

THE EFFECT OF USING MIND MAPPING IN RECOUNT TEXT ON STUDENTS' WRITING SKILL OF THE ELEVENTH GRADE SMK SWASTA YASPEND PANCA ABDI BANGSA BINJAI

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ABSTRACT

This research was conducted in SMK SWASTA YASPEND PANCA ABDI BANGSA BINJAI. This was an experimental research. The sample of research was 30, XI-AKL 1 as experimental class and XI-AKL 2 as control class. This research was conducted to know the positive effect of using Mind Mapping on students' writing skill. Having analyze the data, the result of calculation, it was obtained the value of the t-test was 7,10. The degree of freedom is 40. The table at df 40 showed that the value of t-table (t tab) was 2.02 for 5% and 2,70 for 1%. This result meant that the value of t-test was not appropriate with the criteria of acceptance of Ho. The writer concluded that null hypothesis was rejected and alternative hypothesis was accepted. The result proved the students' writing score was better after implementing Mind Mapping. And Mind Mapping technique gave positive effects on students' writing skill.

Key Words : *Mind Mapping, Writing, Recount text*

I. INTRODUCTION

English is one of the most important element in education to develop human sources. It is being expected to be able to make people aware about future where English will be used in all fields even now English can be found easily everywhere and every time. In Indonesia, English is an important subject in the curriculum. The student must master four skills namely listening, speaking, reading, and writing.

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 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 allows students to learn.

A technique popularized by Buzan is an effective technique to improve English skills. Mind Mapping is to write the main theme as a central point and to make branches of each theme. That means the focus of learning is directed at the main theme, the finer points of the theme that is being studied, the development of each of these important points and find the relationship between any points. In this way, it can be obtained an overview of what has been known and which areas are still not yet well understood.

In this case, namely the potency of the left brain related to logic and right brain related the emoticon. This technique will help the students for brainstorming or to find information within the brain by combining elements of colors and symbols. As we know that color, symbol, and picture can stimulate the students to be activate and relieve their stress, then they will more quickly develop their creativity in English writing recount text.

Mind mapping will greatly assist student in exploring the potency of both sides of their brain. A good interaction between the two parts of brain can trigger creativity that provides convenience in the process of English skill. The students that always use and develop their potency of the brain parts will achieve an increase in some aspects, namely interaction, creativity, and understanding, then they can develop English writing through mind mapping.

As state before, the EFL students should learn the four skills. Writing skills have important aspect in the world. Some people use the writing for communication because people can interact with other not only by using spoken language but also the written language. The writing skill needed in modern communication or high-technology. Then, the writing skills must be taught to and learned by students from now to face the competition with other people in this global era.

Dealing with written language, the writing skills are used to explore the idea and other communication activities. Writing is categorized a productive skills. Teaching materials and media are developed by teacher in teaching and learning activities. Techniques and approaches to teach skills, in this case, writing influenced by the use of the media. Therefore, the materials will give more power to motivate the students to learn English. Then, students get the interesting media and it will help them to learn English easily.

The researcher would focus on the students' improvement in writing recount text. As a facilitator and model in teaching learning process, teacher should be able to use various technique or teaching strategies in order to encourage and motivate students' ability in writing skill. It will be easier from students to get bored if they still use conventional technique in writing activity and the goal of teaching learning process is difficult to achieve.

The researcher picks mind mapping technique because there are several purposes, such as students can enhance their writing skill, and try new solution to create and effective note to make a test. The researcher can apply a creative technique in teaching learning process. It will make students more interesting in learning writing.

The researcher found is coming from the student. The teacher gave them an example of texts and explained how to make it. When the teacher asked them to write with their own idea, they did not know what to be written difficult to find the main idea, and some students were confused and some did not have ideas. During making a text, there were many errors in their text such as spelling, capitalization, grammar, and tenses. Based on a preliminary study conducted at SMK YASPEND PABA BINJAI.

II. RESEARCH METHODOLOGY

The research was conducted at SMK SWASTA YASPEND PABA BINJAI. It was located on Jalan Padang Sidempuan no.8, Kec. Binjai Selatan, Kota Binjai, North Sumatera. There were three reason why the writer chose this school as a research location is the researcher wanted to know the ability of students in writing recount text, this school was accessible in term of efficiency in find and time, and the last based on information that the teacher, in this school never held research about "The Effect of Using Mind Mapping in Recount text in writing skill.

This research, the researcher chooses SMK SWASTA YAYASAN PENDIDIKAN PANCA ABDI BANGSA BINJAI as the researcher's object because school near with researcher's house and the researcher chooses the population of the eleventh grade.

The researcher of this study is an experimental quantitative, which consist of two

groups namely experimental group and control group. This study has two variables they are independent and dependent variable. In this case mind mapping as independent variable and students' ability in writing recount text as dependent variable. The experimental is the group has received the treatment by using mind mapping strategy. Both of the groups are given pre-test and post-test in order to know the differences of average scores.

The researcher was applied experimental research with a quantitative approach. According to Cresswell (2008), the researcher studied variables which were characteristic that take on different values across people or things. The purpose of the experiment will manipulate treatment conditions in way that will reveal which condition was responsible for what occurs to objects and how many those conditions have contributed to the observed result.

