

# THE EFFECT OF MIND MAPPING TECHNIQUE ON STUDENTS' WRITING OF DESCRIPTIVE TEXT AT 7TH GRADE OF SMPN 1 JABON SIDOARJO

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**Abstract.** Teaching subject of English is a compulsory. English as a subject in school immediately improved all four of the abilities. The four abilities are: speaking, listening, reading and writing. Nevertheless, there are still a lot of students of 7th Grade in SMPN 1 Jabon Sidoarjo, especially at 7 E Class, who cannot reach minimum passing grade (KKM) caused by some lack in English lesson, specifically in writing ability of Descriptive text. Common obstacles students are facing are for example: Students cannot create their writing concept of descriptive about people, thing, places, and animals. The students experience obstacles to build up their thought, the students cannot arrange their interpretation in writing. This study attempted to answer the following research question (1) is there any significant effect of mind mapping technique on students' writing of descriptive text at seventh grade of SMPN 1 Jabon Sidoarjo. In carrying this research, the researcher formulated the objectives of the study as follows: To find out the effect of mind mapping technique on students' writing of descriptive text at 7th grade of SMPN 1 Jabon Sidoarjo. Research method: The research design is pre-experimental research with quantitative approach, The population of this research were all students of 7E SMPN 1 Jabon Sidoarjo, The sample was seventh E class consisting of 32 students, The research instrument used in this research was test and the data collected through test was analyzed using T-test formula. The result showed that different of mean score of students' writing before being taught using mind mapping technique was 57. Meanwhile, the mean score of students' writing after being taught using mind mapping technique was 86,59. The result of counting score using T-test showed that the significant value of the research was 0.000, significant level 0.05, the df : 31 whereas the tcount 10,629. When the significant value (0.000) < significant level (0.05) the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. While significant value (0.000) > significant level (0.05) the null hypothesis ( $H_o$ ) was accepted and the alternative hypothesis ( $H_a$ ) was rejected. The finding showed that the mind mapping technique was effective to use in teaching writing descriptive text for it could improve students' writing ability. This research has benefit in English Education study, especially for further research to enrich the resource.

**Keywords:** Descriptive Text, Mind Mapping, Effect, Writing Skill.

**Abstrak.** Mengajar mata pelajaran bahasa Inggris adalah wajib. Bahasa Inggris sebagai mata pelajaran di sekolah langsung meningkatkan keempat kemampuan tersebut. Empat kemampuan tersebut adalah: *Speaking, Listening, Reading dan Writing*. Namun demikian, masih banyak siswa kelas 7 di SMPN 1 Jabon Sidoarjo, terutama di kelas 7 E, yang tidak dapat mencapai nilai kelulusan minimum (KKM) yang disebabkan oleh beberapa kekurangan dalam pelajaran bahasa Inggris, khususnya dalam kemampuan menulis teks Deskriptif. Kendala yang sering dihadapi siswa antara lain: Siswa tidak dapat membuat konsep tulisan deskriptif tentang orang, benda, tempat, dan hewan. Siswa mengalami hambatan untuk membangun pemikirannya, siswa tidak dapat menyusun interpretasinya secara tertulis. Penelitian ini berusaha menjawab pertanyaan penelitian berikut (1) apakah ada pengaruh yang signifikan teknik mind mapping terhadap penulisan teks deskriptif siswa kelas VII SMPN 1 Jabon Sidoarjo. Dalam melaksanakan penelitian ini, peneliti merumuskan tujuan penelitian sebagai berikut: (1) Untuk mengetahui pengaruh teknik mind mapping terhadap penulisan teks deskriptif siswa kelas VII SMPN 1 Jabon Sidoarjo. Metode penelitian: (1) Desain penelitian adalah penelitian pra eksperimen dengan pendekatan kuantitatif, (2) Populasi penelitian ini adalah seluruh siswa kelas 7E SMPN 1 Jabon Sidoarjo, (3) Sampel penelitian adalah kelas VII E yang berjumlah 32 siswa, (4) Instrumen penelitian yang digunakan dalam penelitian ini adalah tes dan data yang dikumpulkan melalui tes dianalisis dengan menggunakan rumus uji-t. Hasil penelitian menunjukkan bahwa perbedaan rerata skor menulis siswa sebelum diajar dengan teknik mind mapping adalah 57. Sedangkan rerata skor menulis siswa setelah diajar dengan teknik mind mapping adalah 86,59. Hasil penghitungan skor menggunakan uji-t menunjukkan bahwa nilai signifikansi penelitian adalah 0,000, taraf signifikan 0,05,  $df : 31$  sedangkan thitung 10,629. Bila nilai signifikan (0,000) < taraf signifikan (0,05) maka hipotesis alternatif ( $H_a$ ) diterima dan hipotesis nol ( $H_o$ ) ditolak. Sedangkan nilai signifikan (0,000) > taraf signifikan (0,05) hipotesis nol ( $H_o$ ) diterima dan hipotesis alternatif ( $H_a$ ) ditolak. Temuan menunjukkan bahwa teknik mind mapping efektif digunakan dalam pengajaran menulis teks deskriptif karena dapat meningkatkan kemampuan menulis siswa.

