

THE INFLUENCE OF MIND MAPPING TECHNIQUE IN TEACHING WRITING SKILL

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ABSTRACT

Tujuan penelitian ini adalah untuk menemukan perbedaan signifikan pada prestasi menulis siswa setelah diajarkan dengan menggunakan teknik *mind mapping* dan apakah *mind mapping* dapat digunakan untuk meningkatkan aspek menulis pada istilah organisasi, kosa kata, dan tata bahasa. Penelitian ini adalah kuantitatif berdasarkan desain eksperimental. Sampel dipilih secara acak dengan menggunakan lotere yaitu kelas XI IPA1. Data diperoleh dengan mengadakan *pretest*, *posttest* dan *treatment*. Peneliti menggunakan *Repeated Measure t-test* dalam menganalisa data yang dikumpulkan. Level signifikan adalah 0,05 dan hipotesa dibuktikan jika tanda $<p$. Hal itu dapat dilihat dari hasil t-test yang menunjukkan sig. (2-tailed) adalah ,000. Ini dapat diperkirakan bahwa H_1 diterima dan H_0 ditolak karena $0,000 < 0,05$. Jadi kita dapat menyimpulkan bahwa ada peningkatan signifikan dari prestasi siswa setelah mereka diajarkan dengan menggunakan teknik mind mapping.

The aims of this study are to find out significant difference in students' writing achievement after being taught by using mind mapping technique and whether or not mind mapping can be used to increase students' writing aspect in terms of organization, vocabulary, and grammar. This research was quantitative based on the experimental design. The sample was chosen randomly by using lottery that was XI IPA1. The data were gained by administering pretest, posttest and treatments. The researcher used *Repeated Measure t-test* in analyzing the data collected. The significance level is in 0.05 and the hypothesis is approved if sign $<p$. It can be seen that t-test result showed sig. (2-tailed) is .000. It can be inferred that H_1 is accepted and H_0 is rejected since $0.000 < 0.05$. So we can conclude that there is significant increase of students' achievement after they are taught by using mind mapping technique.

Keywords. achievement, mind mapping technique, writing aspect

INTRODUCTION

Writing is a productive skill in the written form. Tarigan (1987: 7) states that writing is a language skill that is used for indirect communication. It means that the students can communicate their ideas and their thought to others through written form such as letter, message, or invitation for communication. According to (Raimes, 1987: 76), writing is a skill in which we express ideas, feeling, and thought which are arranged in words, sentences, and paragraph using eyes, brain and hands. This also means the writers have to be able to compose and integrate information through components of linguistic logically. They have to develop their own ideas into coherence sentence, cohesively and well organization, e.g., constructing words into phrase, then into clause, and complete sentence containing certain idea arranged in logical order, so the reader can easily understand the language being used in written language.

In addition, Linderman (1982: 11) asserts that writing is a process of communication which uses a conventional graphic system to convey a message to readers. In this process, in order to have skill of writing, one should know the steps of arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.

Although English has been learnt from many years since junior high school, in fact, it can still be found that students still cannot understand and use English well either in written or oral forms. Many students complain that they do not know how to write and they cannot link sentence into coherent ideas. Furthermore, many students know or have the ideas of what they are going to write but they do

not know how to put them into words. It means that many students still have difficulties in expressing their idea in written form, especially in paragraph writing.

In relation to previous problems, study done by Neni Wulansari (2008: 2) also indicates that many students could not write when she asks them to write a paragraph based on chronological order. Most of students' writing skill are still far from the learning target, the students' achievement are still far from the KKM. It may be caused by many factors; low motivation in learning writing, lack of basic knowledge about writing, inappropriate use of technique in the teaching writing and limited time to study writing.

To increase students' writing skill in hortatory text writing, this study applies the technique to help students in their writing by means of using mind mapping technique. Referring to those problems, mind mapping is naturally one of the technique in teaching the target language. In other words, it helps students to associate ideas, think creatively, and make connections in sentence (Tony Buzan, 2007).

The subject of this research was the grade students of SMA Kartikatama Metro. The researcher chooses the second grade students because they have already studied vocabulary, grammar, structure, and writing in the previous semester. In this research, the researcher would like to focus on the increasing of students' writing achievement. The teaching materials will be taken from KTSP English curriculum for the second grade of senior high school.

