

The Effect of Using Mind Mapping Technique in Writing Descriptive Text at the First Year Students of SMA Negeri 4 Pematangsiantar

Dumaris E. Silalahi

Faculty of English Education, University of HKBP Nommensen Pematangsiantar

Abstract: *This research aims to find out the effect of using Mind Mapping Technique in Writing Descriptive Text. It is conducted to the students at the first year of SMA Negeri 4 Pematangsiantar. In collecting the data the researcher asked the students to write Descriptive text by giving Descriptive essay test as the instrument. This way is done after applying Mind Mapping to experiment class and conventional technique in control class. After analyzing the data the researcher found the finding that Mind Mapping Technique is effective in teaching writing Descriptive text rather than conventional technique. It is proved that the highest score in Pre-test is 70 and the lowest score is 45. In Post-test the highest score is 85 and the lowest score is 65. The total score for Pre-test is 1794, and the total scores for Post-test is 2217. Standard deviation is 8.22. Mean score in Pre-test is 59.8 and the scores of mean in Post-test is 73.9. While the students' scores in conventional method are as follows: the highest score in Pre-test is 67 and the lowest score is 40. In Post-test the highest score is 79 and the lowest score is 60. The total score for Pre-test is 1685 and the total scores for Post-test is 2133. Standard Deviation is 5.82. And the last scores of mean in the Pre-test is 56.1 and the scores of mean for Post-test is 71.1. These scores indicate that using Mind Mapping Technique in teaching descriptive text is significant.*

Keywords: *Effect, Using, Mind Mapping, Technique, Writing, Descriptive Text*

I. INTRODUCTION

English has been taught to students in primary school up to university level of education, students still have difficulties in learning writing skill. They are not able to express their ideas and opinion. They do not understand to express the topic because they have no information to support it. In other side they are not good in grammar and less of vocabularies.

The statement is supported by Wrick's (2011: 55) research that the students always have difficulties in writing, descriptive text. They are fail in grammar, vocabulary, spelling, and punctuation. It can incorporate items which show the learners' ability to perform certain of functional tasks required in performance duties in the target situation.

The difficulties are hoped overcoming by the attractive strategy used by the teacher in classroom, especially in teaching writing. In line with this, Mind mapping is one of technique suggested used. It has the procedures in making notes of the topic, prior to writing which shows the relationship or ideas, produce notes at random on paper. Mind mapping is a graphic networked method of storing organizing and reason why it is important is that a teaching strategy includes what are involved actively in learning, how much the students are responsible for learning and how learning is assessed (Buzan, 2003:135).

The description of the difficulties in writing descriptive text of written previously encourages the researcher to conduct a research entitled “The Effect of Mind Mapping Technique in Writing Descriptive Text. The data is taken from the students who are study at the first year of SMA Negeri 4 Pematangsiantar. By applying this technique the researcher hopes that the students’ difficulties are overcome. It refers to the statement which is said that Mind Mapping is one of teaching techniques which makes the students more creative and attractive in writing especially writing descriptive text (ibid).

II. THEORETICAL REVIEW

2.1 Definition of Writing

According to Harmer (2004: 4), “writing is used for a wide variety of purpose it is produced in many different forms”. There are four elements of the writing process. They are planning, drafting, editing and final drafting. It tells us something about the writing process. The types of writing are lists, letters, essays, reports or novel. The medium is written in pen and paper, computer word files.

Writing is a complex activity in which the writer draws on a range of knowledge and skills and this complexity makes it unlikely that the same individual will perform equally well on different occasions and tasks (Weigle, 2002: 234). From the definition above the research conclude that writing is a way to product language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on paper or a computer screen. It is influenced both by personal attitudes and social experience that the writer bring to write and the impact of the particular political and institutional context. It is also a process that we write is influenced by constraints of genre and has to be present in learning activities.

