

THE EFFECT OF USING MIND MAPPING STRATEGY ON THE STUDENTS' SKILL IN COMMUNICATING DESCRIPTIVE TEXT IN WRITING

Friscilla Sembiring

Dosen Pendidikan Bahasa Inggris Universitas Quality Berastagi

ABSTRACT

The objective of this study was to examine the effect of using mind mapping strategy on the students' skill in communicating descriptive text in writing of first grade. For this purpose the researcher selected the sample comprised 60 students studying at class VIII 1 and VIII 3 of SMP N.31 Medan. Each class consisted of 30 students. There are two groups of this study, they are experimental group and control group. The experimental group was taught by Mind Mapping strategy and control group was taught by conventional strategy. The instrument for collecting the data was writing descriptive text about favorite person. It was consisted of 100 words. After scoring the data, the data were analyzed by using t-test formula. The analysis shown that t-test is 4.61 while t-table is 2000. It means that t-test is higher than t-table with the degree of freedom 58, and the level significance 0.05. The result shows that the hypothesis of this study is accepted. In other, Mind Mapping strategy significantly affects the students' writing skill in descriptive text.

Key words: Writing, Mind Mapping Strategy.

1. Introduction

1.1 The Background of the Study

English is one of the international languages which taught to the students as one of the subject in school. It is taught from elementary school, junior high school, senior high school up to universities. So, it is a familiar subject for the students who have learnt English.

There are four basic skills in English, they are; listening, reading, speaking and writing. Listening and reading skills are classified as receptive skills. It means the students receive the ideas which produced by speaker and writer in spoken and written form. Meanwhile speaking and writing are classified as productive skill because the students are required to produce their own ideas which are expressed in written and spoken. In this research the writer focuses on writing skill.

Writing is one of the basic language skills that are important to be learnt in learning language. Writing can be as one way to express feeling and idea. People can find the right way to express their feeling and idea in writing. Writing is productive skill which is very important to be learnt for the students because it can convey their message through their minds in the written form. Without having good knowledge in writing, one will not be able to

convey one's ideas. For that reason, writing is the most important subject for the students to be learn.

In fact when the writer visited SMP N 31 Medan, the writer found that the students are lack in vocabularies. 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 descriptive text, they felt difficult in distinguishing the text based on the social function, structure and the lexicogrammatical features of the text especially in descriptive 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 to English and they did not pay attention to the teacher. They don't give attention and enthusiasm while learning writing. They might some ideas in their mind but it is hard for them to express the ideas in written form.

From this problem, the teacher should be creative. The writer has to find the strategies that can solve the students' problem in writing descriptive text. There are so many strategies that is used to teach writing especially descriptive text they are: Jigsaw strategy, number head together strategy, think pair strategy, mind mapping strategy, and POWER (Plan, Organize, Write, Edit, Rewrite) strategy. But in this research the writer will use the two teaching strategies they are mind mapping strategy and POWER (Plan, Organize, Write, Edit, Rewrite) strategy. But in this research the writer used Mind Mapping Strategy.

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 especially well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable. 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.

Based on the problem stated above the writer takes the title of Thesis is "*The Effect of Using Mind Mapping Strategy on the Students' Skill in Communicating Descriptive Text in Writing*"

By using mind mapping the students are hoped to write descriptive text correctly. In this problem the researcher uses mind mapping strategy to make the students easier to master writing skill especially in descriptive text.

1.2 The Problem of the Study

Based on the description in background, the formulation in this research is formulated as follows: "Does mind mapping strategy affects the students' writing skill of descriptive text at SMP N.31 Medan?"

1.3 The Objective of the study

The objectives of the study are as the followings:

- 1) To find out whether mind mapping strategy affect the students' writing skill of descriptive text SMP N 31 Medan.

1.4 The Scope of the Study

In this study the writer focuses the problem on the students' writing descriptive text effect through mind mapping by Tony Buzanto the students on eight gradestudents of SMP N.31 MEDAN.

1.5 The Significances of the Study

The result of the study will be hopefully useful to:

- 1). English Department students to improve their ability in writing descriptive text.
- 2). English teachers in teaching writing in descriptive text.
- 3). Researchers who want to discuss problem from the different perspective.

2. Review of Literature

2.1 Communtication

Communication is a process by which information exchanged through a common system of symbols, signs, or behavior. Written communication first emerged through the use of pictograph. The next step occurred when writing began to appear on paper and other media with common shared writing systems, leading to adaptable alphabets. Communication is thus a process by which meaning is assigned and conveyed in an attempt to create shared understanding.

2.2 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). Teaching writing is to help students to become better writers and to learn how to write in various genres using different registers. In this research the writer focuses on recount text for the students on grade 8 junior high school at SMP Negeri31 Medan.

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. When planning, writer has to think about three main issues the first is they have to consider the purpose of their writing since this will influence (among other thing) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will

influence not only the shape of the writing, but also the choice of language whether it is formal or informal. Thirdly writers have to consider the content structure, how best to sequence the facts, ideas or arguments which they have decided to include.

