

**THE INFLUENCE OF USING MIND MAP TECHNIQUE TOWARDS
STUDENTS' SIMPLE PRESENT TENSE MASTERY AT THE FIRST
GRADE OF THE FIRST SEMESTER OF PRASANWITTAYA
MULNITI SECONDARY SCHOOL PATTANI,
THAILAND IN THE ACADEMIC
YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of
the Requirement for S1-Degree

By

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Study Program : English Education

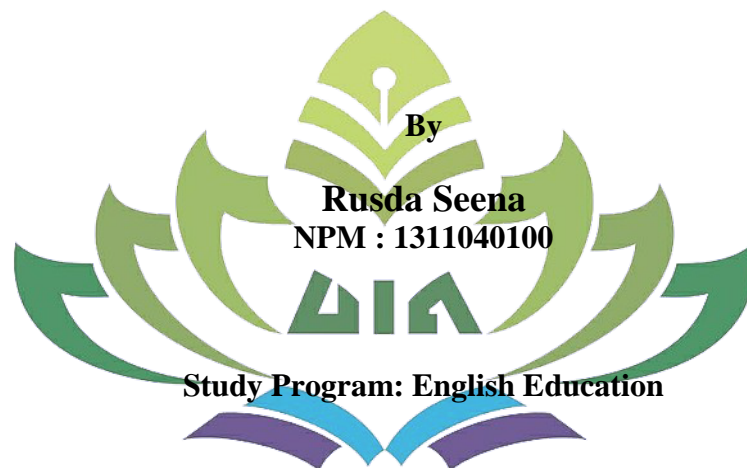


**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN LAMPUNG STATE
ISLAMIC UNIVERSITY
2018**

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Co- Advisor : Nurul Puspita, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG
2018**

ABSTRACT

THE INFLUENCE OF USING MIND MAP TECHNIQUE TOWARDS STUDENTS' SIMPLE PRESENT TENSE MASTERY AT THE FIRST GRADE OF THE FIRST SEMESTER OF PRASANWITTAYA MULNITI SECONDARY SCHOOL PATTANI, THAILAND IN THE ACADEMIC YEAR OF 2017/2018

By
RUSDA SEENA

The objective of this research is to find out whether there is a significant influence of using mind map technique towards students' simple present tense mastery at the first grade of the first semester of PrasanwittayaMulniti secondary school Pattani, Thailand in the academic year of 2017/2018. There were two variables in this research, the independent variable was mind map (X) and dependent variable was the students' simple present tense mastery (Y).

The research methodology was experimental method. The researcher dealt with two classes, they were experimental class and control class. In the experimental class, the researcher used mind map, whereas in the control class the researcher used lecturing technique. Each class received the same pre-test and post-test. The population of this research was the first grade of the first semester of PrasanwittayaMulniti secondary school Pattani, Thailand. The samples of this research were 2 classes that were 1D as the experimental class and 1H as the control class, consisting of 66 students. The treatments were held in 3 meetings in which 2 x 40 minutes for each class. In collecting the data, the researcher used instrument in the form of multiple choice questions. Before conducting the treatments, the students did pretest. After conducting the treatments, the students did posttest. After giving posttest, the researcher analyzed the data by using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig = 0.02$ and $\alpha = 0.05$. it means H_a is accepted because $sig < \alpha = 0.05$. therefore, there was a significant influence of using mind map technique towards students' simple present tense mastery at the first grade of the first semester of PrasanwittayaMulniti secondary school Pattani, Thailand in the academic year of 2017/2018.

Keywords : Mind Map Technique, Simple Present Tense, Quasi Experimental Design.



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**Title : THE INFLUENCE OF USING MIND MAP TECHNIQUE
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MASTERY AT THE FIRST GRADE OF THE FIRST
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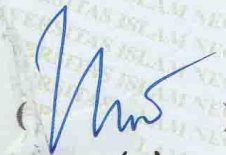
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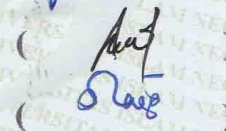
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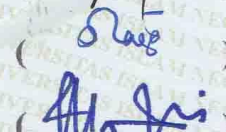
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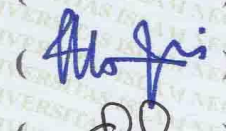
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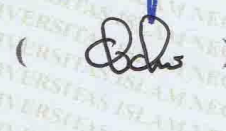
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MOTTO

قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَنِي مِمَّا عُلِّمْتَ رُشْدًا ﴿٦٦﴾

“Musa said to him, "May I follow you on that you teach me from what you have been taught of sound judgement?"¹(Qs. Al- Kahfi :66)



¹ Abdullah Yusuf Ali. The holy Qur'an Text and Translation, (Millat Book Centre: New Delhi,2006),p.

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Mind Map Technique towards Students’ Simple Present Tense Mastery at the First Grade of the First Semester of Prasanwittaya Mulniti Secondary School Pattani, Thailand in the Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung,
Declared by,

2018

Rusda Seena
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DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Pohsu Seena and Mrs Kholeeyoh Kasor who always pray for my success and support me to study hard until now. Thanks for all the motivation. I love them forever.
3. My beloved elder sisters, younger sister, and younger brothers; Darunee Seena, Nasreeya Seena, Suhaila Seena, Muhammad Firdee Seena and Muhammad Paosee Seena who always give me spirit and suggestion for my success.
4. My beloved friends, Ruhanee Cheha, Fatihan Muleng, Pateemoh Muleng, Zainab Chewae, Munoh Samae, Mariyah Chedo, Suwaibah Ka-ong, Suhailah Sideh, Fadeelah Prachan, Yawareeya Latch, Anisah Kasor and Ulfi Desfika who always support me to finish this thesis.
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6. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.



CURRICULUM VITAE

The researcher's name is Rusda Seená. Her nick name is Da. She was born in Pattani on September 19 1994. She is the third of Mr. Pohsu Seená and Mrs. Kholeeyoh Kasor's children. She has two elder sisters whose names are Darunee Seená and Nasreeya Seená, one younger sister whose name is Suhaila Seená and two younger brothers whose names are Muhammad Firdee Seená and Muhammad Paosee Seená.

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During her study in State Islamic University of Raden Intan Lampung (UIN), she joined with some organizations called PMMPI (Persatuan Mahasiswa Melayu Patani di Indonesia). She called this organization is one big family in Indonesia. She has joined since 2013 till now.

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First of all, praise is to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers.

This thesis entitled “The Influence of Using Mind Map Technique towards Students’ Simple Present Tense Mastery at the First Grade of the First Semester of Prasanwittaya Mulniti Secondary School Pattani, Thailand in the Academic Year of 2017/2018.” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung (UIN). When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the first advisor and the chairperson of English Education Study Program of State Islamic University of Raden Intan Lampung (UIN).
3. NurulPuspita, M.Pd, the second advisor, who has patiently guided and helped in correcting and giving countless time for the researcher to finish this thesis well.
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11. The writer's beloved Organization (PMMPI); Thanks of all to always give motivation and suggestions.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcome criticisms and suggestions from the readers to enhance the quality of this

thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2018
The Writer,



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Tense is a grammatical category referring to the time of the situation; the tense is indicated by the form of the verb.¹ It means that tense is the time that indicate by form of the verb. It is important for the students to learn tenses since they have great influence in forming the meaning of sentences. Tense may indicate whether an activity or state is, was, or will be completed or whether it is, was, or will be in progress over period of time.

Simple Present Tense is one of tenses that is important to be mastered by the students. By mastering simple present tense, the student will be able to express the idea that they want to transfer appropriately at the present time. The simple present tense can be said to be a tense forms most commonly used because its function is to reveal things or regular activity or usual happening at the moment.

Learning tenses is complicated, there are still many students who do not like learning tenses. Payne states in Chrisna and Sunoko research that many students face

¹ Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar*, (London: Pearson Education Limited, 2002), p.55

difficulties to understand and apply the English grammar, especially in learning tenses.²

According to Rosemary there are the difficult or error in learning present simple tense, such as the third person *S* seems counter to the English plural rule, the students may omit *S* altogether; add *S* to the plural verb instead. The *do* auxiliary in negative and interrogative forms is often omitted. Spelling variations create problems. Once the tense is learnt, the rules may be applied *to be*. Many languages have a single present tense covering the contexts of both present simple and present continuous in English.³ It means that the students still confuse about the uses of singular and plural verb. They often forget or omit about *verb to do*, especially how to make the negative and interrogative sentences, still confuse the use verb forms to the third person. They cannot apply *to be* to use in present tense. They cannot separate present simple tense and present continuous tense when they translate from their own language.

