

ARTICLE
THE INFLUENCE OF MIND MAPPING TO SEVENTH GRADE
STUDENTS' WRITING ABILITY AT SMP NEGERI 1 MOJO
IN THE ACADEMIC YEAR 2015/2016



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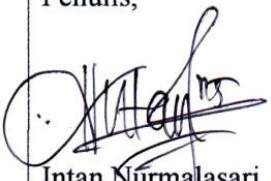
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ABSTRACT

Writing is one of English language skills that should be taught in school. Writing is the practice of thinking to invent ideas, thinking about how to express into good writing and arranging the ideas into statement and paragraph clearly. The problems of the research, the students seldom practice to write composition even in their native language, difficult in generating structure, spelling, the lack of vocabulary, and mechanic. The purpose this research is to describe whether or not mind mapping technique is effective for teaching writing is applied in writing ability on the students' writing ability of seventh grade of SMPN 1 Mojo in Academic Year 2015-2016. The result of the data which has been computed by the formula, the researcher found that t -observed was 24 at the degree of freedom 28, t -table was 2,060 at the level of significance 5% and 2,787 at the level of significance 1%. It means that t -observed (24) > t -table at the degree of significance of 5% and 1%. So, t -observed was very significant. The null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.). So, we can say that t -score is higher than t -table at the level significant 1%. It means that there is a significant difference between the result of seventh grade students' pre-test and post-test. Based on the result of the research, it can be concluded that mind mapping is effective for students' writing ability because the use of mind mapping helped the students to understand the writing, such as vocabulary, structure, generating idea, spelling, organization.

KEY WORDS: Writing, Mind Mapping

I. BACKGROUND

Writing is one of English language skills that should be taught in school. It regarded as the most complex and difficult skill compared to the three other skills, there are listening, speaking, and reading. According to Nunan (2003 : 86-87) "Writing is the practice of thinking to invent ideas, thinking about how to express

into good writing and arranging the ideas into statement and paragraph clearly". The reseacher found the difficulty that students' in writing is they do not know what they want to write first, learners have limit vocabulary, they dont know how to develop ideas, most of students often confuse to start their ideas.

Based on the standard competency in the syllabus of the seventh grade of Junior High School (Sekolah Menengah Pertama) Kurikulum Tingkat Satuan Pendidikan (KTSP). The purpose of Kurikulum Tingkat Satuan Pendidikan (KTSP) is “Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar”. (Expression meaning short functional text and essay in form of descriptive and recount in context everyday life). It means that students be able to make written on descriptive text because in this lesson descriptive one of the important to getting goods on the permit school grades.

Though this curriculum the seventh grade students of Junior high school should be able to produce the language into oral and written form. Based on KTSP, the purpose of teaching writing at seventh grade of Junior High school it make the students to express the meaning of short essay such as descriptive text. So, the researcher found technique that can be simple to students in writing. One of the ways is by using mind mapping.

According to Murley (2007 : 4), mind mapping can maximize brain's ability in associating number with visual qualities (space, image, color) and as the result, the memory will be able to store

more fact. The mind mapping strategy is one of the teachers' strategies in teaching. Buzan (1989 : 3) defines A mind Map is a powerful graphic technique which provides a universal key to unlock a potential of the brain. It harnesses the full range of cortical skill like word, image, number, logic, colour and spatial responsiveness in a single, uniquely powerful manner. So mind map work well as the visual design to the students and encourage them to classify certain ideas together as they write.

Based on the explanation above, the researcher will conduct a research in the school to apply mind mapping technique in order to help the students writing ability. Mind mapping can become the way to solve this problem. In applying this technique, teachers can ask the students to make a mind map before they write to stimulate students' mind and give some ideas in form of outline. So, students can see their outline when they start to write. In this research, the writer chooses the title “THE INFLUENCE OF MIND MAPPING TO SEVENTH GRADE STUDENTS' WRITING ABILITY AT SMPN 1 MOJO IN THE ACADEMIC YEARS 2015/2016”.

II. METHOD

This research used quantitative research as a method of research.

Creswell (2012:13) states, “Variables are an attribute or characteristic of individuals that researchers study”. It means that variable is something important contained on individuals whose interest the researcher to be studied or learn why it could possibly occur. This research was conducted in experimental research with one group pre-test post-test design, Ary (2006: 26) states: “Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The writer conduct this research to know the influence of mind mapping technique to improve students’ writing ability. The variable of this research were Mind Mapping technique as independent variable and students’ writing ability as dependent variable. The writer conducted the experiment in one class. The writer gave pre-test to know the students’ writing ability before being taught by using Mind Mapping. Then the researcher gave post-test to know the students’ writing ability after being taught by using Mind Mapping. The results of pre-test and post-test were analyzing using t-table to know the influence of Mind Mapping to the students’ writing ability.

