



**THE EFFECT OF MIND MAPPING IN TEACHING RECOUNT TEXT TO STUDENTS'
WRITING ABILITY OF EIGHTH GRADE AT SMPN 6 KEDIRI ACADEMIC YEAR
2014/2015**

THESIS



**By:
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NPM 11.1.01.08.0203**

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



APPROVAL PAGE

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

Kediri, March 23rd, 2015

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Approved and Accepted by all its qualification
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Kediri, August 23rd, 2015

Board of Examiners,

Chairman : Drs. SETYA ADI SANCAYA, M.Pd



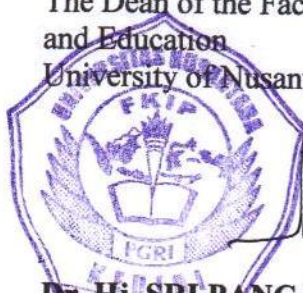
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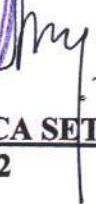
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Abstract: Writing skills also give the special instruction in spelling, handwriting, and key boarding. Besides that, writing skills can build the fluency and confidence for students and provide the variety of strategy and opportunity to apply it. In writing skills, the students are expected to understand the instruction involving grammar, usage, paragraph composition, and sentence structure. Writing is a skill in learning language that must be mastered by everyone especially for students because writing is a final product after learners have studied about listening, speaking and reading. There are two purposes of this study: To know students' ability in Writing Recount Text before and after taught using Mind Mapping at Eighth grade of SMPN 6 KEDIRI Academic year 2014/2015. The design of this study is pre-experimental design. The population of the study was the eight grade students of SMPN 6 Kediri and the sample was class 8-A which consists of 36 students. The instrument of this research were test. The test was used to measure the students' achievement in writing recount text before and after being taught by using mind mapping. The data of the test were presented in the form of mean scores. It was found that the mean score of the pre-test was 77,14 while the mean score of the post-test was 79,67. Then, it was analyzed using t-test. The result shows that mind mapping is effective to be used to teach writing recount text. It is proved by the result of t-score (10,65) which is higher than t-table (2,24) in the level of significance 1%. Some of the advantages of this Mind mapping strategy help students to improve their achievement in writing recount text. And also to motivate students to improve their interest in writing recount text. Mind mapping strategy is proved give a very significant effect to the students' writing ability.

Key word: Writing, Recount text, Mind Mapping

1. INTRODUCTION

Writing is one of the four basic skill in learning language, but what is writing actually? Writing is a skill in learning language that must be mastered by everyone especially for students because writing is a final product after learners have studied about listening, speaking and

reading. In writing, students apply what they hear, speak and read. Harmer (2004:31) stated that writing is used for a variety of purposes in some different forms. Another statement, Byrne (1993:1) explain than when students write, they use graphic symbols: that is letters or combinations of letters which relate to the

sound and they make when students speak. On one level, then writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. It can be conclude that students apply such combination of letters in writing process related to sounds as they are speaking. In other words, writing is an activity to arrange signs on a flat thing. Moreover, writing is one of language skill which has given an important contribution to human work. Some important feature of writing activities that are usually done by people such as; teacher write some important things on the white board, or students may write some note that are dictated by the teacher, and lots of people who are going to apply for job in the offices write English. Thus, in terms of student's needs, integrated in writing is necessary.

Writing is important, it is also given in junior high school including eight grades. In junior high school, teaching writing is focused on the text. The text are transactional, functional, and monolog text. According to Celce (2001:219) teaching writing to native English speakers (NES) at the high school and collage levels primarily focused on the text it's means that the teacher should focus on the text that will be taught and based on literary text. In the junior high school curriculum, the text that should be learned by the

students such as descriptive text, procedure text, recount text, narrative text, and report text. In addition, Richard and Renandya (2002:303) state that difficulty in writing lies not only generating and organizing ideas, but also in translating these ideas into readable text. Those difficulties make the students not to be confident in writing.

Mostly, people think that writing is the most difficult skill to be learnt. That could have a meaning that a non-native person has difficulty to convert their idea into written text if they don't have enough knowledge about grammar.

