THE USE OF MIND MAPPING TECHNIQUE ON STUDENTS' ABILITY TO WRITE A RECOUNT TEXT

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ABSTRACT

Writing is one of the language skills that should be mastered by the students. According to pre research observation, they still got some difficulties when they were asked to write English text. Developing ideas is one of their difficulties in writing. Hence, an appropriate technique is required to help students overcome this problem. This study is conducted to find out the effect of using mind mapping technique on students' ability to write a recount text. Pre Experimental method and One Group pretest-posttest design are used in this study. First grade students of *SMA Negeri 1 Cigombong* are chosen as the sample. They are 32 students, all in one class. Purposive sampling technique is used to choose the sample. The data are collected through pre-test and post-test in the form of writing test. Then, t-test is used to analyze the data. The result of analysis shows that the value of t-test is 23.29 and the value of t-table at 0.05 level of significance is 2.04. This indicates that the value of t-calculated is higher than t-table, hence null hypothesis is rejected and alternative hypothesis is accepted. Thus, it is concluded that there is an effect of using mind mapping technique on students' ability to write a recount text.

Keywords: *Writing ability, Recount text, Mind mapping technique.*

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ABSTRAK

Menulis adalah salah satu keterampilan berbahasa yang harus dikuasai oleh siswa. Menurut observasi sebelum penelitian, mereka masih menemukan beberapa kesulitan ketika mereka diminta untuk menulis teks berbahasa Inggris. Mengembangkan ide adalah salah satu kesulitan mereka dalam menulis. Oleh karena itu, teknik yang tepat diperlukan untuk membantu siswa mengatasi masalah ini. Penelitian ini dilakukan untuk mengetahui pengaruh penggunaan teknik mind mapping terhadap kemampuan siswa untuk menulis teks recount. Metode pre experimental dan model one group pretest-posttest digunakan dalam penelitian ini. Siswa kelas 1 SMA Negeri 1 Cigombong dipilih sebagai sample. Dalam satu kelas terdapat 32 siswa. Teknik purposive sampling digunakan untuk memilih sample. Data dikumpulkan melalui pre-test dan post-test dalam bentuk tes menulis. Lalu, uji-t digunakan untuk menganalisis data. Hasil dari analisis menunjukan bahwa nilai uji-t 23.29 dan nilai t-table pada level signikansi 0.05 sebesar 2.04 . Ini menunjukan bahwa nilai t-hitung lebih besar dari t-table, sehingga hipotesis nol ditolak dan hipotesis alternative diterima. Jadi, dapat disimpulkan bahwa terdapat sebuah pengaruh dalam penggunaan teknik mind mapping terhadap kemampuan siswa untuk menulis teks recount.

Kata Kunci: Kemampuan menulis,teks recount, teknik mind mapping.

INTRODUCTION

There are four skills in English: speaking, reading, listening and writing. Those skills are important to be learnt by English learners. Writing is an activity to express the ideas or opinion. It is one of many ways to communicate. The students can convey the information, ideas and opinions through writing. They can write anywhere based on their need such as on the paper, on diary book and others.

Writing is a productive skill to communicate in written form. As stated by Nunan (2003: 88), "Writing is also mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader". Based on the definition, writing is a way to express the ideas in written in the forms of a statement and paragraph in well organized in order to be clear for the reader.

However, writing is not easy because there are some components that should be considered in writing. The components are grammar, punctuations, vocabulary and organizations. Those components have an effect on students' writing score because they are assessed by the teacher. Therefore, the students have to master those components.

Based on pre observation, most of students are not able to make a good writing which is caused by lacking of knowledge about grammar and having poor vocabulary. Another common problem that the students face is their difficulty to express their ideas into a written form.

There are many genres of text that should be learned by the students. They are narrative, descriptive, procedure, recount, report, exposition, new item, spoof, discussion and review. In this research the writer only focuses on recount text. It is a text which talks about an activity in the past. As stated by priyatna et al (2008: 69), "A recount text is which tells 'what happened' ". It implies that the content of recount text is about the events which are experienced in the past.

The generic structures of the text are orientation, series of event and reorientation. The problems that the writer have been said at the fourth paragraph also happen to the students when they are asked to write a recount text.

