

ARTICLE

***TEACHING WRITING DESCRIPTIVE TEXT USING MIND MAPPING TO
SEVENTH GRADE STUDENTS OF SMP PAWYATAN DAHA 1 KEDIRI IN
ACADEMIC YEAR 2016/2017***



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TEACHING WRITING DESCRIPTIVE TEXT USING MIND MAPPING TO SEVENTH GRADE STUDENTS OF SMP PAWYATAN DAHA 1 KEDIRI IN ACADEMIC YEAR 2016/2017

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ABSTRACT

The purposed of the study know how are: 1) How effective of using mind mapping in teaching writing to seventh grade students of SMP PAWYATAN DAHA 1 KEDIRI in Academic Year 2016/2017? 2) How are the results of each aspect of writing after being taught using mind mapping in teaching writing to seventh grade students of SMP PAWYATAN DAHA 1 KEDIRI in Academic Year 2016/2017?. This research uses quantitative method especially pre-experimental design with one-shot case study. The subject of this research is the seventh grade students at Smp Pawyatan Daha 1 Kediri and the samples uses a class and consist of 44 students. Based on the result of the research: the use of mind mapping was effectives to the student' writing skill. It can be seen by the result that the means score of developing idea was 71, the means score of spelling was 70, and the means score of grammar was 70. Thus, the writer concluded that there was effectiveness using Mind Mapping to students' in writing skill also they may have some creative teaching in learning writing so that the students do not get bored.

Keywords: Teaching Writing, Mind Mapping, Descriptive Text

A. INTRODUCTION

Writing is one of the language skills that will never be left in education. It is very essential part of the lesson, not only in language class, but also in other classes such as biology, mathematics, and history etc. Writing skills are complex and sometime difficult to teach, requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgmental elements (Heaton, 1988). As Harmer (1998) states: Writing as a skill, of
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course, it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph, construction etc.). Writing can help students more to consider teachers though and analyze feelings because it gives us time to do so. Because

of writing, student are able to achieve more understanding to communicate their purpose and expressions clearly with partner, which also helps students to avoid the miscommunication which often happens in an oral communication. In this curriculum, the students must be able to understand and create various kinds, of short functional and monolog text in the form of descriptive, procedure, recount, narrative, and report (Standar Isi dan Standar Kompetensi, 2006). Therefore, this curriculum is a genre based approach. Based on KTSP (education curriculum in Indonesia) there are five genres of the text that must be taught to students' in Junior High School. According to Harmer (2007: 327), genre represents the norms of different kinds of writing. Students who write within a certain genre to consider a number of different factors. They need to have knowledge of the topic, the convention style of the genre, and the context in which their writing would be read.

Since writing descriptive text is included in the curriculum, all the second grade students of the junior high school must accomplish it well. However, many students of junior high school were still lack of the vocabularies that can be seen when the teachers asked them in English and they did not even understand. Besides,

the students interest as the hardest subject to learn. Those problems affected the students became bored in teaching learning process. They could not explore their ideas as well to write although the theme had been already determined clearly. They faced difficulty in developing their writing. They became less motivated to learn when they found difficulties.

Mind Mapping technique is one of the teachers' technique in teaching. Not only Mind Mapping shows facts, but also shows the overall structure of a subject and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, and make connections that might not otherwise. The use of mind mapping in descriptive text is one technique to make easy the author or writer to make descriptive text besides this technique more interest when students make descriptive text without mind mapping technique

Based on the phenomenon of the problem above, the writer formulated the research problems as follow:

1. How effective of using mind mapping in teaching writing to seventh grade students of SMP PAWYATAN DAHA 1 KEDIRI in Academic Year 2016/2017?
2. How are the results of each aspect of writing after being taught using mind mapping in teaching writing to seventh

grade students of SMP PAWYATAN DAHA 1 KEDIRI in Academic Year 2016/2017?

B. RESEARCH METHODS

This research uses quantitative method especially use pre-experimental design then design of pre-experimental is one-shot case study. The subject of this research is the seventh grade students at SMP Pawyatan Daha 1 Kediri and this school is located on Desa Banjaran, Kec. Banjaran, Kediri. The samples uses a class and consist of 44 students with 24 males and 20 females.

The process of collecting data, the writer gave treatment to the students. The writer taught writing by using mind mapping technique and the material was descriptive text. There were some steps using Mind Mapping in teaching writing used descriptive text. The post-test was given on 13th May 2017 which participated by the 44 students. Student wrote the material was descriptive text. The theme of the post-test was the description of cartoon picture. There were some aspects of writing skill that should be mastered by students; grammar, punctuations, and spelling. The writer gave the post-test in order to know the result of the post-test. In the post-test the student had an increasing score. It can be seen when the student wrote a descriptive text using mind mapping. It can

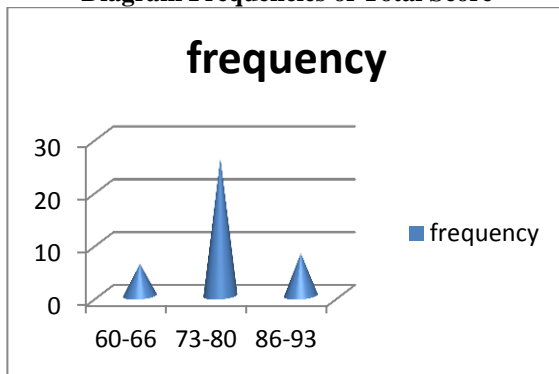
help created some text easily. Thus based on the post-test result using mind mapping can help the students' problem in writing skill.

