ARTICLE

THE EFFECT OF MIND MAPPING TECHNIQUE
TO THE ELEVENTH GRADE STUDENTS' WRITING ABILITY
ON PROCEDURE TEXT OF SMK PGRI 4 KEDIRI
IN THE ACADEMIC YEAR 2017/2018

Oleh:

UMI NUR KHOLIP

11.1.01.08.0206

Dibimbing oleh :

1. **Drs. AGUNG WICAKSONO, M.Pd.**

2. **SUHARTONO, M.Pd.**

ENGLISH DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF NUSANTARA PGRI KEDIRI

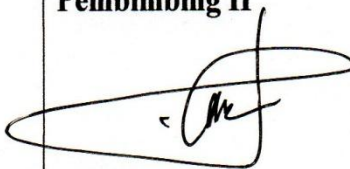**2018**

SURAT PERNYATAAN

ARTIKEL SKRIPSI TAHUN 2017

Yang bertanda tangan di bawah ini:

Nama Lengkap	: UMI NUR KHOLIP
NPM	: 11.1.01.08.0206
Telepun/HP	: 0857 4969 7758
Alamat Surel (Email)	: uminurkholip9@gmail.com
Judul Artikel	: The Effect of Mind Mapping Technique to the Eleventh Grade Students' Writing Ability of SMK PGRI 4 Kediri in the Academic Year 2017/2018.
Fakultas – Program Studi	: FKIP- Bahasa Inggris
Nama Perguruan Tinggi	: Universitas Nusantara PGRI Kediri.
Alamat Perguruan Tinggi	: Jl. KH. Ahmad Dahlan No. 77, Mojoroto , Kediri

Dengan ini menyatakan bahwa :

a. Artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;

b. Artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 12 Februari 2018
Pembimbing I	Pembimbing II	Penulis,
Drs. AGUNG WICAKSONO, M.Pd. NIDN. 0711076802	SUHARTONO, M.Pd. NIDN. 0719017501	UMI NUR KHOLIP NPM. 11.1.01.08.0206

Umi Nur Kholip | 11.1.01.08.0206
FKIP – Pend. Bahasa Inggris

simki.unpkediri.ac.id
|| 2 ||

THE EFFECT OF MIND MAPPING TECHNIQUE
TO THE ELEVENTH GRADE STUDENTS' WRITING ABILITY
ON PROCEDURE TEXT OF SMK PGRI 4 KEDIRI
IN THE ACADEMIC YEAR 2017/2018

Umi Nur Kholip
11.1.01.08.0206
Faculty of Teacher Training and Education – English Education Department
Uminurkholip9@gmail.com
Drs. AGUNG WICAKSONO, M.Pd. and SUHARTONO, M.Pd.
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

UMI NUR KHOLIP : The Effect of Mind Mapping Technique to the Eleventh Grade Students' Writing Ability on Procedure Text of SMK PGRI 4 Kediri in the Academic Year 2017/2018.

writing is the process of transferring thoughts from mind onto paper to share with readers while readily admitting that composing text to communicate their ideas is tough sledding. In teaching writing the teacher should select the teaching strategy that can provide the opportunity for students to practice writing ability in their English. In teaching writing, the main problem faced by the students are they find difficulties in getting the ideas, difficult to write in correct organization, cannot write in correct grammar, lack of vocabulary, and error punctuation in writing procedure text. The researcher use mind mapping technique to solve the students problem above, to improve their writing ability in procedure text.

Meanwhile this research question is:"Is there any significant effect of using Mind Mapping technique to the Eleventh Grade Students' writing ability on procedure text of SMK PGRI 4 Kediri in academic year 2017/2018 ? "

The research approach that is used in this study is quantitative research design of this study is pre-experimental design. The population of the study was the eleventh grade students of SMK PGRI 4 Kediri and the sample was class XI TKJ which consist of 22 students. The instrument of this research is test. The test was used to measure the students' achievement in writing procedure text before and after being taught by using mind mapping technique.

In addition, the result shows analyzing of t-test that Mind Mapping can help the students mostly in developing and organizing the idea into a good written text. It is proven by the result of t-score (2.794) is higher than t-table in the level of significant 5% (20.80). So, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is significant effect of using mind mapping technique on the students" writing ability.