In this research, the researcher limits the aspects of writing in terms of organization, vocabulary, and grammar. The researcher limits her research only in three aspects because those aspect are the major writing aspect and the students still have problems and get difficulties in those.

In line with the background of the study, the questions to be answered in this study are:

- 1) Is there any significant difference in the students' writing achievement after being taught by using mind mapping technique at the second grade of SMA Kartikatama Metro?
- 2) Can mind mapping technique be used to increase students' writing aspects at the second grade of SMA Kartikatama Metro in terms of organization, vocabulary, and grammar?

METHODS

In conducting this research, the researcher used pretest posttest design referring to Setiyadi (2000: 40). It would take one class from the population namely experimental class. The class was given pretest, treatment and posttest. The population of the research was the second grade students of SMA Kartikatama Metro. There were six classes of the second grade of SMA and each class consist of 28 students. In this research, the researcher took one class by using lottery. The procedure of the research were: determining the sample, administering the try out, administering the pretest, conducting the treatment, administering the posttest, and analyzing the data.

In collecting the data, the researcher used two instruments, they were pretest and posttest. To get the data, the researcher would give try out to the class to determine the quality of test items. To analyze the data, the results of pretest and posttest would be calculated to find out the mean of the results. After finding the mean of pretest and posttest, Repeated *Measure t-test* was employed to compare both of the mean in order to see whether the two mean is significantly different. After obtaining the results of t-value, it would be compared to t-table. If t-value was lower than t-table, it means that the two *means* were not significantly different. Therefore, the treatment can be used to increase the students' writing achievement.

RESULTS AND DISCUSSION

The researcher held six meetings to get the data. The first meeting was a try out test. The second meeting was the pretest followed by three times meeting for treatment. Finally, the researcher conducted the posttest to find out the students increase in writing achievement.

The pretest was administered in order to measure the students' basic ability in writing hortatory text. The pretest was conducted on Saturday, February 22th 2014. The score of the three aspects of writing tested in pretest were presented in the following table:

Pre-test	The Evaluated Components of Writing						Total
	Organization		Vocabulary		Grammar		
	R1	R2	R1	R2	R1	R2	
	21.57	19.71	22.21	19.50	29.00	27.00	
Average	20.65		20.85		28.00		69.50

The researcher conducted post test in order to find out the increase in writing a hortatory text and also to make sure that mind mapping technique could be used to improve their writing. The post test was administered on Saturday, March 8th, 2014. The score of the three aspects tested in the post test were presented in the following table:

Pre-test	The Evaluated Components of Writing						Total
	Organization		Vocabulary		Grammar		
	R1	R2	R1	R2	R1	R2	
	25.75	25.82	26.17	25.92	31.71	31.89	
Average	25.79		26.05		31.80		83.64

The following table showed the increase of students' writing aspects; organization, vocabulary and grammar in experimental class.

Aspects	Pre-test	Post-test	The Increase	Percent
Organization	20.64	25.78	5.14	36.37%
Vocabulary	20.85	26.04	5.19	36.73%
Grammar	28.00	31.80	3.8	26.89%

From the result above, it could be concluded that mind mapping technique could increase each aspect of writing, namely: organization, vocabulary and grammar. The highest aspect of writing was vocabulary because it was relevant with the mind mapping order that used many keywords in every branches. The students were able to write some words in the branches that related to the topic given. In the aspect of organization, the students were able to write in chronological order by applying temporal conjunctions such as: *firstly, secondly, thirdly, after that, then, next, later, finally, last, etc.* They can express their ideas smoothly when they wrote a hortatory text. In the aspect of grammar, the score increased but not

significant because the students still got difficulties in tenses. The students made some errors in the sentences, for example, they used simple past tense in their hortatory text.

Based on the explanation of increasing in experimental class seen from each aspect of writing and means of the total score, it could be concluded that the technique applied, teaching writing by using mind mapping technique, was effective. From the average score of pre test and post test, it was clear that the mean score of post test was higher than the mean score of pre test. It means that there was significant increase of students' achievement after being taught by mind mapping technique.

