THE EFFECT OF USING MIND MAPPING ON THE WRITING COMPREHENSION ABILITY OF THE TENTH GRADE STUDENTS AT SMA TIGA MARET YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015

A Thesis

Submitted as Partial Fulfillment of the Requirements for the Attainment of the

Degree of Sarjana Pendidikan in English Language Education

by:

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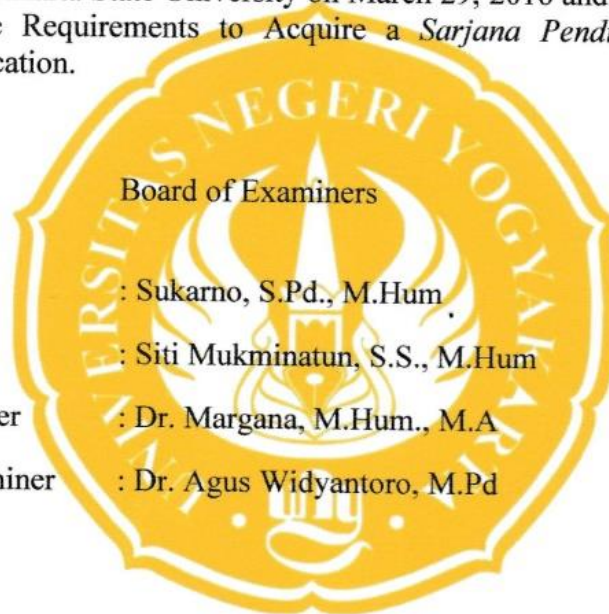Approved by

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iii

PERNYATAAN

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Yogyakarta, Maret 2016

Yang membuat pernyataan

(Ari KurniaWijaya)

DEDICATION

My mother, Alm.Irma Suryani.

MOTTOS

"Apabila Anda berbuat kebaikan kepada orang lain, maka Anda telah berbuat baik terhadap diri sendiri." (Benyamin Franklin)

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABEL

LIST OF APPENDICES

Appendix 1: Research Instrument

Appendix 2: Validity and Reliability of the Instrument

Appendix 3: Statistical Analysis Of the Data

Appendix 4: Student's Score

Appendix 5: Course Grid, Lesson Plans, And Learning Materials

Appendix 6: Example of Student's Writing Product

Appendix 7: Photographs

Appendix 8: Permission Letters

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ABSTRACT

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This research is aimed at finding and describing the effect of using mind mapping on the writing comprehension ability of the tenth grade students at SMA Tiga Maret Yogyakarta in the academic year of 2014/2015. This research was conducted from Mayto June 2015.

This research was classified as a quasi-experimental study. It involved 31 students from two groups, Class B (16 students) as the experimental group and Class A (15 students) as the control group. The experimental group was students taught using mind mapping whereas the control group was students taught using conventional technique. The data were obtained by using pre-test and post-test. The pre-test was given to both groups before the treatment and the post-test was given after the treatment. The data of the pre-test and post-test of both groups were analyzed by using descriptive and inferential statistics. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using ANCOVA (Analysis of Covariance).

The result of the research shows that the difference in the writing ability between the students taught using mind mapping and those taught not using mind mapping is not too significant. It can be seen in the result of the hypothesis testing through ANCOVA (Analysis of Covariance). The significance value is greater than the significance level of 0.05 ($0.392 > 0.05$), which means that the data of this study are considered to have no significant difference. Therefore, the hypothesis of this study is rejected. It means that the mind mapping have not significantly improved the student's writing ability in the English teaching and learning process of the experimental class at SMA Tiga Maret Yogyakarta.

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the most important elements in education to develop human sources. It is being expected to be able to make people aware about future where English will be used in all fields even now English can be found easily everywhere and every time. Crystal (in McKey.2000: 7) says that English is rapidly assuming the role of a world language, and no other language has spread around the globe so extensively, making English a truly international language. Therefore, the mastery of English is a must. In Indonesia, English is an important subject in the curriculum. The students must master four skills namely listening, speaking, reading, and writing. Particularly for writing, as we know, it is being used in many aspects of global literature such as agreements in political and military, advertisement, business transaction, archiving, legal document, and newspaper. Richards and Renandya (2002: 303) stated that writing is the most difficult skill for second language and foreign language learners. They define that writing is generating, organizing, and translating ideas into a readable text. Their statements show that learners are getting more than one process in writing. It becomes a problem when learners cannot process their ideas into a text, even sometimes they do not know what to do in the beginning of writing. That is the

reason why learning techniques are needed in learning activities to help the students.

A technique is a method that is used during the learning process. One technique that has proven and is capable of optimizing learning outcomes is the mapping technique called mind maps (Mind Mapping). According to Edward (2009: 64), mind mapping is the most effective and efficient way to enter, store and retrieve data from or to the brain. Mind Mapping is a way of noting the subject matter that allows students to learn writing.

A technique popularized by Buzan is an effective technique to improve writing skills. Mind Mapping is to write the main theme as a central point and to make branches of each theme. That means the focus of learning is directed at the main theme, the finer points of the theme that is being studied, the development of each of these important points and find the relationship between any points. In this way, it can be obtained an overview of what has been known and which areas are still not yet well understood.

In this case, writing activities utilize the entire activity of the brain, namely the potency of the left brain related to logic and right brain related to the emotion. This technique will help the students for brainstorming or to find information within the brain by combining elements of color and symbols. As we know that color, symbol, and picture can stimulate the students to be active and relieve their stress, then they will more quickly develop their creativity in writing.

Mind Mapping will greatly assist students in exploiting the potency of both sides of their brain. A good interaction between the two parts of the brain can trigger creativity that provides convenience in the process of writing. The students that always use and develop their potency of the brain parts will achieve an increase in some aspects, namely concentration, creativity, and understanding, then they can develop writing through mind mapping.

From observations conducted by the researcher at SMA Tiga Maret Yogyakarta, the English teacher of the tenth grade students has not used the technique of Mind Mapping in learning. In English learning, especially writing, the teacher basically just gave the material in textbooks or manuals used as a reference in teaching. Therefore, the student experience of writing is less spacious and limited. The strategy was not attractive enough that makes the low creativity in writing.

These factors encouraged the researcher conducted research on the effectiveness of mind mapping technique in writing. The result of this study is expected to become evidence that the technique of mind mapping can be one of proper technique in teaching writing.

B. Identification of the Problem

Some factors such as the teacher, the students, the learning material, the process, and the technique commonly are influencing teaching and learning

process of writing in the classroom. Based on the preliminary observation at SMA Tiga Maret Yogyakarta, there were some problems related to the teaching learning process of writing.

The first problem that the researcher found is coming from the students. The teacher gave them an example of texts and explained how to make it. When the teacher asked them to write with their own idea, they did not know what to be written, some students were confused and some did not have ideas. During making a text, there were many errors in their text such as spelling, capitalization, grammar, and tenses.

The second problem is related to the learning materials. In that meeting, the teacher only used a course book as a reference. The teacher explained the material in that course book well but it did not attract the students to contribute in learning.

The third problem is related to techniques. There are various techniques that can be applied in the classroom, such as games, mind mapping, or movie. Teachers have to observe classroom conditions to make sure what techniques will be used for that class. But, the teacher just used one technique. The technique was story telling that makes students look bored.

C. Limitation of the Problem

Knowing the effect of mind mapping on writing that can help the teacher to present the materials and help the students to find and develop the idea and write the idea into a text is the focus in this study. The reasons why the researcher chose mind mapping as the technique is mind mapping can make the students more interested in the topic of the lesson. Mind mapping can attract student's attention with many pictures and many colors. The teacher can also use association in this technique.

The teachers also can present many English words in interesting ways. In this study, the subjects were the tenth grade students of SMA Tiga Maret Yogyakarta. The researcher found that some students still had difficulties dealing with writing. It is a difficult subject to learn for them because teacher does not teach them to make writing as a habit.

D. Formulation of the Problem

Based on the limitation of the problem of the researcher is formulated as follows "Is there any significant difference in writing ability between the tenth grade students of SMA Tiga Maret Yogyakarta taught using the mind mapping technique and those who are taught not using the mind mapping technique?"