C. FINDINGS

The writer showed the data result that was taken from the student's writing result after giving the treatment by using Mind Mapping to the student's writing ability that was done to the seventh grade students of SMP PAWYATAN DAHA 1 Kediri. After giving the treatment, the writer gave a post-test to the students to know the effectiveness of students' writing ability using Mind Mapping, In this post-test, the students can make simple sentences about descriptive text individually; the writer took score based on the aspect of writing such as; developing idea, grammar, and spelling. From the table above could be seen that the total score which was turned out by 44 students was 3106, then total score per aspect of developing idea 71, grammar was 70, spelling was 70 After the writer accumulated the mean score of the students, the writer found that the data which showed the mean of students total score were 70.60 score.

In the following section the writer provided the diagram frequencies of total score:

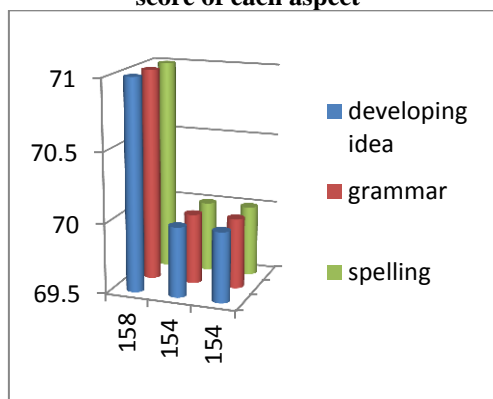
Diagram 4.6
Diagram Frequencies of Total Score



From the diagram above, it can be visualized that the most frequent score was 60-66, there were 6 students. The second frequent 73-80 there were 26 students. The third frequent 86-93 there were 8 students. Thus, the students' frequency score after given the treatment was increased the effectiveness of Mind Mapping to students' in writing skill.

In another diagram, the writer provided the score of each aspect:

Diagram 4.8
score of each aspect



From the diagram above that the most frequent of each aspect showed that 158 score found the mean of the score was 71 score for developing idea, the second, frequent score was 154 found the mean of the score was 70 score for grammar, the

third, 154 score found the mean of the score was 70 score for spelling. Thus, based on the explanation about the writer concluded that the higher aspect of writing after using Mind Mapping was developing idea.

The use of mind mapping technique was more effective than teaching descriptive text using conventional technique. This pre-experimental as the sample of the research. The pre-experimental group was taught by using mind mapping technique and the control group was taught by using technique. The main purpose of the activities above is to make students easier in constructing a text. The students understand, memorize and remember the main idea and relative words easily.

D. CONCLUSION

The writer presented the conclusion of the research. After analyzing the result of the research writing ability after using Mind Mapping showed that students got increasing. It is also supported by some aspects that students got in writing such as developing idea, grammar and spelling. In the developing idea students got higher score than the other aspect. Thus, the writer concluded that there was effectiveness using Mind Mapping to students' in writing skill in teaching writing to seventh grade students of SMP PAWYATAN DAHA 1 Kediri.

The writer found the weaknesses of conducting this research. Such as; she got difficulty to explain the steps of Mind Mapping in this class. Then, she got difficulty to make students understand about the topic to apply this method.

1. Suggestion

Based the result of the research that was done in SMP Pawyatan Daha 1 Kediri especially at the seventh grade students in academic year (2016/2017), in this opportunity the writer tried to give score and recommendation to everyone who relates. The result of this study was expected to give practical contributions to English teacher, the students and next researcher.

a. For the English teachers

This research is expected that the English improve students' writing ability in teaching especially in guiding students to have good writing. It is easy for the teachers to teach descriptive text. They will get the simple way to teach it. They can use new method to teach the students. In order students will be more interested in learning process.

b. For the students

It is also expected to improve students' writing ability students by using in English writing learning. This result can

motivate the students to participate in learning process delightfully. They can build a descriptive text easily using mind-mapping method. The students can improve their ability in writing skill by using mind mapping.

c. For the other researcher

Hopefully, this research can be a reference who ever interested in conducting in to studies in the future. This can increase the knowledge and contribute to all people who involves in developing quality of English education. Then future writer can develop this research by adding some material that writer did not know. So, that the following research can find the use of writing ability not only for writing skill but also for another skill in English language. The use of mind mapping is to improve the student writing skill.

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