In conclusion, mind mapping technique help the students to influence their achievement in writing procedure text. Mind mapping technique is proved give a significant effect to the students" writing ability. Mind mapping are credited to be technique that can guide students through the four stages of the writing process: prewriting, drafting, revising, and final writing. Based on the conclusion above, it is suggested: to the English teacher should use mind mapping technique in teaching writing especially procedure text since it can give students chance to be more active in teaching and learning process.

KEYWORDS: *Writing Ability, Mind Mapping Technique.*

1. BACKGROUND

Writing is important for the students because writing is a form of communication and process of expressing and impressing ideas into a product of writing: translating out thought into language (Nunan (2003:88)). To know the students understanding about the material given, they should be write in correct way. Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired". Based on the statement above we need to learn writing because writing is complex process. As we know that when we write we not only write some words or sentences but also express and explain the idea on the paper by using correct way. writing skill is complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgmental elements. (Heaton (1989: 135)), its supported by Harmer (2001) on his book *The Practice of English Language Teaching,* he states each skill has difficulties for student but writing has become the most complicated skill to be learned because writing is production skill and need a feedback. This case has led to the idea that learning to write or to communicate certain idea clearly and comprehensively is need time, effort, and concentration.

So that why, in teaching writing the teacher should be used the good technique to teach, so the students understand about the material deeply and could make the product of writing in correct way.

During teaching training in SMK PGRI 4 Kediri , students have any problem in writing such as : difficult in get their ideas, difficult in organizing their ideas in a paragraph unity ,were lack vocabularies, cannot make a correct grammar, and punctuation in writing.

Consider on the importance of writing to doing communication and solve the student's problem , the researcher decided to use mind mapping technique in teaching writing. The researcher believe that mind mapping is able to develop students' ability in writing. As the state of Buzan (2005: 6) claims that"

A mind mapping 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 –

Umi Nur Kholip | 11.1.01.08.0206
FKIP – Pend. Bahasa Inggris

simki.unpkediri.ac.id
|| 4 ||

word, image, number, logic, rhythm, color and spatial awareness – in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. Mind mapping is an extremely effective technique of taking notes.

It means that mind mapping is an effective technique that can help the students to study and practice to get the idea from brain easily and quickly. From the steps of mind mapping, the students can develop their words become phrase, long phrase than sentences .

The use mind mapping technique is also consider on research result of Adi Purnomo. 2014. Improving Descriptive Writing Skill through Mind mapping Technique (Classroom Action Research in 8th Grade Students in MTs Muhammadiyah 1 Cekelan in the Academic Year of 2013 / 2014). It can be seen by the result of the research. The students' writing ability in descriptive text in increase after being taught using mind mapping technique.

II. METHOD

This is a quantitative research using pre-experimental research with one-

group pre-test and post-test design. Pre-experimental research is given a pre-test before treatment, after the treatment finished the post-test is administered to know the achievement. The first steps in gathering the data from pre-test. Its to know the students' writing ability before being taught using mind mapping technique. The second is treatment which the students being taught using mind mapping technique. The third steps in post-test which the researcher find out the data which represent students' writing ability after being taught using mind mapping technique.

The research was conducted at SMK PGRI 4 Kediri. It is located on KH. Achmad Dahlan street, Mojoroto - Kediri. This school is chosen because here the class occupied only boy, and she was curious to know good their ability was and furthermore, this school has an unique learning process.

The researcher conduct the research on 12th December 2017 until 22th December 2017. Asking permission on 12th December 2017. The pre-test on 16th December 2017, then treatment given on 19th December 2017 and post-test given on 22th December 2017.

The population of this research is the eleventh grade students of SMK

PGRI 4 Kediri . There are 6 classes which consist of 25 students in each classes, so the populations are 150 students.

Sample is part of the whole population investigated. The sample of the research must be representative. The class observed as a sample is eleventh grade .Class XI – TKJ was chosen as the object. Consist of 22 students; consist of 2 female students and 20 students is male.

This research has been done into several steps. The first steps is gathering the data from pre-test. The data is used to know the students' writing ability before being taught using mind mapping technique. The second is treatment which the students being taught using mind mapping technique. The third steps is post-test which he researcher find out the data from the students after being taught using mind mapping technique.

After the data gotten from pre-test and post-test, the researcher analyze the data by using form :

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

t = t-test non independent data

Md = Mean from the different of pre-test and post-test.

