

THE USE OF MIND MAPPING TECHNIQUE IN IMPROVING STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT GRADE VIII OF MTs DDI KELURAHAN BARU TOLITOLI

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ABSTRACT

The objective of this research was to identify whether the use of mind mapping was effective to improve students' skill in writing narrative text. This pre-experimental study used 25 students as a sample. They were grade VIII^C of MTs DDI Kel. Baru. The procedure of this research consisted of pretest, treatment, and posttest. The researcher gave pretest and posttest to know the use of mind mapping technique can improve the students' writing ability or not. The result of the analysis showed that mind mapping technique contributed greatly to the students in writing narrative text. It can be seen by the difference of the mean score between pre-test and post-test. The mean score of pre-test was 48.60 while in the post-test improved up to 71.00. The data of this research were analyzed by using SPSS Program 16.0. Moreover, the Minimum Mastery Criterion of English lesson was 75 (seventy-five). Then the data of both tests were analyzed by using T-test, and the result showed that the T-test value 11.362 was greater than T-table value 2.064. It can be inferred that mind mapping technique was very effective to improve students' ability in writing narrative text.

Key words: improving, teaching writing, narrative text, mind mapping technique.

ABSTRACT

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan mind mapping efektif untuk meningkatkan keterampilan siswa dalam menulis teks naratif. Penelitian pra-eksperimental ini menggunakan 25 siswa sebagai sampel. Mereka kelas VIII dari MTs DDI Kel. Baru Tolitoli. Prosedur penelitian ini terdiri dari pretest, treatment, dan posttest. Peneliti memberi pretest dan posttest untuk mengetahui penggunaan teknik pemetaan pikiran dapat meningkatkan kemampuan menulis siswa atau tidak. Hasil analisis menunjukkan bahwa teknik pemetaan pikiran memberikan kontribusi yang besar terhadap siswa dalam menulis teks naratif. Hal itu bisa dilihat dari perbedaan skor rata-rata antara pretest dan posttest. Skor rata-rata pretest adalah 48.60 sedangkan pada posttest meningkat menjadi 71.00. Data penelitian ini dianalisis menggunakan program SPSS 16.0. Apalagi, kriteria penguasaan minimum pelajaran Bahasa Inggris adalah 75 (tujuh puluh lima). Maka data dari kedua uji tersebut dianalisis dengan menggunakan uji T-test, dan hasilnya menunjukkan bahwa nilai t-test 11.362 lebih besar dari nilai t tabel 2.064. Dapat disimpulkan bahwa teknik pemetaan pikiran sangat efektif untuk meningkatkan kemampuan siswa dalam menulis teks naratif.

Kata kunci: peningkatan, pengajaran menulis, teks naratif, teknik pemetaan pikiran.

1. Introduction

Writing is one of the language skills that should be mastered by the student. In writing skill, the students have to master vocabulary and how to use grammar making text or sentence. It is important skill because it was being applied in many aspect of life. Students are supposed to be able to express their ideas in writing form.

Teaching English means that it teaches students not only how to talk, how to read, how to listen, but also how to write. Most students think that writing is the most difficult skill to master, because the ability to write in a foreign language is more complicated than the ability to speak, read, or listen. It is difficult to teach students how to write because it involves many components such as structure, vocabulary, punctuation, and spelling. As for the problems faced by students is the grammar, vocabulary, and mechanics. In order to successful in writing, some skills need to be mastered such as writing grammar, vocabulary, and mechanic (Haris in Heaton, 1989).

In writing, we were also found many kinds of texts; one of them is narrative text. According to Grace and Sudarwati (2007) narrative text has a social function to amused, entertain and to deal with actual or vicarious experience in different ways. People consider that narrative text is an easy material, but in contrast, it is difficult because we have to write about the thing that is exist and the thing that does not exist, something that cannot be seen, felt, smelt, or even touched. Therefore, the researcher is so interested to find whether students were to write a narrative text better by mind mapping.