Based on the result of preliminary research, most of the students' score in grammar especially simple present tense is under standard score. It can see in the following table:

² ChrisnaIrmawan and SusenoSetyawan, *The effect of Using Mind Mapping Technique on the Students' Grammar Achievement*, UniversitasNegeri Malang, p.1.

³ Rosemary Aitken, *Teaching Tenses Ideas for Presenting and Practising Tenses in English*, (Surrey: Thomas Nelson & Sons Ltd, 1992)p.21

Table 1
The Student's Score of Simple Present Tense Mastery of students at the First Grade of PrasanwittayaMulniti Secondary School 2017/2018

No	Score	C L A S S								Numbers of students	Percentage
		1A	1B	1C	1D	1E	1F	1G	1H		
1	≥ 75	21	11	10	9	13	14	10	10	98	36%
2	<75	12	23	23	24	22	22	25	23	174	64%
Total		33	34	33	33	35	36	35	33	272	100%

Based on table 1, it can be known that achievement of grammar score especially in simple present tense of the First Grade of PrasanwittayaMulniti Secondary School is still not optimal yet, there are 98 or 36% is satisfiable, while 174 or 64% of them is need to be increased. The students have difficulties in learning grammar, the writer found that some students have low grammar especially Simple Present Tense. It can be proven also by interviewing English teacher, Miss HayateeKasor said that there were many problems in teaching grammar like as the students felt bored when studied grammar, they feel hard to study grammar and they still not make sentence in simple present tense incorrectly, especially using verb forms.⁴

Buzan states that Mind Maps are better than standard note-taking, A Mind Map that includes these important factors will encourage your brain to associate, link and

⁴ Document *Result of Interview the Teacher* the First Grade of PrasanwittayaMulniti Secondary School

connect your thoughts, fears, dreams and ideals in ways that are far more creative than any other form of note-taking.⁵ It means that remembering and recalling information by using mind maps is easier than when using traditional note-taking techniques.

Buzan also states that mind maps use colour. They all have a natural structure that radiates from the centre. And they all use lines, symbols, words, and images. With a Mind Map, a long list of boring information can be turned into a colourful, highly organized, memorable diagram that works in line with your brain's natural way of doing things.⁶ It means that the mind maps can help the students are less bored, cause the mind map can turn from a long boring information from the teacher into a colourful note that will encourage the students interest and enjoy to the material that teach by the teacher. Which mind maps is suitable to the students unlike traditional note. The writer think based on mind maps consist of picture, symbol and colour can improve the understanding of simple present tense.

Buzan states, "The mind map is a powerful graphic technique which provides a universal key to unlocking the potential of the brain."⁷ He also says that mind maps are a graphic, networked method of-storing, organizing and prioritizing information

⁵ Tony Buzan, *The Buzan Study Skills Handbook: The Short Cut to Success in Your Studies with Mind Mapping, Speed Reading and Winning Memory Technique*, (BBC Active, 2006), p.144

⁶ Tony Buzan, *The Ultimate Book of Mind Maps*, (London: Harper Collins Publishers, 2005), p.4

⁷ Tony Buzan, *The mind map book: how to use radiant thinking to maximize your brain's untapped potential*, (London: BBC books, 1993), p.59.

(usually on paper) using key or trigger words and images, each of which will 'snap on' specific memories and encourage new thoughts and ideas.⁸ It means that the mind map is a technique that is graphic or diagram to organize the information by using key and image.

According to Mapman “Mind map is when an idea, word, or concept is explored through diagram”.⁹ It means that the mind map is the diagram that organize information of the idea, thought or the word.

Illustrated that mind map is a graphic or diagram technique that expresses the thought and ideas by using key words and image making creative easy to understand and remember. The mind map can use in education although use for activity in daily life. Michalko said in Prayuni's thesis that there are some funtions of mind map, these are: to make active all parts of brain; to make people (learners) be focus in the main topic; to help show the relation among parts of information that mutual separated; to give a certain illustration in the whole and detail; to help grouped the concept and compare it.¹⁰

From previous research that has been done by Andreas in the year of 2014/2015, by using mind map to increase writing skill of recount text, that appears mind map can

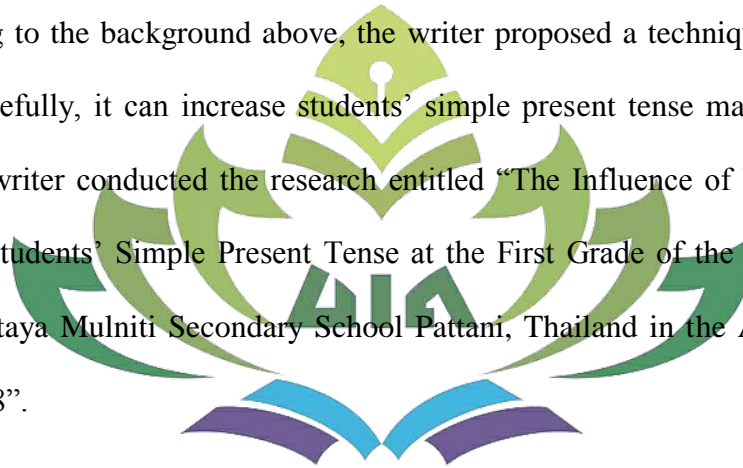
⁸ Tony Buzan, *Op. Cit.* p.138

⁹Michelle Mapman, *Learn with Mind Map: How to Enhance Your Memory, Take Better Notes, Boost Your Creativity, and Gain an Edge in Work or School — Easily*, p.59

¹⁰Prayuni, “*Improving students' vocabulary mastery in using mind map*”(English department of education faculty state Islamic studies institute (stain), salatiga,2011), p. 26.

increase the students' skill in writing recount text.¹¹ In the field of grammar, the writer considered that using mind map can be appropriate answer in order to increase simple present tense mastery. In addition he said "Mind map is a diagram used to represent words ideas, tasks, or ether item linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing.

According to the background above, the writer proposed a technique by using mind map. Hopefully, it can increase students' simple present tense mastery. Because of that, the writer conducted the research entitled "The Influence of Using Mind Map towards Students' Simple Present Tense at the First Grade of the First Semester of Prasanwittaya Mulniti Secondary School Pattani, Thailand in the Academic year of 2017/2018".



B. Identification of the Problem

Based on the background of the problem, the writer identified the problem as follows:

- a. The students were difficult in understanding grammar especially Simple Present Tense.
- b. The students could not make sentence in Simple Present Tense correctly.

¹¹ Andreas ZamzamUkhrowi, "Increasing The Students' Writing Skill of Recount Text by Using Mind Mapping in English Subject". (English education program of tarbiyah and teacher training faculty the state Institute of Islamic studies RadenIntan Lampung, Bandar Lampung, 2015), p.59

- c. The students feel bored when they learn English in the classroom.

C. Limitation of the Problem

Based on the identification of the problem, The writer focused this research on the influence of mind map technique toward the students' simple present tense mastery at the first grade of the first semester of Prasanwittaya Mulniti secondary school Pattani, Thailand in the academic year of 2017/2018.

D. Formulation of the Problem

Based on the background and identification of the problem, so the writer formulated the problem of this research: Is there any significant influence of using mind map towards students' simple present tense mastery at the First Grade of Prasanwittaya Mulniti Secondary School?

E. Objective of the Research

Based on the formulation of the problem, the object of the research is to know whether there is influence of using mind map towards students' simple present tense mastery at the First Grade of Prasanwittaya Mulniti Secondary School.

F. Uses of the Research

The writer expected that the result of this research might continue the follows:

- a. Theoretically, to enrich the technique of English teaching and learning, and to add information that mind map technique is applicable in teaching simple present tense.
- b. Practically, to expect as an alternative consideration for English teachers to help the students learn English, especially in learning simple present tense.

G. Scope of the Research

- a. The Subject of the Research

The subject of the research was the students of the First Grade of the First Semester of Prasanwittaya Mulniti Secondary School in academic Year 2017/2018.

- b. The Object of the Research

The object of the research was the use of mind map and students' simple present tense mastery.

- c. The Place of the Research

The research was conducted at the First Grade of PrasanwittayaMulniti Secondary School.

d. The Time of the Research

The research were conducted at the First Grade of the First Semester of Prasanwittaya Mulniti Secondary School Pattani, Thailand in the Academic Year of 2017/2018.



CHAPTER II

REVIEW OF LITERATURE

A. Concept of Grammar

According to Thornbury, a language is acquired through practice; it is merely perfected through grammar.¹ It means that grammar is an important role in language therefore every language has its own grammar. The user of language cannot express their opinion or idea correctly if the sentences are not arranged well. Nevertheless, correct sentences are only one of the goals of the teaching, another important thing is that students should be able to use the words and phrases to express meaning.

Harmer states that grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language.² It means that grammar explains how the words change and it shows how to make the words in a sentence of a language. With good grammar the people can understand about the information meaning of that language. In reverse, the wrong grammar can make misunderstand and not clear about the meaning of that language.

