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THE EFFECT OF USING MIND MAPPING TO STUDENTS' WRITING
ABILITY AT THE SECOND GRADE OF SMPN 1 MOJO KEDIRI IN
ACADEMIC YEAR 2015/2016



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ABSTRAK

Writing is one of the four Language skills. It involves communicating with others. Mind Mapping is one of techniques in teaching writing that can be used to help students. The purpose of the research is the researcher likes to find whether there is significant effect of Mind mapping in teaching writing to the second grade students at SMPN 1 MOJO Kediri in academic year 2016-2017. In This research the researcher uses quantitative approach especially uses pre-experimental design in the form of One Group Pretest – Posttest Design. The independent variable is Mind Mapping method and the dependent variable is students' writing ability. Population in this research was all of the second grade students of SMPN 1 MOJO Kediri in academic year 2016/2017 which consists of 210 students. The researcher took the sample is one class consisting of 21 students. The instrument of this research is test. The data collecting technique were done by pre-test, treatment and post-test. The result of test was analyzed by using t-test formula which adopted by Ary (2010: 177).

The result shows that t-score was 4,77 at the degree of freedom of 21, t-table was 2,042 at the level of significance of 5%. So, it means that t-score (4,77) > t-table at the level significance of 5%. So, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. It can be seen from the total score in pre-test that is increase from 10,32 up to 13,60 in post-test. Based on the result of t-test, it can be concluded that Mind Mapping method has significant effect. So, there is any effect on students' writing ability between the students who taught and who not taught by using Mind Mapping method at the second grade students of SMPN 1 MOJO Kediri in the academic year 2016/2017.

Key Word : Writing Teaching, Writing and Mind mapping.

I. INTRODUCTION

English is one of the most important elements in education to develop human resources. It is being expected to be able to make people aware about future where English will be used in all fields even now English can be found easily everywhere and every time. Crystal (in McKee, 2000:7) said that English is rapidly assuming the role of a world language, and no other language has spread around the globe so extensively, making English a truly international language. Therefore, the mastery of English is a must. In Indonesia, English is an important subject in the curriculum. The students must master four skills namely listening, speaking, reading, and writing. Writing is one of the four language skills. It involves producing language rather than receiving it (Marry, 2005:26). Moreover writing skill is more complicated than other skill in English language. Writing skill does not only talk about grammar and vocabularies, but also conceptual and judgment elements (Heaton, 1975:138). Because of the difficulties some efforts have been

done to solve the problems, the purpose is to make writing become easier and interesting to learn for students.

Richards and Renandya (2002: 303) stated that writing is the most difficult skill for second language and foreign language learners. They define that writing is generating, organizing, and translating ideas into a readable text. Their statement shows that learners are getting more than one process in writing. It becomes a problem when learners cannot process their ideas into a text, even sometimes they do not know what to do in the beginning of writing. That is the reason why learning techniques are needed in learning activities to help the students.

Brown (2000:171) argues, "Techniques is any of wide variety of exercises, activities, or task used in the language classroom for realizing lesson objectives". From this statement, the teacher should create a good teaching learning condition in order that the students be able to take part actively in the classroom activities. Brown (2000:340) states, "As facilitator, the teacher offers guidance in helping students to

engage in the thinking process of composing but in a spirit of respect for students opinion, must not impose his/her own thoughts on students writing.

This statements shows that teacher has important role to guide teaching learning process espically writing, help the students difficulties, give solution tostudent matter, and setting the condition of class and give appropriate stretches of time. Actually, both teacher and students try to create the effective teaching learning to reach the goal. Nevertheles, there are many problem faced in teaching writing, because this skill is very complicated.

The second grade students of SMPN I MOJO have a lot of problems in teaching writing. It is caused some factors, both from students and teacher. First, the students get difficulties in starting writing. They are unable to develop their idea and confused to make sentence. Sometimes they find difficulties in the middle of paragraph about what the sentence would be wrote in the next paragraph. In this case the students

have no more idea to complete paragraph. They did not have good vocabulary mastery and grammatical system, and students were bored when teacher taught them. Therefore, the students were not intereted in teaching learning process. While the teacher's problem is she taught English monotonously by means of lecturing. In addition they only asked the students to write and collect assignments teachers have taught. In short, they need new technique to learn English.

The teacher should search a way out to overcome the condition by applying some tehniques and strategies to enhance the students ability in writing. Brown (2000:171) defines, "Techniques is any of wide variety of exercise, activities, or task used in language classroom for realizing lesson objectives. "There are some tehniques and approaches to teach writing such as using Clauster diagramming, cooperative learning strategy, Games, Jigsaw, Mind Mapping, Pararel writing tehniques, and many others. One of the interesting tehnique which can be

applied in teaching writing is Mind Mapping.