However, writing as a production language is considered a difficult subject for students. Usually, students have many ideas and experiences but cannot explain or describe them in written form. Because, writing is a combination of process and product (Sokolik, 2003) as quoted from Linse (2005). Sokolik explained that the process of writing is to collect all the ideas or data we have, manage it and then give it to good results also known as the product. Furthermore, writing means action or art to form letters and letters on paper, wood, stone, or other materials, for the purpose of recording ideas characterized by words and characters, or communicating them to others through visible signs. It shows compositional instruction that recognizes the importance of generating, formulating, and perfecting one's ideas.

From these problems, the researcher was proposed one of the alternative strategies to the use of mind mapping technique in improving writing narrative text. Mind map is a powerful graphic technique and become a universal key to unlock the potential of the entire brain, because using all the skills contained in the neo-cortex of the brain or better known as the left brain and right brain. Based on the statement, it is clearly stated that mind mapping helps students to use their brain as good as possible (Rahmawaty, 2011; Astuty, 2013, and Heni T, 2010). It means that they can easy to get information and remember it.

To apply mind mapping technique, Buzan (2005) proposed seven steps to be followed; Putting the main idea in the center, Using a picture or photo for the central idea, Using colors, Connecting main branches to the center picture and connect the second and third branches, Making a curve line connector, not a straight line, Using one key word for each line, Using pictures image and symbol.

Furthermore, Buzan explains that mind map gives advantages than linear note. The advantages of mind mapping (Buzan, 1995); The centre of mind map (main idea) is defined clearly, the level of each idea is shown clearly. The important idea near of the centre and on other hand, the relation between keywords can be known quickly because of its relation. It makes the remembering of students more effective, mind map is seen different with other maps, the structure of mind map has probably to add the new information. This has been the main concern of this research where mind mapping technique is used to improving students'

writing ability in a narrative text. This supports what has been believed that in teaching writing there are four basic stages that have to be followed; pre-witing, planning, drafting, post writing (Harmer, 2001). This has been the main concern of this research where mind mapping technique is used to improve the students' writing ability.

Concerning the importance of writing, the researcher gave example story narrative text at improving the students' writing ability. The main objective of this write is the students are expected to be able to write paragraph, sentence connectors, mechanic/punctuation, and then the students are expected to be able to write good paragraph types such as description, exposition, argumentation, narration. The students are considered successful in writing if they get or equal to the minimum score established (Harris, 1969). The minimum score of the writing is 75. The scores are indicated by numbers. 88-100= good, 75-87= fair, 62-74= poor, and less then 62= very poor.

The English teacher from MTs DDI Kel. Baru Tolitoli recently reported that it is difficult to check students' writing. This is because students' writing skills are insufficient to write sentence formations and language usage. In addition, the problems found are also (1) lack of grammatical knowledge, (2) vocabulary and (3) low knowledge using punctuation. On the first and second problems, the lack of grammatical knowledge and vocabulary is actually caused by a long process of grammar and vocabulary. This is because when students write, students do not get good guidance from teachers and friends. And Then the low knowledge using punctuation makes the students' writing becomes irregular. So it will frustrate them with their own writing plus the classroom atmosphere does not encourage them to be good writers.

No	Name	Aspect of Writing			Total Score	Score (X)	X2	Classification
		Grammar	Vocabulary	Mechanic				
1	ABDR	2	2	2	6	33	1089	Unsuccessful
2	ELEM	3	6	5	14	78	6084	Successful
3	IMH	2	3	2	7	39	1521	Unsuccessful
4	JMR	2	4	2	8	44	1936	Unsuccessful
5	MHIL	2	4	2	8	44	1936	Unsuccessful
6	MHRM	2	3	2	7	39	1521	Unsuccessful
7	MUAP	2	3	2	7	39	1521	Unsuccessful
8	MRSD	2	2	2	6	33	1089	Unsuccessful
9	MSTK	2	3	2	7	39	1521	Unsuccessful
10	MMIN	3	5	4	12	67	4489	Unsuccessful
11	NJM	3	5	4	12	67	4489	Unsuccessful
12	NRDN	2	2	2	6	33	1089	Unsuccessful
13	NRJN	4	6	5	15	83	6889	Successful
14	NLFD	3	4	3	10	56	3136	Unsuccessful
15	RLSP	2	3	2	7	39	1521	Unsuccessful
16	SMAF	2	3	2	7	39	1521	Unsuccessful
17	SMSD	2	2	2	6	33	1089	Unsuccessful
18	STKD	4	5	4	13	72	5184	Unsuccessful
19	SRMT	4	5	4	13	72	5184	Unsuccessful
20	SDAL	2	3	3	8	44	1936	Unsuccessful
21	SLM	2	4	2	8	44	1936	Unsuccessful
22	SFD	2	2	2	6	33	1089	Unsuccessful
23	SCTR	3	5	2	10	56	3136	Unsuccessful
24	NWT	2	4	3	9	50	2500	Unsuccessful
25	ADAN	2	3	2	7	39	1521	Unsuccessful
	TOTAL	61	91	67	219	1215	64927	

