

# *The Effect of Using Mind Mapping Strategy on the Students' Skill in Writing Recount Text*

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## **Abstract**

This study is intended to find out the effect of using Mind Mapping Strategy on The Students' Skill in Writing Recount Text. It is an experimental study. There are eleven classes of them. Since the study needs two groups (Experimental and control group), two classes are taken by using random sampling technique. The two classes have 60 students. The experimental group is taught by applying mind mapping strategy and the control group is taught by applying Conventional Method. The instrument for collecting the data is writing recount text about holiday. It is consisted of 100 words. After the data has been scored, the data is analyzed by using t-test formula. The analysis shows that t-test is 3.75 while t-table is 2.000. It means that t-test is higher than t-table with the degree of freedom 58, and the level of significance 0.05. The result shows that the hypothesis of this study is accepted. In other words, Mind Mapping Strategy significantly affects the students' writing skill in recount text.

Keywords: Writing, Mind Mapping strategy

## **1. The Background of the Study**

Writing is as one of the skills in English that is very important to learn. Writing can be as one way of expressing feeling. People can find the right way to express their feeling and idea in writing. Writing is productive skill is very useful for the students because they can convey their message through their mind and write in written form. Mastering English is not easy way. Writing is difficult activity for most people, especially for the students. It means that there is an assumption that says writing is difficult lesson to study. Writing is a part of language learning, it is an activity that spend enough time. The learners have to think about the specific topic, to analyze, to select according to the purpose of writing itself.

According to Brown in Prayogo(2009:16) said that "Writing is important in daily life. It is as communicative act that transmit information and linked people together. The students are expected to convey their ideas, feeling and knowledge in written form. The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of reader. Her skill also realize by her ability to apply the rule of language. She is writing to transfer the information in her mind to the reader effectively. The ability that she has includes all the correct grammatical aspects of the language she is writing, the types of the information that she is transferring and conducting the information communicatively it can be in essay and paragraph.

Based on the writer's experience during Teaching Practice (PPL), the teacher found the students' problem in writing. Most of the students couldn't deliver their ideas in written form correctly. If the teacher asked the students to write some genre text especially in recount text, they felt difficult in distinguishing the text based on the social function, structure and the lexicogrammatical features of the text especially in recount text. The students' reluctance to

write is they rarely write although in their native language. They are worry to make mistake in writing. They think in their mind all of about their writing is full errors.

Finally they hate English and they did not pay attention to the teacher, they feel bored in learning English because they did not understand what the teacher said.

From this case, the teacher should be creative. The writer should find the strategy that can solve this problem. The writer will conduct the research by using mind mapping as a strategy for teaching writing. In this study the writer will identify the using of mind mapping strategy on the students' writing skill in recount text at SMP N 31 Medan. The aim of this research is to identify whether the use of mind mapping strategy is effective or not on students' writing skill in recount text. Mind Mapping is a graphic representation of ideas generated via brainstorming session. It shows the ideas which are generated around a central theme and how they are interlink. It is a tool primarily used for stimulating thought (Buzan, 2002:62).

Mind Mapping Strategy is generating model starts with a topic at the centre and then generate a web of ideas. It shows the ideas which are generated around a central theme and how they are interlink. It is a tool primarily used for stimulating thought (Buzan, 2002:62). According to Buzan by using mind mapping the students can throw away boring and consuming note. Mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed.

Mind mapping strategy is a teaching strategy that requires students to draw a diagram used to outline information represented by pictures and color. It's a good strategy to be applied because the students can generate, visualize, structure and classify idea, and solving the problem. By using mind mapping the students are hoped to write recount text correctly. In this problem the researcher uses mind mapping strategy to make the students easier to master writing skill especially in recount text.

### **The Objective of the study**

The objectives of the study are as the followings: to find out whether mind mapping strategy affect the students' writing skill of recount text SMP N 31 Medan.

### **The Scope of the Study**

In this study the writer focuses the problem on the students' writing recount text effect through mind mapping by Tony Buzan to the students on eight grade students of SMP N.31 MEDAN.

### **Hyphotesis**

- (1) H1 : Teaching writing by using mind mapping is effective to improve students writing in recount text.
- (2) Ho : Teaching writing by using mind mapping is not effective to improve students writing in recount text.

## **Teaching Writing**

Writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of the syllabus in teaching of English (Harmer, 2004:31).