Brown states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.³ It means that the arrangement

¹Scott Thornbury, *How to Teach Grammar*, (Essex: Pearson Education Limited, 1999), p.25.

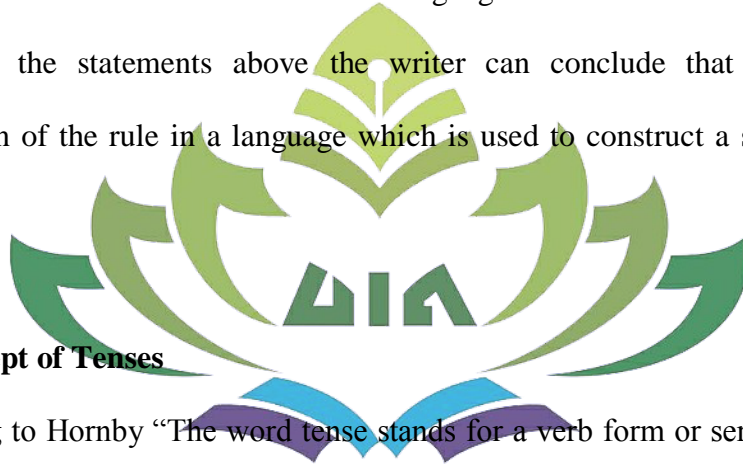
² Jeremy Harmer, *The Practice of English Language Teaching* (3rded) (London: Longman, 2001), p.12.

³ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedgogy*, (2nded) (New York: Longman, 2000), p.362.

and relationship of words in a sentence is built by grammar. That is clear the grammar has the role to the language and affects directly to the word in a sentence in that language.

While Thornbury states that grammar is partly the study of what form (or structure) one possible in a language.⁴ He also states that grammar is a description of the rules that govern how language's sentences are formed.⁵ It means that grammar explains how to govern sentences are formed in a language.

Based on the statements above the writer can conclude that grammar is the description of the rule in a language which is used to construct a sentence with the words.



B. Concept of Tenses

According to Hornby “The word tense stands for a verb form or series of verb forms used to express a time relation.”⁶ He also states that tense may indicate whether an action, activity, or state is past, present, or future.⁷ It means that tense means time, with the tense we can know clearly when the event that we say happen, it happen in the past, present or future.

⁴ Scott Thornbury, *Op.Cit*, p.1

⁵ *Ibid*

⁶ A.s. Hornby, *Guide to Patterns Usage in English* (2nded) (New York: Oxford University Press, 1975), p.78.

⁷ *Ibid*.

Meanwhile Thomas says “Tense is the grammatical expression of relative time.”⁸ It means that tense is one part of grammar that relative to the time. In a sentence there is tense to indicate to the time.

In his book, Greenbaum states that tense is a grammatical category referring to the time of the situation; the tense is indicated by the form of the verb.⁹ It means that the meaning of tense is resemble that is relative to the time. An action in a situation can indicate whether is realized by verb inflection.

Based on explanation above, the writer can conclude that that tense is a grammatical category refers to the time of the event by verb forms. Verb forms can indicate to the time, so the sentences used to express events or actions must as according to the time of happening.

C. Kinds of Tenses

Present Tense

a) Simple Present Tense

Simple present tense is used for events or situations that exist always, usually, or habitually in the past, present, and future.¹⁰

⁸ Thomas E. Payne, *Understanding English Grammar*, (New York: Cambridge University Press, 2011), p.280.

⁹ Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar*, (London: Pearson Education Limited, 2002), p.55.

¹⁰ Betty SchramperAzar, *Fundamentals of English Grammar*, (3rded) (New York: Pearson Education, 2003), p. 4.

b) Present Continuous Tense

The present continuous tense or present progressive tense expresses an activity that is in progress (is occurring, is happening) right now. The event is in progress at the time the speaker is saying the sentence. The event began in the past, is in progress now, and will probably continue into the future.¹¹

c) Present Perfect Tense

The present perfect expresses an activity or situation that occurred (or did not occur) before now, at some unspecified time in the past.¹²

d) Present Perfect Continuous Tense

Present perfect continuous Tense talks about how long an activity has been in progress before now.¹³

Past Tense

a) Simple Past Tense

Simple Past Tense is used to talk about activities or situations that began and ended in the past.¹⁴

b) Past Continuous Tense

Past Continuous Tense expresses an activity that was in progress (was occurring, was happening) at a point of time in the past or at the time of another action.

¹¹ Ibid.

¹² Betty SchramperAzar, *Op. Cit.* p. 86.

¹³ Betty SchramperAzar, *Op. Cit.* p. 98.

¹⁴ Betty SchramperAzar, *Op.Cit.* p. 25.

c) Past Perfect Tense

Past Perfect Tense expresses an activity that was completed before another activity or time in the past.¹⁵

d) Past Perfect Continuous Tense

Past Perfect Continuous Tense emphasizes the duration of an activity that was in progress before another activity or time in the past. This tense also may express an activity in progress close in time to another activity or time in the past.¹⁶

Future Tense

a) Simple Future Tense

Simple Future Tense expresses at one particular time in the future, this will happen.¹⁷

b) Future Continuous Tense

Future Continuous Tense expresses an activity that will be in progress at a time in the future.¹⁸

c) Future Perfect Tense

Future Perfect Tense expresses an activity that will be completed before another time or event in the future.¹⁹

¹⁵ Betty SchramperAzar, *Understanding and Using English Grammar*, (3rded) (New York: Longman, 2002), p.45.

¹⁶ Betty SchramperAzar, *Op. Cit.* p.47.

¹⁷ Betty SchramperAzar, *Op. Cit.* p.2.

¹⁸ Betty SchramperAzar, *Op. Cit.* p. 60.

¹⁹ Betty SchramperAzar, *Op. Cit.* p. 62.

d) Future Perfect Continuous Tense

Future Perfect Continuous Tense emphasizes the duration of an activity that will be in progress before another time or event in the future.²⁰

D. Concept of Simple Present Tense

According to Huddelston and K. Pullum say that the central use of present tense forms is to indicate present time.²¹ It means that the simple present tense is a verb that refers to present time.

Meanwhile Azar says that the simple present tense expresses daily habits or usual activities, he also states that the simple present tense expresses general statements of fact.²² It means that the simple present tense shows not only to the now time also state to the daily activities and general statement of fact.

Which corresponds to Murphy says that we use the present simple to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general.²³ It means that we can use the present simple to express about the general statement, the activities happen repeatedly.

²⁰Betty SchramperAzar, *Ibid.*

²¹ Rodney Huddelston, Geoffrey K. Pullum, *A Students' Introduction English Grammar* (New York: Cambridge University Press, 2005), p.31

²² Betty SchramperAzar, *Op. Cit.*, p.4.

²³ Raymond Murphy, *English Grammar in Use* (3rded) (Cambridge: Cambridge University Press, 2004), p.4.

Following the explanation above the writer can conclude that simple present tense is used to express for things in general or things that happen repeatedly and fact statement by using the simple form of the verb.

a. The Uses of Simple Present Tense

The Simple Present is used:-

- a) To express a habitual action; as,

He drinks tea every morning.

I get up every day at five o'clock.

- b) To express general truths; as,

The sun rises in the east.

Honey is sweet.

- c) In exclamatory sentences beginning with *here* and *there* to express what is actually taking place in the present; as,

Immediately the Sultan hurries to his capital.

- d) In vivid narrative, as substitute for the Simple Past; as,

The next flight is at 7.00 tomorrow morning.

The match starts at 9 o'clock.

b. Form of the Simple Present Tense

In the affirmative the simple present has the same form as the infinitive but adds an *s* for the third person singular.²⁴

Table 2
Singular and Plural Form

	SINGULAR	PLURAL
1 st Person	I talk	We talk
2 nd Person	You talk	You talk
3 rd Person	She talks	They talk
	He talks	
	It rains	

Table 3
Form of Simple Present Tense

STATEMENT	I-You-We-They <i>work</i> . He-She-It <i>works</i> .
NEGATIVE	I-You-We-They <i>do not work</i> . He-She-It <i>does not work</i> .
QUESTION	Do I-you-we-they <i>work</i> ? Does he-she-it <i>work</i> ?
CONTRACTIONS	does + not = doesn't She doesn't work. do + not = don't I work.

In other words, only third person singular (he, she, it) the verb add *s* for most verbs. However, for some verbs need to add *-es* or change the end of verb and add *-es* like in the table:

²⁴ A. J. Thomson and A. V. Martinet, *A Practical English Grammar* (4thed) (NY: Oxford University Press, 1986), p.115.

