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THE EFFECT OF MIND MAPPING TO THE STUDENTS' WRITING ABILITY AT THE SEVENTH GRADE OF SMP N 1 KANDATI IN THE ACADEMIC YEAR 2016/2017



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THE EFFECT OF MIND MAPPING TO THE STUDENTS' WRITING ABILITY AT THESEVENTH GRADE OF SMP N 1 KANDATIN THE ACADEMIC YEAR 2016/2017

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ABSTRACT

Writing is a process of expressing ideas by creating or producing a written form to communicate with readers. Writing has been considered as an important skill in learning a language. The students find difficulties to explore their ideas and they have limited vocabularies. In order to solve the students' problem, the researcher offers a solution to teach writing by using Mind Mapping. The purposes of this research is (1) to know the students' writing ability before and after being taught by using mind mapping, (2) to find the effect of using mind mapping learning in teaching writing at the seventh grade students of smpn 1 Kandat Kediri academic year 2016/2017. The research technique was experimental research with population seventh grade students of SMPN 1 Kandat and the sample was 7-E which consists of 40 students. In collecting the data, the researcher used pre-test, treatments, and post-test by writing in form of essay. The result shows the score of post-test (3,490) was higher than pre-test (2,710). It means that the students' score increased. Furthermore, from calculation of t-table and t-test, it can be seen that t-test was 8.74, so that the t-table was 2.704 at the level of significance of 1% and 2.021 at the level of significance of 5%. Therefore, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. From the result concluded that mind mapping gave significant effect to the student's writing ability. The students became easier in develop their ideas. It can be seen from their written test which the contents, structure, and their vocabularies were better than their pre-test.

Key words: Writing, Writing ability, Mind Mapping

I. INTRODUCTION

Writing is the process of expressing ideas until producing the product of writing. Through writing, students also can also transfer information and knowledge to the readers, so it can be communicated between the writer and the readers. This is also supported by Linse and Nunan (2005: 98) who said, "writing is a combination of process and

product. The process refers to the act and gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers". It means that writing is the combination of process and product to get the ideas and present it until readable text. Moreover, Jain and Patel (2008:125) said, "Writing is an essential features



of learning a language because it provides a very good means to increase the vocabulary, spelling, and sentence pattern". It means that writing is important to be learned by the students who learn language, because it is the mixed of vocabulary, spelling, and sentence pattern.

As the important skill in English, writing is famous as the difficult skill for the students who learn language. According to Richard & Willy (2002:303), "Writing is the most difficult skill for second language learners to master". It means that the difficulty of writing increased especially for the students in second language learners. Bryne (1988:4) states, "Writing is difficult activity for most people, both in the mother tongue and in a foreign language". It means that in our native language writing is difficult, moreover in other language. Brown (2004:218) states that before writing the writer must understand the difficulty of learning to write well in any language. It can be concluded that, the difficulties of writing appear in the learners, so the learners should fully understand how to write well in any language.

Teaching writing is very important. The importance of writing makes

students must practise to write something in writing lesson, beside that the students must be aware in vocabulary, spelling, and sentence pattern. Jain and Patel(2008:125) points out:

Teaching writing may be very important for one group of students but much less important for other. The decision on how much writing to include will be made independently according to the needs of each group of students. Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.

It means that teaching writing is very important for the students, The students who want to be good in writing must practise to write something by choosing vocabulary, spelling, and sentence pattern which are appropriate.

Some students still get difficulties in choosing vocabulary to write the sentence. They sometimes feel bored to follow the lesson because the teacher only used handbook and blackboard when teaching writing. The teacher taught in the class without interesting method, so the students were not interested in learning writing.

Mind mapping (MM) is the technique from Buzan (2005). MM is the technique that uses visual clues

such as color and picture to mapping the word to be some of branch from one topic. The students must be creative and think critically to make the map. The students would be easy to remember those words which use picture and color.

In line with the previous statements, Buzan (1993:1) adds that mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of brain. It imitates the thinking process, recording information through symbol, pictures, emotional meaning and colors, exactly the same like when our brain processes it. It means that mind mapping is very useful media for creating attractive, and enjoyable learning that lead the successfulness of the students in learning English vocabulary.

Buzan(2009: 39) states that the learners are more at ease to retrieve information by using a mind mapping because they can see what they are going to do and what they have done. It means, mind mapping may be used by the teacher or the students for planning the lesson, summarizing the lesson or recall the lesson that the students have learnt.

The effectiveness of Mind Mapping in teaching writing is also supported by some researches that also studied Mind Mapping to teach writing. The first researcher is Cahyo(2013) from State University of Yogyakarta with the title “Using the Mind Mapping Technique to Improve the English Writing Skill of the Tenth Grade Students Man Yogyakarta III in the Academic Year 2012/2013”. The result of the research shows that Mind Mapping was effective to improve the students’ writing skill. Using the picture and colour of the map made the students enthusiastic in writing.

The second research is conducted by Nurlaila (2013). The result of the questionnaire shows that 86,1% gave positive response toward teaching writing using Mind Mapping.

Therefore, this paper is written to report the effect of mind mapping on students’ writing ability.

II. METHOD

The research design that is used in this study is quantitative research. The quantitative research uses experimental design. There are two kinds of variables in this research, the Writing Ability at the seventh grade in SMPN 1 Kandat in

Academic Year 2016/2017 as dependent variable and the effect of Mind Mapping to the students' writing ability as independent variable.