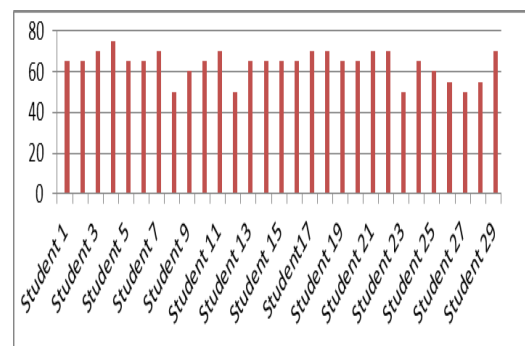
III. FINDING AND DISCUSSION

The pre-test was done on Saturday,

May 14th, 2016. . The total score of pre-test was 1845. The total sample was 29. Mean could be counted from the total score is divided by the number of students. So, the mean of pre-test was 63,62. The lower score in pre-test is 50 the higher score is 70. The following table shows the result of pre-test:

Diagram 4.1

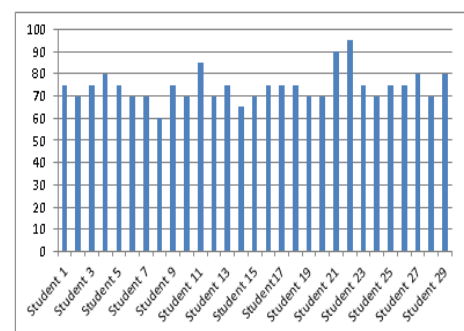
The score of Pre-Test



The post-test was conducted on Saturday, May 21st, 2016. The total score of post-test was 2160. The total sample was 29. Mean could be counted from the total score is divided by the number of students. So, the mean of pre-test was 74,48. The following table shows the result of post-test :

Diagram 4.2

The Score of Post-test



From the table above, it can be seen that the total score of pre-test and post-test is different. The total score of pre-test is 1845 and the total score of post-test was 2160. And it is known the differences between mean of pre-test and post-test score of students' writing ability was increased. The result can be seen bellow:

Table 4.3.

The Difference of Mean Pre-test and Mean Post-test

N= 29 Students	Pre-test	Post-test
Total Score	1845	2160
Mean	63,62	74,48

The deviation score of pre-test and post-test can be shown below:

Table 4.4.

Deviation Score of Pre-test and Mean Post-test

N	Pre-test	Post-test	d	d ²
Σ	1845	2160	245	4525

Based on the table above, total score of pre-test is 1845 and total score of post-test is 2160. The total score of d is 245 . The result of d² is 4525.

From the result of the data mentioned, the researcher found that t-observed was 24 at the degree of freedom 28, t-table was 2,060 at the level of significance 5% and 2,787 at the level of significance 1%. It means that t-observed

(24) > t-table at the degree of significance of 5% and 1%. So, t-observed was very significant. The null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Mind Mapping technique gave very significant effect to the students' writing ability. It can be seen on the table below:

Table 4.5

The Statistical Computation of using T-test

Degree of Freedom (N-1)	t-observed	5%	1%	(Ha)	(Ho)
28	9,36	2,787	2,010	Accepted	Rejected

It can be concluded that Mind Mapping technique has significant effect to the students' writing ability in the seventh grade students of SMP Negeri 1 Mojo in the academic year 2016/2017.

IV. CONCLUSION AND SUGGESTIONS

English subject in Junior High School is very difficult to learn especially in writing. There are 5 factor the researcher found they are limited vocabulary, generating ideas, generic structure, organization and spelling. But as English teacher must have the solution to solve this problem. They use good media to attract and increase the motivation of students especially in writing ability. The media

that is used in teaching writing which is mind mapping is really important so that the students are interested on the material that is given by the teacher in teaching learning process.

Based on the data analysis findings, that t- score was 9,36 at the degree of Significance of 28, t-table were 2,048 at the level significance of 5 % and 2,763 at level significance of 1%. As stated in chapter IV if $t\text{-test} \geq t\text{-table}$ and degree of significance is very significance. So, H_0 or null hypothesis is rejected. It means that there was a very significance influence of using mind mapping to the students' ability in writing descriptive text in the seventh grade of SMP 1 MOJO . The students' ability in writing descriptive text after using mind mapping is better than before using mind mapping. It can be seen from their score test from the computation through t-test. Besides that, using mind mapping could make the students interested during teaching learning process. Students more active in teaching writing. Students easily to understood the material. Moreover, using mind mapping can develop the students' motivation to comprehend the material.

Based on the findings, discussions, and the conclusions, several suggestions in order to make improvement for the next study are proposed. First, for the English

teacher are suggested to use Mind Mapping technique to increase the students' writing ability. The teacher could guide the students to choosing the suitable word that will be written on mind mapp, giving clear instruction in order to make students understanding the material.

Second, for the students, The students should know what is the the mapping first and use it. Student should apply instruction by the teacher. The students should have high vocabulary mastery. Therefore, it is easily in choosing suitable words. By using mind mapping reseacher hope students can apply this technique in study writing. It can help them to increase their writing ability.

The last for the other, from the result of the data analysis, it was showed that Mind Mapping technique was the suitable technique to increase the students' writing ability. Therefore, this research were expected to give significant contribution for reference to the following researchers who wished to carry out a research on the same topic of discussion or the following researchers can do other researches by using Mind Mapping technique to improve writing ability in different level. And for other researcher who carry out a research on the same topic but in other skills.

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