Table 4
Spelling of Final –S / -ES

SPELLING OF FINAL –S / -ES	
Most verbs	Final –s, not –es, is added to most verbs. visit → <i>visits</i> walk → <i>walks</i>
-e	Many verbs end in - e. Final –s is simply added. write → <i>writes</i> ride → <i>rides</i>
-ch, -sh, -s, -x, and -z	Final -es is added to words that end in -ch, -sh, -s, -x, and -z. catch → <i>catches</i> wash → <i>washes</i>
end in a consonant + -y	If a word ends in a consonant + -y, change the -y to -i and add -es. fly → <i>flies</i> cry → <i>cries</i>
End in a vowel + -y	If a word ends in a vowel + -y, simply add -s. play → <i>plays</i> pay → <i>pays</i>
Singular verbs	The singular forms of the verbs are irregular. go → <i>goes</i> do → <i>does</i>

The main use of the simple present tense is to express habitual actions, so there are frequently signal by time expression. Here are the meanings of some frequency adverbs in approximate percentage of time:

- 100% : always
- 90% : usually/ generally
- 75% : often
- 50% : sometimes
- 10% : seldom/ rarely

0% : never

For example:

Ann *usually* doesn't eat breakfast.

I get up at 6:30 *sometimes*.

Anna *never* eats meat.

1. Verbal Sentence

Subject + Verb 1 (s/ es)

For example:

- I play football every day.

- He drinks tea.

- They cook in the kitchen.

2. Nominal Sentence

Subject + Am/ Is/ Are/

For example:

- I am smart.

- You are my friend.

- He is a teacher.



E. Mind Map Technique

a. Concept of Mind map

According to Buzan “A mind map is a powerful graphic technique which provides a universal key to unlocking the potential of the brain.”²⁵ It means that the mind map is a technique that is graphic or diagram to organize the information by using key and image.

Michael Michalko said in Tony Buzan “Mind map is a whole brain alternative thinking to linear thinking, reaching in all directions and capture the minds from every corner.”²⁶ It means that the mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.

Budd said in Samhudi’s research that a mind map is a graphic organiser in which the major categories radiate from a central idea and sub-categories are represented as branches of larger branches. It is a visual tool that can be used to generate ideas, take notes, organise thinking, and develop concepts.²⁷ It means that a mind map as a graphic technique that can develop concepts, organize thinking, create the idea in creative form represented as branches.

²⁵ Tony Buzan, *The mind map book:how to use radiant thinking to maximize your brain's untapped potential* ,(London:BBC books,1993), p.59.

²⁶ Tony Buzan, *The Ultimate Book of Mind Maps*, (London: Harper Collins Publishers, 2005), p.1

²⁷Samhudi, *The Use Of Mind Mapping Technique In Teaching Vocabulary*, Dosen STAIN MalikussalehLhokseumawe. P.1

Based on the definition above the writer can concluded that the mind map is a technique that an expression of the thoughts or ideas by using words, colours, lines, symbols and pictures to construct it.

Mind map is a creative and effective way to place whatever stated in mind which then is visualized into a diagram started with central key words on it. Mind mapping technique refers to teaching technique using mind mapping as a tool to represent students' understanding by using words, picture with color and symbols.

b. Types of Mind Maps

Mind maps can address a variety of topics and can take on a variety of forms, there are two formats that will be used to create them. Either the mind map will be hand drawn or it will be computer generated.

1. Hand drawn mind map

Some mind maps are drawn by hand in the moment. These often happen somewhat on the fly in a class or workshop environment. They can also be drawn more thoughtfully and gradually.

2. Computer generated mind map

For those people who want to create mind maps but don't feel artistically inclined enough to draw one by hand, there are computer programs that you can use to create them as well.²⁸

²⁸Michelle mapman, *Op Cit.* p. 53-54.

In this research the writer chooses hand drawn mind map to increase understanding simple present tense because the students can use their own words it is easy to make them remember, and they can decorate their mind map with their imagination by using the pictures, colours, symbol as they like. That might affect the students' ability is that mind mapping is not a mere drawing activity. Students must have an understanding of English grammar on Present Tenses to write them down.

c. The Procedure of Mind Map

According to Tony Buzan there are seven steps in making mind map:

1. Start in the centre of a blank page turned sideways.
2. Use an image or picture for your central idea.
3. Use colours throughout.
4. Connect your main branches to the central image and connect your second- and third-level branches to the first and second levels, etc.
5. Make your branches curved rather than straight-lined.
6. Use one key word per line.
7. Use images throughout.²⁹

According to Michael the steps there are some basic steps to make mind map:

1. Start with a central concept.
2. Write down the different ideas related to the concept.
3. Use images and symbols in place of words.

²⁹ Tony Buzan,.Op.Cit., p.15

4. Use shapes to group sets of words or images.
5. Incorporate colors to show relationships.³⁰

From the procedure of mind map above the writer synthesized procedure for simple present tense:

1. Start in the centre of paper with central concept. The concepts that relate to simple present tense are the form of simple present tense; the use of simple present tense and the form of verb.
2. Write the idea that relate to the concept. The ideas that relate to the form of simple present tense are positive form; negative form and question form, and the ideas that relate to the use of simple present tense are fact statements; daily habits and general statements. The last, the ideas of the form of verb are verb be and present verb.
3. Use an image or picture to the idea. Each of ideas on the mind map have example. The writer uses image for helping to remember the examples of the ideas.
4. Using the colour to connect the central idea and other. The writer makes the branches on the mind map is colorful.
5. Use one key word per line for easier to remember. The key words instead the long sentences such as positive form. The writer uses symbol + **form** instead its.

³⁰ Michelle mapman, *Op Cit.* p. 32

d. Advantages of using Mind Map

A mind map is made up of words, colours, lines and pictures. It is very easy to construct. Mind maps can help the students to: remember better; come up with brilliant ideas; save time and make the most of the time they have; organize their thinking, their hobbies; have more fun.

1. They automatically inspire interest in the students, thus making them more receptive and co-operative in the classroom.
2. They make lessons and presentations more spontaneous, creative, and enjoyable, both for the teacher and the students.
3. Rather than remaining relatively rigid as the years go by, the teacher's notes of rapid change and development, the teacher needs to be able to alter and add to teaching notes quickly and easily.
4. Because mind maps present only relevant material in a clear and memorable form, the students tend to get better marks in examinations.
5. Unlike linear text, mind maps show not just the facts but the relationships between those facts, thus giving the students a deeper understanding of the subject.
6. The physical volume of lecture notes is dramatically reduced.³¹

³¹ Tony Buzan, *Op.Cit.* p. 232.

e. Disadvantages of using Mind Map

Eppler says in Davies that there are some disadvantages of mind mapping in teaching writing, they are as follows:

1. A disadvantage of mind mapping is that the types of links being made are limited to simple associations.
2. Absence of clear links between ideas is a constraint. Mind map have been said to be idiosyncratic in terms of their design, often hard for others to read; representing only hierarchical relationships (in radial form); inconsistent in terms of level of detail; and often too complex and missing the “big picture”³²

F. Lecturing Technique

a. Concept of Lecturing Technique

Lecturing technique is oral presentation that used in the classroom where the teacher is as the central focus of information transfer.³³ It means that lecturing technique the teacher as the central not the students. Teacher is more active than the students. It is one-way communication so this method can make students passive in the teaching learning process and just teacher who active in the teaching learning process.

³² Martin Davies. *Concept Mapping, Mind Mapping and Argument mapping: what are the Differences and Do They Matter?*, (2010),p.5

³³ Gurpreet Kaur, *Study and Analysis of Lecture Model of Teaching*, (International Journal of Education Planning & Administration, Vol. 1 No. 1, Research India Publication), p. 9, available at: <http://www.ripublication.com/ijepa.htm>. Access on January, 16th, 2017.

b. The Procedure of Lecturing Technique

There are some procedures of using lecturing technique:

1. Presentation information
2. Clarifying topics and issues
3. Encouraging students to think about the topic
4. Creating interest
5. Proving students with the opportunity to benefit from the lecture's experience and scholarship
6. In the last time the teacher ask the students to make a text based on the explanation that the teacher has explained
7. The teacher correct to the result of students one by one.³⁴

c. Advantages of Using Lecturing Technique

There are some advantages of using lecturing technique

1. This technique can make teacher to control the materials and this technique can be used to the total students, in another words in the large class.
2. This technique can make students can hear through speech from the teacher, than look the demonstrations about the material.

³⁴*Ibid.* p. 100

d. The Disadvantage of Using Lecturing Technique

There are some disadvantage of using lecturing technique:

1. This technique can make students bored.
2. Because this method is given by talkative teacher. So that, it is difficult to increase students ability in socialization, interpersonal related, and critical think ability.
3. This technique happen in one-way communication, then the opportunity for controlling the students understand about the material is limited.³⁵

G. Frame of Thinking

In teaching and learning English we much teach using appropriate technique, media and technique in order to easier the students to memorize and enjoy, to make it firstly we make students interested in teaching learning.