### **The Process of Writing**

Writing process is the stage of the writer. He goes through in order to produce something in its final written form. This process will be affected by the content (subject matter) of the writing, the type of writing (letter, essay, novel, and report) and the medium it is written in (paper, computer word files, etc.). But in all of these cases it is suggested that the process has four main elements: planning, drafting, editing and final draft. (Harmer, 2004:4).

- 1). Planning: writer plan what they are going to write or type, they try and decide what it is they are going to write. Before starting write or type, they try and decide what it is they are going to say. For some writers this may involve making detail notes.
- 2). Drafting: It refers to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of draft may be produced on the way to the final version.
- 3). Editing: (reflecting and revising): The writers have produced a draft they then, usually, read through what have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy
- 4). Final Draft : the writer have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in editing process, but the writer is ready to send the written text to the audience.

### **Mind Mapping**

Mind mapping was invented by an author and lecturer on learning and thinking technique named Tony Buzan. Mind Mapping is a graphic representation of ideas generated via brainstorming session. It shows the ideas which are generated around a central theme and how they are interlink.

It is a tool primarily used for stimulating thought (Buzan, 2002:62). According to Buzan states by using mind mapping the students can throw away boring and consuming note. As Alamsyah (2009:18) explained that Mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed.

Mind maps work well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable. According to Eppler

(2006:185) Mind mapping strategy is a teaching technique that requires students to draw a diagram used to outline information represented by pictures and color.

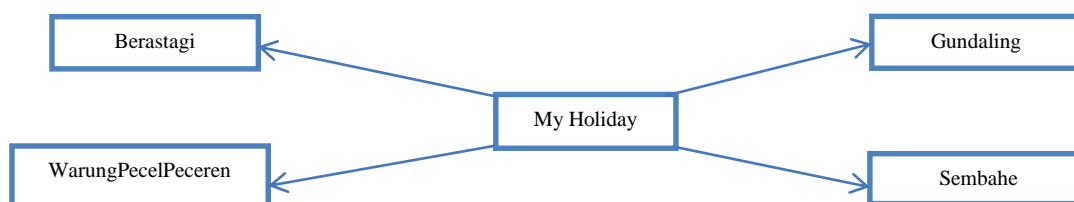
### The Advantages of Mind Mapping

The advantage of using this strategy is enabling students to think what to write by having word visualization as their reference. Word visualization that are written in mind map give the students the idea what to write part by part. 1). In the case of mind mapping might be marginal According to

(Farrand et al. 2002b:23). It is generally easier to remember a diagram than to remember a description. Others have suggested, however, that content is more central to learning than the format in which that content is presented (Pressley et al. 1998:23).

### The Application of Mind Mapping

Mind mapping is a way of getting ideas together. If the students have to construct a spoken or written piece of text, the students can use mind mapping to help them in organizing the structure in a text. Here is the example of mind mapping:



**Figure 1. The Application of Mind Mapping**

Here is the ways for developing writing skill by using mind mapping strategy :

- a. On a piece of paper, write down all the ideas about the topic.
- b. In the center of a new page, write the topic
- c. Draw lines from the topic of each ideas
- d. Look at the mind map and select the main points that relevant to the purpose of the text.
- e. Develop the text by using mind mapping.

The visual way of making preparation notes is often referred to mind mapping. The steps in making a mind mapping based on Jones et al. (2012:186) stated Mind Mapping starts with a topic at the center of the graphic. Important concepts and phrases are then linked to the center topic on branches which can continue to branch into other concepts and phrases.

## 2. Research Design

The research of this study is an experimental quantitative, which consist of two groups namely experimental group and control group. This study has two variables they are independent and dependent variable. In this case, mind mapping as independent variable and students' ability in writing recount text as dependent variable. The experimental is the group has received the treatment by using mind mapping strategy. Both of the groups are given pre-test and post-test in order to know the differences of average scores. The design of the study must be illustrated as:

**Table 2 The Design of the Study**

Group	Pre-test	Treatment	Post-test
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Experimental	O1	X	O2
Control	O1	Y	O2

### Population and Sample

The population of this research is the grade eight of SMP N 31 MEDAN. There are eleven classes. Total of the students for grade eight is 334 students. But the researcher will take 2 classes they are VIII-8 and VIII-10 class. The students in VIII-10 consist of 30 students and for VIII-8 consists of 30 students. The reason for choosing mind mapping strategy in teaching and learning process at SMP Negeri 31 is In SMP Negeri 31 Medan never applied mind mapping strategy. The sample is selected by using random sampling technique. Each class is written down on a slip of paper and places them in a box. The box is shaken and the slips are selected until it taken out as the samples. The first slip is taken out as experimental class and the second slip is taken out as control class.