The researcher gave the treatment in three times. The topic that was given to the students was internet, smoking, and the importance of English. First, the researcher explained about the language feature and generic structure that were used in making hortatory text. Then, the researcher asked the students about the topic. The researcher wrote the topic at the center of whiteboard by using blackmarker. After that, the researcher drawn several branches based on the students' perception. The researcher made hortatory based on the mind mapping as the example. Then the researcher asked the students to make mind mapping based on the topic given. The students looked enthusiastic to their own mind mapping. Sometimes they discussed with their partner and shared what they knew. They also opened their dictionary when they did not know the vocabulary. All of the students were active and cheerful in the teaching learning process. At the end of third treatment, the researcher tried to get the opinion about this

technique. The students were interested in this technique. They felt more confident in writing a text especially hortatory text.

For all those three treatments the researcher found that the teaching and learning process during the research has run well. The students felt enthusiastic with the new technique that they have not done before. Hofland (2007) found that mind mapping can contribute to the learner's motivation because it's creative aspect. The problems just arose in the order of their mind mapping. After the three treatments, they knew how to make them perfect. The teaching learning process was being more active. The students felt free to imagine and learn the topic by their own mind.

The researcher had also analyzed the increase of each aspect of writing. They were organization, vocabulary, and grammar. It was found that vocabulary aspect increased more than the other aspects. It was relevant with the mind mapping order that used many keywords in every branches. The students were expected to have many vocabularies in making their mind mapping. Then, the students enlarge their vocabulary knowledge after making their mind mapping. The students were able to write some words in the branches that related to the topic given. In the aspect of organization, the students were able to write in chronological order by applying temporal conjunctions such as: *firstly, secondly, thirdly, after that, then, next, later, finally, last, etc.* They can express their ideas smoothly when they wrote a hortatory text. In the aspect of grammar, the score increased but not significant because the students still got difficulties in tenses. Some students used simple past tense in their hortatory text.

Mind mapping technique was a good technique which can be used by the teacher to help the students be more creative during teaching and learning process. Mind mapping helped the students to learn, arrange, and store information in their brain. Information can be illustrated with symbols, words, color, images, links, and attachments to add context, helping to reveal new directions, greater clarity, and big ideas. Since mind mapping illustration used a creative method (symbols, words, color, images), it was easy and pleasure to see, read, understand, and memorize. In this research all of the components of mind mapping technique applied smoothly. The researcher reported that the component of mind mapping that was applied make students more creative. They can draw some branches with image as a central idea. In pair they also can think and share their ideas each other.

Based on the explanation of increasing in experimental class seen from each aspect of writing and means of the total score, it could be concluded that the technique applied, teaching writing by using mind mapping technique, was effective. In summary, it can be stated that mind mapping technique can be used to increase students' writing achievement of hortatory text. It was due to the capacity of mind mapping technique in exploring the students' imagination and creativity. It was proved by the mean score of the test before and after the treatment.

CONCLUSIONS

Referring to the discussion of the research findings, the researcher draws to these following conclusions:

- 1) There was significant increase of students' ability in writing hortatory text at the second grade students of SMA Kartikatama Metro, after they were taught by using mind mapping technique. It can be seen from the result of pre test (69.50) to post test (83.64).
- 2) Mind mapping technique can increase students' writing aspect in terms of organization, vocabulary, and grammar. It was showed from the result of pre test of those three aspects, that was organization (20.64), vocabulary (20.85), and grammar (28.00) to organization (25.78), vocabulary (26.04), and grammar (31.80)

In reference to the conclusion above, some suggestions are given as follows:

- 1) In this research the researcher found out that mind mapping technique can be applied to increase students' achievement in writing hortatory text. The English teacher should apply the seven steps to make mind mapping in their teaching learning process.
- 2) The teacher was expected to be able to motivate the students in order to make them more excited in learning English, for example, teacher should create the material as interesting as possible by using kind of picture or image in applying mind mapping technique.
- 3) The researcher applied mind mapping technique to increase students' ability in writng hortatory text. Other researchers can apply mind mapping technique in teaching learning process of other kinds text writing, for example, in narrative, descriptive, and recount text.
- 4) Because the researcher used mind mapping technique in teaching writing at senior high school in this research, further researchers can apply mind

mapping technique on different level of students. It can be applied at junior high school.

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