Based on the common problems in writing found above, the eighth grade students of MTs DDI Kel. Baru Tolitoli particularly class C tends to the first problem. They find it difficult to organize idea particularly in starting, developing and concluding their writing. This research intended to solve the students' problem in writing by answering the research question *can the use of mind mapping technique improve the students' ability at MTs DDI Kel. Baru to write narrative text?*. The findings of this research will contribute to improvement of the teaching strategy in the writing narrative text and the development of the students writing ability.

2. Method of the Research

This pre-experimental study used 25 students as a sample. They were grade VIII^C of MTs DDI Kel. Baru. The procedure of this research consisted of pretest, treatment, and posttest. The researcher gave pretest and posttest to know the use of mind mapping technique can improve the students' writing ability or not. The result of the analysis showed that mind mapping technique contributed greatly to the students in writing narrative text. It can be seen by the difference of the mean score between pre-test and post-test.

3. Findings and Discussion

3.1 Findings in Pretest

In order to know the different percentages of students' writing narrative text by using mind mapping before and after treatment, the researcher used SPSS Program to analyze data.

Pretest was given to know the students' writing narrative text before treatment. To know the result of the students score in writing narrative text, it could be seen on the table below:

Table 1. The Students Achievement in Pretest

Based on the data above it can be seen that there were 19 (76%) from 25 students got the very poor score, 4 (16%) from 25 students got the poor score, 2 (8%) from 25 students got the fair score. It means that students need some treatments to improve their ability in writing narrative text.

3.2 Findings in Posttest

Posttest was given to know the effect of the treatment, whether the treatment was successful or not. To know the result of the students score in writing narrative text, it can be seen on the table below:

Table 2. The Students Achievement in Posttest

No	Name	Aspect of writing			Total Score	Score (X)	X2	Classification
		Grammar	Vocabulary	Mechanic				
1	ABDR	3	4	4	11	61	3721	Unsuccessful
2	ELEM	5	6	5	16	89	7921	Successful
3	IMH	3	4	4	11	61	3721	Unsuccessful
4	JMR	4	6	5	15	83	6889	Successful
5	MHIL	3	6	5	14	78	6084	Successful
6	MHRM	3	4	4	11	61	3721	Unsuccessful
7	MUAP	3	5	4	12	67	4489	Unsuccessful
8	MRSD	3	4	3	10	56	3136	Unsuccessful
9	MSTK	4	5	5	14	78	6084	Successful
10	MMIN	4	6	5	15	83	6889	Successful
11	NJM	4	6	5	15	83	6889	Successful
12	NRDN	3	4	3	10	56	3136	Unsuccessful
13	NRJN	4	6	5	15	83	6889	Successful
14	NLFD	4	6	4	14	78	6084	Successful
15	RLSP	3	5	4	12	67	4489	Unsuccessful

16	SMAF	3	4	3	10	56	3136	Unsuccessful
17	SMSD	3	4	3	10	56	3136	Unsuccessful
18	STKD	4	6	6	16	89	7921	Successful
19	SRMT	4	6	5	15	83	6889	Successful
20	SDAL	3	4	3	10	56	3136	Unsuccessful
21	SLM	3	6	5	14	78	6084	Successful
22	SFD	3	4	3	10	56	3136	Unsuccessful
23	SCTR	4	6	4	14	78	6084	Successful
24	NWT	3	5	3	11	61	3721	Unsuccessful
25	ADAN	3	6	5	14	78	6084	Successful
	TOTAL	86	128	105	319	1775	129469	

From the data above, it can be seen that there were 2 out of 25 students (8%) got good score, 11 out of 25 students (44%) got fair score, 2 out of 25 students (8%) got poor score and 10 out of 25 students (40%) got very poor score. Based on the result of the post-test above the researcher conclude that students score in post-test higher than pre-test.