### The Instrument of Collecting the Data

The writer will collect the data by using a test. Types of the test is written test. The test consists of pre-test and post-test for both of groups. Pre-test will be conducted before the treatment. Both of experimental and control class will be given pre-test in administrate for 60 minutes. Post-test is a test that will be conducted after treatment. The result of the post test is to determine the effect of mind mapping strategy on students' ability in writing recount text.

### The Procedure of the Research

In this research, the experimental class will be taught by using mind mapping while control class are without using mind mapping. The procedure of collecting the data will be divided into three parts. They are pre-test, treatment and post- test.

#### Pre-Test

In this study, before the experimental class will be given the treatment, both of group is given same pre-test. The purpose of conducting the pre-test is to know the students skill in writing before the treatment. The test is the teacher will ask the students to write down recount text about their holiday based on their own words.

#### Treatment

In this study, the treatment will be taught in experimental group only. The experimental group will be taught by using mind mapping strategy, while the control group will be taught without using mind mapping strategy. The treatment in the experimental class and control class are done as follows:

Table 2.1 The Steps of Experimental Group

No	Teacher activity	Students activity
1.	Teacher enters to the classroom. The teacher greets the students to open the class	The students give their respond to show their politeness
2.	Teacher gives pre-test to the students	The students do the pre-test

3.	Teacher explains about recount text. The teacher explains about social function, generic structure and lexicogrammatical features of recount text and then the teacher explains about the application of mind mapping strategy. The first the students write a topic at the centre in a piece of paper. For example about holiday. And then they generate branch or webs. The students can create many branches as much as they want by using many colours to stimulate their creativity.	The students pay attention to the teacher explanation about recount text.
4.	Teacher asks the students to write recount text	The students start to write recount text
5.	The teacher asks the students to write down the recount text on the white board.	The students come in front of the class and write down their task about recount text.
6.	The teacher corrects the students' task that have written on the blackboard	The students try to analyze to their friend task.
7.	The teacher evaluates the students' work as well as possible	The students pay attention to the teacher's short explanation
8.	After the teacher collects the students' task, the teacher does reflection about the subject	The students say their difficulties while doing the task.

**Table 2.2**

**Teaching Procedure in Control Group**

No	Teaching activity	Students activity
1.	The teacher comes to the class and greets to the students. And directly explains about the topic that will be studied.	The students respond to the teacher to show their politeness and they listen to the teacher explanation.
2.	Teacher explains to the students about genre especially recount text.	Students listen to the teacher explanation
3	Teacher guides the teacher to write down recount text.	Students listen to the teacher explanation while taking note
4.	Teacher asks the students to write a recount text	The students start to write recount text
5	Teacher collects the students' assignment	The students collect the assignment about recount text.
6	The teacher does evaluate to the students' task.	The students get a score from their task.

## Post-test

The post-test will be given after treatment. The post-test will be given to see the result of applied mind mapping strategy. The test will be given is written test. The test is the teacher asks the students to write recount text based on social function, generic structure and lexicogrammatical feature by using mind mapping, it is for experimental group. But if in the control group the teacher will ask students to write down their recount text based on social function, generic structure and lexicogrammatical feature without using mind mapping based on their own words.

## The Technique of Data Analysis

To know the development of the student, the mean of the student test is computed and analyzed the data. In analyzing the data the writer does the strategy:

1. Scoring the pre-test and post-test for control group and experiment group. And find out the mean score for each group by using:

$$M = \frac{\sum x}{N}$$

In which:      M      = The mean of the students  
                           $\sum x$     = The total score  
                          N      = The number of the students

2. Tabulating the data for control group and experimental group
3. Comparing the score by using t-test. A t-test was used in this research in order to prove the hypothesis that stated. "There is a significant effect in using mind mapping strategy in teaching writing recount text. The formula of the test is:

$$t = \frac{Ma - Mb}{\sqrt{\frac{da^2 + db^2}{Na + Nb} - \frac{1}{Na} + \frac{1}{Nb}}}$$

