

The Effectiveness Of Using Mind Mapping Technique In Writing Descriptive Text At Seventh Grade of SMPN 14 Kota Serang

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ABSTRACT

The objective of the study is to find out the effectiveness of using mind mapping technique in writing descriptive text at seventh grade of SMPN 14 Kota Serang. This study used quantitative method with true experimental design that used two groups. It means that there are an experimental class and a control class which were given pretest and posttest. The population of the research was the seventh grade students at SMPN 14 Kota Serang, the sample was taken by using cluster random sampling. Class VII G as the control group which consisted of 30 students. Class VII H as the experimental group which consisted 30 students. Pre-test and post-test were given to the experimental group and control group. The treatment was given only to an experimental group for two meetings. The instrument of this study was a written test, to score the students' descriptive text on pretest and posttest the writer used rubric of scoring namely an analytical scoring. The researcher used content validity and inter-rater reliability in order to make the instruments were valid and reliable. In testing the hypothesis, the researcher used t-test formula to know the effectiveness of using mind mapping technique in writing descriptive text at seventh grade of SMPN 14 Kota Serang. The calculation showed that the result of t_{count} is higher than t_{table} ($4.38 \geq 2.00$) with the significance 0.05 (5%). It can be concluded that there is the effectiveness of using mind mapping technique in writing descriptive text at seventh grade of SMPN 14 Kota Serang.

Keywords: *The effectiveness, Mind mapping technique, Writing Skill*

INTRODUCTION

Writing is one of the English skills that must be mastered by students to complete language learning process. In the academic and professional world, writing is very important (Fareed, et al. 2016; Kirana, et al. 2018). For all writers in these situations, native and non native speakers, content and language control are important. In Junior High School, students are

required to write different text types. There are some types of text that should be learned, they are: Recount, Narrative, Procedure, and Descriptive. One of them is descriptive text. Irmawan (1985:122) stated "a descriptive text functions in describing a particular person, place or thing". The purpose of this text is to explain how to describe something such as person, animal or things. It means that descriptive text is a text that help us to know more clearly about the characteristics and detail about something it self. Most of students often get bored in the classroom because the teacher does not use various technique that can catch students' attention and failed to make them easily understand the materials. The writer suggests that English teacher needs an appropriate technique for teaching descriptive text. According to Buzan (2004: 148): "Mind Map is a powerful graphics technique which harnesses the full range of your critical skills and unlocks the true potential of your brain.". The mind map can be applied to every aspect of reading, studying, learning and will enhance all levels of performance.

THEORETICAL FRAMEWORK

Mind Map is a way to make a creative and effective of note-taking, and it can generate the ideas. In other words, Mind Map defines as a highly effective way of getting information in and out of brain. Mind Map using colors and picture to help use imagination and way to draw mind map, with the words or the pictures that in a lines or branches will help memory to make association. A good mind map shows the overall structure of the topic or problem and lines and pictures. Norman (2003:13) stated "mind mapping is one example of visual language the combination of pictures, diagrams, symbols and words which we are most familiar with in adversiting and road sign, but which is likely to become more and more prevalent as the quickest and most effective way of presenting information". The researcher applied teaching and learning process in mind mapping technique. The students looked easier to make paragraph in use of mind

map. The students looked enjoying the study and the students felt much better in learning process . Students could save their times by using mind mapping. Mind mapping technique contributes to help students' writing ability in writing Descriptive texts in terms of enriching vocabularies, improving creativity, arranging sentences and organizing ideas. As stated by Buzan et al (2010:12) "Mind maps have made it easier to manage goals, create action plans and enhance our planning abilities". In control class, the teacher did not do the mind mapping technique.

FINDINGS AND DISCUSSION

The purpose of this study is to find out whether using mind mapping is effective in improving students' writing skill of descriptive text at SMPN 14 Kota Serang. The study is also intended to know to what extent mind mapping influence students' skill in writing descriptive text. The students who were taught using mind mapping proved to have significant effect in writing, especially writing descriptive text, than the students who did not. In other words, mind mapping can improve students' writing skill of descriptive text.

The population of this research was students in the seventh grade of SMPN 14 Kota Serang. The sample was chosen by using simple random sampling by lottery. Those were VII H consisted of 30 students in the experimental class and VII G consisted of 30 students as the control class. There were 60 students of the group sample of the research.

In this research, the researcher conducted the research in four meetings from 16th January 2019 to 26th January 2019. In the first meeting on 16th January 2019, the researcher gives the learning material about descriptive text. In the Second meeting on 19th January 2019 the researcher conducted pre-test to control class and experimental class. There were 30 students both in control and experimental class. The pre-test conducted to know the students' score before they got treatment. There were some difficulties found in some students at this school, for example:

most of students got difficult in writing paragraph. When students were asked to make a paragraph with different topic, they showed that they were confused with the vocabulary and grammar. It means that the students had lack understanding about grammar and less of vocabulary, it was related in making descriptive text. Besides, they applied limited vocabulary. They looked hesitates in writing paragraph.