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. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers or editor who comment and make suggestions.

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.

2.3 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 concept of this strategy is putting one word in a centre which is as the general idea from the mind of writer. Then, there is another word surrounding this one word which is intended to specify the general idea. This enable students to write down many words as it is to specify the previous words that are still general. The visualization of this concept is like spider diagrams or mind webs. 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. More than that, as mind maps consists of some pictorial information, it also enables students to activate the right side of the brain (Widura, 2008:185).

Based on the definition the writer can conclude that mind mapping can help the students to write down many words as it is to specify from the previous words. Mind mapping is one of the strategies in teaching and learning process, which is easy to be applied in at every educational level. In teaching activity, the teacher use mind mapping in teaching and learning process.

2.4 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:

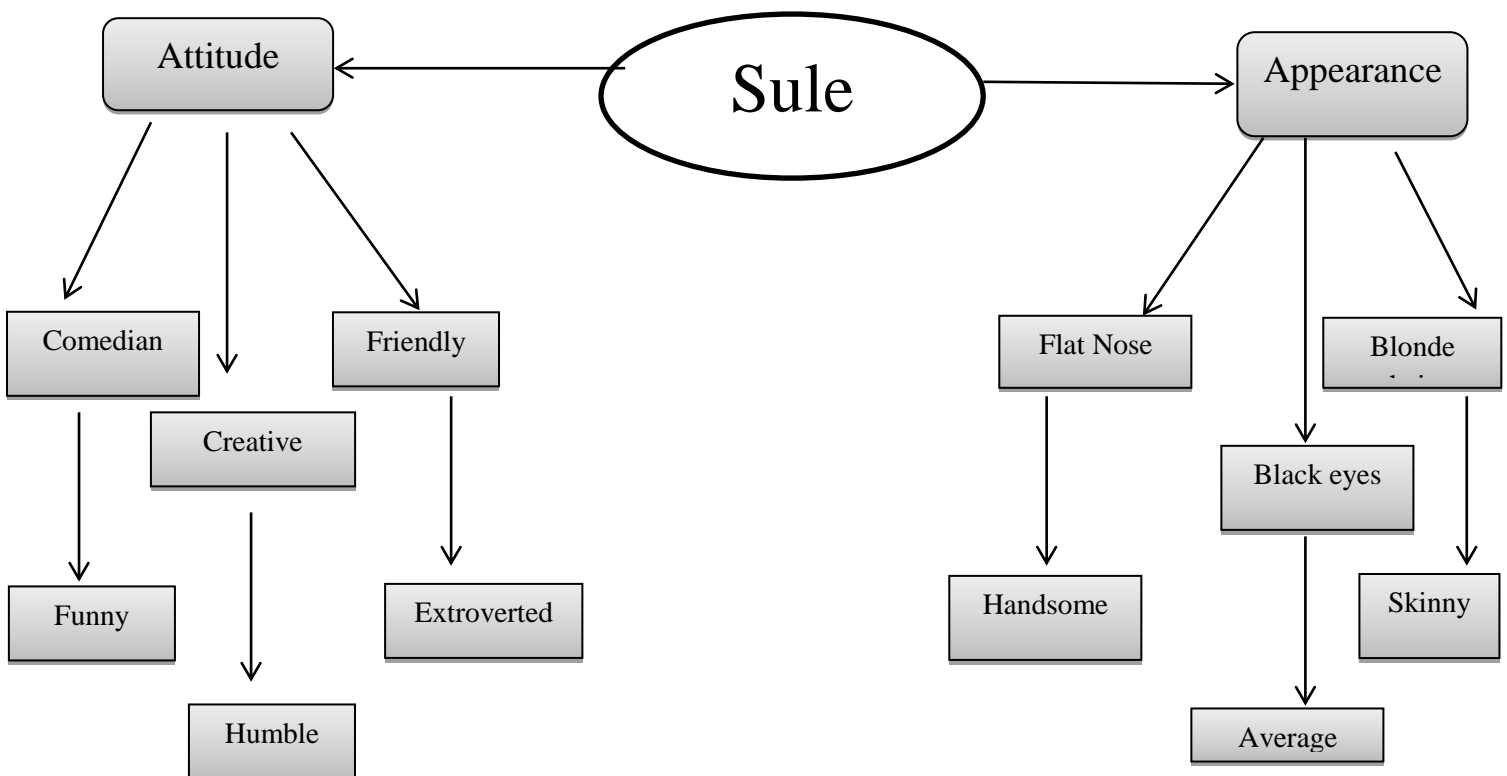


Figure 1. The Application of Mind Mapping

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. In addition, the text can be accompanied by images, and color can be used for emphasis or to facilitate organization.

3. Research Method

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 descriptive 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.

In this research, the data was taken from the students' scores of pre-test and post-test in control and experimental group. The experimental group was a group that was taught by using mind mapping strategy, while the control group that was taught by using conventional method. Treatment by using mind mapping strategy was only given to the experimental group. The two groups were given by the same test, the form of the test was writing descriptive text. It was consisted of 100 words to both of experimental and control group. There were 30 students in experimental group and 30 students in control group.

