THE EFFECT OF USING MIND MAPPING TECHNIQUE ON WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENT'S OF SMA TAMAN SISWA BINJAI

[1]Meycin Sri Rahmadani , [2] Conny, [3]Ahmad Azrai' Aziz
[1]*Mahasiswa STKIP Budidaya Binjai*
[1]*meycinsrirahmadani@gmail.com*
[2,3]*Dosen STKIP Budidaya Binjai*
[2]*coniegeorgina@gmail.com*
[3]*ahmadazrai01@gmail.com*

ABSTRACT

The objective of this resarch was to find out the effect of using mind mapping technique on students' writing descriptive text. This study applied quasi-experimental research. This study was conducted of the tenth grade students' of SMA Swasta Taman Siswa Binjai as the population study. The sample was taken by using cluster random sampling, with 70 students as the sample. As the experimental class, the writer used class X-IPS 1 which consisted of 35 students and for the controlled class, the writer used class X-IPA 2 that consist of 35 students. The data collected from this study were analyzed by using t-test formula. The result from calculating the data was found that the value of t-observed (t_o) was higher than the value of t-table (t_t). The result of $t_{observed}$ was 4,05 since the t_{table} in degree of significant 5% was 1,66. It shows that the comparison of $t_{observed}$ and t_{table} was 4,05 > 1,66. Therefore the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. In other words, there was an effect of using mind mapping technique on writing descriptive text at the tenth grade students' of SMA Swasta Taman Siswa Binjai.

Key words: Writing , Mind Mapping Technique, Descriptive Text

I. INTRODUCTION

English is a means of crucial communication and occupies the first position in the world because it is used all over the world. In Indonesia, English is included as a foreign language and has been taught in the school, from kindergarten level till university level. In English there are four skills that should be mastered. There are listening, speaking, reading and writing.

According to Nunan (2003: 88), writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of commiting words or ideas to some medium

Richards and Renandya (2002:303) stated that writing is the most difficult skill for second language and foreign language learners. They define that writing is generating, organizing, and translating ideas into a readable text. Their statements show that learners are getting more than one process in writing. It becomes a problem when learners cannot process their ideas into a text, even sometimes they do not know what to do in the beginning of writing.

Conny and Shelly (2018 :47) state that "writing is a productive skill for writing an indirect communication and the nature of the character is very different from that expressed

by speaking directly, therefore writing is included an ability toward writing to construct the meaning". To construct the meaning the writer should have skills and know which skills and strategies are appropriate for the type of the text , and understand how to apply them to accomplish the writing purpose.

In curriculum 2013, in Senior High School there are six genres that should be taught namely report, recount, explanatory, narrative, descriptive, expository. In learning genre, the student will learn the particular style of texts which have different purposes. All genres have different social functions, general structure, and grammatical features. For Senior High School, one of the texts that they learn is descriptive text which purpose is to describe and reveal a particular person, place, animal, or thing (Furaidah,2008: 21).

Description is writing about characteristic features of a particular thing. According to Oshima and Hogue (1997: 50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and sounds

According to Anderson and Katy Anderson (1998: 26) stated that descriptive or description describes a particular person,place,or thing. Its purpose is to tell about the subject by describing its features without including personal opinions.

Lila Fink (1983:41), give the opinion about function of descriptive itself, whereas,the purpose of description is to present the reader with a picture of a person,subject, or setting.

The writer took a descriptive text as a material to be taught at SMA Swasta Taman Siswa Binjai. Descriptive text is a text which says what a person or a thing is like. It's purpose is to describe and reveal a particular person, place, or thing. So the writer expected that students were able to write descriptive text expecially in decribing people.

Based on the preliminary data while doing interview with the English teacher in SMA Tamansiswa Binjai, the writer found that most of student have problem in writing, especially writing descriptive text. For the first problem, students are not able to write the descriptive texts. Their scores in writing descriptive texts were on average low. The second when the teacher asked them to write descriptive texts for several meetings in the writing class, most of them did not understand the structures of descriptive texts (lexicon grammatical and generic structures). The students found problems in order to organize their ideas to describe person, thing, or place that was asked by the teacher as their writing task.