According to Alinson and Susan (2005) Quantitative research can be conceptually divided into two types: association and experimental. The goal associational research is to determine how closely two variables (e.g motivation and language ability) are related in a given population. It is not concerned with causation, only with co – occurrence, this is often tested statistically through correlations. Meanwhile, in this study, the researcher used experimental study because the researcher want to found out the effect using mind mapping technique (independent variable) to improve student ability in writing recount text (dependent variable).

The research design of this study is pre-test, post-test, control group design. The researcher prepared two groups: the control group and experimental group. The determination of these two groups was using simple random sampling technique. The

researcher determined 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 experimental group. A pretest was held in order to determine the initial results of writing ability of the control group and the experimental group before treatment. A pretest was 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.

Table 1. Sample of Research

No	Classes	Number of students
1.	XI A (the control class)	15
2.	XI B (the experimental class)	15
Total		30

Johnson and Christensens (2008: 329) state is an experimental research design that does not provide for full control of potential confounding variable. Full control is not achieved because participants cannot be randomly assigned to group. To obtain the sample of this study, the researcher chose a control and experiment class based on the available classes of the eleventh grade students of SMK SWASTA YASPEND PABA BINJAI.

The eleventh grade students of SMK SWASTA YASPEND PABA BINJAI have the same chance to be subjects of this study. The researcher consulted to the English teacher about student's heterogeneity in ability, difficulties and needs of eleventh grade students. Based on the consultation, it was known that the students of a class A and class B tended to have same ability , difficulties and needs in the learning process. Finally, the researcher choose the class randomly to

determine which class will be the experimental class and which class will be the control class.

III. RESULT AND DISCUSSION

Before calculated the t-test to prove the hypothesis, the normality test were done to show whether the data had normal distribution or not.

1. RESULT

This test was used to know whether the data distribution was normal or not. Based on statistical calculation using SPSS 23, tested normality was done by looking One-sample Kolmogorov-Sminov test. After looked in line Asymp.sig.(2- tailed), if Asymp.sig. > 0,05 or Asymp.sig. = 0,05. It meant the data distribution was normal.

Based on the result of normality One Sample Kolmogorov-Smirnov Test, the pre-test and post-test had normal distribution. It was stated by Asymp. Sig. (2- tailed) was 0,200 > 0,05, it meant the test distribution was normal.

After the data from students through pre-test, treatment, and post-test was gathered. The writer needed to calculate the data using the t-test pattern to prove the hypothesis of this research. The calculation as the following:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(X^1 + X^2)}{N_1 + N_2} \right] \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

Having analyzed the data of pre-test and post-test by using t-test, from the result of calculation, it was obtained the value of the t-test was 7,10. The degree of freedom is 40. The table at df 40 showed that the value of t-table (ttab) was 2,02 for 5% and 2,70 for 1%. This result meant that the value of t-test was not appropriate with the criteria of acceptance of Ho, because the fact showed the value of t-test was higher than t-table (2,02 < 7,10 > 2,70).

So, from that explanation, writer concluded that null hypothesis was rejected and alternative hypothesis was accepted. Hence, hypothesis stated that there was a significant effect of using Mind Mapping on students' writing skill for the eleventh grade of SMK SWASTA YASPEND PABA BINJAI.

Based on the result of the data analysis, it proved that the students' speaking score was better after implementing Mind Mapping . As the result, Mind mapping gave positive effects on students' speaking ability. It showed by the improvement of students' writing scores. Hence, Mind mapping became the suitable media used by the teacher in teaching writing.

2. Discussion

Based on the data analysis was intended to find out whether the application of Mind mapping technique was significantly affect the students' ability at writing recount text. The analysis was computed by applying the t-test formula to discover the hypothesis of this research was accepted or rejected. The experimental group is a group taught using the mind mapping in writing learning. Subjects in the experimental group pretest are 20 students. From the result of the pretest, the data showed the highest score achieved by students is 50 and the lowest score is 30. Based on the table, it is known that there are 6 students who have score 30-33, 3 students who have score 34-37, 9 students who have a score 38-41, 0 students who have score 42-45, 0 students who have score 46-49, and 2 students who have score 50-53. From the statistical data, the category of the pretest score of the experimental group is divided into four categories, namely excellent, good, poor, and very poor.

IV. CONCLUSION

This research investigated the effects using Mind mapping on students' writing

ability for the eleventh grade of SMK SWASTA YASPEND PABA BINJAI. Through the analysis of the findings of pre-test and post-test, it concluded that Mind mapping gave the positive effects toward students' writing ability, this could be seen from the improvement in the scores of the students in the course.

Mind mapping helped the students to create ideas also helped them to easy English expression in writing. The result of the data revealed after implementing Mind Mapping, the students' writing scores were significantly better and well improved (the mean of pre-test = 37,25 and post-test = 81,50). The results showed the value of t-test was higher than t-table ($2,02 < 7,10 > 2,70$). So, from that explanation, the writer concluded that null hypothesis was rejected and alternative hypothesis was accepted.

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