Where: Ma      = mean of experimental group  
         Mb      = mean of control group  
         da      = standard deviation of experimental group's scores  
         db      = standard deviation of control group's scores  
         Na      = total number sample of experimental group  
         Nb      = total number sample of control group

4. Drawing the conclusion and answer the hypothesis
5. Writing some findings.

### 3. Data Analysis

The data analysis in this research is the calculation scores of the students in experimental and control group. To know the differences scores between the students in experimental group and control group, the writer used t-test. The calculation of the t-test can be seen as in the following below:

**Table 3.1 The Calculation of Experimental Group**

<b>Students' Initial Name</b>	<b>Pre-Test (X1)</b>	<b>Post-Test (X2)</b>	<b>X2-X1 (d)</b>	<b>Square of Deviation (dx)2</b>
AP	67	80	13	169
AG	55	87	32	1024
ASP	55	83	28	724
BA	70	85	15	225
DM	67	95	28	724
DA	70	80	10	100
GS	55	70	15	225
JM	62	95	33	1089
JK	45	60	15	225
MGA	50	80	30	900
MMP	40	55	15	225
MI	50	80	30	900
MR	45	80	35	1225
MYM	40	55	15	225
NA	70	85	10	100
NAC	60	80	30	900
PG	40	50	10	100
PR	45	80	35	1225
RM	70	95	25	625
RPS	70	90	20	400
RS	35	50	15	225
SGG	60	95	35	1225
TM	60	83	23	529
TDT	60	83	23	529
VSP	60	90	30	900
YS	55	85	30	900
YA	50	87	37	1369
ZK	55	85	30	900



<b>WEV</b>	<b>70</b>	<b>86</b>	<b>16</b>	<b>256</b>
<b>YSG</b>	<b>70</b>	<b>84</b>	<b>14</b>	<b>196</b>
<b>Total</b>	<b>1706</b>	<b>2393</b>	<b>697</b>	<b>18359</b>
<b>Mean</b>	<b>56.86</b>	<b>79.76</b>	<b>23.23</b>	

From the data above, it can be seen that the mean of the experimental group is 23.23 and the deviation is 2165.37. Then the data of control group can be seen in table 4.4 as the following.

**Table 3.2 The Calculation of Control Group**

<b>NO</b>	<b>Students' Initial</b>	<b>Pre-Test (y1)</b>	<b>Pre-Test (y2)</b>	<b>y2-y1 (d)</b>	<b>Square of Deviation (dy)2</b>
1.	AIA	68	73	5	25
2.	AGRG	60	72	12	144
3.	ARHT	50	70	20	400
4.	ASS	60	68	8	64
5.	AKS	69	82	13	169
6.	CH	50	71	21	441
7.	DSAS	60	80	20	400
8.	DKS	67	80	13	169
9.	ET	50	70	20	400
10.	EGK	50	80	30	900
11.	ESIV	63	75	12	144
12.	ESS	50	63	13	169
13.	ESPP	68	85	17	289
14.	FVG	60	84	24	576
15.	GAC	70	80	10	100
16.	IAA	69	74	5	25
17.	JAT	50	65	15	225
18.	MTB	50	69	19	361
19.	MWS	70	71	1	1
20.	MBIM	50	69	19	361

21.	NIS	60	80	20	400
22.	NAKT	40	73	33	1089
23.	ROG	58	69	11	121
24.	RPG	70	85	15	225
25.	RS	50	74	24	576
26.	SG	70	70	0	0
27.	ST	58	75	17	289
28.	SW	58	70	12	144
29.	TAT	50	70	20	400
30.	TSA	62	76	14	196
	<b>Total</b>	<b>1760</b>	<b>2223</b>	<b>463</b>	<b>8803</b>
	<b>Mean</b>	<b>58.66</b>	<b>68.43</b>	<b>15.43</b>	

**Table 3.1** shows that the mean score of experimental group as follows:

$$\begin{aligned}
 Mx &= \frac{\sum d}{Nx} \\
 &= \frac{697}{30} \\
 &= 23.23
 \end{aligned}$$

The deviation square of experimental group is calculated as follows:

$$\begin{aligned}
 Dx^2 &= (\sum d^2) - \frac{(\sum d)^2}{Nx} \\
 Dx^2 &= 18359 - \frac{(697)^2}{30} \\
 Dx^2 &= 18359 - \frac{485809}{30} \\
 Dx^2 &= 18359 - 16193.63 \\
 Dx^2 &= 2165.37
 \end{aligned}$$