E. The Objective of the Study

The objective of the research can be stated as to find out whether there is a significant difference in writing ability between grade ten students of SMA Tiga Maret Yogyakarta taught by using the mind mapping technique and those who are taught not using the mind mapping technique.

F. Significance of the Study

It is expected that this study can be useful to the English teachers, English Education Department students, and other researchers.

1. For the English teachers

    This research is expected to give contribution to the English teachers that mind mapping technique is an alternative technique in teaching writing.

2. For the English Education Department student

    It is expected that they will be able to use this technique to fix the student's problems related to the writing ability.

3. For other researchers

    This research is expected to give information, model, or reference to be developed for further studies, the researcher hopes that other researchers evaluate, revise, reconstruct, or modify this study and write further studies for other levels and objectives.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. LITERATURE REVIEW

1. Writing Skills

a. Definition of Writing

Writing is a process that transforms our mind or idea into the written form. It should be organized into the coherent and cohesive paragraphs. "Coherence means the sentences must hold together, that is the movement from one sentence to the next must be logical and smooth" (Oshima and Hogue, 2006: 94). It holds together within and among the paragraphs. The sentences in a paragraph have to show the coherence of the paragraph. It means that the paragraphs are related to the previous and the next ones. The use of techniques such as transitional words, pronoun, repeated key words, and the parallel structure is called cohesion. The application of coherence and cohesion is useful to make the texts clear and easy to be understood.

Writing is a form of communication of person indirectly with another person. Writing is a productive and expressive activity. In fact, writing is a skill that more difficult other than language skills, such as listening, reading and speaking. In the process of writing, it is required to pay attention to the structure

related to the elements of the writing, in order the readers can understand the message conveyed by the author. Therefore, the author should use the structure such as a word, phrase, paragraphs, and others well.

Writing must have goals or aims. When the writers write, they generate the ideas and transform it into a text. Then they have to be able make their reader understand about the writing. The way of the writers communicates their writing gives big impact about how easy or not the reader understands the writing.

Knowledge of grammar and rhetoric such as arranging words, phrases, sentences, and paragraphs in such a way that attract the reader's attention is needed to consider a text as a good writing. It can be seen that writing is an ability to express the ideas, mind, knowledge and experiences of life through written language clearly, so the readers can understand what the author means.

The teacher must pay attention to the proper and good grammar, expressing complete thoughts in sentence structure, choosing a topic or theme, developing an idea, and how to focus on making the finished piece engaging, enjoyable and informative writing. All of the elements are needed in a good writing. The teacher must motivate the students to express their idea in writing so they can make a good sentences and good paragraph. Writing is way to express the intellect, feelings and emotions. The teacher must use an attractive learning for the students, so they will enjoy the learning of writing.

Lenneberg in Brown (2001:334) argues that human being universally learns to talk, but writing is learned to be behavior. The students are expected to make good behavior in writing skill in order to ensure one of his communicative competences. Writing is a visual representation of listening and speaking, and the language learner must be engaged in communicating his ideas and feelings. A writing should be effective and be able to send its messages in a good way. The students get to keep practicing on how to make a good writing.

Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think and what we feel. Writing also reflects things, which stay in the mind and heart. The students find many difficulties when they start looking for some reasons to write and producing their ideas into a text.

One way to produce a written text, Brown and Hood (1989: 3) state that the students often feel that they do not have the necessary knowledge and experience of language that writing demands. Brown (2001: 335) also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generates the ideas, how to organize them coherently, how to use the discourse markers and rhetorical conventions coherently into a written text, how to revise a text for clearer meaning and how to edit a text for the appropriate grammar and how to produce a final products.

The students have to use their own ability to write. The teacher also must give motivation continuously to them in order they want to write by their own idea. The teacher should help the students by using an instructional media like mind mapping to motivate them in writing, which is believed can improve the understanding of the student. The using of mind mapping can make the students confident and can increase the student's interest in the learning of writing. From its objective, writing is viewed as a means of communication which is commonly used to express and impress (Nunan: 2003). It means that the writers compose their writing works with a purpose. That is to express what on their mind and to impress the reader with their writing.

In can be seen that writing is a productive skill that must be learnt and mastered by the English learners because writing enables the students to develop their potential ideas to maximum level which is appropriate with the English writing conventions, such as, content, format, sentence structure, vocabulary, punctuation and spelling.

2. Teaching of Writing

Brown (2001, 343-346) stated five major categories of classroom writing performance. They are imitative, intensive, self-writing, display writing, and real writing.

a. Imitative, or writing down

At the beginning of writing, the students will write down English letters, words, and sentences. They will learn the conventions of the orthographic code.

b. Intensive, or controlled writing

The students will learn about grammatical concepts. This will be like a written grammar exercises that has function to improve grammar ability of them.

c. Self-writing

The activity of this category in classrooms is note-taking, where the students take notes for the purpose of later recall.

d. Display writing

The short answer exercises, essay examinations, and research reports are the elements of display.

e. Real writing

Real writing has three types; academic, vocational, and personal. Academic is a genuine information that conveyed by the students to each other. Vocational

11

is an advancement of students' occupation. And personal involves the writing of diaries, letter, post card, notes, and personal message.

Brown (2001: 346-356) develops some principles for designing interactive writing techniques. They are as follows.

1) Incorporating practices of "good" writers.

A good writer has some criteria. They are:

a) Focusing on goals or main ideas in writing.

b) Gauging their audience perceptively.

c) Spending some time (but not too much) planning to write.

d) Letting their first ideas flow onto the paper easily.

e) Following the general organizational plan as they write.

f) Soliciting and utilizing feedback on their writing.

g) Are not wedded to certain surface structure.

h) Revising their work willingly and efficiently.

i) Making as many revisions as needed patiently.

2) Balancing process of product

The product must become a clear, articulate, well-organized, and effective piece of writing. The students are led carefully as they are going through every steps of writing.

3) Accounting for cultural/literary backgrounds

The teacher has to see literary background of every student and help them to use of acceptable English rhetoric.

4) Connecting reading and writing

Reading can help the student to observe what they already wrote or how to find more information and error.

5) Providing as much authentic writing as possible

Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements-all these can be seen as authentic writing.

6) Framing the techniques in terms of prewriting, drafting and revising stages

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages are the core of process writing.

Teaching writing also includes some sub skills (Spratt, Pulverness, and Willimas, 2005: 26). Those are about the accuracy and how to communicate successfully to the readers. The stages of writing process are getting ideas, making drafts, proof-reading, revising, and editing. Language learning cannot be separated from language teaching. Brown (2000: 7) says that teaching cannot be defined apart from learning; teaching is guiding and facilitating learning. It means

that the teacher should be able to guide and facilitate the students to use the language.

There are several steps to teach English writing well. Harmer (2004: 41) explains that there must be five steps at least in teaching writing.

The first step in teaching English writing is demonstrating. In this stage, the teacher show the students all about material that is going to be learned. Then the teacher demonstrates how to make it, what the purpose and the functions.

After demonstrating, the second stage is motivating and provoking the students. In this steps, the teacher must be giving motivation and provoking the students in generating or finding the ideas with simple and easy ways. It will be better for the teacher to prepare what they will do in class. For example, the teacher prepares some mind mapping picture to be shown in class. From the picture, the students can generate their own idea and then they can write in a correct sentence.

The third step in teaching English writing are supporting. The teacher should support anytime when the students need their helps in the classroom.

The fourth step is responding. In this step, the teacher should give some suggestions to the student's work. The teachers must correct the student's writing in a proper way. It is better for the teacher to give comment and suggestion.

The last step is evaluating. The teacher must evaluate in every task and activity. In evaluating the student's works, the teacher judge their work as the final product. The teacher gives the feedback to the students in order they can learn from their mistake and avoid it on the next task and activity.

3. The Teaching of Writing at Senior High School

According to the Regulation of National Education Ministry (Permendiknas) no.2, year 2006 about the standard of competences and basic competences for English teaching-learning process which has proposed by BSNP 2006 (Badan Standar Nasional Pendidikan) the Senior High School students grade X in the first semester have to pose several competences as follows.

