

**THE INFLUENCE OF TEACHING WRITING DESCRIPTIVE TEXT
USING MIND MAPPING ON THE EIGHTH GRADE STUDENTS'
WRITING ABILITY AT SMPN 6 KEDIRI 2015/2016**

SKRIPSI



**By:
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**ENGLISH EDUCATION DEPARTMENT
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UNIVERSITY OF NUSANTARA PGRI KEDIRI
2016**

APPROVAL PAGE

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Approved by the Advisors to be proposed to
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Kediri, January , 2015

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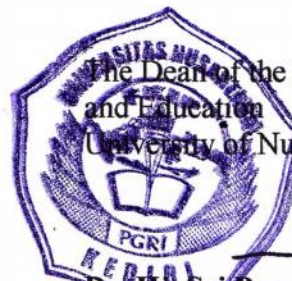
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ABSTRACT

This research used descriptive quantitative as a method to analyze the data and experiment was used as a technique to get the result of the research. The variables used in this research were writing as dependent variable and mind mapping as independent variable. The experiment was implemented through written test and it was done to the students before and after being taught writing using mind mapping. The subject of the research was eighth grade students of SMPN 6 Kediri. Afterwards the writer counted the result of the data mind mapping that is t-test. This research showed that $t\text{-score} = 12,230 > t\text{-table } 1\% = 2,750$ and $5\% = 2,042$. It was very significant, the Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_a) was accepted. It means that there is a significant influence of teaching writing descriptive text using mind mapping on the eighth grade students' writing ability at SMPN 6 Kediri academic year 2015/2016.

Keyword: Mind Mapping, Writing

I. INTRODUCTION

Writing is a productive skill which assumed as the most difficult because there are a lot of aspects that should be mastered. The people are able to delivering idea, criticism, or suggestion in writing. As stated in Nunan (2003: 88) writing is an inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Writing is considered as a difficult skill. There are many reasons that make writing difficult. Firstly, the students need a media to be channel for their imagination.

As the result, they are difficult to express their ideas. On the other hand without media, they cannot open their mind to get ideas. Secondly, the students do not seem motivated to work on the class activities the teacher set out to them. They do not take part actively. It seems that the students are less effort to think directly in English as they always have grammar errors resulted from translating Indonesian sentences into English ones. They are not encouraged to think words and sentences by themselves. Thirdly, they do not pay attention to the task

of writing that the teacher gives them. According to Byrne (1993: 6) The amount of language which the learners will have at their disposal for writing will be very limited – so limited that it might seem to make it impossible to introduce any meaningful form of writing practice. In other words, they always feel underestimate with writing task. When the students are lack of idea they cannot try to produce any sentences in their paragraph that will cause in students' bad result on writing assignment.

This can be noted so, here the writer will use Mind Mapping technique to teach writing. According to Olivia: *Mind mapping atau peta pikiran merupakan sebuah jalan pintas yang bias membantu siapa saja untuk mempersingkat waktu sampai setengahnya untuk menyelesaikan tugas* (2008: 8).

It means that mind mapping is the fastest way which can help anyone for finishing assignment. It consists of picture and text that can inventing the ideas. Mind map will help the students to learn, arrange, and store information in their brain. Information can be illustrated with symbols, words, color, images, links, and attachment to add context, helping to reveal new directions, greater clarity, and big ideas. As Roger Sperry (1981) in Olivia stated:

Otak amat merespon baik terhadap kata-kata kunci, gambar, warna, serta adanya asosiasi langsung (2008: 6).

Buzan in Olivia (2008: 7) also states:

Dengan memanfaatkan gambar dan teks ketika seseorang mencatat atau mengeluarkan suatu ide yang ada di dalam pikiran, kita telah menggunakan dua belah otak secara sinergis.

According to the statements above, Mind Mapping will help the students to minimize the time to finish the assignment by learn, arrange, and store the information in the brain using picture, text, and link.

Based on the conclusion the writer suggest that the teachers should be use some kinds of media to teach their material in order that their students become more active and accept the material well.

II. THEORITICAL FRAMEWORK

Writing is one of language skills in English assumed as the most difficult skill that to be mastered. The people are able to deliver idea, criticism, or suggestion in writing. As stated in Nunan (2003: 88) that writing is the mental work of inventing ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

Harsyaf et.al.(2009: 4) writes, Writing is an activity that supports students to analyze and synthesize their discrete knowledge about language items into a text that is acceptable in an English writing convention by using the appropriate paragraph structure. Writing is a process rather than an event that needs

more time in process to work the better. The teacher should be clear on what skill is to develop.

To make the written form correctly, it needs to follow the process of writing. In the process of writing, the writer can know the weakness and then the writer can correct the written product. According to Harmer (2001: 258) process writing is an interrelated set of recursive stages which include: drafting, structuring (ordering information, experimenting with argument, etc.), reviewing (checking context, connection, assessing impact, editing), focusing, generating ideas and evaluation. In addition, Grenville(2001: 1) states that there are six steps in writing process as follow: getting ideas, choosing (selecting the ideas you think will be most useful), outlining (putting these ideas into the best order).

