

THE EFFECTIVENESS OF USING MIND MAPPING TECHNIQUE TOWARD THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT

Roni Dianto and Muh. Basuni
IAIN Tulungagung, East Java

Abstract: In learning descriptive text, the students may be confused what they want to write because they didn't have idea even though the teacher has been given the object. Therefore, in this study, the researcher will try to apply mind mapping technique. This technique is expected to solve the difficulty of students in writing descriptive text. The result of the research showed that the students' mean before treatment was 51, 10. And the students' mean after the treatment was 67, 10. The significant level two tails is 0, 00 and the standard level of significant is 0, 05. By comparing the significant level and the standard level significant, the researcher got calculation. It is known that the significant level two tails is < the standard level significant (0, 00 < 0, 005). Because the significant level two tails is < the standard level significant, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected. It means that there is significant different score in writing descriptive text before being taught using mind mapping technique and after taught using mind mapping technique. The conclusion is mind mapping technique is improving students' achievement in writing descriptive text. Finally, it can be concluded that mind mapping can be applied of teacher during teaching and learning process.

Keywords: effectiveness, mind mapping technique, students' achievement

One of the languages which are the international language is English. English made a language which is used by the most country in the world. Richards and Theodore S. (2001: 3) said that English is widely studied as foreign language since five hundred year ago until nowadays.

In English, there are many kinds of written text. They are: narrative, descriptive, procedure, recount, anecdote, report, explanation and many others (Martin, 1994 et al in Johns, 2002: 76-77). Based on the syllabus in academic year 2014/2015, students of junior high school are demanded to write various text types, one of which is descriptive text. Descriptive text is text which describe about the features and characteristic of something in detail. In writing descriptive text, the eighth grade students are expected to be able to write simple descriptive text correctly. It is taught by teacher in order to make student know how to describe people, something, or animal. Student should be able to

make sentences in form of present tense and develop main idea into short descriptive text.

The researcher found that the difficulties of student in understanding the material especially in writing descriptive text. First, the researcher found that the teacher just explains about the generic structure and asks to write the descriptive text without use any method or technique when instruct students to describe. The researcher also looked the respond of the students; the student will be unmotivated and bored during learning descriptive text. They can't do the task from teacher correctly; they need long time and confuse to do the assignment of describing something based on the instruction of teacher. Eventually, the result of writing student is not appropriate and the target of standard competence for student cannot be achieved. Second, the difficulty of students in writing descriptive text is about getting the idea and arranging the sentence.

One of the techniques that can be used to help student in writing is mind mapping. Mind mapping can help student to associate idea, think creatively, and systematically (Buzan, 1993: 59). Mind mapping in this research is a technique that can be used to generate material for paper. This technique is helpful for student who like thinking in visual way (Langan, 2005: 27). Flower and Hayes in O'Malley explain that generating ideas is one of the important sub-processes that contribute to planning in writing. Brainstorming, making a list, semantic maps, collaborating with peers, and elaborating on key ideas with personal information are useful retrieval strategy. Mind mapping is one of the techniques which can be implemented in teaching and learning process because of the simple way to apply this technique.

Mind mapping technique contributes to help student's writing ability in writing descriptive texts in the terms of organizing ideas, increase vocabulary, improving creativity and arranging sentences. Besides that, mind mapping is simple way to apply for student and teacher in writing and one of the solutions to increase student writing skill eventually the score of writing's student can be better.

METHODOLOGY

This research is conducted in pre-experimental design using quantitative approach with one group pretest-posttest design. This research uses pre-experimental because it does not have random assignment of subject to group or other strategy to control extraneous variable. The reason of researcher uses pre-experimental research because the researcher can't determine the homogeneity of students' writing ability in MTsN Tunggangri. Therefore in this research the researcher just takes one group or class to use pretest and posttest design to know the result of treatment. This research is classified as pre-experimental design because it is little or no control of extraneous variables. In the one group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment concisely but also before. Pre-experimental research involved administering pre-test to dependent variable, applying the

experimental treatment to the subjects, and administering the post-test. The result of the treatment is comparing in the pretest and posttest score.

This experimental design used pre-experimental research design (one group pretest-posttest) that consist of pre-test, treatment and post-test. The pretest and posttest are given to get the score of student achievement before and after being taught by using mind mapping technique. Then, both of score were computed by using t-test to know if there is significant influence of teaching writing descriptive text using mind mapping technique.

The population in this research is all of the students from seventh, eighth and ninth class in MTsN Tunggangri from A class until J class which consists of 428 students. Based on the information of teacher in MTsN Tunggangri especially in English teacher in E class and my preliminary observation when teaching training program, I found that students in second grade E class has weakness in writing and getting the idea when writing descriptive text.