The data of this research was taken from the result of students' writing in descriptive text. To evaluate the test, writing descriptive text about favorite person is used and divided into three indicators namely: social function, grammatical features, and generic structure. The score of the test became the data that were needed for testing the hypothesis.

The data shows the total score of pre-test in experimental group was 1706 with the higher score was 70 and the lower score was 35 score. The total score of post-test in experimental group was 2393 with the higher score was 95 and the lower score was 50 score. The result of experimental group can be seen as in the following below.

3.1 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.

Table 3.1 The Result of Pre-test and Post-test in Experimental Group

NO	Students' Initial Name	Pre-Test	Post-Test
1	AP	67	80
2	AG	55	87
3	ASP	55	83
4	BA	70	85
5	DM	67	95
6	DA	70	80
7	GS	55	70
8	JM	62	95
9	JK	45	60
10	MGA	50	80
11	MMP	40	55
12	MI	50	80
13	MR	45	80
14	MYM	40	55
15	NA	70	85
16	NAC	60	80
17	PG	40	50
18	PR	45	80
19	RM	70	95
20	RPS	70	90
21	RS	35	50
22	SGG	60	95
23	TM	60	83
24	TDT	60	83
25	VSP	60	90
26	YS	55	85
27	YA	50	87
28	ZK	55	85
29	WEV	70	86
30	YSG	70	84
	Total	1706	2393

The data shows the total score of pre-test incontrol group was 1760 with the higher score was 70 and the lower score was 40 score. The total score of post-test in control group was 2223 with the higher score was 85 and the lower score was 63 score. The result of experimental group can be seen as in the following below.

Table 3.2 The Result of Pre-test and Post-test in Control Group

NO	Students' Initial	Pre-Test	Post-Test
1.	AIA	68	73
2.	AGRG	60	72
3.	ARHT	50	70
4.	ASS	60	68
5.	AKS	69	82
6.	CH	50	71
7.	DSAS	60	80
8.	DKS	67	80
9.	ET	50	70
10.	EGK	50	80
11.	ESIV	63	75
12.	ESS	50	63
13.	ESPP	68	85
14.	FVG	60	84
15.	GAC	70	80
16.	IAA	69	74
17.	JAT	50	65
18.	MTB	50	69
19.	MWS	70	71
20.	MBIM	50	69
21.	NIS	60	80
22.	NAKT	40	73
23.	ROG	58	69
24.	RPG	70	85
25.	RS	50	74
26.	SG	70	70
27.	ST	58	75
28.	SW	58	70
29.	TAT	50	70
30.	TSA	62	76
	Total	1760	2223

4. Data Analysis

The data analysisin 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 4.1 The Calculation of Experimental Group

Students' Initial Name	Pre-Test (X1)	Post-Test (X2)	X2-X1 (d)	Square of Deviation (dx)2
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
WEV	70	86	16	256
YSG	70	84	14	196
Total	1706	2393	697	18359
Mean	56.86	79.76	23.23	

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 4.2 The Calculation of Control Group

NO	Students' Initial	Pre-Test (y1)	Pre-Test (y2)	y2-y1 (d)	Square of Deviation (dy) ²
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
	Total	1760	2223	463	8803
	Mean	58.66	68.43	15.43	

4.1 Testing Hypothesis

Based on the calculation, t-observed is obtained 3.75 that is higher than 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.

4.2 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 descriptive 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 descriptive text at SMP N 31 Medan, because the students' result in writing descriptive text that were taught by using mind mapping strategy is higher than students were not taught by using mind mapping.

5. Discussion and Conclusion

5.1 Discussion

The using of mind mapping strategy helps students to be easier in writing descriptive text because in mind mapping strategy the students' creativity can stimulate, students represent their writing by picture and color. It's a good strategy to be applied because the students can generate the branches as much as they want, visualize, structure and classify idea. They can be solving their problem in writing recount text. In general most of the students got better

improvement in writing descriptive text, but the improvement is not the same from one student to another students. The reasons of students didn't get better improvement because:

- they lack in vocabularies
- they ashamed in writing descriptive text

That is why the researcher conducts the research with the tittle "The Effect of Using Mind Mapping Strategy on The students' Skill in Writing descriptive Text. Because the researcher believes that mind mapping strategy is effective strategy to be applied in teaching writing descriptive text by considering the advantageous of mind mapping itself.

5.2 Conclusions

After analyzing the data, the writer concludes that:

1. 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 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. A diagram of Mind Mapping is used to outline information represented by pictures and color in applying Mind Mapping strategy, the students can throw away boring and consuming note.
2. There is significant difference of mean between pre-test and post-test score in writing descriptive text in experimental group and control group. It can be concluded that the students' ability at SMP N 31 Medan are good in writing descriptive text.
3. 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.
4. There is significantly effect of using mind mapping strategy on students' writing descriptive text at SMP N 31 Medan, because the students' result in writing descriptive text that are taught by using mind mapping strategy is higher than students are taught without by using mind mapping.

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