Table 1: **Standard of Competence and Basic Competence of Writing Skill for Senior High School Students Grade X Semester One**

Standard of competence	Basic competence
To express an idea in a short functional written text in the context of daily life	To express an idea in a short functional written text (e.g. announcement, advertisement, invitation.) both formally and informally in accurate, fluent, and acceptable way, in the context of daily life

To express short, simple, functional essays in the genres of recount, narrative, and procedure in the context of daily life	To express meanings and steps of rhetorical essays in accurate, fluent, and acceptable way using written style in the context of daily life in the genres of recount, narrative, and procedure

Some treatments were given in the process of teaching-learning by the researcher. The students are expected to master the materials during 6 meetings. The researcher used the mind mapping as a technique to find its effect to the student's writing skill.

4. Micro Skills of Writing

Micro skill in writing is about assisting the teacher to define the most appropriate criteria to assess the student's writing. Micro-skills deal with imitative and intensive writing. Brown (2004: 220) explains the imitative, intensive, responsive, and extensive writing. In imitative writing, they have to gain the basic sub-skill such as vocabulary, punctuation, sentences, and spelling. Beside that, intensive writing involves vocabulary based on the context, collocation and idioms, and correct grammatical features within sentences. The next stage is responsive writing that is involving the discourse level, for example

connecting and relating a sentence to other sentence or a paragraph to other paragraph in a sequence way.

Every skill has its own micro skills. Brown (2004: 343) describes the micro skills for writing production as follows.

1) Produce graphemes and orthographic patterns of English.

2) Produce a writing at an efficient rate of speed to suit the purpose.

3) Produce an acceptable core of the words and use appropriate word order patterns.

4) Use acceptable grammatical system (e.g., tense, agreement, and pluralisation), patterns, and rules.

5) Express a particular meaning in different grammatical forms.

6) Use cohesive devices in written discourse.

7) Use the rhetorical forms and conventions of written discourse.

8) Appropriately accomplish the communication functions of written texts according to form and purpose.

9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new formation, given information, generalization, and exemplification.

10) Distinguish between literal and implied meanings when writing.

11) Correctly convey culturally specific references in the context of the written text.

12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms soliciting peer and instructor feedback. And using feedback for revising and editing.

5. Strategies in Teaching Writing

The teacher must have a strategy to make attractive and interesting learning. Harmer (2004: 11) states that the students should pay attention not only in what to write but also in how to write. Writing means the process of generating the idea to become a meaningful sentence or paragraph. There are several strategies to make good writing.

a. The Way The Teacher Get The Student to Plan

The teacher needs to find the way to make her/his students get to plan. It can be start to plan the content of their writing and its outline. In this case, there are two common ways that are usually used in this stage. They are brainstorming and guided task. The brainstorming can be applied in pairs or group discussion. In the discussions, they can share anything that can be used as their writing topic or content. Meanwhile, the guided task are more related to some activities that will lead them to find their ideas to write.

b. The Way the Teacher Encouraging the Student to Draft, Reflect, and Revise

In this stage the student have to make a draft and finish it as a proper writing or text. The teacher should check their draft and help them to reflect and revise it. Teacher can give an instruction for the students to check their draft to each other. It will lead them to collaborative writing. In this process, they will work collaboratively with their classmates in order to produce a good writing. They must give respond to each other's drafts in terms of language and content and give suggestion to each other. They will share any ideas that are significant to their writing.

c. The Way the Teachers Respond to the Student's Writing

This step is important because the teacher's respond can give a big effect to students. A wrong respond can decrease the spirit of the students; otherwise a good respond can stimulate the student to give more effort. The first way the teachers can do is talking to the students in a group while the others are still working on their own. The second way is giving reformulation to them. In this way, the teacher writes their own revision of a good writing. It will be crucial for the student as a comparison with their work. The last way is conducting peer response. It will be really pleasant for them because they can discuss together.

6. The Mind Mapping

a. The Nature of the Mind Mapping

Mind Mapping Technique is a concept invented by Buzan. According to Buzan (2009: 2), the concept of Mind Mapping is based on how the brain stores information. A credible research shows that the brain is a collection of nerve cell branches that can store the information. It has so many branches. The brain has the ability to store information that is very much from word to word even columns. To recall rapidly, the brain needs a way so that the parts that have been saved can be expressed back into diverse forms.

According to Buzan (2009: 12), Mind Mapping is a storage system, withdrawal data, and exceptional access to giant library, which actually exist in the amazing brain, because the Mind Mapping helps collate and store as much information as desired, and group with a natural way.

Mind Mapping is a visual record that helps a person to distinguish words or ideas, often with colors and symbols. It generally takes a hierarchical or tree branch format, with branching into their subsections. Mind Mapping allows greater creativity when recording ideas and information, as well as enabling a note taker words related to visual representation. Mind Mapping has the method to facilitate someone to write and recall information that has been stored. It is an

20

effort to develop the activity of thinking in all directions, capturing thoughts in different angles and develop divergent thinking and creative thinking.

Mind Mapping has a number of advantages over linear recording forms. The advantages (2009: 106) described are as follows.

a). The main idea of the center section is more clearly defined.

b). The relative importance of each idea is clearly indicated.

c). The relationship between key concepts will immediately be recognized because of the proximity and relationship.

d). As a result of the above advantages, memory and review both will be more effective and faster.

e). The nature of the structure that allows the addition of new information easily without graffiti and tuck in profanity,

f). Each different map will help to remember,

g). In the manufacture of a more creative note, as in the preparation of essay writing, and so on, the open nature of the map would make the brain is able to create a new relationship much easier.

b. How to Make the Mind Mapping

Before making Mind Mapping, the students need some materials, namely blank paper, pens and colored pencils, and imagination. Buzan (2008: 21-23), suggests there are seven steps to make Mind Mapping. Seven steps are as follows.

1) Putting the main idea in the center

Placing the main idea or topic in the middle of page will give maximum space for other ideas to radiate out from the center. It gives freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action.

2) Using a picture or photo for the central idea

Pictures have a strong impact on imagination and memory. It also pleases sight and keeps attention focused.

3) Using colors

The use of color is a very good memory marker. Colors on mind mapping are not only to engage the right brain active, but also to help the grouping information.

4) Connecting main branches to the center picture and connect the second and third branches to the first and second.

Trying to connect main branches to the center picture and connect the second and third branches to the first and second, and so on because the brain works according to the association. Human brain likes to relate two or more things all

22

at once. The connections among branches make it easier to understand and remember.

5) Making a curve line connector, not a straight line

Draw a connector curve line in each branch to make it more attractive and beautiful.

6) Using one key word for each line

A single key word gives more energy and flexibility for mind mapping.

7) Using pictures

An image has a lot of meanings because it can replace a keyword or simply reinforce key words that have been written previously.

c. **Teaching Writing Using the Mind Mapping**

Based on Feez and Joyce (2002: 27), there are some stages used to teach writing. Those can be described as follows.

1) Building Knowledge of the Field (BKOF)

In this stage, teacher brainstorms the students. They have to think what they are going to learn. They can share it with their teacher and friends. This is pre topic before students studying material in details.

2) Modeling of the Texts (MOT)

The teacher is showing the example of the texts to the students and teacher has to explain from general to specific about material they are going to learn.

3) Joint Construction of the Texts (JCOT)

   In this stage, the students have to participate to do an writing exercise related to the topic. They can do it in group, in pairs or individually.

4) Independent Construction of the Texts (ICOT)

   The students have to be able to practice their speaking. For example, the students can tell a story about their experience in front of the class. In writing aspect, the students are hoped to be able to write their ideas into writing and develop their idea using mind mapping.

5) Linking Related Texts

   In this stage, the students have to recall or conclude what they have learnt in this teaching learning. Thus, the teacher should make sure that the task in the preceded stages: Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text has been well accomplished so that the students are able to do the independent tasks.

B. Relevant Studies

There are many studies conducted to find the effect of mind mapping toward student's writing skill. The first is a study conducted by Kusumaningsih (2008). The result of her study showed that there were several improvements of the student's score in writing when using mind mapping as a visual media. The second is a study conducted by Miswiria (2007). In her research, she used mind

mapping technique to improve the student's writing for narrative text. The result showed that the mind mapping technique stimulated the student's writing.

