

## THE EFFECT OF MIND MAPPING TECHNIQUE ON STUDENTS' ACHIEVEMENT IN DESCRIPTIVE WRITING

By:

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### Abstract

Tujuan dari penelitian ini adalah untuk melihat pengaruh teknik mind mapping terhadap prestasi belajar menulis siswa kelas VIII SMP SWASTA PUTERI SION tahun 2020/2021. Penelitian ini menggunakan metode kuantitatif dengan dua kelas sebagai sampel yaitu kelas eksperimen dan kelas kontrol. Masing-masing kelas diberikan pre-test dan post-test yang sama untuk mendapatkan data. Dalam penerapan teknik, kelas eksperimen diajar dengan menggunakan teknik mind mapping. Analisis data dihitung dengan menggunakan rumus T-test. Hasil penelitian menunjukkan bahwa mind mapping merupakan teknik yang efektif untuk diterapkan dalam pengajaran menulis. Hal tersebut dibuktikan dari hasil nilai t-test = 3,63 lebih tinggi dari pada t-tabel = 2,02. Jadi dapat disimpulkan bahwa H<sub>0</sub> ditolak. Disimpulkan dalam pengajaran menulis dengan menggunakan teknik mind mapping memberikan pengaruh yang baik terhadap keterampilan menulis. Teknik ini membuat siswa berpikir lebih kreatif untuk memperbesar ide ke dalam tulisan siswa

**Keywords :** Descriptive, mind mapping, writing

### 1. INTRODUCTION

According to Tarigan (1994:3), writing is a skill of language which is used to communicate with others indirectly. On the other hand, Sudaryanto (2001: 64), says to express something in mind and feelings, were needed a person's ability in writing skills. In line with opinion, Hyland (2004: 9) says writing is a way to share personal meanings. Furthermore, Harmer (1998) states writing is a basic skill. Writing helps to express student's ideas. Based on the explanation, it can be stated that writing is an activity to express ideas, thoughts, experiences and knowledge in the form of notes by using characters, symbols that are systematically made so that they can be easily understood by others

But, based on the data that the researcher had read, mostly, students recognize that writing is hard to do because when they communicate with others by using the written form they have to write correctly based on grammar especially in descriptive text. Most of students get the problems when they have to compose a paragraph. They get some problem in choosing appropriate words to present their ideas. Beside it, they are frustrated when they have to write. There are some reasons why they are frustrated. First, Students are low motivation in writing because they do not know what should be written and when they have got ideas, the lack of vocabulary, grammatical structure made their ideas can not be conveyed precisely. Not all the students can develop and

organize the ideas well. Second, most students are not focused. For instance, students are busy with their own business in the classroom, such as playing mobile phones or gossiping with friends. They do not pay attention in writing, only a few students are active. Consequently, it affected the score in writing test. In line with the fact above, Richards and Renandya (2002:303) states that the hardest thing in writing is connected to the vocabulary mastery.

Among the problem above, the main cause also that makes students get the case is related to the technique of learning process that be given by the teacher is monotonous and boring. In teaching writing especially in descriptive. Most of teachers usually teach from a material book, and ask the students to read and translate the text, and finally the students will make the sentence about descriptive based on their words. Of course this teaching learning gets bored.

Considering the problem above, the teacher has to find an innovative teaching technique that can improve and motivate students in descriptive writing. In general, descriptive writing is a kind of text which describes a noun. One of the students' problem in descriptive writing is in used "has and have". Most of students did not understand when has and have are used.

In descriptive text, have is a to be plural ( I, You, They, We) and has is a to be singular (She, He, It).

To solve the problem above, the researcher

suggests that the use of the appropriate strategy is the significant way to increase the writing ability. In this research the researcher wants to teach writing using a new strategy is called "mind mapping". Mind mapping was introduced by Tony Buzan. According to, Tony Buzan (2002), this technique is like an elaboration of the ideas. As (Riswanto & Prandika, 2012) states mind mapping can be used to explore a wide range of topics in writing.