And The data in figure 1 above shows that in the pre-test, 19 (76%) from 25 students got the very poor score, 4 (16%) from 25 students got the poor score, 2 (8%) from 25 students got the fair score, 0 from 25 students got the good. While, in the post-test, 10 (40%) from 25 students got the very poor score, 2 (8%) from 25 students got the poor score, 11 (44%) from 25 students got the fair score, and 2 (8%) from 25 students got the good score.

Table 3. Percentage of the Students' Classification in Pre-test and Post-test

No	Classification	Score	Frequency		Percentage	
			Pretest	Posttest	Pretest	Posttest
1	Good	88-100	-	2	-	8%
2	Fair	75-87	2	11	8%	44%
3	Poor	62-74	4	2	16%	8%
4	Very Poor	<62	19	10	76%	40%
	SUM		25	25	100%	100%

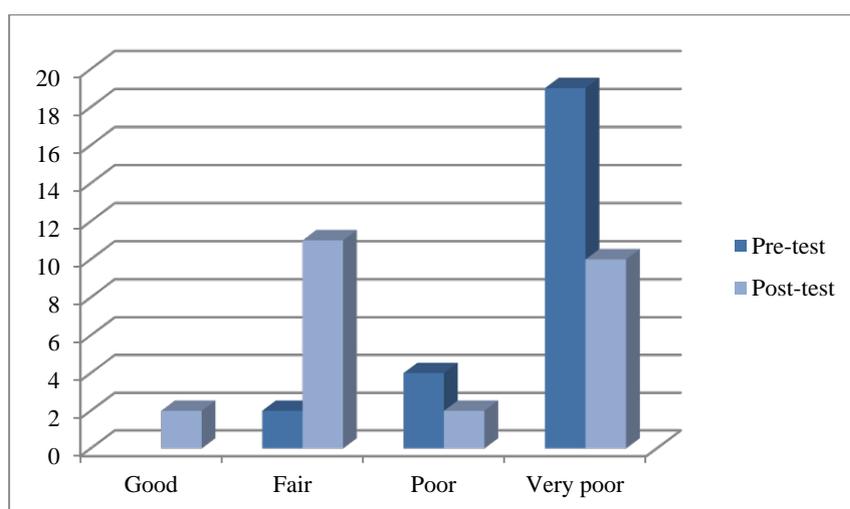


Figure 1. The Rate Percentage of the Students' Classification in pretest and posttest

Table and figure shows students' score in each aspect of writing. In the pre-test, total score in the grammar aspect was 61 (27.85%), vocabulary aspect was 91 (41.55%), mechanic aspect was 67 (30.59%). In line in the post-test, total score in grammar aspect was 86 (26.95%), vocabulary aspect was 128 (40.12%), and mechanic aspect was 105 (32.91%).

Based on the table above, there was improvement in every aspect on students' writing before and after treatment. The table above shows that there were 3 out of 25 students (12%) got good score, 6 out of 25 students (24%) got fair score, 8 out of 25 students (32%) got poor score and 8 out of 25 students (32%) got very poor score. The result of table and figure presented in the table below

Table 4. Frequency and Percentage of the Students' Score in Three Aspect

No	Aspect of Writing	Pretest		Posttest	
		Total Score	Percentage	Total Score	Percentage
1	Grammar	61	27.85%	86	26.95%
2	Vocabulary	91	41.55%	128	40.12%
3	Mechanic	67	30.59%	105	32.91%
	Total	219	100%	319	100%