C. Conceptual Framework

The purpose of language teaching is to help students develop communication skills, both orally and in writing. One of the student ability is the ability to express their ideas using written language. Writing is one of the four language skills that are productive and expressive which contained activities to transform the ideas into a good language and present it to the reader.

The students are expected to get practice as good as theory of writing and mind mapping. Teacher has to be a facilitator who can support and develop the writing ability of all of the students. Mind Mapping technique is one of the innovative learning techniques. The students are invited to be creative with a variety of shapes, colors, and symbols. They will also be easier get and share the ideas creatively. The use of Mind Mapping technique is intended to train them to develop creative ability in writing.

Mind Mapping is expected to be able to raise the idea in the brain and then transfer it through writing. Mind mapping is the easiest way to put the information into the brain and retrieve information to the outside of the brain. Mind Mapping is a way of a creative, effective noting, and literally be mapped our thoughts (Buzan, 2007: 4). The student arranges the game of images, colors,

and words via the map of student's thoughts that have been made. They are no longer difficult to obtain and determine the outline by using Mind Mapping.

CHAPTER III
RESEARCH METHODS

A. Research Type

This research was conducted with a quasi-experimental research design because researcher is attempting to search the effect of a variable to another variable (Sudjana, 2009: 19). The quasi-experimental study consists of three main characteristics, they are: (1) the independent variables are manipulated, (2) the control or control all other variables except the independent variable, and (3) the observation or measurement of the dependent variable as the effect of independent variables (Sudaryanto 2009: 19).

The research design chosen by the researcher is a quasi-experimental research design which is divided into two types of designs; they are time series design and nonequivalent control group. This study uses a nonequivalent control group. Here is a design pattern nonequivalent control group.

Table 2: *Nonequivalent Control Group Design*

Group	Pretest	Treatment	Posttest
A	O_1	X	O_2
B	O_3	Y	

27

B. Research Variable

According to Sudaryanto (2000: 72), variables are traits or characteristics of individuals that are in a group or community. Arikunto (2006: 118) states that the variable is the object of study, or what is the point of a study.

Based on Sudaryanto (2000: 74) in experimental research, the variable is divided into two kinds, they are the independent variable and the dependent variable. The independent variable in a position apart from the influence of the dependent variable, while the dependent variable is the variable that is affected by the independent variable. In this study, the independent variable is mind mapping learning, while the dependent variable is student's writing.

C. Population and Sample

The population in this study was taken from ten grade students of SMA Tiga Maret Yogyakarta academic year of 2014/2015. All students are divided into two classes, namely XA with 15 students and XB with 16 students.

1) Sample

Johnson and Christensen (2008: 329) state quasi-experimental research design is an experimental research design that does not provide for full control of potential confounding variable. Full control is not achieved because participants cannot be randomly assigned to groups. To obtain the sample of this study, the

researcher chose a control and experiment class based on the available classes of the tenth grade students of SMA Tiga Maret Yogyakarta.

The tenth grade students of SMA Tiga Maret Yogyakarta in the academic year of 2014/2015 have the same chance to be the subjects of this study. The researcher consulted to the English teacher about student's heterogeneity in ability, difficulties and needs of the tenth grade students. Based on the consultation, it was known that the students of class A and class B tended to have same ability, difficulties and needs in the learning process. Finally, the researcher chose the class randomly to determine which class will be the experimental class and which class will be the control glass. As a result, class A became the control class and class B became the experimental class. The distribution of the sample is presented in Table 3:

Table 3: The Distribution of the Samples

No.	Classes	Number of students
1)	XA (the control class)	15
2)	XB (the experimental class)	16

D. Time and Place

This research was held from 1st – 20th June 2015 at SMA Tiga Maret

Yogyakarta which is located in Gejayan, Yogyakarta.

E. Research Design

The research design of this study is *pretest-posttest control group design*.

The researcher prepared two groups: the control group and the experimental

group. The determination of these two groups was using simple random sampling

technique. The researcher determined the control group and the experimental

group was using lottery.

After determining the sample, the researchers prepared the materials and

instruments that would be used to teach. Then the researcher made a pretest to

both the control group and the experimental group. A pretest was held in order to

determine the initial results of writing ability of the control group and the

experimental group before treatment. A pretest was also made to equalize

between the control group and the experimental group. This is done because both

groups must be set off from the same state

First, the control group and the experimental group were given the same

pretest and considered to have same ability. The next step was giving treatment to

determine the effectiveness of mind mapping in writing. Giving treatment was

aimed to take data in both classes. In this case, the treatment in the control class

did not use mind mapping, whereas treatment in the experimental class was using mind mapping.

After the groups received treatment, the next step was providing same posttest to both groups. Giving posttest of writing skills was aimed to look at the differences in learning outcomes after both groups were treated. In this process, it is known whether the experimental group experienced a greater improvement and significance from the control group.

F. Research Instrument

The research instrument is a tool used to collect data in research. The instruments used in this study were a pretest in the first meeting and a posttest in the last meeting. These were used to measure or to know the score of writing ability of students. The test was constructed based on the course outline of the tenth grade in curriculum. The researcher also observed course book that used by the teacher as a reference.

G. The Validity and the Reliability of the Researcher Instrument

1) The Validity of the Research Instrument

An instrument is valid if it is able to measure what is desirable and it can reveal the data of the variables appropriately (Arikunto, 2006: 158). In this study, the instrument used is a writing test. Validity is used to determine how much

these instruments have reflected the results. The test was constructed based on the course outline of the tenth grade SMA curriculum. The validity that was applied in the writing test was content and constructs validity.

2) Reliability of the Research Instrument

Johnson and Christensen (2008: 144) state that reliability refers to the consistency or stability of the test scores. After that, researcher used *inter-rater reliability* to measure the reliability of the instrument. To obtain inter-rater reliability, researcher used correlation coefficient among two raters (Interclass Correlation Coefficient). Inter-rater reliability is the degree of agreement between two or more raters or scorers, (Johnson and Christensen, 2008: 150).

Table 4: Value of the Reliability Coefficient (Suharto, 2006: 84)

Reliability Coefficient	Reliability Category
0.800-1.000	Very high
0.600-0.799	High
0.400-0.599	Fair
0.200-0.399	Low
0.000-0199	Very low

H. Data Collection Procedure

The research was in cooperation of the principal and the English teacher of tenth grade at SMAN Tiga Maret. Pre-test conducted before the treatment applied

and posttest conducted after the treatment. Each meeting had sixty minutes duration. Table 5 is the schedule of the pretest, treatment, and posttest.

Table 5: Data Collecting Schedule

No	GROUP	CLASS	TIME	DESCRIPTION
1	Control	XA	May 26, 2015	*Pretest*
2	Experimental	XA	May 27, 2015	*Pretest*
3	Experimental	XB	May 29, 2015	Treatment
4	Experimental	XB	May 30, 2015	Treatment
5	Experimental	XB	June 5, 2015	Treatment
6	Experimental	XB	June 6, 2015	Treatment
7	Experimental	XB	June 8, 2015	Treatment
8	Experimental	XB	June 9, 2015	Treatment
9	Experimental	XB	June 12, 2015	*Posttest*
10	Control	XA	June 13, 2015	*Posttest*

I. Data Analysis Technique

a. Descriptive analysis.

Descriptive analysis employs the result of the mean and the standard deviation. Hatch and Farhady (1982: 39) stated that descriptive analysis is statistics used to summarize data. Mean and standard deviation are descriptive analysis.

1) Mean and Standard Deviation

Hatch and Farhady (1982: 55) state that mean is commonly used measurement of central tendency because the mean takes all score into account. The mean is same as average of score.

Hatch and Farhady (1982: 57) state that standard deviation is used to measure variability. The larger the standard deviation, the more variability from the central point in the distribution and the smaller the standard deviation, the closer the distribution is to the central point.

2) Categorization

Data categorization was based on the ideal mean as an ideal benchmark and standard deviation, which are then grouped into sic categories, while the distance determination uses the standard deviation within 6 standard deviation.

