

**THE EFFECT OF USING MIND MAPPING TECHNIQUE ON WRITING PROCEDURE TEXT OF
ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 TANJUNG PURA IN
ACADEMIC YEAR 2016/2017**

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ABSTRACT

This study deals with the effect of using mind mapping technique on students' writing procedure text. The objective of this study was to find out if there was a significant effect of mind mapping technique on writing procedure text. It was conducted by using experimental research. The population of this study was the eleventh-grade students of SMA Negeri 1 Tanjung Pura which consists of six parallel classes. Two classes were taken as the sample of this research, XI MIA-1 and XI MIA-2. The class of XI MIA-1 was an experimental group and class XI MIA-2 was a control group. The experimental group was taught by mind mapping technique, otherwise the control group was taught by using lecturing technique. The instrument for collecting the data was writing test. The data were analyzed by using t-test formula. It was found that t-observed (5.98) higher than t-table (1.99). It means that there was a significant effect on students' writing procedure text at SMA Negeri 1 Tanjung Pura by using mind mapping technique.

Keywords: Mind Mapping Technique, Writing, Procedure Text

I. INTRODUCTION

Language is means of communication. Certain people in the world speak a certain language. Language is something whose is the most important in our life. No group of the people without a spoken language. How would without language? So, the language is a perfect instrument of the communication.

Language stands at the center of human affairs from the most prosaic to the most profound. Language is fundamentally an instrument of communication. People use language as a way of conveying ideas, feeling and opinions to others both in the written spoken form.

English is always used in many books of knowledge and technology, especially for the author from Great Britain, the United States of America, Australia, Canada, and others. It is also made in international broadcast, information, and magazine. Learning English as a foreign language in Indonesia is the one of important subjects.

Writing is one of the skills that are important to be teaching to students. The ability to write must be consciously learned by students and it also hoped that students can be able to write. Being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language.

The writer has some reasons why choose this title, because the writer also wants to find out if an outline is helpful for the students in writing procedure paragraphs. Outlining will lead to writing better composition and will help the writer stick to the subject and force the writer to list all the ideas that are to be presented.

The difficulties by students may be caused by two factors, internal factors, and external factors. Internal factors come from the students themselves, concerning with psychology and physical aspects, for example:

their ability in memorizing or thinking while external factors come out of the students which may concern with the facility and teaching learning strategy or technique.

The teaching learning technique, there are many kinds of them, but one of the best techniques that is suggested to use is mapping technique. By using this mapping technique, Students will understand procedure text easily. Mapping is taught by graphic organizer. The graphic organizer helps the students to conceptualize, understanding, and structure of piece of written discourse successfully.

The writers identifies some problem of this research. They are :

- The students got difficulties in writing procedure text
- The students could not do exercises effectively.
- Many students had low motivation in learning English especially English procedure text.
- Many students were not interested leaning English.

In this case, the writers will conduct this research on the effect of using mind mapping technique on writing procedure text of eleventh grade students of SMA Negeri 1 Tanjung Pura.

Based on the description above, formulation of the problem of this research is formulated as the following: "Is there any significance effect of mind mapping technique on the students' achievement in writing procedure text of eleventh grade students of SMA Negeri 1 Tanjung Pura in Academic Year 2016/2017?"

The objectives of this research are as follows: To find out if there is any significant effect of mind mapping technique on the students' achievement on writing procedure text.

Based on the background of the study, in this research the writers will like to draw some contributions, they are as follows:

1. Theoretically, this study was to find the effect of mind mapping to the writing procedure text, especially for Senior High School.
2. Practically, this study was expected to:
 - a. Teacher, to improve their ability in teaching procedure text. Mind mapping technique can be an alternative approach in teaching procedure text. Besides, it is also expected to be extremely useful for students in developing their ability in writing procedure text.
 - b. Other Researcher, as preliminary information in conduct a research in similar topic.
 - c. Students, it will be also important for the students to overcome their problem in writing especially procedure text through Mind Mapping technique.