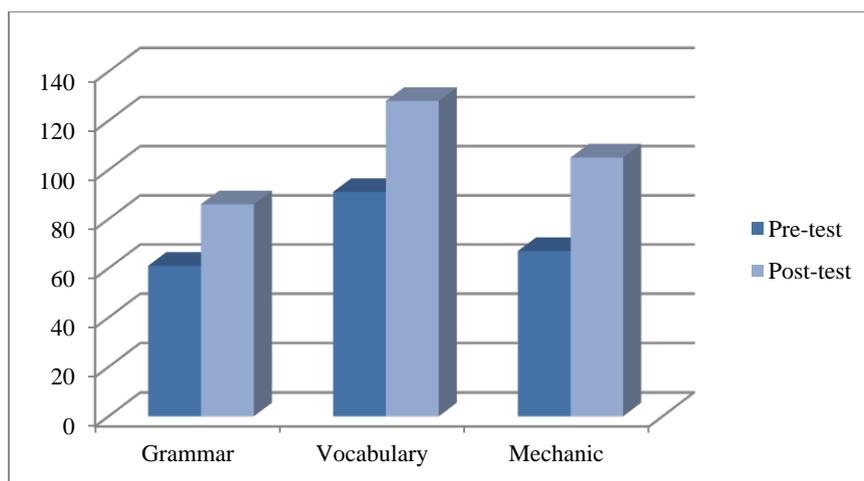


Figure 2. The Students' Score in Three Aspect

4. Discussion

The researcher discussed the result of the data analysis of the pretest and posttest in accordance with the scope of this research. The discussion is intended to know whether using mind mapping technique could improve students' writing narrative text of grade VIII at MTs DDI Kel. Baru or not.

4.1 Giving Pretest Before Treatment

The first step of this research was conducted the pretest. In pretest data, the researcher got the writing narrative text scores of each student as sample. Based on the score, the researcher found that the most of the students got failed score. Total of the student who got failed score was 23 students and the students who got successful score was 2 students. The highest percentage of the data in the pretest was 76% with 19 students and classified into very poor grade, the second highest was 16% with 4 students and classified into poor grade, and the lowest percentage was 8% with 2 students and classified into fair grade.

4.2 Giving Treatment Before Writing Narrative Text

In the second step of this research, researcher conducted the treatment. It was done in four meetings. Researcher taught the students as sample of this research by using mind mapping technique. This technique was applied in order to train students could write narrative text as well.

Treatment conducted for four meetings time. First meeting, the researcher explained the definition narrative text and the generic structure of narrative text. Then, the researcher introduced mind mapping as one strategy to learn writing narrative text. Second meeting, the researcher explained about language features of narrative text to students and gives them assignment. The assignment was to write a story about fable, legend or storytales and the students must apply in the form of mind mapping as has been given by researcher. In the third meeting, the researcher gave the students assignment to identify the language feature of narrative text by using mind mapping technique. Four meetings, the researcher gave same activity with second and third treatment but the topic of the material was different.

4.3 Giving Posttest After Treatment

After all of the treatment conducted in this research, the researcher conducted the posttest, the researcher got the data based on students' score. The researcher found that most of the student got success score. Total of the students who got unsuccess score was 12 students. And the student who got successful score was 13 students. The highest percentage of the data in the posttest was 44% with 11 students and classified into fair grade, the second highest percentage was 40% with 10 students and classified into very poor grade, the third highest percentage also was 8% with 2 students and classified into poor grade and the last percentage was 8% with 2 students and classified into good grade. The researcher concludes that students' writing ability can be improved in posttest because of the advantages provided by the mind mapping such as: active brain, helped mind from mental problem, made us focus on the mind subject, helped us to show the connection between information that separated, gave the clear picture in whole, possible to make us classified the concept, and help to compare it and etc.

The description of the data collected through the objective test showed that the students' writing narrative text had significant improvement. It also was supported by mean score of the students in pretest was 48.60 classified as very poor classification, and the mean score of students in posttest was 71.00 classified as fair classification. The value of t-test was high than t-table ($11.362 > 2.064$). Based on t-test, the researcher could conclude that there was significant difference between the result of pretest and posttest. It means that students' writing narrative text got improved. This implies that mind mapping technique was an effective ways to improve the students' writing narrative text.

5. Conclusion

The use of mind mapping is effective to improve students' writing ability. It can be seen from the significance different between pretest and posttest, where the mean score of pretest was 48.60 and the mean score of posttest was 71.00. It also could be seen from the t-test, the result was $2.064 < 11.362$. It is caused by the application of mind mapping technique as long the treatment time.

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