To calculate the ideal average (Mi) used the formula:

Mi = ½ (the highest ideals + the lowest ideals)

While the ideal standard deviation (SDi) is calculated using formula:

SDi = 1/6 (the highest ideals - the lowest ideals)

The five categories of the grouping as proposed by Azwar (2010: 108) can be defined as follows.

Table 6: **Guidelines for Providing Interpretation of Research Variables**

Category	Interval Scores
Excellent	89.0-100
Very Good	77.9-88.9
Good	66.8-77.8
Fair	55.7-66.7
Poor	44.6-55.6
Very Poor	33.5-44.5

b. Inferential Analysis

1) Test of Normality

Test of normality aims to determine whether the distribution of responses has a normal distribution or not. Test of normality was using *Kolmogorov Smirnov* formula.

The interpretation of the test of normality can be concluded as follows:

(a) If the value of Asymp. Sig. (2-tailed) is greater than the rate of 5% Alpha (Asymp. Sig. (2-tailed)> 0.05) it can be concluded that the data derived from populations that are normally distributed.

(b) If the value of Asymp. Sig. (2-tailed) is smaller than the Alpha level of 5% (Asymp. Sig. (2-tailed) <0.05) it can be concluded that the data derived from the population distribution is not normal.

2) Test of Homogeneity

Test of homogeneity aims to determine whether the sample taken from the population have the same variance or do not show any significant differences from each other. Interpretation of the results of the homogeneity test is by looking at the value of Sig. (2-tailed).

The interpretation can be concluded as follows:

(a) If the significance is less than 0.05 (Sig. (2-tailed) <0.05), the variants differ significantly (not homogeneous).

(b) If the significance is greater than 0.05 (Sig. (2-tailed)> 0.05), the variants are significantly similar (homogeneous).

3) Test of Hypothesis

To analyze the data of pretest and the data of posttest scores, the researcher employed ANCOVA (analysis of covariance). The purposes of this test are:

1. To increase the precision of comparisons between groups by accounting to variation on important prognostic variables;

2. To "adjust" comparisons between groups for imbalances in important prognostic variables between these groups.

In SPSS Statistics, the researcher entered three variables: (1) the dependent variable (posttest scores); (2) the independent variable (treatment), which has two categories: "mind mapping" (representing the experimental class),

and "no mind mapping" (representing the control class); and (3) the pretest scores, which represents the covariate. To process the data, the researcher was using SPSS Program.

CHAPTER IV
RESEARCH FINDING AND DISCUSSIONS

This study aims to determine the difference between the grade tenth students of SMA Tiga Maret Yogyakarta taught by using a mind mapping technique and those who are taught by using a conventional technique. In addition, this study also aims to determine the effectiveness of mind mapping in writing class. The data in this study include the initial score data (pretest) and the final score data (posttest).

A. Descriptive Analysis

1. Control Class

a. Pretest

The control class is the class taught without using mind mapping. A pretest was conducted to determine the results of the writing test. Subjects in the control group pretest are 15 students. From the results of the pretest, data showed the highest score achieved by students is 75 and the lowest score is 45.

By using SPSS, it is known that the average score (mean) achieved by students in the control group pretest is 51.1; mode is 43; median is 48; and the standard deviation is 10.1834.

Tabel 7: Frequency Distribution of the Pre-test Scores on Students' Writing Ability of the Control class

No	Interval	F	%
1	34-47.2	2	13.3
2	47.3-60.5	7	46.7
3	60.6-73.8	5	33.3
4	73.9-87.1	1	6.7
5	87.2-100	0	0
	TOTAL	15	100

Based on Table 7, it is known that there are 2 students who have score 34-47.2, 7 students who have score 47.3-60.5, 5 students who have score 60.6-73.8, 1 student who got a score 73.9-87 and 0 students who score 87.2-100.

From the statistical data, the category of a pretest scores of control class are divided into four categories, namely excellent, good, poor, and very poor.

Table 8: Frequency Distribution of the Pre-test Scores on Students' Writing Ability of the Control class

no	interval	Category	F	%
1	X ≤ 50.5	Very poor	3	20
2	50.5 ≤ X < 67	Poor	8	53
3	67 ≤ X ≤ 83.5	Good	4	27
4	X ≤ 83.5	excellent	0	0

Table 8 shows that there was no student (0 %) classified into an excellent category. There were 4 students (27%) in a good category, 8 students (53%) in a poor category, and 3 students (20%) in a very poor category. It can be concluded that the majority of the students belonged to a poor category in the pre-test.

b. Posttest

A posttest of the control class aims to look at outcomes of learning of writing without using mind mapping. From the results of the posttest, the data showed the highest score achieved by students is 75 and the lowest score is 37.5.

By using SPSS, it is known that the average score (mean) achieved by students in the control group posttest is 55.7; mode is 49; median is 52.5; and the standard deviation is 11.768. The frequency distribution of posttest scores of writing skills with the control group are shown in Table 9 below.

Tabel 9: Frequency Distribution of the Posttest Scores on Students' Writing Ability of the Control class

No	Interval	F	%
1	34-47.2	3	20
2	47.3-60.5	6	40
3	60.6-73.8	5	33.3
4	73.9-87.1	1	6.7
5	87.2-100	0	0
TOTAL		15	100

Based on Table 9, it is known that there are 3 students who have score 34-47.2, 6 students who have score 47.3-60.5, 5 students who have score 60.6-73.8, 1 student who got a score 73.9-87 and 0 students who score 87.2-100. From the statistical data, the categories of control group pretest are divided into four categories, namely excellent, good, poor, and very poor.

Table 10: Frequency Distribution of the Posttest Scores on Students' Writing Ability of the Control class

no	interval	Category	F	%
1	$X \leq 50.5$	Very poor	6	40
2	$50.5 \leq X < 67$	Poor	6	40
3	$67 \leq X \leq 83.5$	Good	3	20
4	$X \leq 83.5$	excellent	0	0

Table 10 shows that there was no student (0 %) classified into an excellent category. There were 3 students (20%) in a good category, 6 students (40%) in a poor category, and 6 students (40%) in a very poor category. It can be concluded that the majority of the students belonged to a very poor category in the posttest.

c. **Comparison between the Pre-Test and Post-Test Scores of the Control Class**

Table 11 contains the difference between the pre-test and post-test scores of the control class in writing ability. Based on Table 11, the mean value of the pre-test of control class was 60.10. Meanwhile, the mean of the post-test was 55.67. Thus, the mean score of the post-test was lower than that of the pre-test

score. Besides the improvement of the mean value, there was an improvement of the scoring categorization from *poor* to *good* category. It means that the writing ability of the control class improved slightly after being treated using traditional technique.

Table 11: **Statistical Data of the Pre-Test and Post-Test Scores of the Control Class**

Data	Pre-Test	Post-Test
Number of Cases	15	15
Mean	60.10	55.67
SD	9.35	11.77
Low Category of Frequency	53%	40%
Very low Category of Frequency	20%	40%

In addition, the standard deviation (SD) for the pre-test was 9.35 while the post-test was 11.77. Thus, the SD of the post-test is higher than that of the pre-test. Then, it can be interpreted that the students' writing ability of the control class based on the pre-test and post-test scores was homogenous.

2. Experimental group

a. Pretest

The experimental group is a group taught using the mind mapping in writing learning. Subjects in the experimental group pretest are 16 students. From the results of the pre-test, the data showed the highest score achieved by students is 72.5 and the lowest score is 40.

Tabel 12: Frequency Distribution of the Pre-test Scores on Students' Writing Ability of the Control class

No	Interval	F	%
1	34-47.2	7	43.75
2	47.3-60.5	5	31.25
3	60.6-73.8	4	25
4	73.9-87.1	0	0
5	87.2-100	0	0
	TOTAL	16	100

Based on Table 12, it is known that there are 7 students who have score 34-47.2, 5 students who have score 47.3-60.5, 4 students who have score 60.6-73.8, 0 students who got a score 73.9-87 and 0 students who score 87.2-100. From the statistical data, the category of the pretest scores of the experimental group is divided into four categories, namely excellent, good, poor, and very poor.