The teacher has to apply an appropriate technique to improve the students'

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writing skill and one of the techniques that can be used is mind mapping technique. Mind mapping which is developed by Tony Buzan is an appropriate technique that can help the teacher in teaching writing skill. It is a great way to memorize the information easily, to gather and organize the ideas.
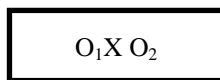
Mind mapping is very useful technique which can be used for the teachers and also the students to improve learning activity especially in writing because it is the activity that emphasizes the students to think or generate the ideas before starting the writing. According to Harmer (2004: 89), "Another very visual way of making preparation notes is often referred to as a spidergram or mind map". It means that spidergram or mind mapping is visual way to make a note before starting writing.

All in all, the writer conducts the research about the use of mind mapping technique on students' ability to write a recount text. She assumes the technique being researched is useful to develop students' ideas in writing recount text.

RESEARCH METHODELOGY

The research is conducted to the first grade of SMA Negeri 1 Cigombong. There are ten classes of the first grade namely MIPA 1-6 and social 1-4. Each class consists of 32 students. In conducting the study, the writer uses purposive sampling technique to take one class as sample. As a result, 10 MIPA 5 will be taken as the sample. They are 32 students.

Pre-experimental method and one group pre-test and post-test design are used to conduct the research. The method and design are taken from Sugiyono (2015: 75), as follows.

$$O_1 X\ O_2$$

Notes:
O_1 : Pre-test on writing recount text before the students are given before treatment.
O_2 : Post-test on writing recount text after the students are given treatment.

X : Treatment given to the students (using Mind Mapping technique).

In conducting the research, the writer uses writing test to collect the data. in this test, the students are instructed to write a recount text about their personal experience which consist of 150 words minimum after each learning process in three times meeting. Pre-test is given in first meeting to find out students' ability to write a recount text. In this case, they are instructed to write a recount text about their personal holiday experience. Next, the writer gives treatments in three meetings by using mind mapping technique. In those three meetings the students are asked to write a recount text about their personal experience with the different topic including birthday experience, bad experience, and junior high school experience. Then, post-test is given at last meeting to find out the effect of using mind mapping technique on students' ability to write a recount text. The score of writing a recount text will be assessed by experts using writing rubric assessment. It is adopted from Barwick (2011). The assessment is suggested by *Kompetensi Dasar* 3.9 in syllabus.

The analyze the data, t-test is used to calculate the result of pre-test and post-test. There are four steps to get the whole result of calculation. First, the writer checks the students' work in writing a recount text by using scoring rubric to get students' score. Second, gain will be calculated in order to know the differences between pre-test's and post-test's score of writing a recount text. Third, t-test will be counted to intend the hypothesis whether it is accepted or rejected. The following t-test formula is taken from Supardi (2013: 325) as shown below.

$$t = \frac{M_d}{\sqrt{\dfrac{\sum x_d^2}{n(n-1)}}}$$

Notes:
t   = t-test
M_d = Mean of gain
$\sum \chi_d$ = Deviation of gain score ($\chi_d = d_1 - M_d$)

$\sum \chi_d^2$ = Quadrate deviation of gain score
n   = total number of sample

RESEARCH FINDING

The research was conducted to first grade students of *SMA Negeri 1 Cigombong*. The instrument that was used to collect the data is only writing test.

After calculating the result of pre-test and post-test score, they are 2102 with the average 65.69 of pre-test result and 2691 with the average 84.09 of post-test result. Moreover, the calculating gain of differences between pre-test and posttest is 589.

1. **Calculating Frequency Distribution of Pre-test**

    Based on the result of pre-test, it is found that the lowest score of pre-test is 52 and the highest score of pre-test is 81.

    The score of students' pre-test in range 52-55 has 6% with two students. Then, at range 58-63 has 34% with eleven students. After that, there are eleven students who reach 34% at range 64-69. Next, there are only four students who get score at range 70-75. It has 13%. Last, there are 4 students who get the score at range 76-81.

    According to the score of students' pre-test, it can be summed up that most of the students who get score in range 58-63 and 64-69.

2. **Calculating Frequency Distribution of Post-test**

    From the result of post-test, it shows that the lowest score of post-test is 76 and the highest score of post-test is 93.

    There are nine students who get score in range 76-81 with presentation 28%. Then, there are sixteen students who get score in range 82-87 with presentation 50%. Last, there are 22% of seven students who get score at range 88-93.

    Based on the score of students' post-test, it can be concluded that most of students who get score in range 82-87.