In this research, the researcher applied pretest and posttest. The test is in given in form of prompt test that ask to student to write descriptive text about description the animal. The pretest was given before the researcher applied the treatment. The treatment is about writing descriptive text using mind mapping technique. The researcher was given the pretest by give the task during 50 minutes on April 21, 2015. Two days later on April 24, 2015, the researcher gives the treatment again during 90 minutes. Four days later on April 27, 2015, the next treatment is given on the second meeting during 90 minutes. Then on April 29 2015, the researcher is given the last treatment about mind mapping to students. Finally, on April 30, 2015 the researcher is done the posttest to student to know the students' achievement is writing descriptive text using mind mapping technique.

FINDINGS

This is the data on students writing achievement before and after being taught using mind mapping as a technique in the process of teaching writing descriptive text. In this finding, the researcher presented and analyzed the data which had been collected thought two kind of tests, they are pretest and posttest. As mentioned before, the researcher used test as the instrument in collecting data. It was given to class VIII-E students of MTsN Tulungagung that consist of forty students.

The form of writing test in pretest and posttest was a bit different in term of the picture, but the kind of text and the high of difficulty which the researcher selected in both tests were same. The topic of picture in the test is about animal pet. In pre-test, the researcher chose cow, rabbit and cat. While in the post-test, the researcher chose horse, goat and rooster or cock. In the both of test, the students should write a describe text about the characteristic of the animal. The instruction was researcher wrote in the writing prompt of student task.

Table 1. The pretest and posttest scores

No.	Student Name	Pretest (X)	Posttest (Y)
1	A	58	88
2	B	45	58

3	C	67	78
4	D	58	86
5	E	64	75
6	F	52	75
7	G	44	61
8	H	61	72
9	I	25	45
10	J	50	66
11	K	30	47
12	L	38	56
13	M	42	61
14	N	66	78
15	O	44	61
16	P	50	72
17	Q	50	64
18	R	66	72
19	S	51	65
20	T	49	64
21	U	59	75
22	V	53	75
23	W	52	75
24	X	39	52
25	Y	50	63
26	Z	39	64
27	AA	55	72
28	BB	50	72
29	CC	53	78
30	DD	59	72
31	EE	56	72
32	FF	55	75
33	GG	56	70
34	HH	45	55
35	II	45	58
36	JJ	53	67
37	KK	53	61
38	LL	39	50
39	MM	56	75
40	NN	67	75
N= 40		$\Sigma=2044$	$\Sigma=2700$

Table 2. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	51,1000	40	9,60182	1,51818
	VAR00002	67,1000	40	9,38028	1,48315

As Table 2. shows the pairs sample statistics ,the standard deviation from pretest is 9, 60182 and the standard error mean of pretest is 1, 51818. While, the standard deviation of posttest is 9, 38028 and standard error mean of posttest is

1, 48315. The mean of post-test scores (67.1) is larger than the mean of pre-test scores (51.1). It indicates that on average, the use of mind mapping has caused the improvement of students' achievements and improved is better that without mind mapping technique.

Table 3. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	VAR00001 & VAR00002	40	,846	,000

Table 4. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 VAR00001 VAR00002	-16,00000	5,26722	,83282	-17,68454	-14,31546	-19,212	39	,000

By computing of t-test in above, it can be seen that the t-value is 19, 212 with the degree of freedom (Df) is 39. The score of writing achievement before being taught using mind mapping technique is fair because the mean score of writing is 51, 1000. After getting the treatment, the mean score is 67, 1000. It means that the students 'score improved in category of good. The negative which appear in t-value above means the mean before treatment is lower than after treatment. Therefore, by using mind mapping technique improve writing achievement of the students.

Then the researcher gave interpretation the result of the data from Statistics. Firstly, the researcher considered the Df. Df means the sum of subject minus one (df = N-1). So, the df is 40-1= 39. After that, the researcher had seen the score in the level significant 2 tails in the table above. If the significance level (2 tails) in the table above < than the standard level of significant 0.05, it means that there is significant different score of students' achievement before and after taught using mind mapping technique. On the contrary, if the significance 2 tails was bigger than the level significant, it means that there is no different score of students' achievement before and after taught using mind mapping.

DISCUSSION

Based on the data of research finding, the mean score of posttest was bigger than the mean score of pretest and by calculated using SPSS Statistics 20 in the significant of two tails shown the result was 0,000, it means that the result of the significant level < the standard significant level (0,00< 0,05). Therefore, the using of mind mapping technique was affective and improves the students' achievement in writing descriptive text.

Mind mapping technique is an alternative to support the student easier to get an idea. Mind mapping helps student in aspect of how to describe something.