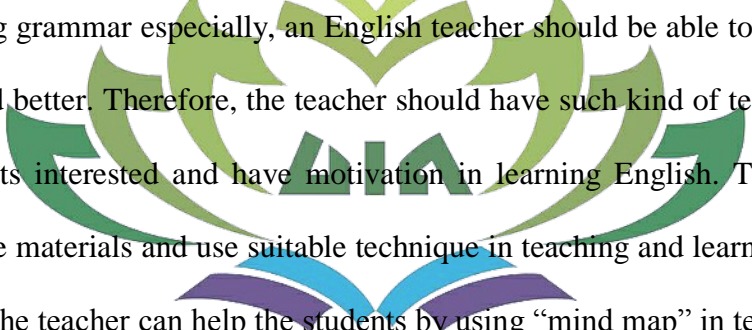
To facilitate teacher in achieving learning and teaching success, learning theory is necessary, as a principle in teaching and learning activities. So that teacher can bring students to actively, highly motivated, creative and innovative.

Correspondingly, the mind map as a learning technique in studying foreign language is an effort to develop grammar especially, simple present tense aimed to understand the target language and to communicate ideas naturally, meaningfully and assertively. This occur because mind map use words that contain only the information necessary

³⁵*Ibid.* p.12

to understand the text. These words then we know as the keywords consisting of the form and the uses of simple present tense.

Therefore in mind map learning technique, the teacher should act as facilitator, mediator, and motivator, and provide opportunities for students to express their ideas. The students should become a subject who actively organizes and creates a mind map according to his understanding. The better mind maps are created (that contain a lot of information) then it can be known that the students' understanding of simple present tense is also good.



In teaching grammar especially, an English teacher should be able to help students to understand better. Therefore, the teacher should have such kind of technique to make the students interested and have motivation in learning English. The teacher must prepare the materials and use suitable techniques in teaching and learning grammar. In this case, the teacher can help the students by using "mind map" in teaching grammar especially simple present tense. By using "mind map" in teaching simple present tense, the writer hopes that the students can be more active, interested, creative, and highly motivated in learning English.

H. Hypothesis

Based on the frame of thinking above, the writer formulated the hypothesis of the research as follows:

H_a = There is a significant influence of using mind map towards students' Simple Present Tense Mastery at the First Grade of First Semester of PrasanwittayaMulnitiSecondary School in the Academic Year of 2017/2018.

H_o = There is no significant influence of using mind map towards students' Simple Present Tense Mastery at the First Grade of First Semester of PrasanwittayaMulnitiSecondary School in the Academic Year of 2017/2018.



CHAPTER III

RESEARCH METHODOLOGY

A. Research design

In this research, the writer used experimental research. According to Creswell experimental design is the traditional approach to conducting quantitative research.¹ It means that experimental research is the procedure to know the result of quantitative research.

According to Sugiyono, experimental research is a research method used to looking for the influence of a certain treatment towards others in a controlled condition and this research there is treatment.² He also states “There are four kinds of experimental design, namely: pre experimental, true experimental, factorial experimental, and quasi experimental”.³ It means that the experimental research is a treatment research that look for the influence of certain treatment.

Particularly, in conducting this research the writer used Quasi experimental are similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subject are not randomly assigned to treatment

¹John W. Creswell, *Educational Research : Planning, conduting and evaluating quantitative and qualitative research 4th ed*, (Boston: Pearson Education, 2012), p. 294.

²Sugiyono, *metodePenelitianPendidikan (pendekatankuantitatif, dan R & D)*, (Bandung: Alfabetha, 2013), p.107.

³Sugiyono, *Ibid.* p.73.

groups.⁴ It means that the writer choosed quasi experimental design because the writer randoms the class.

In this case the writer selected two classes, first class as an experimental class and second class as a control class. The writer used pre-test and post-test group design.

The research design can be presented as follows:

Table 5
The Research Design

Experimtal class	Pre-test	Treatment by using mind map technique	Post-test
Control class	Pre-test	Treatment by using lecturing technique	Post-test

Based on the explanation the writer used two classes, one as experimental class and another as a control class. In experimental class, the writer taught simple present tense by using mind map as a technique, in contrast in control class the writer taught simple present tense by using lecturing technique. The post-test was given to know their score simple present tense mastery after the treatment was done. The pre-test and post-test were conducted for experimental class and control class.

⁴ Donald Ary, et,al, introduction to research in Education, 8th Ed. (Canada: Cengage Learning, 2010), p.316

B. The Variable of Research

There are two variables that have been investigated in this research, they are:

a. Independent Variable

The independent variable in this research was mind map technique that is symbolized by (X).

b. Dependent Variable

The dependent Variable in this research was students' simple present tense that is symbolized by (Y)

C. The Operational Definition of Variable

The operational definitions of variable are as follows:

- a. Mind map is a kind of technique for teaching simple present tense in order to creative thinking and memorize simple present tense easily and quickly.
- b. The students' simple present tense mastery is the student ability tounderstand and make sentence in simple present tense correctly in the positive, negative and interrogative sentence.

D. The Population, Sample and Sampling technique of the Research

1. The Population of the Research

Population is all subject of the research. A population was defined as all members of any well defined class of people, even or subject.⁵ Therefore, the population of the research was the students of the First Grade of PrasanwittayaMulniti Secondary School at in the academic year of 2017/2018. Total number of population were 272 students consisted of 8 classes. The distribution of the population of the research can be seen in the following table:

Table 6
Total Number of the Students of the First Grade of PrasanwittayaMulniti Secondary School in Academic Year 2017/2018

No.	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	1A	-	33	33
2	1B	-	34	34
3	1C	33	-	33
4	1D	-	33	33
5	1E	-	35	35
6	1F	36	-	36
7	1G	35	-	35
8	1H	10	23	33
TOTAL				272

Source: Documentation the First Grade of PrasanwittayaMulniti Secondary School in academic Year 2017/2018.

⁵SuharsimiArikunto, *ProsedurePenelitianSuatuPendekatanPraktik*, (RenikaCipta : Jakarta,2006), p.143.

2. Sample of the Research

Arikunto says that sample is the part of population which will be investigated.⁶ Based on the population above the writer took two classes as the sample of the research. The writer got 1D as the experimental class and 1H as the control class. Each class consisted of 33 students.

3. Sampling Technique

To determine the experimental class and the control class, the writer took the sample from the population of the research by using cluster random sampling technique. As Hadi states that in cluster sample, the samples are not taken individually, but are based on the group of the individuals. And the procedure to use cluster random sampling can be use with lottery, ordinal and randomly.⁷ Additionally, Setiyadi says that the sample in cluster sample can be determined by using random sample or systematic sample.⁸

The writer used lottery to determine the sample. There were three procedure to take the classes as sample:

1. The first, the writer wrote all of the classes of the first grade some small piece of paper. Then, the small piece of paper rolled and put into a cup.
2. The second, the cup was shaken and took one small piece of rolled paper. It became a control class.

⁶SuharsimiArikunto, *Ibid*, p.174.

⁷SutrisnoHadi, *MetodelogiRiset*. (Yogyakarta: Andi Press,2004), p.24.

⁸Ag.BambangSetiyadi, *Metode penelitian untuk pengajaran Bahsa Asing*(Yogyakarta: Graha Ilmu, 2008) , p.42.

3. The last, the writer shook the cup again and took one small piece of rolled paper. It became an experimental class.

E. Data Collecting Technique

In this research the writer used the data which are takes from:

a. Pre-test

The writer gave pre-test to the students' in the experimental class and control class in order to find out the student' simple present tense mastery.

The multiple choice test was given to students that consisted of 25 items with 4 options (a, b, c and d)

b. Post-test

The writer gave post-test in order to investigate the effect of the treatments towards the students' simple present tense mastery.

F. Instrument of the Research

The Research instrument is a tool to get data that used by the writer. In this research the writer used a test to get the data about simple present tense mastery with verb to be and verb1. The specification of test for pre-test and post- test items before validity test as follows:

Table 7
The Specification of Items Test for Pretest and Post Test before Validity

Aspects	(+)	(-)	(?)	Number (even)	Number (Odd)
Predicate Nominal					
Verb to be (am)	1	1		16,24	
Verb to be (is)	4	2	2	12, 22, 36	3, 9, 25, 29, 39
Verb to be (are)	4	-	2	6, 10, 30	21, 33, 35
Time Signals		-	1	32	-
Predicate Verbal					
Auxiliaries (do/does)	2	3	3	4, 8, 14	13, 15, 17, 19, 27,
Verb1	4	-	1	28, 34, 40	5,11
Verb1 + s/es	7	-	-	2, 18, 20, 26	1, 7, 23
Time Signals	3	-	-	38	31, 37
Total	25	6	9	20	20
	40			40	

Based on the table, there are classifications of the test items. There are classifications of the test items. There are 23 items of verbal form (verbal in positive: 16 items, verbal in negative: 3 items and verbal in interrogative: 4 items). Then, there are 17 items of nominal form (nominal in positive: 9 items, nominal in negative: 3 items and nominal in interrogative: 5 items). The total of the items test are 40 items.