2.2 Descriptive Text

a. Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe particular person, place, or thing. Descriptive text often uses the form of be: present or past. It is often used in this kind of the text, but sometimes we can also use the past tense to describe a certain thing which is extinct or not available nowadays” (Riswanto, 2012:33).

a. Generic Structure of Descriptive Text

According to Gerrot and Wignelt (1994: 165), Descriptive text has structure as below:

- 1) Identification: identifies phenomenon to be described. In another word, reading the introduction of the text, the readers will understand before and what it wants to describe in the text issue.
- 2) Description: describes parts, qualities, characteristics. The description may begin from the general description of an object being described and then move to the specific one.
 - Describe Parts: to explain the part of body from the object.
Ex: Head, body, foot

- Qualities: to explain the quality of the object
Ex: beautiful, ugly, handsome, sharp
- Characteristics: to explain the characteristics of the object
Ex: tall, long, short, small, white skin, black hair, curly hair

b. Language Feature of Descriptive Text

- 1) Focus on specific participants
- 2) Use of attribute and identifying processes (has, have)
- 3) Use of adjective
- 4) Use of simple present tense.

c. Types of Descriptive Text

According to Zemach and Rumisek (2005:25), there are three types of descriptive text, they are:

1) Describing a Person

In describing a person, the first thing we want to do is to recognize his or her individual characteristics. Describing a person in his/her physical attribute (hair, eyes, nose, etc), moral attitude (kind, greedy, trustworthy, etc) and intellectual (clever, smart), emotional (nervous, calm, warm)

2) Describing a place

Describing a place it can be said presenting something such as: home and school, a garden.

3) Describing a process

Describing a process in descriptive text writing, it is important for the students to know and understand how something is happened and done.

2.3 Mind Mapping

2.3.1 Definition of Mind Mapping

Mind mapping technique is a strategy for making notes on topic, prior to writing which shows the relationship or ideas, produce notes at random on paper. According to Buzan (2003: 135) Mind maps are a graphic networked method of storing organizing and reason why it is important is that a teaching strategy includes what are involved actively in learning, how much the students are responsible for learning and how learning is assessed. According to Buzan (1993: 59), the mind map is an expression of radiant thinking and is therefore a natural function of the human mind. It is powerful graphic technique which provides a universal key to unlocking the potential of brain. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. The mind map has four essential characteristics:

1. The subject of attention is crystallized in a central image.
2. The main themes of the subject radiate from the central image as branches.
3. Branches comprise a key image or keyword printed on an associated-line Topic of lesser importance are also represented as branches attached to higher level branches.
4. The branches form a connected nodal structure.

2.3.2 The way to apply Mind Mapping

According to Buzan (2003: 10) applying mind mapping is easy. Just remember these five easy steps:

1. Use a blank sheet of unlined paper and some colored pens. Make sure the paper is placed sideways
2. Draw a picture in the middle of the page that sums up your main subject. The picture represents your main topic
3. Draw some thick curved, connected lines coming away from the picture in the middle of the page, one for each of the main ideas you have about your subject. The central branches represent your main sub topic.
4. Name each of these ideas, then if you want draw a little picture of each this uses both sides of the brain. Words are underlined throughout a mind map. This is because they are keywords and the underlining as in normal notes, shows their importance.
5. From each of these ideas, you can draw other connected lines spreading like the branches of a tree and your thoughts on each of these ideas. These additional branches represent the details.

III. RESEARCH METHOD

Quantitative research design is the research design which applies statistical procedure to analyze the data, Arikunto (2010: 28). Referring to this definition, this research applies quantitative by the reason that the data will be analyzed in this research by using statistical procedure. It is used in counting the effect of Mind Mapping in writing descriptive text taken from the students' work in writing descriptive text. They are the first grade students at SMA Negeri 4 Pematangsiantar.

In collecting data, the students are asked to write descriptive text after doing treatment by using mind mapping for experiment class and conventional technique to control class. Then to find out the effect of mind mapping technique from them the researcher analyzed the data by using T-Test formula as following:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Note:

- t : Total score
Mx : the mean of experimental group
My : the mean of control group
X : SD of experimental group
Y : Standard of control group
Nx : the total sample of experimental group
Ny : the total sample of control group

IV. FINDINGS AND DISCUSSION

4.1 Findings

The data involved quantitative data which had been done for three weeks. The quantitative data were taken from writing test. The data were taken from two classes from X₃ and X₅ of SMA N 4 Pematangsiantar which consisted of 30 students. The first group is as experimental group and the second group is control group. Experimental group used mind mapping in class X₃ and control group used conventional technique in class X₅. The writer got the data from pre test and post test. The teacher evaluates the students based on Content (Topic sentence, supporting sentence, and concluding sentence), Organization (Unity and Coherence), Vocabulary (affective words and idioms), Language use (Tense, pronouns and prepositions) and Mechanics (Spelling, punctuation, and capitalization).