Table 13: Frequency Distribution of the Pre-test Scores on Students' Writing Ability of the experimental class

no	interval	Category	F	%
1	X ≤ 50.5	Very poor	9	56
2	50.5 ≤ X < 67	Poor	6	38
3	67 ≤ X ≤ 83.5	Good	1	6
4	X ≤ 83.5	excellent	0	0

Table 13 shows that there was no student (0 %) classified into an excellent category. There was 1 student (6 %) in a good category, 6 students (38 %) in a poor category, and 9 students (56 %) in a very poor category. It can be concluded that the majority of the students belonged to a very poor category in the experimental group pre-test.

b. Experimental group posttest

A posttest of experimental class aims to determine the result of student learning ability after treatment. From the posttest, data showed the highest score achieved by students is 67 and the lowest score is 34.5.

By using SPSS, it is known that the average score (mean) achieved by students in the control group posttest is 45.19; mode is 36; median is 43.75; and the standard deviation is 10.0459. Frequency distribution posttest scores writing skills through mind mapping with the experimental class are shown in Table 14 below.

**Tabel 14: Frequency Distribution of the Post-test Scores on Students'
Writing Ability of the Experimental Class**

No	Interval	F	%
1	34-47.2	10	62.5
2	47.3-60.5	5	31.25
3	60.6-73.8	1	6.25
4	73.9-87.1	0	0
5	87.2-100	0	0
	TOTAL	16	100

Based on Table 14, it is known that there are 10 students who have score 34-47.2, 5 students who have score 47.3-60.5, 1 student who has score 60.6-73.8, 0 students who has score 73.9-87, and 0 students who have score 87.2-100.

From the statistical data, the categories of experimental class posttest are divided into four categories, namely excellent, good, poor, and very poor.

**Table 15: Frequency Distribution of the Posttest Scores on Students'
Writing Ability of the experimental class**

no	Interval	Category	F	%
1	X ≤ 50.5	Very poor	11	68.75
2	50.5 ≤ X < 67	Poor	4	25
3	67 ≤ X ≤ 83.5	Good	1	6.25
4	X ≤ 83.5	Excellent	0	0

Table 15 shows that there was no student (0 %) classified into an excellent category. There was 1 student (6.25%) in a good category, 4 students (25%) in a poor category, and 11 students (68.75 %) in a very poor category. The conclusion is that the majority of the students belonged to a very poor category in the posttest.

c. Comparison between the Pre-Test and Post Scores of the Experimental Class

Table 16 contains the difference between the pre-test and post-test scores of the experimental class in writing ability. Based on Table 16, the mean value of the pre-test of the experimental class was 51.13. Meanwhile, the mean of the post-test was 45.19. The data show that the mean score of the post-test was lower than the pre-test. It can be seen from the decrease of the scoring categorization from *low* to very low category. It means that the writing ability of the experimental class significantly decreased after being treated using mind mapping.

Table 16: Statistical Data of the Pre-Test and Post-Test Scores of the Experimental Class

Data	Pre-Test	Post-Test
Number of Cases	16	16
Mean	51.13	45.19
SD	10.18	10.04
Low Category of Frequency	38 %	25%
Very low Category of Frequency	56 %	68.75 %

B. Inferential Analysis

1. Pre-testing Analysis

The pre-testing analysis was done before the researcher drew a hypothesis. It consists of two parts; the normality and the homogeneity tests. Normality test was used to test whether the data show normal distribution or not, and the homogeneity test was done to test whether the sample's variance was homogeneous or not. The results are explained below.

2. Normality Test

The normality test was conducted on the data that obtained from the pretest and posttest, both the control group and the experimental group. Data is said to be normally distributed if the *p* value obtained from the calculation is greater than 0.05. The result of the normality test is presented as follows.

Table 17: The Normality Test of the Students' Writing Test in the Pre-Test and Post-Test for both Experimental and Control Class.

c	p Values	α	Statement
Writing Test (Pre-test Experimental)	0.771	0.05	Test distribution is normal
Writing Test (Post-test Experimental)	0.844	0.05	Test distribution is normal
Writing Test (Pre-test Control)	0.993	0.05	Test distribution is normal
Writing Test (Post-test Control)	0.933	0.05	Test distribution is normal

The normality test results are known that Asymp value. Sig. (2-tailed) is greater than 0.05 (5%), so it can be concluded that the distribution of the data of pretest and the data of the posttest both experimental and control groups are normal.

3. Homogeneity Test

The homogeneity test is done after the normality test. Data is said to be homogeneous if the significance value is greater than 0.05 (significance level). The *Levene-Test* of ONE WAY was employed to test the homogeneity. The result of homogeneity test is presented in table 18.

48

Table 18: Test of Homogeneity of Variances

pretest

Levene Statistic	df1	df2	Sig.
1.206	1	29	.281

Table 18 shows that the value of p *(Sig.)* of the pre-test (0.281) was greater than 0.05. It means that the sample variance was homogeneous.

4. Hypothesis Testing

The hypothesis testing is aimed to reveal whether there is significant difference between students' writing skills taught using mind mapping and those taught not using mind mapping. Firstly, the hypothesis must be changed to the null hypothesis (H_o) before the hypothesis was rejected or accepted. Therefore, the null hypothesis (H_0) is "There is no significant difference between students' writing skills taught using mind mapping and those taught not using mind mapping".

In this case, the researcher used SPSS for windows computer program. The data were gained by employing ANCOVA. It was applied because there were two variables in this research and the scores for both pre-test-and post-test and the mean score were different. Theoretically, the hypothesis is accepted if the value of the significant level is lower than 0.05.

Table 19: The Result of Hypothesis Testing

49

Between-Subjects Factors

		N
treatment	1.00	15
	2.00	16

Tests of Between-Subjects Effects

Dependent Variable:posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3221.833[a]	2	1610.917	42.151	.000
Intercept	1.345	1	1.345	.035	.853
pretest	2371.669	1	2371.669	62.056	.000
treatment	28.884	1	28.884	.756	.392
Error	1070.102	28	38.218		
Total	82594.000	31			
Corrected Total	4291.935	30			

a. R Squared = .751 (Adjusted R Squared = .733)

From the Table above, it can be seen that the Sign. (2-tailed) reveals the significance point 0.392. There was no significant effect of writing ability in the post-test. The value of Sig. (2-tailed) was greater than significant level (0.392 > 0.05), then H_o was accepted. It means "There is no significant difference between students' writing skills taught using mind mapping and those taught not using mind mapping".

C. Discussion

Writing is a complex and difficult activity. It needs more effort to study about writing. Regarding to the research which was done in SMA Tiga Maret Yogyakarta, it was considered that there is no significant difference between students' writing skills taught using mind mapping and those taught not using mind mapping. Based on the computation of the post-test result, the mean score of experimental class on their writing ability was 45.19 while that of the control class was 55.67. It can be interpreted that the mean score of the control group taught using a conventional or traditional technique was higher than that of the experimental class taught using mind mapping.

In this case, mind mapping could not help student to increase their score in the posttest. The frequency distribution shows that in the experimental class of post-test, there was no student (0 %) classified into excellent category. There was 1 student (6.25%) in good category, 4 students (25%) in poor category, and 11 students (68.75 %) in very poor category. It can be concluded that the majority of the students of experimental class belong to very poor category. On the other side, based on the scores of the control class, there was no student (0 %) classified into excellent category. There were 3 students (20%) in good category, 6 students (40%) in poor category, and 6 students (40%) in very poor category. The findings showed that the students' writing scores taught using mind mapping was lower than those who were not.

There are some factors that make mind mapping not useful for the students of SMA Tiga Maret as follow.

1. The students are not interested to writing. As they mind mapped, they only attracted to draw the map.
2. The student's ability to exchange their ideas into a text is so limited. The students are lack of vocabulary, grammar, and not motivated.
3. The researcher had no more time to do research. The limited time given by school is not enough to develop the ability of students.

It has been discussed in Chapter II that mind mapping is a creative note taking technique in a visualization and graphic forms that is used to make people find it easy to enter information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan 2006: 6; Buzan 2008: 10). Mind mapping can attract the student's eagerness to start the writing and developing their ideas.