Buzan (1989) defines that Mind Map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills –word, image, number, logic, rhythm, colour and spatial awareness-in a single, uniquely powerful manner. This technique can help the writer to generate, visualize, structure, and classify ideas. The teacher gives opportunities to students to write their ideas without being afraid of making mistake.

Based on the problem above, the researcher is interested in knowing how the effect of teaching writing using Mind Mapping technique in descriptive texts to create interesting, challenging and relevant teaching process. In this research, and the research entitled “Is there any significant difference in writing ability before and after being taught using mind mapping the second grade students of SMP 1 MOJO?”

2. RESEARCH METHOD

In this research the researcher used quantitative approach. She used experimental research design. Based on the title of this research “The effect of using Mind Mapping to the students writing ability the second grade Students of SMPN 1 MOJO Kediri in Academic year 2016/2017, there are two variables decided by the researcher. The independent variable is, Mind Mapping; it is expected can influence or control the process. The independent variable is Mind Mapping, and the dependent variable is students’ writing ability the second grade students of SMPN 1 MOJO that can be influenced by Mind Mapping. Place of the research this research was carried at SMPN 1 Mojo Kediri as the location of the research. It is located in Desa: Mojo, Kecamatan: Mojo, Kabupaten : Kediri. The time of the research. The time of collecting data was in November 2016.

The population of this research was the second year students of SMP 1 Mojo in academic year of 2015/2016. The representative portions of population is called

sample. This research used clustering sampling which was taken from D class and the class consists of 21 students. The research instrument the data of this research were writing test. The researcher decided to use written test, then the form of test students had to describe about person. Technique of collecting the data the researcher by using

Pre- test in this section, researcher gave short explanation about descriptive text to the students before they did pre-test and the treatments were given to the students in two meetings. She used Mind Mapping to teach writing in descriptive text. After that the post-test was done in the same way as pre-test. The test was in the form of test which consisted of one picture that had to be described. The post-test was done to know the effect of Mind Mapping in students' writing ability.

3. FINDING AND DISCUSSION

Based on that data has been analyzed by using T-test above, the purpose of the researcher was to find out the answer of question study were how is the students' writing ability before and after being taught

using Mind Mapping and the significant effect of Mind Mapping to students' writing ability at the second grade students of SMPN 1 Mojo Kediri academic year 2016/2017.

It can be seen from the result of the data where the t-test score is higher than t-table in significant 1 % and 5 %.

First, there was very significant effect of using Mind Mapping to students' writing ability to be used in teaching writing. It is proven by the result of t-score (2.521) is higher than t-table in the level of significance 5% (2.022) and P value t-test is lower than level of significance of 5% ($0.000 < 0.05$).

Second, from the result of students writing ability before being taught using Mind Mapping. It can be seen that the total score which be turned out by 21 students is 1360. In this post-test the total students can't achieve the standard score are 12 students and students can achieve the standard score are 9 students. Besides, it can be concluded from the totals score of pre-test (274) and post-test (1360) that the score of

post-test is higher than pre-test. It means that the students' score is increasing.

From the data analysis above, this research supports the previous research from the first is a study conducted by Kusumaningsih (2008). The result of her study showed that there were several improvements of the student's score in writing when using Mind Mapping as a visual media. The second is a study conducted by Miswiria (2007). In her research, she used Mind Mapping technique to improve the student's writing for narrative text. The result showed that the Mind Mapping technique stimulated the student's writing. And the differences studies Kusumaningsih (2008) and conducted Miswiria (2007) is about technique and skill as well, the difference in studies using Classroom Action Research and qualitative. The researcher interested in taking research using quantitative research for reading Miswiria and Kusumaningsih, they used different skills but with the same technique. The results obtained can improve students' skills in using

Mind Mapping very interesting researcher, students in a study conducted Kusumaningsih very interested in writing and developing ideas and values obtained increases, Mind Mapping helped the students to understand the writing, such as structure, vocabulary, grammar, content, mechanic and structure. This technique can increase students 'writing ability.

4.CONCLUSION AND SUGGESTION

Mind Mapping is one of technique that can be used by the teacher in teaching writing, especially in teaching writing. It was interesting since technique using color to help the students marked the key term. Besides that, Mind Mapping can also help them memorize the key term and find them easily. Concerning with the result and the conclusion of the study, the writer gives one suggestion as follow:

To the other researchers it can be one of the references in conducting their studies about teaching Mind Mapping writing descriptive text.

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