

THE EFFECTIVENESS OF USING MIND MAPPING IN WRITING BY STUDENTS AT THE TENTH GRADE MA ARRISALAH JEMBER

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Abstract

This research suggests of research question, the research question is the significant differences between control class and experimental class in writing recount text for students at the tenth grade of MA Arrisalah Jember. This study aimed to find out whether there is any significant differences between control class and experimental class in writing recount text for students at the tenth grade of MA Arrisalah Jember. The type of research in this study is a quantitative control group pre-post test design because it consists of the results pre-test and post-test scores of students from the control and experimental classes. The subject of this research was students class XA and XB MA Arrisalah Jember, and there were 25 students for each class. The researcher's use of quantitative research as quasi-experimental as control group pre-post test design. The findings from independent sample t-test sure that the mind mapping strategy is effective on students' writing skills. Based on the "Independent Samples Test" output table, it is known that the value of Sig. (2-tailed) is $0.000 < 0.05$, thus it can be concluded that there is a significant (significant) difference in effectiveness between using mind mapping strategies and not using strategies to improve students' recount text writing outcomes at Ma Arrislah Jember. Then, the strategy that used is effective.

Keywords: Writing, Mind mapping, Recount text

Writing is one of the four skills which is very important in learning English. It is also as the last of the language skill that is learned by students in their schools. Beside other skills such as reading, speaking and listening, Writing is the most difficult skill to be mastered if we do not have any knowledge about what we desire to write. Besides, it needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. Moreover, the students also have to master some language components in Writing such as Spelling, Grammar, Vocabulary, and Punctuation. Mukminatien in Kalsum (2005, p.29) stated students have difficulties in writing English because English is not a simple matter in which students are expected not only to demonstrate their competencies in English grammar, but also to use their knowledge in the acceptable English

rhetoric or the communicative aspect of English writing.

According to Joko in (Nindy, 2018) who said that, "Recount text is used to retell about an event that has occurred in the past". This means that recount text is written when the writer actually had experienced it in the past and it is really happened in the past. Meanwhile, based on Asni et al (Asni, Susanti, & Sulistiyo, 2018) stated, "Recount text is a kind of genre that has social function to retell event for informing or entertaining". So that, recount text is to retell the past story with aim of informing or entertaining the readers. Based on research from the initial observations that researchers did at MA Arrislah Jember, it is known that the tenth grade students at MA Arrisalah Jember still have very low abilities in the use of the past tense. This can be seen from the initial tests that have been carried

out that students are still confused about using the past tense. Meanwhile, in writing recount text, students are required to use changes in the form of the verb and to be into the past or past form.

According to Buzan (2003, p.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, p.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, especially in writing. There are many problems that occur in writing recount text, such as the lack of vocabulary, incorrect diction, grammatical error, the lack of ability to develop content or limited knowledge of the subject and unstructured organization of the text. That causing the students lack of motivation to learn writing. Judging from the problems experienced that founded in writing recount text, a solution is needed to overcome them. The best solution to this problem is the use of mind mapping in writing recount text. With mind mapping, writing will become easier. Because students can easily arrange writing arrangements and develop ideas in writing.

The answer is the lack of interest and motivation of students in learning English. So, the researcher suggests using the mind mapping as a strategy in teaching the material. Then, the researcher is inspired to conduct a research entitled "The Effectiveness Of Using Mind Mapping In Writing by students at the tenth grade MA Arrisalah Jember."

Method

This research used a quantitative method. According to Sugiyono, quantitative method is a research method resting on positivism philosophy that is used to research population or particular sample, generally the technique to take the sample is taken randomly, the data collection uses research instrument, the data analysis has quantitative or statistics in order to test the hypothesis that has been made. This design is

referred to a quasi experimental types of control group pre- and post-test design.. In this research, the researcher used pre- and post-test design. This study also uses two classes as research subjects. Class XA of MA Arrisalah Jember for the control group that is not given treatment, while class XB MA Arrisalah Jember for the experimental group that is given treatment. As already mentioned, the researcher used a control class and an experimental class. This aims to measure how effective the use of mind mapping in writing recount text is through the experimental class that is given treatment.

To collect data, the teacher asked tenth grade students at MA Ar-Risalah Jember to take a writing test, namely pre-test and post-test. Then the teacher analyzed the test scores of each class using the rubric score from Brown, 2007. After the data is collected, the teacher uses the N-Gain score and the results of the independent sample t-test to see the effectiveness of the mind mapping strategy used by the students.

Result and Discussion

N-Gain Score Test of Control Class and Experimental Class

Students	Control Class	Experimental Class
	N-Gain Score (%)	N-Gain Score (%)
Mean	12,1153	42,1174
Min	0,66	3,13
Max	70	100

Based on the results of the N-gain score test calculation above, it shows that the average N-gain score for the control class (not given treatment) is 12.1153 or 12.1% is included in the ineffective category. With a minimum N-gain score of 0.66% and a maximum of 70%. Meanwhile, the average N-gain score for the experimental class (treated through a mind mapping strategy) is 42.1174 or 42.1% is included in the less effective category. With a minimum N-gain score of 3.13% and a maximum of 100%.

Then, it can be concluded that the use of a mind mapping strategy is less effective for improving writing results on recount text for tenth grade students at MA Arrislah Jember than not using the strategy at all. The next step is to find out whether the difference in effectiveness between using mind mapping strategy (experimental class) and not using any strategy (control class) is significant (real) or not, it is necessary to do an independent sample t-test.

Levene's Test for Equality of Variances		F	Sig.	Sig. (2-tailed)
NGain_Percent	Equal variances assumed	,006	,0647	,000
	Equal variances not assumed			,000

Based on the output table above, it is known that the significance value (Sig) on Levene's Test for Equality of Variances is $0.647 > 0.05$, so it can be concluded that the variance of the N-Gain data (%) for the experimental class and control class is the same or homogeneous. Thus, the independent sample t test for the n-gain score is based on the Sig value. contained in the table Equal variances assumed.

Based on the "Independent Samples Test" output table above, it is known that the value of Sig. (2-tailed) is $0.000 < 0.05$, thus it can be concluded that there is a significant (significant) difference in effectiveness between using mind mapping strategies and not using strategies to improve students' recount text writing outcomes at Ma Arrislah Jember.

Conclusion

Students do not understand and tend to be confused in writing and conveying their ideas in written form before using mind mapping techniques. After the treatment, students improve their writing using mind mapping techniques. From independent sample t-test, the researcher sure that the mind mapping technique is effective on students' writing skills. Based on the

"Independent Samples Test" output table, it is known that the value of Sig. (2-tailed) is $0.000 < 0.05$, thus it can be concluded that there is a significant (significant) difference in effectiveness between using mind mapping strategies and not using strategies to improve students' recount text writing outcomes at Ma Arrislah Jember. Then, the strategy that used is effective.

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