$\sum x^2 d$ = The number of deviation

N = The number of subject/ students

The t-test compared to t-table to decide the significance of the study. The researcher used :

1. If t-score $\geq$ t-table, and the degree of significance 1% and 5% means significant. So, H0 or null hypothesis is rejected.

2. If t-score $\leq$ t-table, and degree of significance 5% means no significant. So, H0 or null hypothesis is accepted.

III. FINDING AND CONCLUTION

A. FINDING

In order to know the students' writing ability before being taught using mind mapping technique, the researcher conduct pre-test. The students' writing ability still low. It can be seen in chart.
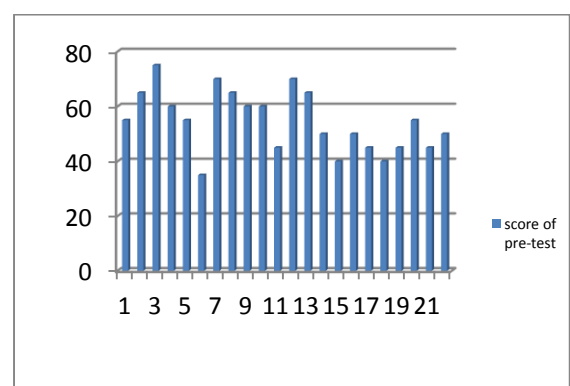
The result of the pre-test can be explained that total score of XI TKJ is 1200. The total sample was 22. Mean could be counted from the total score is divided by the number of sample. So, the mean of pre-test was 54.54. It was far from the minimum score criteria of writing in SMK PGRI 4 Kediri. It should be 70. The maximum score got by the students in pre-test is 75 by only 3 students from 22 students in the class. And the lowest score was 35.

On the other hand to know the students' writing ability after being taught using mind mapping technique, the researcher conduct post-test. The students' writing ability was increase. It can be seen in chart.
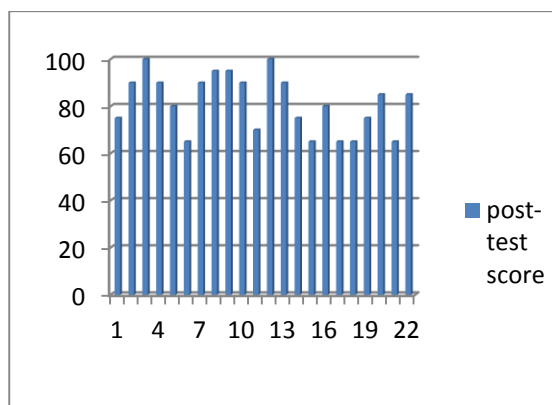
The total score of post-test is 1790. The sample is 22. The mean of post test can be counted from the total score of post-test divided by the number of sample. The result is 81,30. So, the mean of post-test is higher than mean

of pre-test. Besides, it could be concluded from the total score of pre-test (1200) and post-test (1790), that the score of post-test is higher than pre-test. It means that the students' score was increasing. It can be seen in chart:
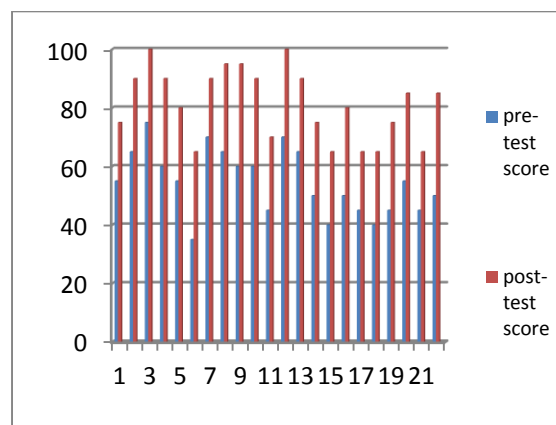
From the result above, it is necessary to calculate the following aspect, deviation standard and t-score.

Table 4.4 Deviation Score of Pre-test and Post-test

N	ΣPre-	ΣPost-	Σd	Σd^2
22	1200	1790	**590**	**16250**

Based on the table of analysis of pre-test and post-test scores above, total score of pre-test was 1200 and total score of post-test was 1790. It means that students' score was increase. The total score of d is 590. The final result of d^2 is 16250.