In the fact, writing is difficult to learn and not all the students can develop and organize the ideas well. Sometimes, the students feel boring and not interesting. In order to make students be able to develop and organize their writing in appropriate order and attract the students interesting technique in teaching writing in order the students can produce some form of writing easily.

There are several indicators which show the poor ability in writing. For example the students do not organize their writing well because their ideas are not coherence, they do not use tense in the right context, they have lack of vocabulary and their understanding mechanic is low for example sometime the students seldom pay attention to punctuation and spelling they

are period (.), comma (,), quotation (") etc. in the right context. The students need to explore their vocabulary by learning more words or vocabulary so from this their writing can increase.

In teaching writing especially in recount, the teacher usually teaches the students by explaining the material based on the student worksheet. The teacher seldom uses technique when teaching writing. After explaining the material, the students try to do the task on the worksheet or guidance book. The teacher asks the students to analyze the generic structure of the text and in the end the students make recount text based on their experiences. Of course students get bored with this teaching learning process. Eventually, the technique is important to explore the students' imagination to make a good composition in writing. To solve this problem, the writer believes that the use of the appropriate strategy is the significant way to increase the writing ability. In this research the researcher wants to teach writing using new strategy is called "Mind Mapping".

Mind Mapping is an analytical process that involves creatively integrating a combination of visuals, colour, codes, words, and connectors. It can be employed as a method to take notes, to study before an exam, to brainstorm, or make

connections between ideas. It can be extended with little effort to be an alternative way of using it. Thus, Mind mapping can help students to control their subject in writing. They can develop their idea by looking the mind mapping that can give information to make their memory increase.

Based on the explanation above, the important effect of using Mind Map to the students writing ability make the writer hopes that the students are able to write and explore their idea into written text. To make writing as something that is not underestimated again in the practice of education and the writer eager to do a study entitled: The Effect of Mind Mapping in Teaching Recount Text to The Students' Writing Ability at Eighth Grade of SMPN 6 KEDIRI Academic Year 2014/2015.

2. METHOD

In this reasearch, the population was all of the eighth grade students of SMPN 6 Kediri. It has nine classes and consists of 36 until 40 students. The total number of the population is 335 students. The researcher choose the VIII-A class for the sample. The total number of students of this class is 36 students which consists of 14 male students and 22 female students.

In order to collect the data, the researcher used written test. There are three processes of the data collection; pre-test, treatment, and post-test. First, Pre-Test. The students asked to write a kind of story based on their experience in the form of recount text before getting the treatment. To start the process of the research, the researcher conducted the pretest by asking the students to write recount text based on their own experience. In the following meeting, the researcher taught recount text by using mind mapping strategy as the treatment. The researcher gave the treatment in two meetings to have better outcomes to the students. Finally, the post-test conducted by giving the same activities and level of difficulty as in pretest by asking the students to write recount text. Then the researcher compared the scores between pretest and posttest score to know the differences. The result of test was analyzed statistically. In order to analyze the data, the researcher used t-test that is developed by Arikunto (2010). The t-test must be compared to t-table to decide the significance of this research.

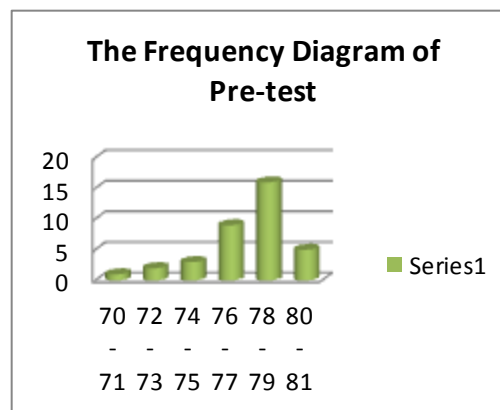
3. FINDING

The result of this study was teaching writing using mind mapping strategy has

significant effect because the score of post-test is higher than the score of pre-test.