Furthermore, the students still used the conventional strategy in prewriting activities; some of them also absolutely spend a lot of time to look up words in dictionary because they have lack of vocabulary in developing their idea. The third problem they are got difficulties in "finding" their own ideas.

In other words, they have difficulties in expressing ideas to be written. Then, the fourth problem the students also got problems in organizing their ideas, in terms of cohesion, coherence and unity in writing. It seems that it derives from the fact that they do not used the prewriting techniques to express their ideas before the real writing took place. It can be concluded that they do not know how to develop their idea to be a good text. The last problem was the teacher seldom used technique when teaching writing.

In teaching and learning processes, teachers still used conventional methods that focused more on reading and speaking than on writing and the teacher only focuses on textbooks.

As the result, the students are not able to wrote the simple text that they produced from their handbook. the students are not able

to exposes their ideas in limited time in the class. Sometimes, students like to be bored, because of their teacher just asked them in order to write english text through the handbook without using teaching media in learning writing, especially in writing descriptive text.

That is the reason why learning techniques are needed in learning activities to help the students. A technique is a method that is used during the learning process. One technique that has proven and is capable of optimizing learning outcomes is the mapping technique called mind maps (Mind Mapping).

According to Buzan (2005: 5) stated, mind mapping has a natural organizational structure that radiates from the center and use lines, symbols, key words, color and images according to simple, brain-friendly concepts.

According to Edward (2009: 64), mind mapping is the most effective and efficient way to enter, store and retrieve data from or to the brain. Mind Mapping is a way of noting the subject matter that allows students to learn writing.

It is the same with Windura's opinion (2013:12) that delineates mind map as the system of study and thought which uses both sides of the brain, process, potential and capacity of the brain, think, and visual. It also requires a map with the central theme at the centre and supporting ideas around it. By using a mind map, students can produce oral language in a coherent, cohesive, clear, organized, and memorable way, because its advantages are to describe, compare, classify, make a sequence, and make a decision. It also allows them to expand their vocabulary and associate new and old words to images that help to convey meaning easily in a specific context.

They notice that mind maps used images, words, and arrows to show the relations. They are placed in the graphic in a specific way. Then, the students need to follow relations in order to read and talk about them. By using this way, students become creators that inspire and help others to keep on creating. It can be done by making groups of work. They can amplify and create waves each other.

As the result, students compare their work and evaluate themselves with their classmates. Consequently, they do not only study about the lesson, but also increase their knowledge in a community that learn together and help each other. This way help the students is to write based on the bubbles in the graph or else. Thus, the main purposes the study is to solve the problem in descriptive writing learning. Eventually, the technique is important to explore the students' imagination to make a good composition of writing.

THE MIND MAPPING TIPS AND TECHNIQUES

There are points that Buzan (1994:96) write as the tips and technique in mind mapping.
1. Use emphasis
   a) Always use a central image
   b) If possible, Use images throughout your Mind Map
   c) Use three or more colors per central image
   d) Use dimension in images
   e) Use variations of size of printing, line and image
   f) Use organized spacing
2. Use Association
   a) Use arrows when you want to make connections within and across the branch pattern
   b) Use colors
   c) Use codes
3. Be Clear
   a) Use only one key word per line
   b) Print all words
   c) Print key words on lines

d) Make line length equal to word length
e) Connect lines to other lines
f) Make the central lines thicker
g) Make your images as clear as possible

4. Develop a personal style

THERE ARE SOME ADVANTAGES OF USING MIND MAPPING TECHNIQUE IN TEACHING. THE ADVANTAGES AS FOLLOWS:

Advantages of Using Mind Mapping Technique:

(1) Mind mapping can work wondrously for most people depending on their personality, style of learning and preference.