Umi Nur Kholip | 11.1.01.08.0206
FKIP – Pend. Bahasa Inggris

simki.unpkediri.ac.id
|| 7 ||

From the result above, it can be seen that the mean different of pre-test and post-test score are:

1. Calculation the mean difference of pre-test and post-test:

$$Md = \frac{\sum d}{N} = \frac{590}{22} = 26.82$$

The mean deviation of the distance between pre-test score and post-test score was 26.82.

2. Calculating the number of standard deviation score

This computation was used to calculate the deviation of each subject (d) and then subtract the result of pre-test and post-test are different (d).

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 16250 - \frac{(590)^2}{22}$$

$$= 16250 - \frac{348100}{22}$$

$$= 16250 - 15822{,}7 =$$

$$423{,}3$$

This computation is needed to analyze pre-test and post-test in one group research design. 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.

The formula was as follows;

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$t = \frac{26.82}{\sqrt{\frac{423.3}{N(N-1)}}}$$

$$t = \frac{26.82}{\sqrt{\frac{423.3}{22(22-1)}}}$$

$$t = \frac{26.82}{\sqrt{\frac{423.3}{22(21)}}}$$

$$t = \frac{26.82}{\sqrt{\frac{423.3}{462}}}$$

$$t = \frac{26.82}{\sqrt{0.916}}$$

$$t = \frac{26.82}{0.96}$$

$$t = 2.794$$

$$Db = (N-1)$$

$$= (22-1)$$

$$= 21$$

$$21 \longrightarrow 1\% = 2.831$$

$$\longrightarrow 5\% = 2.080$$

Umi Nur Kholip | 11.1.01.08.0206
FKIP – Pend. Bahasa Inggris

simki.unpkediri.ac.id
|| 8 |

From the calculation above, it is known that the result of T-test is 2.794 and the degree of freedom is 21.

Based on the calculation above, If the t- score $\geq$ t-table, and the level of significance is 1 %. It means that it is very significant, so the H_0 is rejected. It can be seen that t-score is 2.794 and the degree of freedom or db is (N-1) = (22-1) = 21. Finally, the t-table is 2.831 at the level of significance of 1%, and 2.080 at the level of significance of 5%.

The researcher concluded that the result of the research is significant or there is significant effect of using Mind mapping technique to the students' writing ability of procedure text of the eleventh grade of SMK PGRI 4 Kediri. Mind mapping technique is an effective technique to teaching writing because it can develop the students' ability effectively and quickly in getting the idea and developing the aspect of writing it self.

B. CONCLUTION

Based on the research done, the students' writing ability was increased after being taught by using Mind mapping technique. In conclusion, it can be said that there was any significant effectiveness of using mind mapping technique to the students' writing ability in procedure text of eleventh grade students' at SMK PGRI 4 Kediri in academic year 2017/2018.

The result of this study are expected t give partial contributions to:

1. To the English teacher

The English teacher should be use technique other than the conventional way to teach the material in order that their students will be more active and can accept the material well. One of the technique that teacher can use in Mind Mapping technique since it can give students chance to be

more active in teaching and learning process.

2. To the School

For the school, the researcher expects that school give a better facilitation such as complete book in library and some of tool when students want to learn English especially in teaching and learning writing using mind mapping technique for better students' achievement in the future.

3.To the Other Researcher

Other researchers are also expected be able to improve and make the better mapping. The researcher hopes this effort will be useful for teaching writing for the purpose of improving the students' English achievement.

IV. REFERENCES

Ari, Donal. 2010. *Introduction to Research in Education (8th Edition)*. Wadsworth: Nelson Education , Ltd.

Brown, Douglas, H. 2001. *Teaching by Principles:An Interactive Approach to Language Pedagogy.* Second Edition New York: Longman

Buzan, Tony. 2001. *Smart Book Mind Map.* Jakarta: Gramedia.

Nunan, David. 1995. *Language Teaching Methodology: A textbook for* teachers. Wiltshire: Prentice Hall International

Purnomo, Adi. 2014. *Improving Descriptive Writing Skill through Mind mapping Technique (Classroom Action Research).* State institute.

Styati, W.E. 2010. *The Effectiveness Of Clustering Technique In Teaching Writing Skill Viewed From Students' Linguistics Intelligence (An Experimental Research On Descriptive Writing For The Second Semester Of English Department Of Ikip Pgri Madiun In The Academic Year Of 2009/ 2010.* Madiun: Ikip PGRI Madiun.