II. MATERIALS AND METHODS

1. Definition of Mind Mapping

Mind mapping is used comprehension or concentration skill and involves in a note taking from that related each fact or idea to every other fact or idea. Mind mapping is a creative thinking instrument which reflects natural work brain. Mind mapping enables the brain to use all pictures and its association in radial design.

Mind mapping involves creating a central idea and search new and related ideas which radiate out from the center. From the central idea that is made, and then finding connections between ideas, you are mapping knowledge in a manner that helped you understand and remember new information.

Mind mapping is important, effective, and useful for students to structure their understanding of environmental concepts in a way which can help the students to be effective. Note takers and which can generate new ideas and associations that they have not thought of before.

2. Technique

Technique is the specific activity manifested in the classroom that is consistent in harmony with an approach as well. So, technique is the specific activity which will be applied in the classroom in teaching and learning process.

Technique is doing something expertly or need skill and it is an action happens in a classroom. "Technique is known an implementation which actually takes place in a classroom. In conclusion, technique can be defined as an application of teaching strategy in the classroom accomplishes the goal of teaching.

3. Mind Mapping Technique

The mind mapping is a technique to use the whole brain by using visual and other graphic to create a meaningful impression. Using the whole brain can balance two sides of human brain: left and right brain. It means that human can maximize their brains to create meaningful things because of their brains power.

Mind Mapping is an organizational technique, which allows individuals to organize facts and thoughts in a map format containing a central image, main theme radiating from the central image, branches with key images and key words, plus branches forming a connected nodal structure.

The mind mapping is an important technique that improves the way we take notes and supports and enhances our creative problem solving. The reader can simplify what

they had read so that they can understand what is explained by the writer in the text. The diagram from a text shows detail information, main and minor information. Making the diagram or map makes reader can remember and learn clearly and easily. Hence, mind mapping technique is teaching technique using mind mapping as a tool to represent students understanding by using words, picture with color and symbols in a hierarchical or tree branch format.

Mind mapping is a creative technique to write a note which helps people to memorize words and text also the meaning of those to improve the lesson comprehension, organize the lesson and create a good intelligence.

Mind mapping is a technique of representing knowledge by organizing it as a network or other non-linear diagram incorporating verbal and symbolic elements which are assumed as the schema. Students can condense their knowledge by using mind mapping, thus reducing the working memory load, and remembering the knowledge easier and clearer. Furthermore, students' involvement in the mind mapping can encourage the students' active practice which in turn consolidates knowledge, it is accordance that mind mapping activities require students to actively engage in their learning, often by connecting their prior knowledge to new information. When creating a mind map, the students frequently interacts with a textbook, notes from class, an instructor, classmate, or study group.

In this teaching technique, students were ordered to make a main topic which is appropriate with the material studied in the form of noun phrase into a box. From the main topic made, then students should be able to find other related ideas into small elements or in detail sections. Firstly, the main topic will be specified as a title of the text then it will be divided into three parts based on the generic

structure of the procedure text (general purpose, materials, and sequence of steps).

4. Writing

Nowadays we can see that writing is one of the four basic skills of language which has an important role in many aspects of life. Using writing we can learn lot of things from the simplest thing until a complex one. If we have ideas, desires and everything to explain, writing can be used as an instrument that makes somebody else understand what we want to explain. In short, we can say that writing pays an important role in our life.

Writing is important as a part of man's culture because it can be used to preserve thought, ideas, and speech sound. In addition, being able to write is a vital skill for 'speaker' of a foreign language as much as for everyone using their own first language.

Writing was much different, except that you take more time to think about your subject, the person you'll be discussing it with and last but not least the purpose that you want to achieve in that discussion. Therefore, if you are writing a second language, you will be revising your work continuously. You must pay more attention to your diction (choice of word), form and grammar to make sure that they clearly express what you exactly want to say. The word writing came from a verb. Writing is a way to produce language, which you do naturally when you speak. You say something, think of more you say, perhaps correct something you have said and then move on to the next statement.