So here, the writer used mind mapping to help students to arrange their idea then state it into paragraph clearly. According to Hunan in Bambang (2009: 86) a mind map is a simply diagram used to represent words, idea, task, or other items linked to and arrange in a free fashion around a central key word or idea. Mind mapping is very useful in prewriting activities. It is an image centered diagram that represents connections between portions of information. The elements according to

the importance of the concepts and are organized into branches or areas.

Mind map will help the students to learn, arrange, and store information in their brain. Information can be illustrated with symbols, words, color, images, links, and attachment to add context, helping to reveal new directions, greater clarity, and big ideas. According to Olivia adopting from Roger Sperry (1981):

Otak amat merespon baik terhadap kata-kata kunci, gambar, warna, serta adanya asosiasi langsung (2008: 6)

Buzan in Olivia also stated: *Dengan memanfaatkan gambar dan teks ketika seseorang mencatat atau mengeluarkan suatu ide yang adadidalampikiran, kita telah menggunakan dua belah otak secara sinergis. Dan mind mapping itu sendiri merupakan sebuah jalan pintas yang bisa membantu siapa saja untuk mempersingkat waktu sampai setengahnya untuk menyelesaikan tugas (2008:7).*

III. RESEARCH METHOD

In this research, the writer used the pre-test and post-test to know the students' achievement in their writing performance .On pretest, the students have to write a short descriptive text. It is used to know how well the students writing ability before the writer gives them treatment by using mind mapping technique.The students asked to describe one of actresses picture that given

by the writer. After the pre-test, the writer gave two treatments. Part one, the writer gave an example of descriptive text then explained about the purpose, the generic structure, and the language features of descriptive text. Then she introduced and explain about mind mapping. At last, she asked the students to write a descriptive text by using mind mapping. Part two, the writer asked the students to write descriptive text about their own classmate who sit on the next by using mind mapping. After the series of treatments, the writer gave a posttest to know the students' writing ability after using mind mapping. The writer asked the students to write a short description about one of their classmates; in this case, the writer decided it, named "Mayang Ira Pramuni" by using mind mapping.

In conducting this research, the writer used quantitative data. The quantitative data was taken from the students' participation on pre-test and posttest. In analyzing the data the t-test formula was used for comparing the difference means between pretest and posttest. To measure the significance of the research, the writer uses the t test non independent. That can write below:

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

t = the result of t-test

D = differences between posttest minus pre test

n = number of students

\bar{D} = result of the total difference from pretest and posttest divided by number of students ($\sum D : n$)

IV. FINDINGS AND CONCLUSION

On pretest, the students have to write a short descriptive text. It is used to know how well the students writing ability before she gives them treatment by using mind mapping technique.

The total pretest scores of VIII F class is 1620. The standards score of English subject in eighth grade students that is 70. So, if the students' score less than 70, they do not pass the test. But, if their score more than 70, they will pass the test. From the data of pretest scores above, the students who cannot pass the test are 27 students and the students who pass the test are 3 students. It can be concluded that students who cannot pass the test are higher than the students who pass the test. It can be seen that mean score of pretest is:

$$M \text{ Pretest} = \frac{\sum pre}{N}$$

$$= \frac{1620}{30} = 54$$

To know whether mind mapping technique has effect on the students' writing ability or not, the writer gave a posttest to

the students. The posttest was conducted in the same way as the pretest.

Posttest is conducted to measure how well the students writing ability is increasing. From the table above, it can be seen that the total score which be turned out by 30 students is 2210. In this posttest the total students who can pass the test are 23 students and 7 students cannot pass it.

$$M_{Posttest} = \frac{\sum Post}{N}$$

$$= \frac{2210}{30} = 73,66$$

Besides, it can be concluded from the total score of pretest (1620) and posttest (2210) that the score of posttest is higher than pretest.

This computation is needed to analyze pretest and posttest in one group design research. The values of t-test is used to know t-table whether the result is significant or not. Then, the degree of freedom is used to know the level of t-table.

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

$$= \frac{19,66}{\sqrt{\frac{13850 - \frac{(590)^2}{30}}{30(29)}}$$

$$= \frac{19,66}{\sqrt{\frac{13850 - 11603,33}{870}}}$$

$$= \frac{19,66}{1,607} = 12,230$$

$$d.b = N - 1$$

$$db = 30 - 1 = 29 \rightarrow 1\% = 2,042 \quad 5\% = 2,750$$

From the calculating above, it is known that the result of t-test is 12,230 and the degree of freedom is 29.

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

db	t-test	t-table		Significance (Ha)	(Ho)
		5%	1%		
29	12,230	2,042	2,750	Very Significant	Rejected

From the computation above, it can be seen that t – score is 12,230 at the degree of freedom 29. So, t-table was 2,042 at the level significance of 5% and 2,750 at the level of significance of 1%. So, it means that t-score (12,230) ≥ t-table of degree significance of 5% and 1%. It means that t-score higher than t-table. Therefore, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. It can be conclude that mind mapping technique has significant influence to the eighth grade students' writing ability at SMPN 6 Kediri 2015/2016.

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