Table 8
The Specification of Items Test for Pretest after Validity

Aspects	(+)	(-)	(?)	Number (even)	Number (Odd)
Predicate Nominal					
Verb to be (am)	1				11
Verb to be (is)	4	1		16, 18, 22	3, 7
Verb to be (are)	1	1	1	8, 14	21
Time Signals		-	1	20	-
Predicate Verbal					
Auxiliaries (do/does)	2	1	2	4, 10,12	9, 17
Verb1	1	-	1		5, 25
Verb1 + s/es	5	-	-	2, 6	1,13, 15
Time Signals	3	-	-	24	19, 23

Total	17	3	5	12	13
	25			25	

Based on the table 7, there are classifications of the test items for pretest. There are classifications of the test items. There are 15 items of verbal form (verbal in positive: 11 items, verbal in negative: 1 items and verbal in interrogative: 3 items). Then, there are 10 items of nominal form (nominal in positive: 6 items, nominal in negative: 2 items and nominal in interrogative: 2 items). The total of the items test are 25 items.

Table 9
The Specification of Items Test for Pretest after Validity

Aspects	(+)	(-)	(?)	Number (even)	Number (Odd)
Predicate Nominal					
Verb to be (am)	1			16	
Verb to be (is)	4	2		2, 8, 22	11, 13, 21
Verb to be (are)	1		1		3, 19
Time Signals		-	1		15
Predicate Verbal					
Auxiliaries (do/does)	1	2	2	4,12	5, 9, 17
Verb1	1	1		10	25
Verb1 + s/es	5	-	-	6,18,20	1, 7
Time Signals	1	2	-	14, 24	23
Total	14	7	4	12	13
	25			25	

Based on the table 8, there are classifications of the test items for posttest. There are classifications of the test items. There are 15 items of verbal form (verbal in positive: 14 items, verbal in negative: 7 items and verbal in interrogative: 4 items). Then, there are 10 items of nominal form (nominal in positive: 6 items, nominal in negative: 2 items and nominal in interrogative: 2 items). The total of the items test are 25 items.

G. Scoring Procedure

To get the score, the writer determined the procedure that was used in scoring the result of this test, and the formula was as follows:

$$S = \frac{r}{n} 100$$

Notes:

S = The score of the test

r = The total of the right answer

n = The total items.

H. Research Procedure

There are three steps in research procedure, they are:

1. Planning

Before the writer applying the research procedure, the writer made some plans to run the application well. There are some steps that were plan by the writer. The procedure can be seen as follows:

a. Determining the subject of the research

The subject of the research were the students the First Grade of Prasanwittaya Mulniti Secondary School Pattani, Thailand in the Academic Year of 2017/2018.

b. Preparing try out

The writer prepared a kind of test (called try-out test) that was given to the students. The writer prepared the try-out for pre-test and post-test. The total number of test are 40 questions. Then, the writer evaluated the test items to get good items that is given in pre-test and post-test.

c. Preparing Pre-test

The writer prepared a kind of test (called try-out test) that was given to the students. The writer prepared the total number of the test items, which is get from the evaluation of the try-out test.

d. Determining the material to be taught

The writer determined the material to be teaches to the students.

e. Preparing Post-test

The writer prepared a kind of test (called try-out test) that was given to the students. The post-test is given to know the students' simple present tense mastery after being given the treatment.

2. Application

After making the planning the writer tried to apply the research procedure that had already been planned. There are some steps in doing this research:

a. In the first meeting, the writer gave the try-out

This test is multiple choice consisted of 40 items with 4 options (a, b, c and d). Try-Out test was given to class 1A to evaluate the test items before uses to per-test and post-test items.

b. In the second meeting, the writer gave pre-test

This test was multiple choice with 4 options (a, b, c and d). The number of the test items is determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items that was used in the pre-test. This test was given in experimental class 1D and control class 1H.

c. In the third meeting, the writer conducted the treatment

After giving the pre-test to the students, the writer conducted the treatment in the control class and experimental class. In the control class, the writer conducted the treatment by using lecturing technique, while in the experimental class the writer gave the treatment by using mind map technique. Both control and experimental class were given three treatments.

d. In the last meeting, the writer gave the post-test

The test was multiple choice with 4 options (a, b, c and d). The number of the test items is determined by the validity and reliability analysis of the out. It means that only the valid and reliable test items that were

used in the pre-test. This test was given in experimental class 1D and control class 1H.

3. Reporting

The last point that was done in this research procedure was reporting.

They were:

- a. Analyzing the data that are already receive from try-out test
- b. Analyzing the data that are already receive from pre-test and post-test
- c. Making a report on findings.

I. Validity and Reliability of Test

1. Validity of the Test

a. Content Validity

Best and Khan said that content validity refers to the degree to which the test actually measure or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.⁹ It means that the content validity is based on the material, and the material is agreement with the objectives of learning in the school which it is based on the

⁹ John W. Best and James V. Khan, *Research in Education Seventh Edition*, (New Delhi: PrenticeHall, 1995), p. 219

syllabus, because the test must be able to measure the students' simple present tense mastery ability at the first grade of secondary school.

b. Construct validity

Construct validity is needed to the measuring instrument that have some indicators to measure on aspect or construct.¹⁰ In other word, construct validity is just like a concept, both of them are abstraction and generalization that need to be define so clearly that can measure and examine.

c. Item validity

The writer gave some questions to know valid or not the questions that gave to the students. The item validity used to measure the validity of the test items. In this case, the writer ANATES to calculate the data obtained from the try-out to find the item validity of each item.

2. Reliability of the test

Reliability is a measuring instrument. Ary states that reliability of a measurement is the degree of consistency with which it measures whatever it is measuring.¹¹ A good test must have high validity. This can be done by examining the students' simple present tense test to know the reliability of the test. The next step is to compute the reliability of the test.

¹⁰ John W. Best and James V. Khan. Ibid. p.219

¹¹ Donald Ary, *Op.Cit.*, p.236

According to Fraenkel and Wallen, reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instruments to another and from one set of items to another.¹² Reliability refers to the consistency of the test. The writer used *Anates* to reliability of test. *Anates* can help analysis of item quickly, easy and accurately. *Anates* is necessary in the research to assess the good instrument or not. The criteria of reliability test are:¹³

Table 10
The Level of Reliability

0.00 – 0.200	Very low reliability
0.200 – 0.400	Reliability is low
0.400 – 0.600	Medium reliability
0.600 – 0.800	Reliability is high
0.800 – 1.00	Reliability is very high

J. Data Analysis

1. Fulfillment of the Assumptions

a. Normality Test

The Normality was used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*).

¹² Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, (New York: Mc Graw-Hill, 2009), p. 154

¹³ Suharimi Arikunto, *Prosedure Penelitian Suatu Pendidikan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 310

The hypotheses for the normality test are formulated as follows:

H_o : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_o = accepted if Sig. > $\alpha = 0.05$

H_a = accepted if Sig. < $\alpha = 0.05$

b. Homogeneity Test

Homogeneity test used to determine whether the data obtained from the sample homogeneous or not. In this research, the writer used statistical computation by using SPSS for homogeneity of test. The test of homogeneity employing Levene statistical test.

The hypotheses for the homogeneity tests are formulated as follows:

H_o : The variances of the data are homogeneous

H_a : The variances of the data are not homogeneous

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_o = accepted if Sig. > $\alpha = 0.05$

H_a = accepted if Sig. < $\alpha = 0.05$

c. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the writer used independent sample t-test. In this case, the writer used statistical compilation by using SPSS for hypothetical of test. The purpose of using SPSS in this research is to practicality and efficiency in the study.

The hypotheses are:

H_o = there is no significant influence of using mind map technique towards students' simple present tense mastery at the first grade of the first semester of Prasanwittaya Mulniti Secondary school Pattani, Thailand in the academic year of 2017/2018.

H_a = there is a significant influence of using mind map technique towards students' simple present tense mastery at the first grade of the first semester of Prasanwittaya Mulniti Secondary school Pattani, Thailand in the academic year of 2017/2018.