3. **Calculating Mean Of Gain (M_d)**

    Calculating mean of gain is worked to intend the average of Gain's by dividing total of Gain's score with the total number of sample.

    The calculating shows that the total scores of gain ($\sum_d$) is 589 then it is divided with the total number of the students (n). It is 32 students. So, the result of the mean of gain is 18.41.

4. **Calculating Deviation of gain (X_d)**

    Calculating deviation of gain is done to find out every gap between gain and mean of gain.

    In this case, every student has different result of gain. Therefore, it should be counted one by one based on the total number of sample. For example, the total score of gain (d) from one student is 23 then it is reduced with the total main of gain (M_d) with the total numbers are 18.41. So, the final result of calculating deviation of gain (X_d) is 4.59.

5. **Calculating t-test (t)**

    After finding the mean and deviation, t-test has to be calculated to find out the result of t-test.

    Based on the calculating, it shows that t-test is 23.29. the result will be compared with the result of degree of freedom (*df*) in order to know whether the alternative hypothesis is accepted or not.

6. **Testing the Hypothesis**

    Testing the hypothesis is done to compare and examine the hypothesis by knowing the result of $t_{calculation}$ and t_{table}. The degree of freedom is calculated after finding t-test value.

    The calculation shows that the degree of freedom in this study is 31. Based on t-

table the degree of freedom 31 at significant level 0.05 is 2.04. The result of it had been compared with $t_{calculation}$ and it shows that $t_{calculation}$ is higher that t_{table} (23.29>2.04).

Therefore, it can be concluded that the alternative hypothesis (*Ha*) is accepted and the null hypothesis (*Ho*) is rejected. It signifies that there is an effect of using mind mapping technique on students' ability to write recount text.

DISCUSSIONS

The researcher got the data from the pre-test and post test result. The results were calculated by using t-test formula. The first step was scoring the pre-test and post-test. The second step was calculating the mean of gain, and then calculating the value by t-test formula. The last, testing the hypothesis was calculated to know the result of $t_{calculation}$ and $t_{table.}$

According to calculation of the data above, it showed that the t-test value is 23.29. The value of degree of freedom is 31 and related to t-table, the level of significance 0.05 is 2.04. So, t-calculation is higher than t-table. It shows that, the null hypothesis (*Ho*) is rejected and the alternative hypothesis (*Ha*) is accepted. It means that mind mapping technique can helps the student in writing especially in writing a recount text.

In addition, it is supported by experts' statement. Buzan and Buzan (1993: 59) say, "The mind map is an expression of radian thinking and is therefore a natural function of the human mind". The statement is proven because after conducting this study, the students can generate the ideas easily in writing by creating a mind mapping. So, it can be summed up that mind mapping technique can improve the students' ability to write a recount text.

CONCLUSSION

Based on the research finding and discussion of the chapter IV, the researcher gave the instruction to write a recount text about student's personal experience in the pre-

test and post-test. Firstly, the students were given pre-test to measure their ability to write a recount text. The text is about their holiday experience. Based on the result of pre-test, it was showed that the highest score is 81 and lowest score is 52.

Secondly, the researcher gave the students pos-test to know their ability to write recount text after the treatment. The text is about their junior high school experience. After the data analyzed, it was found that the highest score is 93 and the lowest score is 76.

All of the pre-test's and post-test's result had been calculated with statistical calculation. The result of t-test is 23.29 with the degree of freedom is 31. In t-table at significance level 0.05 is 2.04. So, the result of t-test is higher than t-table. It can be written 23.29>2.04. It means that, the alternative hypothesis (*Ha*) is accepted. Hence, it can be proved that mind mapping technique is effective to help students to write especially in writing a recount text.

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BIOGRAPHY

Ani Hartiwi was born in Bogor, May 16th 1993. She lives in Kp. Muara RT 04/01 Desa Muara Jaya Kecamatan Caringin Kabupaten Bogor 16735. She is the second daughter from Syahmad and Siti Annisa, S.Pd.SD. She started her study in SDN Muara Jaya (1999-2005). Then, she continued her study in SMPN 2 Ciawi (2005-2008). Then, she continued her study in MA Daarul 'Uluum LIDO (2008-2012). After that, she continued her first degree (S1) in Pakuan University and took Faculty of Teachers Training and Education Study Program. She graduated in 2018 as a Bachelor of Education.

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Juni 2018