The data showed that the mean score of pre-test in control class was 55.56. Meanwhile, the mean score of pre-test in experimental class was 54.1. However, the standard score of that school was 75. So, the control class and experimental class had not reached the standard score on the pre-test.

In this research, the researcher used the content validity to analyze the validity of the data. The researcher asked for help from English teacher who taught English lesson in that class to analyze whether the content of the test was valid or not. The result was the pre-test was valid. The researcher also asked for help from an English teacher in analyzing the reliability of the test. The data showed that the agreement of inter-rater reliability in experimental class 0.46 agreement, while the control class was 0.62 agreement. It can be concluded that the pre-test in experimental class and control class were reliable. Then, the researcher analyzed the normality in pre-test of experimental class and control class with graphical method. The graphic indicated that the distribution of data was normal. The last, the researcher used homogeneity test to find out the similarity between control class and experimental class. The data showed that F_{count} was 1.15 with the F_{table} was 4.210. So, if $F_{count} \leq F_{table}$, it means that the control class and experimental class were homogeneous.

In the third meetings on 23rd January 2019, the researcher conducted the treatment in experimental class. The researcher applied teaching and learning process in mind mapping technique. The students looked easier to make paragraph in use of mind map. The students looked enjoying the study and the students felt much better in learning process .

Students could save their times by using mind mapping. Mind mapping technique contributes to help students' writing ability in writing Descriptive texts in terms of enriching vocabularies, improving creativity, arranging sentences and organizing ideas. As stated by Buzan et al (2010:12) "Mind maps have made it easier to manage goals, create action plans and enhance our planning abilities". In control class, the teacher did not do the mind mapping technique. The students gave less attention with traditional method.

The last meeting was conducted on 26th January 2019 in experimental class and control class. In the post test session, the researcher asked them to make a descriptive text about animal by using mind mapping. The data showed that the mean score of post-test in control class was 69.96. Meanwhile, the mean score of post-test in experimental class was 79.56. However, in the post-test result, the students' achievement had positive progress. The progress could be seen from comparison of pre-test and post-test result.

In analyzing the data, the researcher asked for help from English teacher who taught English lesson in that class to analyze whether the content of the test was valid or not. The result was the post-test was valid. The researcher also asked for help from an English teacher in analyzing the reliability of the test. The data showed that the agreement of inter-rater reliability in experimental class was 0.71, while the control class was 1. It can be concluded that the post-test in experimental class and control class were reliable. Then, the researcher analyzed the normality in post-test of experimental class and control class with graphical method. The graphic indicated that the distribution of data was normal. The last, the researcher used homogeneity test to find out the similarity between control class and experimental class. The data showed that F_{count} was 1.13 with the F_{table} was 4.210. So, if $F_{count} \leq F_{table}$, it means that the control class and experimental class were homogeneous.

The result of independent T-Test with the level of significance 0.05 (5%) was 2.00. If $t_{count} \leq t_{table}$, it means that the null hypothesis is received or alternative hypothesis is refused. If $t_{count} \geq t_{table}$, it means that the null hypothesis is refused or alternative hypothesis is received. Based on the result of the test, it was found that $t_{count} \geq t_{table}$ or $4.38 \geq 2.00$. The null hypothesis is refused or alternative hypothesis is received. It can be concluded that there was an effectiveness of using Mind Mapping Technique in Writing Descriptive Text at seventh grade of SMPN 14 Kota Serang.

The result of students' achievement from pre-test to post-test showed that there were difference between students' writing skill from the experimental class that received treatment and the control class that did not receive the treatment. However, the students' score in experimental and control classes got higher score in the post-test than pre-test. In addition, the result of the analysis of independent t-test was done and the result shows that there was an effectiveness of using mind mapping technique at seventh grade of SMPN 14 kota serang.

TABLE 1. Statistical Description

No.	Result	Pre-test		Post-test	
		E	C	E	C
1.	Mean	54,1	55.56	79.56	69.96
2.	Median	57.5	58.5	86.78	75
3.	Mode	53.83	54.16	81.5	72.5
4.	Max. Score	76	76	90	86
5.	Min. Score	26	30	66	60
6.	Standard Deviation	13.01	11.25	6.55	5.79

CONCLUSION AND SUGGESTION

Based on the research findings, it can be concluded that the students got better achievement after treatment using mind mapping technique. The effectiveness of using mind mapping technique in writing descriptive text could be seen from the result of analyzing in independent t-test

showed that $F_{count} \geq F_{table}$ with the level of significance 0.05 (5%) was $4.38 \geq 2.00$. It means that the alternative hypothesis was received or the null hypothesis was rejected. It can be concluded that there was an effectiveness of using mind mapping technique in writing descriptive text at seventh grade of SMPN 14 Kota Serang.

Based on the result of this research, several suggestions can be proposed: Mind Mapping Technique can be used by English teacher to help student in learning English writing skill. Teacher could tell the students to bring something to describe it in the class. The teacher should motivate their students to keep learning and writing use this technique.

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