



THE INFLUENCE OF USING *MIND MAPPING* TECHNIQUE ON THE STUDENTS IN WRITING *RECOUNT TEXT* AT SMP TUNAS PELITA BINJAI

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Abstract

This final project is entitled The Effect of Using Mind Mapping Technique on Students' Writing Recount Text. It was held in SMP Tunas Pelita Binjai. The objective of the study was to find mind mapping techniques effect on teaching students'. The population of this study was the eighth-grade students of SMP Tunas Pelita Binjai. The subject of the study was 36 students. There are two classes and each class consist of 18 students. There were six meetings in the research. One meeting was for the pre-test for each class, four meetings for teaching technique and another one meeting for the post-test for each class. The post-test was held in the last meeting. In the pre-test, the students were asked to write a recount text. The average of the students' scores by mind mapping was 63.2, and the post-test was 77.2. The average of the students' scores by Conventional Class was 62.6 and the post-test was 67.7. The result is $7.36 > 5.1 > 2.92$. It means that the mind mapping technique effect on teaching students, writing recount text. The more significant technique for this case is mind mapping is more significant than the Conventional Method. The study demonstrates that teaching and learning by following the mind mapping techniques can use in writing recount text. I hope this result is able be used by other teachers to enable students to write recount texts.

Keywords: *writing, recount text, Mind Mapping Technique*

I. INTRODUCTION

English, as one of the most popular language in the world, has been used by people all over the world as the main instrument of communication and transfer information. English becomes more important in life since it is parallel to the development of science and technology. In Indonesia, English has been taught from the lowest grade of school up to University level. But in fact, there are still many people who cannot understand and comprehend English well. Writing is highest language skills in learning English. Writing is a process of transforming and transferring thoughts and ideas into written form.

“The writing skills are intricate and sometimes challenging to teach, requiring mastering not only of grammatical and rhetorical but also conceptual and judge mental elements”. (J.B Heaton 1990:135). Writing is an excellent way to develop English ability, but most of the students still say that it is difficult to express their idea in writing. It can be stated that developing writing skills is more complicated than developing other language skills. In order to be able to write well,



the students need to be equipped with early and continued writing experiences. Thus, the teacher's task to develop the students' writing skills is more complicated than the other skills. Writing is one of the most powerful communication tools that is used today and for the rest of the life. It is a process of transforming thoughts and ideas into a written form that is called genre such as recount, narrative, procedure, descriptive, and news item in the context of daily life. For Indonesian students, learning English is an integrated process that includes the four basic skills. Among the four basic skills, writing is one of the productive skills, as considered important. By writing, students can convey the message through minds in the written form. Writing involves transferring a message from thoughts using language in the written form and it is a communicative competence that must be read and comprehended in order to communicate.

Based on the observation result on the teaching and learning activity at SMP Tunas Pelita Binjai, it was revealed that the teaching and learning activity in the class put no attention to the prewriting stage so the students' achievement was low. Most of the students stated that their problems in writing is that they do not have many ideas to write. Moreover, the teacher usually gives an unmatched theory and technique to them and told them to write an essay about the topic without any tricks for them to think more creatively and to write ideas easily. Because of this problem, most of the students are not able to explore and write well. From that reason that is stated above, the way of teaching needs to be improved. The appropriate method, technique, or strategy can solve the difficulties of students in writing. "Writing is a skill, so it can be learned by using many kinds of techniques. To solve the students' problem in writing, the writer tries to improve the students' achievement in writing recount text through mind mapping and think pair share technique. the writer will applicate the technique and the writer will find the most appropriate technique to them in writing, especially writing recount text. Here, the students are expected to be able to find out the related words, ideas, and concepts as many as possible to the topic given". (Langan 2003: 12.

Buzan, the developer of mind map (2006) defines this graphic as a networked method of storing, organizing and prioritizing information which is usually implemented on paper by using key or trigger words and images where each indicates specific memories and encourage new thoughts and ideas. In addition, Eppler (2006) defines a mind map as a multi coloured, image-centred, and radial diagram that represents semantic or other connections between portions of learned material hierarchically.

II. RESEARCH METHOD

This research is the experimental quantitative research will use to carry out. It deals with the quantitative design. This study has two variables; one of them are independent variables, and the last is dependent. In this case, the researcher has a technique that will join in this research. It is Mind Mapping technique is as independent variables and the students' achievement in writing recount text as the dependent variable. In this research, the experimental group will be taught by mind mapping and the Conventional Technique will teach the control group. The design will be applied to investigate the effect of Using Think Pair Share Technique on the Students' Achievement in Writing Recount Text. This study will be carried out at SMP Tunas Pelita Binjai. This research will be focused in the second year of



2019/2020. There will be two classes. One class using mind mapping and one class will use the conventional technique. The reason for choosing this school because the researcher observed that school and the weaknesses in learning the English language are about writing. It looks from their score in writing. They still did not understand English, like pronunciation, grammar, and vocabulary even though still many students can not write and speak English. So, learning English is very difficult for them. The research instrument is a tool for researchers in using data collection methods. To collect the data needed in the research.