After analyzing the data, some findings are formulated as follows:

- A. The researcher finds that, there are effects of using mind mapping to the ability of students in writing descriptive. It can be seen that the score of Experimental Group as follows:
 - (1)The highest score in Pre-test is 70 and the lowest score is 45. In Post-test the highest score is 85 and the lowest score is 65.
 - (2)The total score for Pre-test is 1794, and the total scores for Post-test is 2217
 - (3)Standard deviation is 8.22
 - (4)And the last the score of mean in Pre-test is 59.8 and the scores of mean in Post-test is 73.9.
- B. The following is the description of the students' scores in applying conventional method in teaching Descriptive text, they are as follows:
 - (1)The highest score in Pre-test is 67 and the lowest score is 40. In Post-test the highest score is 79 and the lowest score is 60.
 - (2)The total score for Pre-test is 1685 and the total scores for Post-test is 2133
 - (3)Standard Deviation is 5.82
 - (4)And the last the scores of mean in the Pre-test is 56.1 and the scores of mean for Post-test is 71.1.

Then from the calculation above researcher concludes that mean for teaching by using mind mapping $M_x = 14.1$ is higher than mean for teaching without using mind mapping $M_y = 10.1$. So it can conclude that the using mind mapping had a significant effect to the ability of students in writing descriptive. So that H_a (Hypothesis alternative) is accepted. In other words, the H_o is automatically refused. It means that there is significant effect of the using of mind mapping to the ability of students in writing descriptive. The mean of first year students of SMA N 4 Pematangsiantar taught by mind mapping is not the same with the mean of without using mind mapping.

4.2 Discussion

According to (Buzan 2007:153) Mind Maps are graphic, networked method of storing, organizing and prioritizing information (usually on paper) using key or trigger words and images, each of which will 'snap on' specific memories and encourage new thoughts and ideas.

Each of the memory triggers in Mind Mapping is a key to unlocking facts, ideas and information and also to releasing the true potential of your amazing mind.

Mind mapping is effective to use for helping teacher to teach because it is not difficult to be applied. Mind Mapping is used to generate, visualize, structure and classify ideas and as an aid in study, problem solving decision making hand writing.

Conventional method did not give motivation for the students because they were bored in the class when the teacher gave them pre-test and post-test. In this thesis the researcher concluded that by using Mind Mapping is more significant than using conventional method in writing descriptive text at the first year of SMA N 4 PEMATANGSIANTAR.

V. CONCLUSION

A conclusion comes after the researcher finds some findings refer to research problems. The conclusion states that the effect of mind mapping strategy is more significant than conventional strategy for the first year students of SMA N 4 Pematangsiantar in writing descriptive. The students in experimental group have higher score than control group in their post-test. Based on the observation, most of the students were interested in using mind mapping because this technique involved all students and made them to be more active. By using Mind Mapping in process of teaching and learning of English especially in writing descriptive creates the class situation becomes more interesting, the students are more relaxed, and make the students being kept concentration in studying.

REFERENCES

- [1] Arikunto, S. (2010). *Prosedur penelitian*. Jakarta: Rineka Cipta.
- [2] Buzan, T. and Buzan, B. (1993). *The mind map book*, New York: Dutton
- [3] _____. (2003). *Mind map for kids to shortcut to success at school*. United State of America : Thursons.
- [4] Gerrot, L and Wignell, P. (1994). *Making sense on functional grammar*. Sidney: Gerd Stabler.
- [5] Harmer, J. (2004). *How to teach writing*. England: Longman.
- [6] Riswanto. (2012). The use of mind mapping strategy in the teaching writing at SMA N 3 Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, Vol 2, no 21.
- [7] Weigle, S. C. (2002). *Assesing writing*. United Kingdom: Cambridge university press.
- [8] Wrick, J. (2011). *Steps to writing well*. Boaton: Wadsworth.
- [9] Zemach, D. and Rumisek, L. (2005). *Academic writing from paragraph to essay*. Spain: Machmilan