(2) The brain's creativity and potentials are being unleashed when mind maps are used since there is active stimulation of the brain cells to organize information in a visual form.

(3) Retention of the stored memory is increased.

(4) Linking and grouping of concepts and ideas help the writer to organize their thoughts more accurately.

(5) Mind mapping help students knowing what to write.

DISADVANTAGES OF USING MIND MAPPING TECHNIQUE

(1) Mind mapping cannot be used for some people who choose to memorize rather than to organize the sentence. For example: when a teacher explain how to usemind map to help students organize the paragraphs, there some students who only memorize the keywords in their mind.

(2) For some students with disability, mind mapping make them confused to draw a map.

(3) Sometimes, students made an error in making a mind mapping. So, teachers or tutors have to pay attention to them when they are trying to make a mind map.

II. RESEARCH METHODOLOGY

The location of this study was at SMA Swasta Taman Siswa Binjai on Jl. Jendral Sudirman No.11 Binjai, Kec.Binjai Kota. This study focused of the tenth grade students at SMA Swasta Taman Siswa Binjai. The sample was taken by using cluster random sampling, with 70 students as the sample. As the experimental class, the writer used class X-IPS 1 which consisted of 35 students and for the controlled class, the writer used class X-IPA 2 that consist of 35 students.

Table 1. Sample of the research

Group	Class	Number of Students
Experiment Class	X-IPS 1	35
Control Class	X-IPA 2	35
Total		70

The design of this research was a quasi-experimental design. In addition, the pretest-posttest, non-equivalent control group design was chose in this experimental research. There were two classes to this research, namely control and experimental class. This study was conducted on September 23 rd 2020 at SMA Swasta TamanSiswa Binjai.

The writer gave a test namely pre-test and post-test in each class. The instument used for collecting the data was a test. The experimental and control groups were gave the pre-test before the treatment. Pre- test was administrate to measure to previous ability or the basic knowledge of students writing ability . The post-test was gave after the treatment has been complete. It was mean to find out the differences in mean scores of both experimental and control groups.

The data of students' ability were divided into two kinds, the data in the experimental class and controlled classwhich had gained from pre-test and post-test that was applied in both of class.

III. RESULT AND DISCUSSION

The data of this research was gotten from pretest and post-test (writing test). In collecting the data, the researcher taught both classes experimental and control groups using different treatments . Then the data was analyzed by using t-test to see the effect of Mind Mapping Technique on students writing descriptive text. The following were the results of the Pre-test and Post-test of two groups :

After the calculation of the data analysis by using t-test that the value of t-observed was 4.05. Then, to see whether the hypothesis of this study was accepted or not, the value was compared with the value from t-table distribution $df = 68$ (since there are 35 students in each class, therefore from *Degree of Freedom* $= (N_x + N_y) - 2 = (35 + 35) - 2 = 68$. Because there was df of 68 shows that the value of t-table (t_t) is 1,66 for 5% .

The criterion statistic hypothesis states that:

1. If $t_o > t_{table}$ = the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) was rejected.

If $t_o < t_{table}$ = the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) was accepted.

Therefore , alternative hypothesis (H_a) is accepted if the value of t-observed is greater than the value of t-table ($t_{obs} > t_{table}$). This result was also supported by the result of statistical analysis using t-test. It showed that t-observed is higher that t-table , t-observed was 4,05 while t-table 1,66 for 5%. It stated that that $4,05 > 1,66$, that meant the Alternative Hypothesis (H_a) was accepted. The result that

there was a significant effect of using mind mapping technique on writing descriptive text.

IV. CONCLUSION

The result of this research showed the Mind Mapping Technique helped students' to increase in writing descriptive text. From the analyzing the data, it meant that the experimental class' score higher than the controlled class' score and using t-test formula. It can be concluded that the result t-observation is higher than t-table, so the alternative hypothesis is accepted. The result of the research proved that there is a significant effect of using mind mapping technique on writing descriptive text at the tenth grade students' of SMA SwastaTaman Siswa Binjai.

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