In fact, in the practice of mind mapping at SMA Tiga Maret, the students only showed the significant improvement in the mind mapping. It was still difficult for them to develop their own mind mapping into a text, even a simple text.

In conclusion, the use of mind mapping as a media in the teaching-learning process of writing can not make a significant improvement in the student's score. Therefore, it could be stated that mind mapping in teaching-learning process of writing have not solved the student's writing problem and increase the student's writing ability for the tenth grade students of SMA Tiga Maret Yogyakarta in academic year of 2014/2015. It might be needed more time, more effort, and additional technique to improve their ability in writing. So, the hypothesis proposed in this research which says "There is significant difference between student's writing skills taught using mind mapping and those taught not using mind mapping" is rejected.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusions

Based on the results of the research and discussion that has been presented in the previous chapter, it can be concluded that there is no significant differences in learning outcomes of the students who learned writing through mind mapping with the students who took the learning without mind mapping. Learning outcomes of mind mapping are shown by the results of ANCOVA of experimental group posttest and control group. The value of Sig. (2-tailed) was greater than significant level ($0.392 > 0.05$), then Ho was accepted. It means "There is no significant difference between student's writing skills taught using mind mapping and those taught not using mind mapping". This shows that mind mapping is not effective to be used in teaching writing for X students of SMA Tiga Maret Yogyakarta.

B. Implication

Based on the results above, mind mapping is a less effective to use in teaching writing. It can be implied that the use of mind mapping as a technique in teaching writing can not be a solution to solve the student's difficulty in writing. As the theories, The use of mind mapping can help the students to express their

54

ideas and enhance student's skills in developing language skills; it can be seen from the good results of mind mapping of the students. In fact, it is difficult for the students to change their ideas (mind mapping) into a text. The use of mind mapping in the learning process requires active participation of the teacher and the students so that mind mapping can be maximized to improve writing skills and the student's activity in writing. Therefore, mind mapping can be applied in SMA Tiga Maret but it requires an additional technique or media to improve student's writing skills.

C. Suggestion

Based on the conclusion and the implication of the research, the researcher suggests for the following parties: the teachers, the students, and other researchers.

1. English Teachers

According to the finding of the research, mind mapping can stimulate students to write their ideas into a text. But the English teacher needs to improve their motivation and make them love writing as well. The tenth grade student's writing of SMA Tiga Maret was not still quite good. That is why the teacher has to keep motivating students.

2. The students of English Language Education Department

      The students of English Education Department have to develop the use of mind mapping as a teaching technique in teaching writing. In order mind mapping can be more effective and efficient technique in writing.

3. Other Researchers

      It needs an outgoing research because this research was only aimed at finding the significance of mind mapping on writing.

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APPENDICES

APPENDIX 1
RESEARCH INSTRUMENT

A. PRE-TEST

Name :

Class :

Try to remember anything that you like or you know well. It could be a folk tale, a legend, or your own experience. Write down your story at least 2 paragraph which consist of 250 words. Use your own words.

B. POST-TEST

Name :

Class :

Now write anything that you like or you know well. Write down at least 2 paragraphs which consist of 250 words. Use your own words.

APPENDIX 2
VALIDITY AND RELIABILITY OF
RESEARCH INSTRUMENT

A. VALIDITY OF THE INSTRUMENTS

Validity of pretest of the control group

Correlations

		rater1_pretest_controlclass	rater2_pretest_controlclass
rater1_pretest_controlclass	Pearson Correlation	1	.837**
	Sig. (2-tailed)		.000
	N	15	15
rater2_pretest_controlclass	Pearson Correlation	.837**	1
	Sig. (2-tailed)	.000	
	N	15	15

**. Correlation is significant at the 0.01 level (2-tailed).

Validity of posttest of the control group

Correlations

		rater1_posttest_controlclass	rater2_posttest_controlclass
rater1_posttest_controlclass	Pearson Correlation	1	.928**
	Sig. (2-tailed)		.000
	N	15	15
rater2_posttest_controlclass	Pearson Correlation	.928**	1
	Sig. (2-tailed)	.000	
	N	15	15

**. Correlation is significant at the 0.01 level (2-tailed).

Validity of pretest of the experimental group

Correlations

		rater1_pretest_ expclass	rater2_pretest_ expclass
rater1_pretest_expclass	Pearson Correlation	1	.903**
	Sig. (2-tailed)		.000
	N	16	16
rater2_pretest_expclass	Pearson Correlation	.903**	1
	Sig. (2-tailed)	.000	
	N	16	16

**. Correlation is significant at the 0.01 level (2-tailed).

Validity of posttest of the experimental group

Correlations

		rater1_posttest_ expclass	rater2_posttest_ expclass
rater1_posttest_expclass	Pearson Correlation	1	.888**
	Sig. (2-tailed)		.000
	N	16	16
rater2_posttest_expclass	Pearson Correlation	.888**	1
	Sig. (2-tailed)	.000	
	N	16	16

**. Correlation is significant at the 0.01 level (2-tailed).

ASSESSMENT RUBRIC FOR WRITING

SCORE	LEVEL	CRITERIA
CONTENT	30-27	**EXCELLENT TO VERY GOOD**: knowledgeable, substantive, thorough development of thesis, relevant to assign topic.
	26-22	**GOOD TO AVERAGE**: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	**FAIR TO POOR**: limited knowledge of subject, little substance, inadequate of development of topic.
	16-13	**VERY POOR**: does not show knowledge of subject, non – substantive, not pertinent, or not enough to evaluate.
ORGANIZATION	20-18	**EXCELLENT TO VERY GOOD**: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	17-14	**GOOD TO AVERAGE**: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	**FAIR TO POOR**: non- fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	**VERY POOR**: does not communicate, no organization, not enough to evaluate.
VOCABULARY	20-18	**EXCELLENT TO VERY GOOD**: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	**GOOD TO AVERAGE**: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	**FAIR TO POOR**: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured.
	9-7	**VERY POOR**: essentially translation, little knowledge, of English vocabulary.

LANGUAGE USE	25-22	**EXCELLENT TO VERY GOOD**: effective complex construction, few errors of agreement, tense, number, word order/function, article, pronouns, preposition.
	21-18	**GOOD TO AVERAGE**: effective but simple construction, minor problems in complex construction, several errors of agreement, , tense, number, word order/function, article, pronouns, preposition but meaning seldom obscured.
	17-11	**FAIR TO POOR**: major problem in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/function, article, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured.
	10-5	**VERY POOR**: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANICS	5	**EXCELLENT TO VERY GOOD**: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing.
	4	**GOOD TO AVERAGE**: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured.
	3	**FAIR TO POOR**: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	**VERY POOR**: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

B. RELIABILITY OF THE INSTRUMENT

INTER RATER RELIABILITY

Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded[a]	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the
procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.962	.962	2

PERHITUNGAN KELAS INTERVAL

1. PRETEST KELAS KONTROL

1	nmax	75.00
2	nmin	45.00
3	mean	60.10
4	modus	61.5
5	median	61.00
6	std dev	9.35