We know that writing is always used in most of examinations done at school from elementary up to university level. The importance of writing is obviously seen as something that must be emphasized because in daily communication language is not only spoken but also written.

5. Teaching Writing in Senior High School

It goes without saying that Senior High School students are prepared to university or collage so that they are expected to reach informational level. Therefore, they will be ordered to produce knowledge using their own language. There were sixteen English texts types taught in senior high school such as narrative, descriptive, recount, procedure, news item, etc. In this case, the students should be able to write English text using their own words.

One of the goals in teaching learning English at Senior High School is to improve communication skill in English both spoken and written language. Teacher and students should cooperate in teaching learning activity to reach the goals. In teaching learning process, teachers must pay more attention to the students' progress and the students should practice regularly to improve their ability, especially in writing ability.

6. Procedure Text

As far as we concern, there are many text types in English, they are narrative, recount, procedure, descriptive, explanation, hortatory exposition, analytical exposition. One of them is procedure text.

Procedure text as a piece of text that gives us instruction in doing something. The purpose of this text is to explain how something can be done. It means that procedure text is a text that helps us to do something or gives us instructions how to get things done. The examples of procedure text are directions, recipes, instructions manuals, and itineraries.

The social function of procedure text is to describe how something accomplished through a sequence of action or steps. It can be said that in constructing a procedure text, the writer should write the actions in chronological order.

The generic structures of the procedure text consist of three points. They are:

a) Goal

The goal of procedure text is an introductory statement giving the aim or goal. The goal may be the title of the text or sometimes it can be an introductory paragraph.

b) Materials

Materials are the list of materials that will be needed for completing the procedure. The materials can be a list of or a paragraph.

c) Steps

There are series of steps listed in chronological order that should be done to achieve the goal.

A procedure consists of a series of steps which shows how to achieve some goals. The simplest procedure is a short series of simple imperative clauses centered on well-known action verbs and everyday objects. As procedures become more specialized and more technical, they become more demanding for language learners. The steps may include constraints which have to be met to carry out the instructions successfully.

Conceptual Framework

Writing is a process of formulating and organizing ideas in right words to deliver the aim on a piece of paper. The expression of ideas thoughts in the form to communication is the goal of writing. The skill of writing as the demand in every aspect of life such as company and as decision in standard based curriculum in school, the students are asked to be able to write on genre based.

We know that there are thirteen kind genres of the text and one of them is procedure text. Procedure text is a text that helps us to do something or gives us instructions how to get things done. A procedure consists of a series of steps which shows how to achieve some goals.

The steps may include constraints which to be met to carry out the instructions successfully.

In teaching and learning process of writing procedure text, teacher used conventional method. Teacher just explained material, gives an example, and asks students to do exercise in the textbook. This way cannot improve students' achievement in writing.

One of the ways to increase students' achievement in writing procedure text is by using technique in teaching and learning process. In this occasion, the writer will use the mind mapping technique on teaching writing procedure text which is assumed as an effective way to be applied to improve writing skill in procedure text.

Mind mapping is a teaching technique that requires students to draw a diagram uses to outline information represented by pictures and color, students make their own mind map with pictures, symbols and colors to make them interest and enjoy in learning.

Hypothesis

In this research the hypothesis is: there is any significance effect of mind mapping technique on the students' achievement in writing procedure text of eleventh grade students of SMA Negeri 1 Tanjung Pura in Academic Year 2016/2017?

III. RESULTS AND DISCUSSIONS

The Location and Time of the Study

This research will be conducted at SMA Negeri 1 Tanjung Pura that was located at Jalan Sudirman Kelurahan Pekan Tanjung Pura Kecamatan Tanjung Pura Kabupaten Langkat. In this research, the writer was done the research at second semester in academic year 2016/2017.