**Kata kunci:** Teks Deskriptif, Mind Mapping, Efek, Keterampilan Menulis.

## I. INTRODUCTION

Teaching subject of English is a compulsory. It does not happen in the last education plan, it does happen too at recent education plan to be required learning lesson for junior high school students. English as a subject in school immediately improved all four of the abilities. The four abilities are: speaking, listening, reading and writing. Studying English in school must be relied on of taking care of everyday matters in correspondence plus to take the students' test in higher degree and lastly to get new and better profession.

The four of English's most important abilities that have been mentioned must have been learned to pupils. In fact, the four abilities could not have any distance to each for the goal is to accomplish flowing communication without obstacle in speaking. Between the four abilities, writing is one of those hard abilities to pupils in order for understanding. Richards and Renandya (2002) state that writing is the most difficult skill for second language learners.

Build upon fundamental capability appropriate to seventh grade, scholar wish study various types of writing, such as descriptive texts, recount texts, narrative texts, and procedural

texts. Junior high school students must master several types inclusive of descriptive text, that they discover within any printed substance. Create oral and written descriptive texts through folk, creature, as well as objects. This included in the primary skills (Kompetensi Dasar) in the two thousand and thirteen education plan/ curriculum.

In addition, the school's policy for the basic passing evaluation score, or the lowest fulfillment basis (Kriteria Ketuntasan Minimum) are at least 60 (sixty). Students should at least have the ability to write, remembering that is a bit difficult. Students must manage understand lexicon as well as grammar script within English, in order that the scholar manage compose term properly.

Nevertheless, there are still a lot of students of 7th Grade in SMPN 1 Jabon Sidoarjo, especially at 7 E Class, who cannot reach minimum passing grade (KKM) caused by some lack in English lesson, specifically in writing ability. In fact, 7 E Class has the lowest score among all 7 grade classes. Based on the interview with English lesson teacher concerning the understudies' essay situation, several obstacles in writing situation found, like student cannot create their writing concept description of people, thing, places, as well as animals. Student experience obstacles building up thoughts, student cannot arrange their interpretation in writing.

Even though each student has a different learning style, an English teacher needs to give the right strategy or approach so that it can make the writing learning process more relaxed. Teachers need to choose appropriate techniques during giving lesson process. The researcher suggest that English teacher require a right and effective technique to teach Descriptive Text. One of it is Mind Mapping technique. Research by Hidayah (2015) supports the researcher's statement saying that mind mapping was effective to help the students write the descriptive text. Based by Tony Buzan (2005) states that Mind Mapping is a two-dimensional note-taking technique with which a mind map is made using all the relevant knowledge about a specific subject. By mapping out key words or word pictures (i.e. words that summarize a certain aspect concisely and that serve as a basis for further association) using imagery, drawings and color we use our full brain power. Mind Mapping is an effectiveness method that links up perfectly with the functioning of our brains and makes optimal use of our brain capacity."

In order teaching descriptive text adopting mind mapping, it is more beneficial. With mind mapping, it could relieve student boredom in the form of a two-dimensional structure of the subject, related thoughts and ideas, and the relative significance of all data. This cycle is substantially more connected to the mind than regular scribble and planning framework.

Mind mapping function like a cerebrum. Mind map integrate keywords, colors, as well as images, that is simpler by defining sentences and passages. Your formation of mind map is going to indicate how your brain organize as well as sorting materials.

## II. METHOD OF RESEARCH

### Types of Research

The method of this research is pre-experimental research. According to Ari (2002) Pre-experimental research is a research plans in which a subject or a gathering is seen after a treatment has been applied, to test whether the treatment can possibly cause change.

### Research Design

Researcher uses the one-group pretest-posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; (3) administering a posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest score.

Pre-test	Treatment	Post-test
Y 1	X	Y 2

X : Treatment

Y1 : Pre – test

Y2 : Post – test

### Variables of Research

The variables of this research are two variable, they are independent variable and dependent variable. In this research independent variables is Mind Mapping Technique in teaching writing descriptive text. The dependent variable in this examination is students in writing accomplishment.

### Population and Research Samples

The populations are ten classes of seventh grade of SMPN 1 Jabon, which has 320 students. They are 7-A, 7-B, 7-C, 7-D, 7-E, 7-F, 7-G, 7-H, 7-I, 7-J. In this research, the sample of this data is chosen only 1 class of seventh grade (7-I) class of SMPN 1 Jabon.

