreign-language form as English. This condition supported by Linse and Nunan (2005: 100) states, "children learning ESL or EFL can face additional obstacles when learning to form English-language letters." And Richard and Renandya (2002: 306), also state, "There is even more anxiety when writing is involved, especially when many teachers themselves do not feel entirely comfortable with writing in English, even if it is their native language." It means that some teachers feel anxiety when they must teaching writing in Indonesian' students as foreign learners, because they were teaching writing in their non native language.

Sometimes the teachers have no preparation before entering the writing class. It is also happened to the writer when she was in teaching training

program. She also had not enough planning and preparation for teaching writing in the class. Consequently, she only focuses explaining the example in the student's handbook, and sometimes she only gives short explanation about the definition of the text, the generic structure of the text and the language function of the text. Whereas, in the syllabus officially stamped that the teachers should help the students to understand the material until the students can create their own writing.

Based on the syllabus in second semester for tenth grade in Standard Competence number 4 it is said that, "*Mengolah, menalar, dan menyaji dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan*"., then Basic Competence number 4.10 "*Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*", the students deal with short and simple descriptive text. The Standard Competence and Basic Competence above expect the students to have capabilities in writing descriptive text. Also supported by Alma's journal cited from Depdiknas (2006): "In Indonesian curriculum students in Senior High School are demanded to write various

text types, one of them is descriptive text."

Although with all difficulties described on the paragraph before, this syllabus required the students should be able to write an acceptable descriptive text.

Generally, in the first meeting material was introduced and it was about how to write descriptive text, which requires the students to understand and be capable in writing their own descriptive text. This is also supported by Patel (2008: 126) who states, "In the beginning the teacher must teach everything by demonstration." This activity is very important to build the students' knowledge about how the process to write an acceptable descriptive text. The teachers should be creative in designing the introducing material to make the students are able to understand, also makes the students are attracted and be active in the class. To support that, the teachers need some techniques to solve the students' problem in writing, especially suitable technique with descriptive text.

There are many techniques which can be implemented in writing descriptive text and the researcher here fitted mind mapping as a suitable technique. Mind mapping has chosen, because the writer found that many expert agreed that mind mapping can help the student's difficulty in generating ideas, increasing the student's vocabulary, help the students in

organizing idea into coherence and also interesting to learn. As supported by Riswanto & Pebri's journal cited from Buzan (2010), who states that mind mapping helps students to associate ideas, think creatively and make connections between them.

II. RESEARCH METHOD

This research used the experimental method to find out the conclusion about two research variables observed. It is useful to describe and find out the significance of the effectiveness variable X to variable Y, which was conducted by using quantitative research approach to find the effectiveness of using mind mapping to the student's achievement in writing descriptive text by analyzing the pre-test and post-test result of the research.

The population of this research was the tenth grade students of SMAN 1 Prambon in academic year 2014/2015. The observation held in X-IIS 2 consisted of 35 students, which were divided of 22 girls and 9 boys.

The researcher formulates the alternative hypothesis (Ha) as follows:

1. Alternative hypothesis (Ha) the student's achievement in writing descriptive text has differences before and after using mind mapping. Null hypothesis (Ho) the student's achievement in writing descriptive text

has no differences before and after using mind mapping

2. Alternative hypothesis (Ha) there is increased score for student's achievement in writing descriptive text after having taught by using mind mapping to the tenth grade students of SMAN 1 Prambon in academic year 2014/2015. Null hypothesis (Ho) there is no increased score for student's achievement in writing descriptive text after having taught by using mind mapping to the tenth grade students of SMAN 1 Prambon in academic year 2014/2015.
3. Alternative hypothesis (Ha) there is effective of using mind mapping to the student's achievement in writing descriptive text to the tenth grade students of SMAN 1 Prambon in academic year 2014/2015. Null hypothesis (Ho) there is no effective of using mind mapping to the student's achievement in writing descriptive text to the tenth grade students of SMAN 1 Prambon in academic year 2014/2015.

III. FINDING AND CONCLUSIONS

Based on the data that has been analyzed by using t-test formulation above, the purpose of the researcher was to find the effectiveness of mind mapping technique to the students of SMAN 1

Prambon. To support this statement, it is very important to restate the hypothesis as follow:

1. Alternative Hypothesis

The mind mapping technique is effective to use to the student's achievement in writing descriptive text for tenth grade students of SMAN 1 Prambon.

2. Null Hypothesis

The mind mapping technique is not effectiveness to use to the student's achievement in writing descriptive text for tenth grade students of SMAN 1 Prambon.

Related to the hypothesis and the data that have been analyzed above, it was shown that the calculated result of t-observed is 6,101. At the degree of freedom of 30 that is lower than value of t-table was 2,042 at the level of significance 5%

t-score	>	t-table 5%
6,101	>	2,042

It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

From the account score above it was concluded that the total score of pre-test is different with the total score of post-test. In pre-test the total score is 1,968 but in post-test, the score increased became 2,261. Automatically the mean score of pre-test and post-test is also different. Post-test' mean score is also better than pre-test' mean score, it means that using mind

mapping technique increased the student's achievement in writing descriptive text.

From the result of the research analysis shows that mind mapping technique is effective to the student's achievement in writing descriptive text. Mind mapping also shows the significant effectiveness to the student's achievement in writing descriptive text for tenth grade students of SMAN 1 Prambon, Nganjuk. And supported with the result which explain that t-score is higher than t-table. Based on that, the researcher signifies that using mind mapping gives a better result for student's achievement in writing descriptive text.

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