Based on the explanation above, by using this technique, the activity of writing will be fun. The researcher eager do a study entitled "The effect of mind mapping technique on students achievement in descriptive writing"

## 2. RESEARCH METHODOLOGY

In order to collect the data, the researcher used written test. There are three processes of data collection; pre-test, treatment, post-test. The first step, pre-test. Students asked to describe something based on the picture which given by the research in form of descriptive text to know the score of students before getting treatment. After finishing pre-test, the researcher taught descriptive text by using mind mapping technique as the treatment in experimental class and conventional technique in the control class.. The last, post-test by giving the same activities as in the pre-test by asking students to write descriptive text. Finally, the researcher compared the scores to know the differences between pretest and posttest. In analyzing the data, the researcher used t-test that was developed by Arikunto.

This research was conducted at SMP SWASTA PUTERI SION MEDAN. This school is located on JL. JAMIN GINTING KM 9,5/PALES IX, Simpang Selayang, Kec. Medan Tuntungan, Kota Medan Prov. Sumatera Utara . This research was held for one month in November of 2020.

In this research, the population was all of eight grade students of SMP S Puteri Sion It has two classes was VIII-A and VIII-B which consists of 42 students. There were 11 female students and 31 male students. The students were divided into two classes, experimental class and control class. Experimental class was taught by mind mapping technique and control class was taught by using conventional technique. The researcher did the research in four weeks but three weeks was doing by using "zoom class" because of the pandemic of Covid 19 the school did not allow to continue by face to face.

The pre-test was given in the beginning of attending class to experimental class and control class. It was used know the students knowledge of the material that be thought. Both experimental and control group be asked to write a paragraph based on the topic given.

The treatment was applied after pre-test. In the experimental group, the students taught by applying mind mapping technique while control group, the students taught by using conventional technique. Both experimental and control group taught with the same material and topic.

Post- test was given after the treatment had been completed in the last meeting. It was aimed to get the mean scores of experimental group and control group. It was applied to know the effect of teaching presentation in both groups. The test would be post-test would be same as the pre-test. It was goal to measure students' writing after they were taught by using mind mapping technique.

In analyzing of data, the researcher used t-test to prove the hypothesis of both the experimental class and the controlled class and also their differences by looking the results of pre-test and post-test. In the step of choosing a research approach, several experimental designs have been proposed, including the formula/method of data analysis. for significance testing, the t-test is used. If you compare the two results by comparing the mean as in the two-shot case study

## 3. RESEARCH FINDING AND INTERPRETATION

### Research Finding

The table below describes the differences between the pre-test and post-test taken from the students' scores, where the researcher collected the scores and made a comparison between the pre-test and post-test. The following are the students' scores from the two classes obtained before doing further calculations.

Table 3.1 Student Score Experiment Class

Student ( N )	Pre test ( $x_1$ )	Post test ( $x_2$ )	Gained score ( $\alpha$ )
ANDRE NICOLAS GINTING	47	66	+19
CHARINA PRATAMA BR KARO SEKALI	23	66	+43
DAVID JANUAR PRANATA	47	93	+46
EUNIKE LAVIONA SIHOTANG	27	76	+49
FAUL STEVEN DESIRE PURBA	24	83	+59
FRANS APRIANTA PINEM	47	63	+16
GITA GRACIA BR BARUS	43	80	+37
GRACIAS BR SILITONGA	33	76	+43
HULADYN SOVENDY PANJAITAN	23	63	+40
ISRAEL SITEPU	40	73	+33
KEVIN ARIHTA SIMAMORA	33	67	+34
NEHEMIA MARDUDUT P.TAMBUNAN	50	90	+40
RAME ULINA BR.MANALU	23	73	+50
RAYMOND SEMBIRING	40	66	+26
ROBERT CHRISTIAN PANDIANGAN	30	83	+53
RONALD JEJERENA TANJUNG	23	90	+67
SAMUEL PARTOGIAN SITUMORANG	37	97	+60
SASCHA NEI LOTUS	27	76	+49

BR.SINUBULAN			
YEFTA SINURAYA	27	60	+33
YOSAFAT DANIEL	23	80	+57
YUDA HAGANTA GINTING	37	80	+43
N=21	704 =33,52	1601 =76,23	897 $M_1=42,71$