## III. FINDING AND DISCUSSION

At the matter of this exploration, the researcher had done a pre-experiment examination regarding of the effect of technique mind mapping of student's writing in descriptive text at 7th class SMPN 1 Jabon Sidoarjo. The researcher included a class comprised of 32 student. Information gathered by managing examination. For the primary exam was pre-test. Reason for this pre-test was to know the students' writing on descriptive text prior to being given the treatment. The consequence of the pre-test show that the students' writing towards descriptive

text was poor. These students experienced issues making a legitimate descriptive text such as organizing content, grammar, and vocabularies.

Subsequent to overseeing pre-test, the researcher offered technique to students utilizing mind mapping technique. In time of the treatment, the students had a good time investigating their thoughts through mind mapping. After the treatment had been done, the researcher gave post-test to realize the students' capacity making descriptive text after being taught utilizing mind mapping technique. Shockingly, the aftereffect of the post-test showed that the students' capacity in writing descriptive text has improved.

Students' writing achievement before being taught using Mind mapping technique.

N	Valid	32
	Missing	0
Mean		57
Median		53
Mode		53

**Table 1.** Descriptive statistic of pre-test score

Students writing in descriptive text after being taught utilizing mind mapping technique.

N	Valid	32
	Missing	0
Mean		86,59
Median		85,00
Mode		85,00

**Table 2.** Descriptive statistic of post-test score

Pair 1		Mean	N	Std. deviation	Std. Error Mean
	Pretest	57,09	32	15,053	2,661
	Posttest	86,59	32	7,577	-1,339

**Table 3.** Paired samples statistic

The table above showed that the mean score of pre-test is 57,09 while N for cell were total of 32. Meanwhile, standard deviation for pre-test is 15,053. Standard error mean for pre-test is 2,661.

Thus, mean grade in post-test is 86,59. While N for cell were 32. Meanwhile, standard deviation for post-test is 7,577. Standard error mean in post-test -1,339.

Pair 1		N	Correlation	Sig.
	Pretest & Posttest	32	,248	,171

**Table 4.** Paired Samples correlations

The table of paired samples correlations above show that the large correlation between samples, the numeral of both correlation is (0,248) and numeral significance is (0,171).

	Paired Differences				t	df	Sig (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% confidence Interval of the Differences				
				Lower				Upper
Pair 1 Pretest - Posttest	-29,500	15,080	2,666	-34,937	-24,063	-11,066	31	,000

**Table 5.** Paired Samples Test

The table 4.12 above show the consequence of examination utilizing T-test. The mean pre-test is (-29,500), standard deviation is (15,080), mean standard error is (2,666). The lower different is (-34,937), while the upper different is (-24,063). The outcome test  $t = (-11,066)$  with  $df$  31 and significance 0.000.

Understanding toward  $t$  count led by 2 strategies:

In view of the grade  $t$  contrasted and  $t_c$  ( $t$  count) with  $t_t$  ( $t$  table), where  $df = 31$ , the aftereffect of numeral for standard significant 5% and for standard significant 1%. With  $t_0 = -11,066$ , it implies that all the more huge from  $t$ table (image short in this matter disregarded at standard significant 5% also at standard significant 1%, it implies the hypothesis null was dismissed)

In view of the large of digit significant. For this situation choice taken from the accompanying thought:

If probability  $> 0.05$  then hypothesis null was acknowledged

If probability  $< 0.05$  then hypothesis null was dismissed

With the numeral of critical worth  $0.000 <$  than significant level 0.05, then at that point the hypothesis null expressed that there is no huge different score by utilizing mind mapping technique on students' writing of descriptive text at 7th grade students in SMPN 1 Jabon was rejected.

#### IV. CONCLUSION

Mind Mapping Technique has many positive effects in students' writing. It makes the students arrange words effectively in order to make paragraph in describing things or person. In other word, Mind Mapping Technique is an alternative way for students to learn English easily, especially in writing descriptive text.

Mind mapping not only makes the students of 7-E being good at arranging words effectively, but also provides joyful class and gives interest for the students. The result is that they can learn the material without burden or getting bored. Because in the previous activity, many of these students had low motivation of studying it.

It can be concluded that there is any significance effect in the achievement of the students' writing before and after being taught using Mind Mapping Technique. In the process of giving the mentioned technique to students of 7-E, the researcher has prepared well in order to achieve the successfulness of the applied technique itself. The researcher gave the mind mapping technique in the teaching process of descriptive text to 7-E class. From being getting scores under score's criteria, until being getting scores exceeding the criteria. All of this could happen to the students of 7-E SMPN 1 Jabon by using the mind mapping technique in their learning activity, specifically in studying descriptive text.

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