The Research Design

This study was an experimental research method; this method was included two sample groups, namely experimental group, and control group. These two groups were teaching by using the different treatment. Experimental group was treatment by using mind mapping technique, while the control group was given lecturing technique in teaching-learning process.

The Population and Sample

The population of the research was 2016/2017 eleventh grade students of SMA Negeri 1 Tanjung Pura. There were six parallel classes, 4 classes were Natural Science Class and other 2 classes were Social Science Class. Each class consisted of 33-36 students, so the total of the students were around 205 students. The writers chosen only the students from the Natural Science Class to get the same characteristics, XI-MIA1 and XI-MIA2.

The Technique of Collecting Data

The instrument for collecting the data was conducted writing test. Writing test was used to measure the students' achievement in writing procedure text. The students were asked to write a procedure text.

The Technique of Data Analysis

In this research the data got from pre-test and post-test will be analysed and calculated by using statistical calculation of person product moment.

IV. DATA ANALYSIS

Research Description

The writers presented the analysis of the result experimental of the study that had been conducted at SMA Negeri 1 Tanjung Pura in academic year 2016/2017. The XI-MIA1 and XI-MIA2 students became the sample of this study. The students of XI-MIA1 were the

experimental group and the students of XI-MIA2 were the control group.

This study was aimed to know the effect of using mind mapping technique on writing procedure text for those taught by using mind mapping technique for experimental class and taught by using conventional method for control group.

This research, there were three main activities, pre-test, treatment, and post-test. The research conducted into two group, namely experimental and control group. Those activities were done on two meetings because the limited time which given by the teacher and the material were explained before by the teacher, so the writers gave pre-test, review the material briefly, explained the strategy and gave post-test. The pre-test was held at the first meeting. The treatments and post-test conducted in the second meeting.

To obtain the data, writing test was given to the students, the data were obtained from students' writing score in the pre-test and the post-test from both of groups, experimental and control group. In this study, the students' scores in writing were calculated based on five indicators, they were content, organization, vocabulary, language uses, and mechanics.

The Hypothesis Testing

One of characteristics of a good hypothesis is test table. It means that the hypothesis should be done in order in know whether it was accepted or rejected.

Based on the calculation of the t-test, it showed that the t-table of distribution and in the degree of freedom (*df*) 66 ($n_1 + n_2 - 2$). The t-table showed that (t_t) = 1,99 for 5%. In testing the hypothesis, the value of t-observed (t_o) was higher than the value of t-table ($t_o = 5.98 > t_t = 1,99$). Therefore, the hypothesis was accepted. In the order words, there was effect of using mind mapping technique on writing procedure

text of eleventh grade students of SMA Negeri 1 Tanjung Pura in academic year 2016/2017.

The Research Finding

In this research the mean difference between pre-test and post-test of the experimental and the control groups were computed to know there is effect of using mind mapping technique on writing procedure text. In this study, the computation showed that the mean difference between the experimental group and the control group was significant. The result of this research showed that, the average score of the experimental class 5.05 and the control class was 4.52.

V. CONCLUSION AND REFERENCES

Conclusion

From the result of the data analysis in the previous chapter, the writers came to the conclusion that in testing the hypothesis, the value of t-observed (t_o) is higher than the value of t-table (t_t), ($t_o = 5.98 > t_t = 1,99$). Therefore, the hypothesis proposed by the writers were accepted. In the other words, there was effect of using mind mapping technique on writing procedure text of eleventh grade students of SMA Negeri 1 Tanjung Pura in academic year 2016/2017.

Suggestions

Considering seen the result of the analysis and the conclusion above, the writers would like to share the following suggestions:

1. The teacher also should motivate the students practice more their writing procedure text.
2. Considering taking the data from school, the other researchers should prepare and manage everything for doing the study at school well.
3. Using mind mapping technique is one of alternative ways to improve students'

writing, especially in writing procedure text and writing procedure text will be more exciting for the students.

Finally, the result of the study could make the contribution for developing a better educational world in future.

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