Table 3.2 Student Score Control Class

Student ( N )	Pre test ( $y_1$ )	Post test ( $y_2$ )	Gained score ( $y$ )
ALVIN ANANDA BANGUN	20	63	+43
ANTONIE SIREGAR	30	66	+36
ARIFIN EBREMA SIHOMBING	23	40	+17
BOBBY ANDREA SIMANJUTAK	37	70	+33
BREMA HAGANTA SEMBIRING	33	50	+17
CICI SASKIA GINTING	36	73	+37
CIKITA MEISIN RAHAYU	40	73	+33
DAVID JANUAR PRANATA	33	63	+30
FAREL NAINGGOLAN	37	60	+23
FERNANDO AGUSTA SINURAYA	33	73	+40
FIKRI INGIDENTA SURBAKTI	33	63	+30
JOSE ANDREAS SINAGA	20	50	+30
KAROL POLLA DEPARI	43	73	+30
MICHELLE GRACIA NAINGGOLAN	27	60	+33
OLIVIA KARINA BR PURBA	40	66	+26
REMON DIUS DELI	30	53	+23
RENHARD JEREMY PANJAITAN	30	66	+36
SALOMO HALOMOAN SIREGAR	33	63	+30
SAMUEL PANDI SIMANJUTAK	20	60	+40
YANTI DAMERIA SIDABUTAR	27	50	+23
YOHANES MARPAUNG	23	60	+37
N=21	648 =30,85	1295 =61,66	647 $M_2=30,80$

### Data Analysis

After conducting the research, the researcher processed the results of the two classes by comparing the two means. For free random samples,

In the attachment, it was known that the critical value at  $=2,02$  and at  $=2,70$ . This research showed result there was significant in experimental class. So, It could be concluded that mind mapping had positive effect on students' writing. T-test was using to calculate the data. Based on the data, the researcher proved the hypothesis as a tentative assumption below:

$H_0$ :  $\mu_1=\mu_2$ : The alternative hypothesis ( $H_a$ ) was denied and the null hypothesis ( $H_0$ ) was accepted.

$H_a$ :  $\mu_1 \neq \mu_2$ : The alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was denied.

Note:  $\mu_1$  -> mean of experimental class

$\mu_2$  -> mean of controlled class

based on data calculation above, it was showed value of  $t_0$  was  $2,70$  and had degree of freedom (db) was  $40$ . In this research, the research used a degree of  $5\%$  for significance where the value of degree of

significance  $5\%$  was  $2,02$ .

To compare the value  $t_0 = 2,70$  and  $t_{table}$  on  $5\%$  of degree significance was  $2,02$ , the researcher had a conclusion of hypothesis that  $t_0$  got score higher than  $t_{table}$ , from  $2,02 < 2,70$ . It showed that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was denied. So, it can be concluded, by applying mind mapping technique had an effect in students' writing skill especially in descriptive

## 4. CONCLUSION AND SUGGESTION

### a. Conclusion

Based on the data analysis in Chapter III can be concluded that mind mapping is an effective technique to be applied in writing teaching. It was proven by the result of t-score  $2,70$  was higher than t-table in the level of  $5\%$  with degree of significance was  $2.02$ . This means that the alternative hypothesis is accepted and the null hypothesis is rejected. Besides, student's writing ability increased after applying mind mapping technique. It was showed at the score of pre-test and post-test. Because of that, the research can conclude that mind mapping technique is helpful for the students.

### b. Suggestion

Based on the conclusion above, some suggestions may be useful for English teachers, students, and the other researchers can be listed as follows:

For the teachers :

- English teachers can use mind mapping technique as an alternative to learning English especially writing.
- The English teachers have to pay attention to students' motivation for writing so that they are interested in a writing activity.

For the students :

- Mind mapping is a helpful technique which can be used for writing activities. By using mind mapping technique also make the atmosphere of class is more fun.

For others researchers :

- The researcher hopes this research can be useful as reference and improve this research for the better.

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