While the criteria of the hypothetical test are:

H_o is accepted, if the score of $t_{observed} > t_{critical} = 0.05$

H_a is accepted, if the score of $t_{observed} < t_{critical} = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

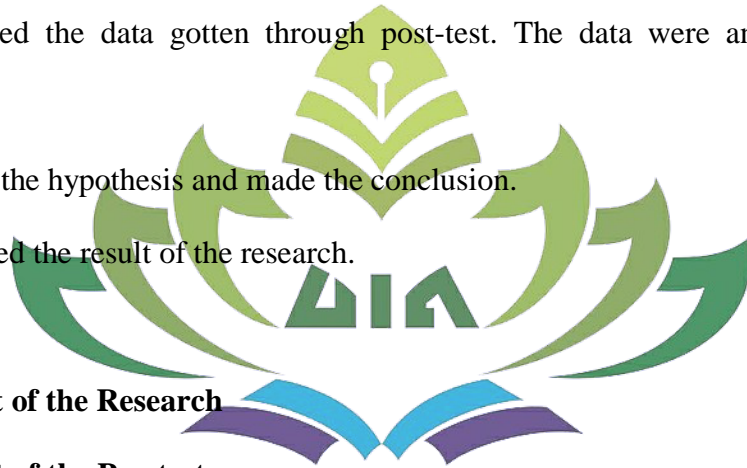
The writer got the data in score form. The scores were derived from the test. There were at least two tests in this research, they were pretest and posttest. The pretest was held on May 6th 2018. Before doing posttest the writer did the treatments for experimental class, the treatments were held on May 9th 2018 until May 14th 2018, and the last was posttest which was held on May 17th 2018.

B. Research Procedure

The research was conducted on March 2018. Before conducting the research, firstly the writer asked permission to the headmaster and the English teacher at the school. After having the permission, the writer conducted through the following steps:

1. Determined the subject of research, namely the students at the First Grade of the First Semester of Prasanwittaya Mulniti Secondary School Pattani, Thailand
2. Designed the test which was the multiple choice test.
3. Determined the sample of research by using cluster random sampling.
4. Held the try out test to know the reliability of the test and validity of the test, this was given to the students out of the research sample.

5. Held pre-test in order to know the students' simple present tense mastery before they had treatment.
6. Analyzed the data gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing mind map in teachingsimple present tense.
8. Held post-test in order to know the students' simple present tense mastery after the treatments.
9. Analyzed the data gotten through post-test. The data were analyzed by using SPSS.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.



C. Result of the Research

1. Result of the Pre-test

The writer conducted pre-test in order to know students' simple present tense mastery before the treatment. The pre-test was administered for the 1D as the experimental class and class 1H as the control class. The scores of the students' simple present tense mastery that were tested in pre-test can be seen in Figure 1 and 2.

a. Result of Pre-Test in Experimental Class

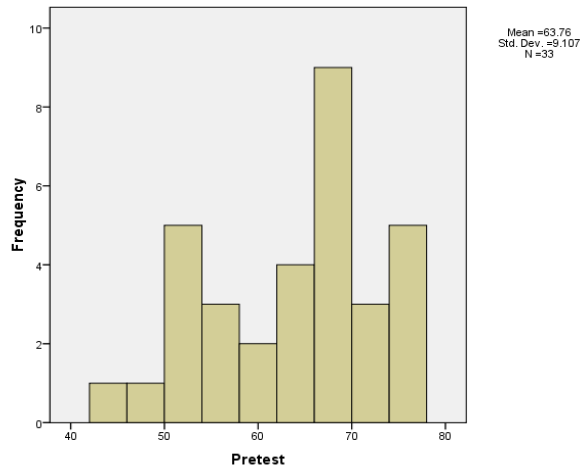


Figure 1

The Result of Pre-Test of Experimental Class

Based on the figure 1, it can be seen 1 student who got score 44 (3%), 1 student who got score 48 (3%), 5 students who got score 52 (15%), 3 students who got score 56 (9%), 2 student who got score 60 (6%), 4 students who got score 64 (12%), 9 students who got score 68 (28%), 3 students who got score 72 (9%), and 5 students who got score 76 (15%). It can be seen that the highest score of pre-test of experimental class was 76 and the lowest score 44. The writer also showed mean of pre-test in experimental class was 63.76, standard deviation was 9.107 and the total of students (N) was 33.

b. Result of Pre-Test in Control Class

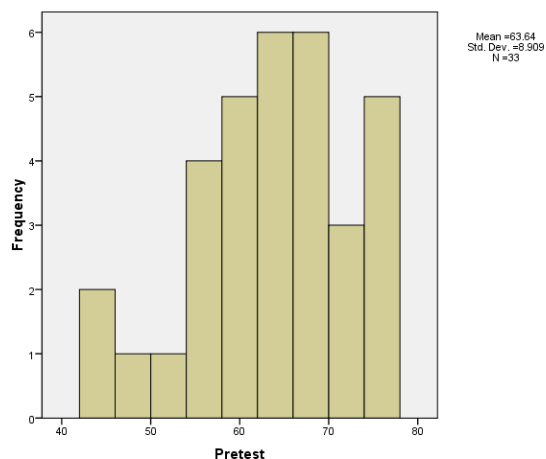


Figure 2
The Result of Pre-Test of Control Class

Based on the figure 2, it can be seen 2 students who got score 44 (6%), 1 student who got score 48 (3%), 1 student who got score 52 (3%), 4 students who got score 56 (12%), 5 students who got score 60 (15%), 6 students who got score 64 (18%), 6 students who got score 68 (18%), 3 students who got score 72 (9%), and 5 students who got 76 (15%). It can be seen that the highest score of pre-test of control class was 76 and the lowest score 44. The writer also showed mean of pre-test in control class was 63.64, standard deviation was 8.909 and the total of students (N) was 33.

2. Result of the Post-test

The writer gave post-test to know students' simple present tense mastery after the treatment. The post-test was conducted on (Thursday, 17, 13.00-14.30) for the 1D as the experimental class and on (Friday, 18, 14.30-16.00) for class 1H as the control class. The scores of the students' simple present tense mastery that were tested in posttest can be seen in Figure 3 and 4.

a. Result of Post-Test in Experimental Class

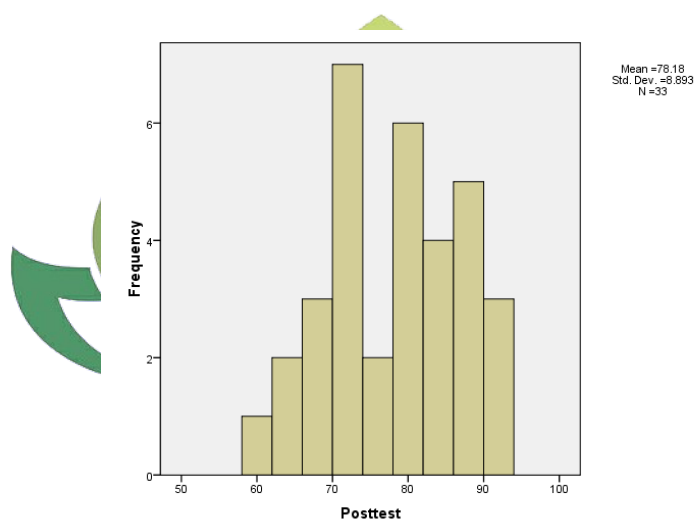


Figure 3
The Result of Post-Test of Experimental Class

Based on the figure 3, it can be seen 1 student who got score 60 (3%), 2 students who got score 64 (6%), 3 students who got score 68 (9%), 7 students who got score 72 (21%), 2 students who got score 76 (6%), 6 students who got score 80

(18%), 4 students who got score 84 (12%), 5 students who got score 88 (15%), and 3 students who got score 92 (9%). It can be seen that the highest score of posttest of experimental class was 92 and the lowest score 60. The writer also showed mean of posttest in experimental class was 78.18, standard deviation was 8.893 and the total of students (N) was 33.

b. Result of Post-Test in Control Class

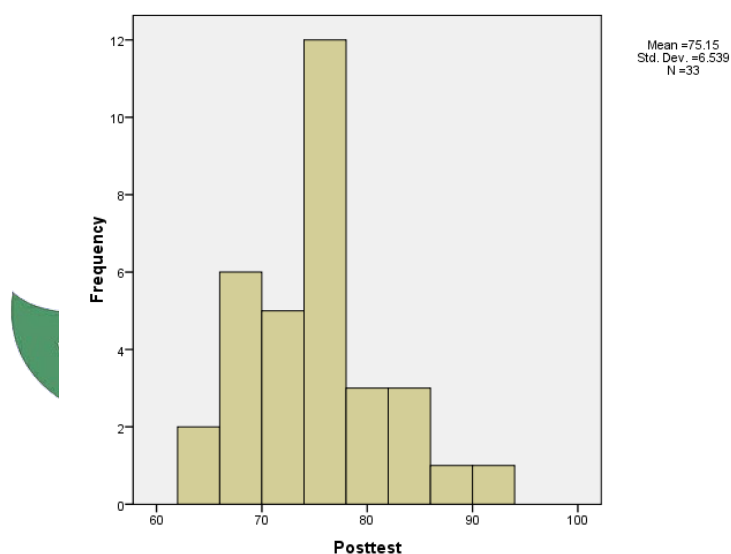


Figure 4
The Result of Post-Test of Control Class

Based on the figure 4, it can be seen 2 students who got score 64 (6%), 6 students who got score 68 (18%), 4 students who got score 72 (12%), 12 students who got score 76 (37%), 3 students who got score 80 (9%), 3 students who got score 84

(9%), 2 student who got score 88 (6%), and 1 student who got score 92 (3%). It can be seen that the highest score of posttest of control class was 92 and the lowest score 64. The writer also showed mean of posttest in control class was 75.15, standard deviation was 6.539 and the total of students (N) was 33.