From the calculation above, it can be seen that the mean of the experimental group is 23.23 and the deviation is 2165.37. Then the data of control group can be seen in table 4.4 as the following. shows that the mean score of control group as follows:

$$\begin{aligned}
 My &= \frac{\sum d}{Ny} \\
 &= \frac{463}{30} \\
 &= 15.43
 \end{aligned}$$

The deviation square of control group is calculated as follows:

$$Dy^2 = \sum d^2 - \frac{(\sum d)^2}{Ny}$$

$$Dy = 8803 - \frac{(463)^2}{30}$$

$$Dy^2 = 8803 - \frac{(214369)}{30}$$

$$Dy^2 = 8803 - 7145.63$$

$$Dy^2 = 1657.37$$

From the data, t-test value is calculated as follows:

$$Mx : 23.23$$

$$dx^2 : 2165.37$$

$$Nx : 30$$

$$My : 15.43$$

$$dy^2 : 1657.37$$

$$Ny : 30$$

After the writer got the students' scores from both of groups, the writer continued to calculate students' scores by using t-test formula. It's aimed to find out the significance of using mind mapping strategy on students' skill in writing recount text. The calculated as follows:

$$t = \frac{Mx - My}{\sqrt{\frac{dx^2 + dy^2}{Nx + Ny - 2} + \frac{1}{Nx} + \frac{1}{Ny}}}$$

$$t = \frac{23.23 - 15.43}{\sqrt{\frac{2165.37 + 1657.37}{30 + 30 - 2} + \frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{7.8}{\sqrt{\frac{3822.74}{58} + \frac{2}{30}}}$$

$$t = \frac{7.8}{\sqrt{65.90931 (0.066)}}$$

$$t = \frac{7.8}{\sqrt{4.3500145}}$$

$$t = \frac{7.8}{2.08}$$

$$t = 3.75$$

Based on the calculation above, it is found that t-observe is 3.75. then compared to the t-table at the df (degree of freedom) 58 (obtain from  $n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ ). Since t-observe (3.75) is bigger than t-table (2.000). It means that there is significant effect of using mind mapping strategy on the students' skill in writing recount text.

### Testing Hypothesis

Based on the calculation, t-observed is obtained 3.75 that is higher that critical value is (2.000) with the degree of freedom (df) 58 ( $N_1 + N_2 - 2$ ) ( $30 + 30 - 2 = 58$ ) at the level significance 0.05. It is found from the computation of the t-test that t-observed is higher than t-

table ( $3.75 > 2.000$ ) at the level significant of one tail test ( $p=0.05$ ) with the degree of freedom ( $df=58$ ). According to the data above, it can be concluded that null hypothesis is rejected and alternative hypothesis is accepted.

### **Research Finding**

Based on the calculation result of t-test in data analysis above, it is shown that the mean scores of experimental group is higher than control group. The result of t-test calculation shows that t-observed value 3.75 higher than t-table value (2.000). It could be concluded that there is significant difference between teaching writing recount text by using mind mapping strategy and without mind mapping strategy. In the other words, it can be concluded that there is significantly effect of using mind mapping strategy on students' writing recount text at SMP N 31 Medan, because the students' result in writing recount text that were taught by using mind mapping strategy is higher than students were not taught by using mind mapping.

### **4. Conclusions**

After analyzing the data, the writer concludes that there is significant difference of mean between pre-test and post-test score in writing recount text in experimental group and control group. It can be concluded that the students' ability at SMP N 31 Medan are good in writing recount text. The value of t-table (2.000) is lower than t-observed (3.75). It means that the alternative hypothesis is accepted and null hypothesis is rejected. That is why it can be concluded that the students who were taught by using mind mapping strategy have a better score than students who were taught without mind mapping. There is significantly effect of using mind mapping strategy on students' writing recount text at SMP N 31 Medan, because the students' result in writing recount text that are taught by using mind mapping strategy is higher than students are taught without by using mind mapping.

### **Suggestions**

1. For the English teachers are suggested to apply mind mapping strategy to make the students more interest in writing recount text.
2. Researchers who are interested a further study are suggested to apply mind mapping strategy in improving students' skill in writing recount text, because based on researcher's research mind mapping strategy can solve the students' problem in writing recount text.

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