Before writing, student can write the part of thing that they want describe. In this case, students know what thing that they should describe in next. The interesting of student when write descriptive text also will be improved. Students are demanded to be more creative when describe using mind mapping as a technique. The combination of picture and illustrate the specific part of animal make the students think and analyze again. Consequently, the score of the students after taught using mind mapping technique is better and higher. Besides that, students more interested enthusiast to make mapping picture before describing animal. It could be seen in the posttest that was given.

Mind mapping technique has some benefit for the students. For students, mind mapping technique helped to get an idea, organizing ideas, increase vocabulary, improving creativity and arranging sentences. This technique also helped student to think systematically and develop their brain to think and imagine before describe something. It is also improving the students' ability to explain more clearly in the aspect of describe from general to specific part of animal. So, this finding was supported by the theory from Buzan (1993: 59) said that "Mind mapping can help student to associate idea, think creatively, and systematically". The mind mapping strategy can be used to explore almost any topic, though narrative, recount and descriptive work particularly well as they front students' ideas and lend them to discussing idea in groups. Buzan (2005:6) said that a mind map is a power graphic technique which provides a universal key to unlock the potential of the brain. Hedge (2005: 58) also states mind map is a strategy for note-making before writing; in other words, scribbling down ideas about a topic and developing those ideas as the mind makes associations. So, mind mapping can give students a way to begin writing assignments.

The finding in this research showed the score of student's writing before and after the treatment. The score of students change to be better. It made both teacher and students are possible to implement this technique to support students' writing achievement. Besides that, the technique of mind mapping was not applied for teacher and students in MTsN Tunggangri. It means by this research the teacher and student can think about the way to support student in writing descriptive and this technique can be one of the choice.

This theory from Buzan above was in line from the finding of this research about mind mapping which can be used in all the aspect that used the potential of the brain. The mind mapping can be applied to every aspect of life where improved leaning and clearer thinking well enhance human performance.

The relation this finding to the reality in the field is the theory of mind mapping can support students in the aspect of thinking and doing the assignment. The researcher knows the improvement of students during and after the treatment. It is known by the result of posttest student after the researcher applied the treatment. Students are interesting, open-ended, and interactive in the teaching learning process and when they have problem during the treatment. The theory of mind mapping from Buzan explained the step how to make mind mapping such as: use in the center of page, using single word, use line or circle, use pencil color and make related with other circle. Mind mapping in this research improve students' writing descriptive text in some way. First, this technique support students to get the idea. In getting the idea, students are

helped by using own mapping picture and the detail of their branch in each picture. After the step in getting picture, students continue in write sentence, supporting sentence and specific sentence. In this case, what will be described and explanation about the object is founded and ready to explain by students. Next, students can continuous writing and based on the mapping before. Lastly, student continuous write and describe in writing descriptive and the result from their writing is clear in describe, systematically when describe the part of object and correct in arrange the sentences.

The implication of this technique makes student easier to describe something, students also interesting and motivated when writing English. This technique also help student in memorize something. So, student are creative and quickly when thinking and doing the assignment. Finally, the students' achievements in writing descriptive text is improve better than before. From the teacher, the implication of this theory and technique can made one of the ways to support during teaching writing descriptive text. This technique can be implemented in teaching learning process in order to support students more understand and easy in writing. In general, the implication of theory mind mapping in teaching and learning can support both teacher and student in many aspects. In the aspect of time the teacher and student can save their time because of this technique support student to think creative and systematic. In aspect of material, they make lesson more spontaneous, creative and enjoyable. They automatically inspire interest to the student, thus making them more receptive and co-operative in the classroom.

CONCLUSION AND SUGGESTION

Based on the finding from the discussion, it can be seen that the significant of two tails was 0, 00 and the level of significant was 0, 05. So, the significant level is < the standard level of significant (0, 00 < 0, 05). Because of the significant level is < the standard level of significant (0, 05), it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, after calculated using statistical test indicating that mind mapping was effective, the researcher concluded that mind mapping technique can be used to improve students' achievement in writing descriptive text and can be applied an important role in teaching writing to the second grader of students at MTsN Tunggangri Tulungagung in academic year 2014/2015.

Mind mapping can be applied in English teaching and learning process as one of the innovations to increase and develop students writing ability. Mind mapping makes students easier in creating and getting the idea in writing descriptive text.

REFERENCE

- Buzan, Tony and Barry. 1993. *The mind map book*. USA: Dutton a penguin of USA.
- Langan, John. 2005. *College writing skill sixth edition*. New York: McGraw-Hill.
- Johns. M. Anns. 2002. *Genre in the classroom multiple perspectives*. London: Lawrence Erlbaum associates publisher.

Richard, C. Jack and Rodgers. S. Theodore. 1986. *Approaches and method in language teaching description and analysis*. UK: Cambridge University Press.

O'Malley M.J and Pierce, V.L. 1996. *Authentic Assessment for English language learners' practical approaches for teachers*. New York: Addison Wesley publishing company.