3. Gain Score

The got gain score from posttest score – pretest score. Gain score was used to analyze normality, homogeneity and independent T-test. If gain score in this manner positive gain score indicates that posttest score was higher than pretest score, a negative gain score indicates that the posttest score was less than pretest score. This is detail score pre-test, post-test and gain in experimental class and control class. (see Appendix 12,13).

F. Result of Data Analysis

After collecting the data, the writer analyzed the data by using independent t-test. There were two assumptions that must be done before the writer analyzed the data by using independent t-test.

1. Fulfillments of the Assumption

a. Result of Normality Test

The normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*). The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

Table 10
The Normality Test of Experimental and Control Class

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Gain Experimental	.205	33	.185	.955	33	.188
Control	.166	33	.107	.940	33	.068

a. Lilliefors Significance Correction

Based on the Table 10, it can be seen that Sig. (p_{value}) for experimental class was 0.188 and Sig. (p_{value}) for control class was 0.068 and $\alpha = 0.05$. It means that Sig.

($p_{\text{value}} > \alpha$) and H_0 is accepted. The conclusion is the data was in the normal distribution. It is calculated based on the gain of the experimental and control class.

b. Result of Homogeneity Test

After knowing the normality the data, the writer calculated the homogeneity test to know whether the data were homogenous or not.

Table 11
The Homogeneity Test of Experimental and Control Class

	Levene Statistic	df1	df2	Sig.
Gain Based on Mean	.448	1	64	0.505

Based on the Table 11, it can be seen the result of homogeneity test was 0.505. It was told that H_0 is accepted because $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$. Thus, it can be concluded that variance of data was homogenous. (see Appendix 15).

2. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the writer used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent t-test.

The hypotheses were :

H_a : There is significant influence of using mind map technique towards students' simple present tense mastery at the first grade of the first semester of Prasanwittaya Mulniti secondary school Pattani, Thailand in the academic year of 2017/2018.

H_o : There is no significant influence of using mind map technique towards students' simple present tense mastery at the first grade of the first semester of Prasanwittaya Mulniti secondary school Pattani, Thailand in the academic year of 2017/2018.

While the criteria for acceptance or rejection of the hypothesis are:

H_o is accepted if $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

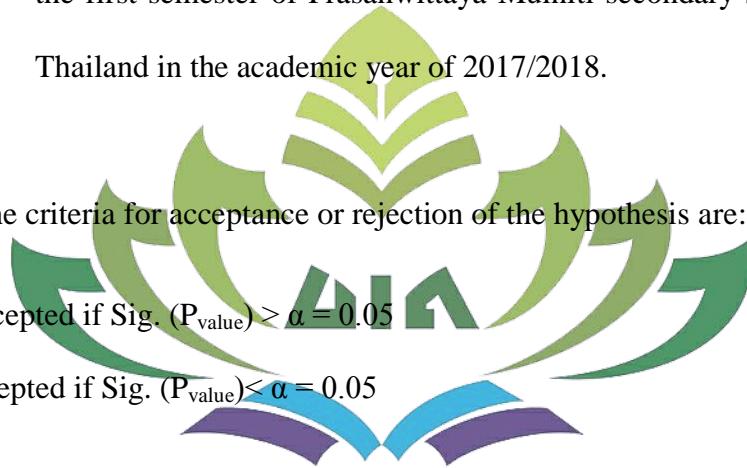


Table 12
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
1.785	64	.002

Based on the results obtained in the table 12, it is clear that the value of significant generated Sig. (P_{value}) or Sig. (2-tailed) of the equal variance assumed = 0.02, and $\alpha = 0.05$. It means that Sig.(P_{value}) < $\alpha = 0.05$. So, H₀ is rejected and H_a is accepted. Based on the computation, it can be concluded that there was significant influence of using mind map technique towards students' simple present tense mastery at the first grade of the first semester of PrasanwittayaMulniti secondary school Pattani, Thailand in the academic year of 2017/2018.

G. Discussion

The writer found the problem that the students were difficult in understanding grammar especially simple present tense, the students could not make sentence in simple present tense correctly and the students felt bored when they learn English in the classroom. It was the reason from the writer to conduct the research. At the beginning of the research, the pretest was administered to know the students' achievement in simple present tense mastery before they were given treatments by the writer.

The writer did pretest for one class out of experimental and control classes. On the other hand, the result showed that the mean score of pretest between experimental class was 63.76 and the mean score of pretest in control class was 63.64. Afterwards, students were taught by using mind map technique in the

experimental class. The material was two topics of simple present tense based on themes of the lesson plan.

In the first meeting in experimental class, the students felt nervous to learn simple present tense by using mind map because they were afraid if they felt grammar was difficult for them. Many students did not understand about simple present tense. But in the second meeting, students feel more enjoyed than before because they were excited for doing mind map, the treatment was run well. And in third treatment, the students felt already familiar in teaching learning process through mind map. They can understand about simple present tense better than before.

The differences between experimental and control class were the process of teaching and learning. In the experimental class the students very crowded and active. They were interested in learning simple present tense, they want to know about how to use simple present tense in their daily life, and in control class the students more passive and in the middle of the process of learning, they felt bored. In conclusion, the writer suggested that using mind map technique in simple present tense's class is more effective than using a lecturing technique. Through mind map technique, the students enriched their simple present tense mastery.

At the end of the research, post-test was given to measure the influence of students' simple present tense mastery in both classes after the treatments done.

The mean score of post-test in experimental class was 78.18 and the mean score of posttest in control class was 75.15. It showed that the students' post-test score in experimental class was higher than students' posttest score in control class. Besides, the mind map had the influence to increase students' simple present tense mastery. While based on the calculation of the independent sample test, Sig. (p value) was 0.002 and $\alpha = 0.05$. it means that Sig. (p value) $< \alpha = 0.05$ and H_a is accepted. This result proved that there was an influence of using mind map technique towards students' simple present tense mastery at the first grade of the first semester of Prasanwittaya Mulniti secondary school Pattani, Thailand in the academic year of 2017/2018.

The writer concluded that mind map can solve the problem because usually, students got difficulties to increase their simple present tense mastery in class. The result of the research that was done by the writer showed that there was significant influence of using mind map technique towards students' simple present tense mastery. The research result has supported by several previous kinds of research that were done by Andreas that mind map had been successful to increase writing skill of recount text and Prayuni that the mind map had been successful to increase vocabulary mastery. So, this research and previous kinds of research have the same result. It means that this research had enriched the students' simple present tense mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was conducted in PrasanwittayaMulniti secondary school Pattani, Thailand in the academic year of 2017/2018, the writer might draw conclusion as follows:

In the previous chapter the writer had analyzed the data statistically. Based on the statistically analysis, there is an influence of using mind map technique towards students' simple present tense mastery at the first grade of the first semester of PrasanwittayaMulniti secondary school Pattani, Thailand in the academic year of 2017/2018. The influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.002. It is lower than $\alpha = 0.05$ and it means H_0 is rejected and H_a is accepted.

B. Suggestion

Based on the conclusion above, the writer put forward the following suggestions:

1. For the teacher
 - a. It is better to use mind map as one of technique to help the students in teaching learning simple present tense, since the students not only can enrich their simple present tense by developing the understanding and the using but also make their active and enjoyable in the process teaching learning English.

b. The teacher should be able to choose the appropriate technique according to the skills and materials that are going to teach to the students.

2. For the students

a. It is suggested that grammar especially, simple present tense is an important thing in learning language because simple present tense can be said to be a tense forms most commonly used. So they should master simple present tense in order to make English learning easier and can use it in their daily life.

b. The students must be active and have motivation to learn and practice their English at school or out of school.

3. For the other writer

Other the writer are expected to do a similar research with a similar topic by using a wider scope and larger population. Therefore, the result will be more applicable in a tertiary level. The writer hopes there will be some corrections and critics from the other writer who read and investigate this thesis.

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