The test will be given twice, namely the first is the pre-test which functions to determine the initial ability before the experimental class is given treatment with modules, and the second is the post-test which functions to determine the final ability after the experimental class students are treated with modules. Tests are generally used to enhance learning. Through the test the teacher can obtain information about the success or failure of students in mastering the goals set in the curriculum. Through the test the teacher can easily detect students who have mastered and have not mastered it. Through the test, the teacher can also detect the success or failure of the learning that has been done. Test results can be used to provide reports to certain parties about the progress of students' progress and about the success of teaching teachers

The population of this research is in 2019/2020 second grade of SMP Tunas Pelita Binjai., which consists of two classes. The students in classes are about 18 students. One of the most essential steps in the research process is the selection of the sample of individuals who will participate, observed or question. Therefore, from 90 students in the classes, the researcher will take the entire students as samples. The samples will be taken from those classes as the experimental classes and one last class will be taken as control class. One class consists of 30 students.

The instrument of the research a set of test would administrate. According to Arikunto (2012:66) said that “ The test is a tool or procedure used to determine or measure something in the atmosphere, in the manner and the rules that have been determined to do this test depends on the instructions given for example : circle the letter in front of the possible answers, explaining, cross out the wrong answer, perform tasks or errand, replied orally and so on”. The instrument of the research makes a text which suits the level of the second year students learning the program in the curriculum. The instrument for collecting data is a written test, which students will write individually before showing their topic in front of the class.

III. ANALYSIS AND FINDING

Based on the research result of X students, after they got treatments in teaching writing in recount text by using the mind mapping Technique. They reached the maximum score 87 and the minimum score 65. From the computation of frequency distribution, it was found the total score of Conventional Teaching (CT) = 1218, so the average score (X) was 67.7 and the total score of mind mapping = 1389. So the average score (X) was 77.2. it meant that there was an improvement of students' scores after they got treatments.

From the score of the test, a calculation was made to find out whether the mind mapping Technique significantly affects students writing ability.



From the criteria of the hypothesis, H_A is accepted if $F_{Test} > F_{Tabel}$. From the calculation above, it is found the F_{Test} is higher than F_{Tabel} or can be seen as follows:

$$F_{TEST TPS} > F_{TEST MP} > F_{TEST CT} > F_{TEST tabel}$$

$$7.36 > 7.17 > 5.1 > 2.92$$

Thus, the alternative hypothesis (H_a) is accepted at the level of 0.05. it means that "there is a significant effect using Think-Pair-Share on students' writing ability". From the result of test F, the writer concludes that the hypothesis is acceptable. The F test is higher than f table value. Therefore, the writer states that after applying cooperative learning technique in writing English classroom, the students' writing skill improves significantly. Based on the data analysis above, mind mapping give significant influence to the students' achievement in writing. The students got improved in writing. In teaching and learning process, the students paid attention to the teacher's explanation. The students were interested with the mind mapping technique.

In this research, the mind mapping Technique is more improve students' scores in writing than conventional teaching methods. The data were obtained from the students' achievement scores of the test of writing in recount text. They were pre-test and post-test scores from the Experimental (mind mapping Technique) and control group (Conventional Teaching Method). The average rating of the experimental group mind mapping Technique was 63.2 (pre-test) 77.2 (post-test). The average score of the experimental group Conventional Teaching Method was 62.6 (pre-test) 67.7 (post-test).

According to Creswell (2012, p. 175), there are several interrelated steps used in the process of analyzing quantitative data. The first step is to prepare the data and analyze it. Typically it is conducted by using a descriptive analysis of the data reporting measures of central tendency and variation. Next, the data analysis result is reported by using tables, figures, and a discussion.

The research design of this study is pretest-posttest control group design. The researcher will prepare two groups: the control group and the experimental group. The determination of these two groups will use simple random sampling technique. The researcher will determine the control group and the experimental group was using lottery. After determining the sample, the researchers prepared the materials and instruments that would be used to teach. Then the researcher made a pretest to both the control group and the experimental group. A pretest will held in order to determine the initial results of writing ability of the control group and the experimental group before treatment. A pretest is also made to equalize between the control group and the experimental group. This is done because both groups must be set off from the same state, First, the control group and the experimental group will give the same pretest and considered to have same ability.

The next step was giving treatment to determine the effectiveness of mind mapping in writing. Giving treatment was will aim to take data in both classes. In this case, the treatment in the control class did not use mind mapping, whereas treatment in the experimental class will use mind mapping. After the groups received treatment, the next step was providing same posttest to both groups. Giving posttest of writing skills was aimed to look at the differences in learning



outcomes after both groups were treated. In this process, it is known whether the experimental group experienced a greater improvement and significance from the control group. The conventional method is the most traditional teaching method where in the teaching and learning process, the teacher explains orally and the students just sit and listen, so that the learning process becomes very monotonous and students feel bored quickly, and the learning process becomes ineffective. In the teaching and learning process the application of the conventional teaching does not mean it is not suitable for use but it would be even better if the teacher could use a more varied method or use tools such as mind mapping technique so that students would be more interested in the material being taught and the learning process is varied and not boring.

IV. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

After researching SMP TUNAS PELITA Binjai, the writer could see the improvement of students. Based on the previous discussion, the writer gets the conclusion of this research as follows: mind mapping technique is one of the ways that can be used to improve the students' writing ability in the teaching and learning process specially in writing. It also motivates the students, and it gives the students energy for them to speak up their idea to their friends.

Based on the results of the research conducted, it can be concluded that learning writing recount text using mind mapping technique is more effective than using the conventional method.

Based on the above conclusion, the suggestion of the research is: The researcher should do observation and knows the condition of the classroom as well as the student.

2. Suggestions

In order for mind mapping to be used in recount text, the principal must provide a projector and LCD to make it easier for teachers to deliver learning materials and how to build a mind mapping via that media. The role of the principal is very much needed in this case either in any way so that the expected end result can be achieved.

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