Diagram 1

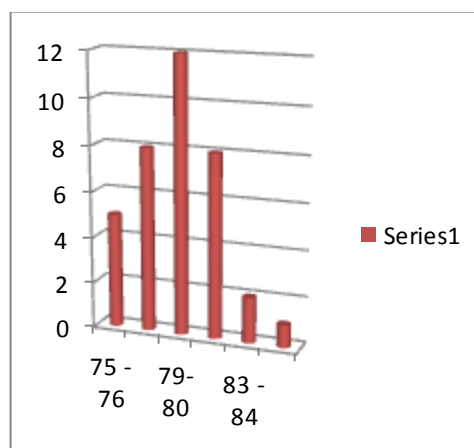
From the table frequency of pre-test above, it can be seen that there are 1



students got score 69.5 – 71.5, 2 students got score 71.5 – 73.5, 3 students got score 73.5 – 75.5, 9 students got score 75.5 – 77.5, 16 students got score 77.5 – 79.5, and 5 students got score 79.5 – 81.5. There are six students who get low score. Low score here is less than the standard score of English subject of eight grade at SMPN 6 Kediri, that is 70.

Diagram 2

The Frequency Diagram of Post-test



From the diagram frequency of post-test above, it can be seen that there is interesting scores from the student after being taught using mind mapping strategy. There are 5 student got score 74.5 – 76.5, 8 student got score 76.5 -78.5, 12 student got score 78.5 – 80.5, 8 students got score 80.5 – 82.5, 2 students got score 82,5 - 84,5, and 1 students got score 84,5 - 86,5. It can be concluded that the diagram frequency above show the post-test score is better than pre-test score.

Table 1
Average score between pre-test and post-test

N= 36 Students	Pre-Test	Post-Test
Total score	2777	2868
Mean	77,14	79,67

It can be seen from the table above, that total score of pre-test is different with post-test. In pre-test, is obtained 2777 and the score improve in post-test, it is 2868. Automatically, mean of pre-test and post-test is different too. Mean 77.14 is obtained in pre-test and mean 79.67 is obtained in post-test. Thus, mean of post-test also better than mean of pre-test.

Mind mapping strategy gives very significant effect to the students' writing ability can be seen from the table differences level of significant from t-table and t-score below.

Table
2
The statistical computation of using t-test

db	t-score	1%	5%	Alternative Hypothesis (Ha)	Null Hypothesis (Ho)
35	10,65	2.734	2,24	Accepted	Rejected

Based on the calculation above, If the t- score \geq t-table, and the level of significance is 1 %. It means that it is very significant, so the H_0 is rejected. It can be seen that t-score is 10, 65 and the degree of freedom or db is $(N-1) = (36-1) = 35$. Finally, the t-table is 2, 734 at the level of significance of 1%, and 2.24 at the level of significance of 5%. It means that t-score is higher than t-table, so it can be concluded that the result of the research is very significant or there is very significant effect of Mind Mapping strategy to the students' writing ability in recount text at SMPN 6 Kediri.

4. CONCLUSION

Writing is one of product skills that must be mastered by the students to deliver their idea and to share the information deeply. Mind mapping strategy is really appropriate to increase students' writing ability thus because the students are interested in the material that is given by the teacher and also it can make the students have good motivation in studying English especially for writing skill. By giving the technique students will not get bored easily and they will concentrate while writing and try to understand the material deeply and easily.

From the data analysis being mentioned in Chapter IV the writer concludes that mind mapping strategy is effective to be used to teach writing. It is proven by the result of t-score (10.65) is higher than t-table in the level of significance 1% (2.734). Besides, students' writing ability also increased after being taught using mind mapping strategy. It is proven by the mean of post-test (79.67) is higher than the mean of pre-test (77.14). It means that there is effectiveness of mind mapping strategy on the students' writing ability, thus this strategy should be applied in teaching writing especially in recount text or the other text. Thus, the students will be more interested in writing and they can

understand the material easily. From this research, the researcher can conclude that mind mapping strategy is very helpful in teaching writing and it can increase the students' writing ability.

The students interesting in writing recount text using mind mapping strategy because from the result they choose the point of strongly agree and agree also neutral, they did not choose the point of strongly disagree and disagree. And the most positive responses from the students is behavioral aspect. It can be seen from the table 4.3 that the behavioral aspect is the highest response. Thus, mind mapping strategy affect to the students' attitude toward writing recount text.

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