The research was conducted in SMPN 1 Kandat the seventh grade academic year 2016/2017 and it was conducted in first semester. The researcher only used pre-test and post-test as the way for collecting the data. Pretest will be conducted before the researcher give treatments to the students and post-test will be conducted after the researcher give treatments to the students.

The population in this research was students of the seventh grade in SMPN 1 Kandat in Academic Year 2016/2017. The sample of this research is the seventh grade in SMPN 1 Kandat as the population of the research was 7-E class of SMPN 1 Kandat. It consists of 40 students, 20 males and 20 females. The researcher took the sample by using technique Mind Mapping and took one of seventh classes.

The researcher collected the data from the subjects. It took for about 3 weeks to collect the data, and it was finished on January.

In analyzing the data, t-test was used to prove the hypothesis and to know whether this research was

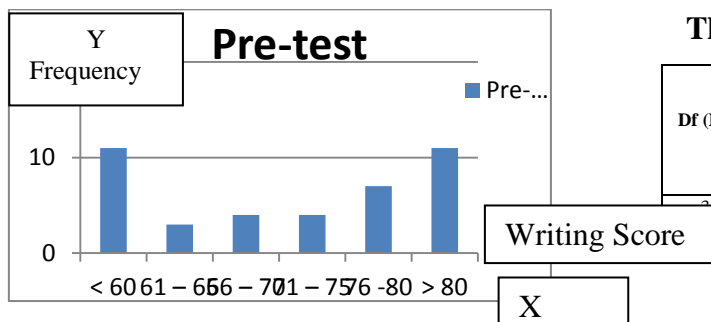
significant or not by looking at the results of pre-test and post-test.

III. FINDINGS

The result showed about the process of pre-test, treatment, and post-test which had been applied on the seventh grade students of SMPN 1 Kandat.

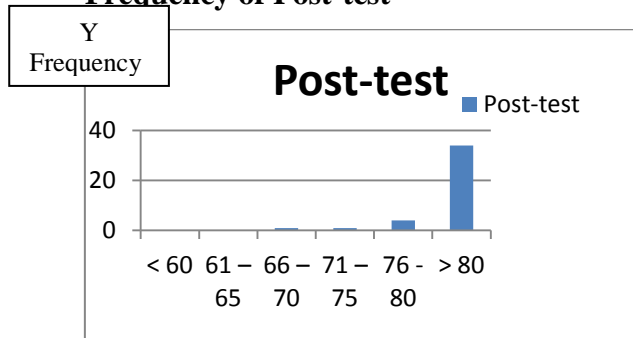
The description of students' writing ability before being taught using mind mapping technique, students felt that writing was difficult and the technique that teacher used was bored. They need to explore their idea by themselves and the teacher did not gave the answer automatically, so they did not have enough time to finish other activities in the treatment, because they still felt difficult to did the worksheet. Beside that, the students did not active to ask when they have problems in understanding the sentence. Another problem is that the students had poor grammar and vocabulary and most of learning materials of SMPN 1 Kandat were only taken from textbook. The researcher also provides the result of pre-test by using frequency diagram.

Frequency of Pre-test



From the diagram above it can be seen that there are 11 students got score >80, it is the highest score. Unfortunately, 22 students got score <75. It can be concluded that mostly the students had a difficulty in writing ability.

Frequency of Post-test



From the diagram above, it can be seen that there increasing scores from the student after being taught using mind mapping. There are no students got score <60, no student got score 61-65, 1 students got score 66-70, 1 student got score 71-75, 4 students got score 76-80, 34 students got score >80. It can be concluded that the diagram frequency

above show the post-test score is better than pre-test score.

The Result of Data Analysis

Df (N-1)	T-test	T-table (1%)	T-table (5%)	Significance	Ho
40	2.404	2.704	2.021	Significance	Rejected

From the result of the data analysis above, the researcher found that t-test was 2.404 at the degree of freedom of 40, t-table was 2.704 at the level of significance of 5%. In other words, the result of this research showed that t-test > t-table 5%. So, it means that t-test was significant. And the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted.

IV. CONCLUSION AND SUGGESTION

Previously, the researcher has explained about problems dealing with students' writing ability and teaching learning process in writing. In relation with the teaching learning process of writing ability, it is found that the teacher teaches writing skill in monotonous way. With this phenomenon, the researcher proposes a strategy for teaching writing ability. The strategy is Mind Mapping. Mind Mapping is graphic used to visually organize information. With mind mapping, they learn thinking critically to

write and draw what their thought related with the topic.

To prove that mind mapping has an effect on students' writing, the researcher did experiment research at seventh grade of SMP N 1 Kandat with the pre-test and post-test design. After calculating the result of t-test, the result of t-score (8.74) was higher than t-table in the level of significance 5% (2.704). It means that there is effect of mind mapping strategy on students' writing ability. Besides, the students' writing ability also increases after being taught using mind mapping. It is proven by the mean of post-test is higher than the mean of pre-test. The mean score of pre-test is 67.75 and post-test is 87.25. It means that there is very significant effect of mind mapping strategy on students' writing ability.

From the result above, the researcher concludes that mind mapping strategy is helpful strategy in English learning, especially in increasing students' writing ability. The use of mind mapping strategy can help the students understand the material well, so the students can easy to understand the material. The students gave positive response by showing their interest, enthusiasm and motivation during this research. Mind mapping strategy can also solve the

students' difficulties to get the amount of information from the writing text by follow steps of the mind mapping strategy. It confirms the theory that was proposed by Buzan (2005:135) mind mapping strategy is useful in improving students' achievement in writing ability.

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