KI	RD	F
1	34-47.2	2
2	47.3-60.5	7
3	60.6-73.8	5
4	73.9-87.1	1
5	87.2-100	0

no	interval	kriteria	%
1	$X \le 50.5$	sangat rendah	20
2	$50.5 \le X < 67$	rendah	53
3	$67 \le X \le 83.5$	tinggi	27
4	$X \le 83.5$	sangat tinggi	0
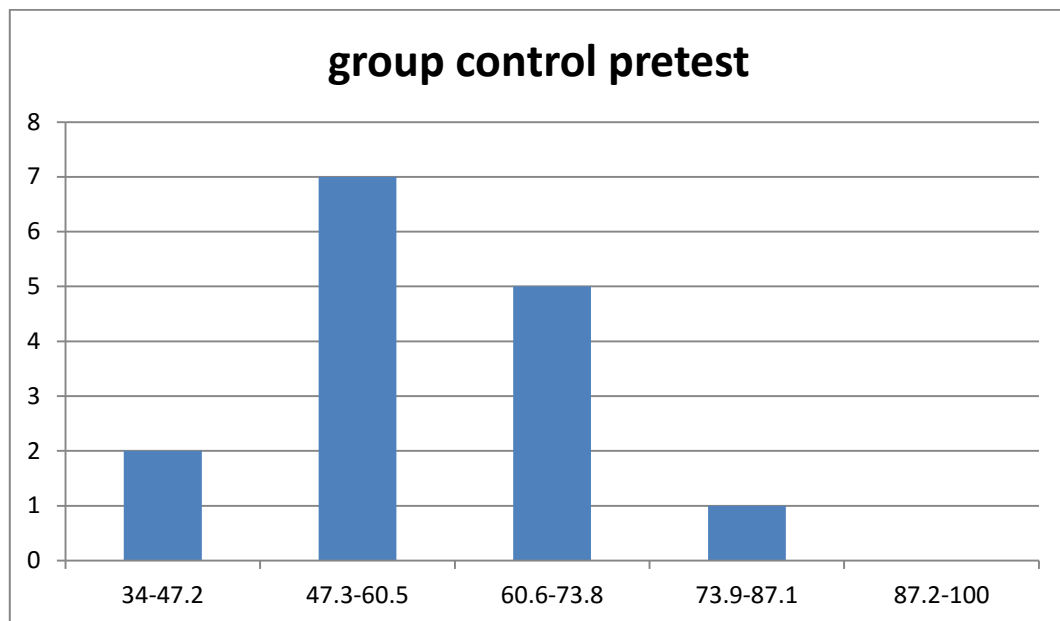
Chart 1: Frequency Distribution of the Pre-test Scores on Students'
Writing Ability of the Control class

2. POSTEST KELAS KONTROL

1	nmax	75.00
2	nmin	37.50
3	mean	55.67
4	modus	49
5	median	52.50
6	std dev	11.76

KI	RD	F
1	34-47.2	3
2	47.3-60.5	6
3	60.6-73.8	5
4	73.9-87.1	1
5	87.2-100	0

no	interval	kriteria	F	%
1	$X \le 50.5$	sangat rendah	6	40
2	$50.5 \le X < 67$	rendah	6	40
3	$67 \le X \le 83.5$	tinggi	3	20
4	$X \le 83.5$	sangat tinggi	0	0

Chart 2: **Frequency Distribution of the Pre-test Scores on Students'**
Writing Ability of the Control class

3. PRETEST KELAS EKSPERIMENTAL

1	nmax	72.50
2	nmin	40.00
3	mean	51.13
4	modus	43
5	median	48.00
6	std dev	10.18

KI	RD	F
1	34-47.2	7
2	47.3-60.5	5
3	60.6-73.8	4
4	73.9-87.1	0
5	87.2-100	0

no	interval	kriteria	F	%
1	$X \leq 50.5$	sangat rendah	9	56
2	$50.5 \leq X < 67$	rendah	6	38
3	$67 \leq X \leq 83.5$	tinggi	1	6
4	$X \leq 83.5$	sangat tinggi	0	0

experimental pretest
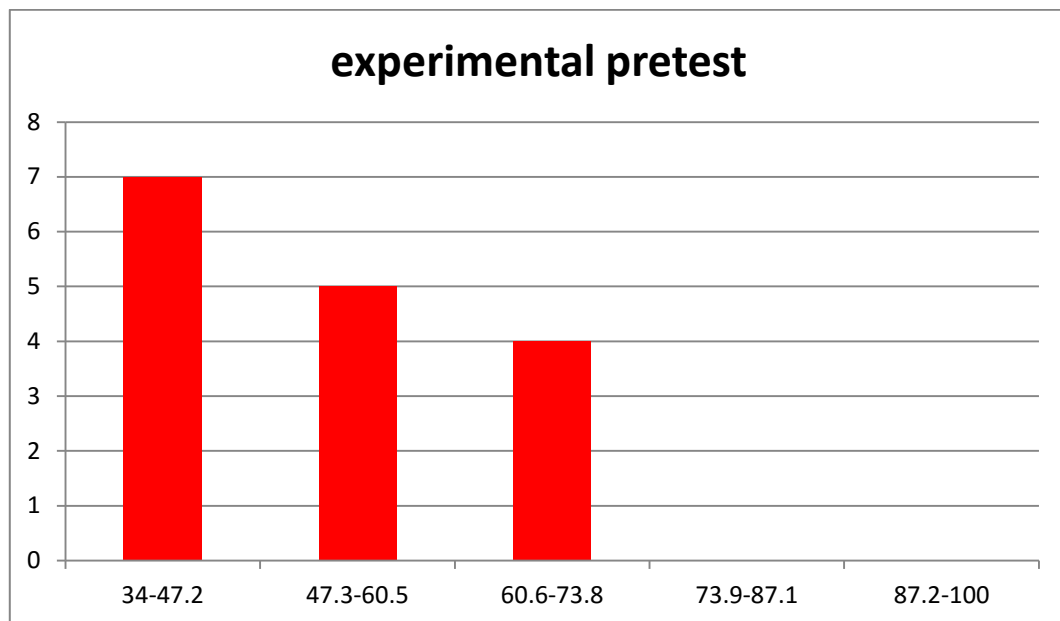
Chart 3: Frequency Distribution of the Pre-test Scores on Students'
Writing Ability of the Control class
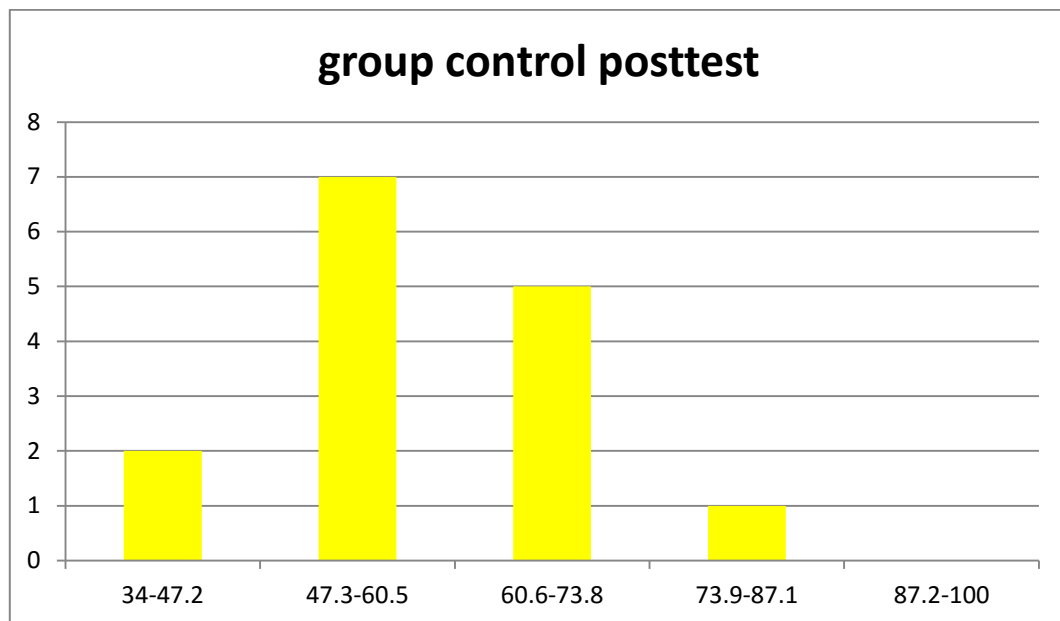
4. POSTEST KELAS EKSPERIMENTAL

1	nmax	67.00
2	nmin	34.50
3	mean	45.19
4	modus	36
5	median	43.75
6	std dev	10.04

KI	RD	F
1	34-47.2	10
2	47.3-60.5	5
3	60.6-73.8	1
4	73.9-87.1	0
5	87.2-100	0

no	interval	kriteria	F	%
1	X ≤ 50.5	sangat rendah	11	69
2	50.5 ≤ X < 67	rendah	4	25
3	67 ≤ X ≤ 83.5	tinggi	1	6
4	X ≤ 83.5	sangat tinggi	0	0

experimental posttest

| | 34-47.2 | 47.3-60.5 | 60.6-73.8 | 73.9-87.1 | 87,2-100 |
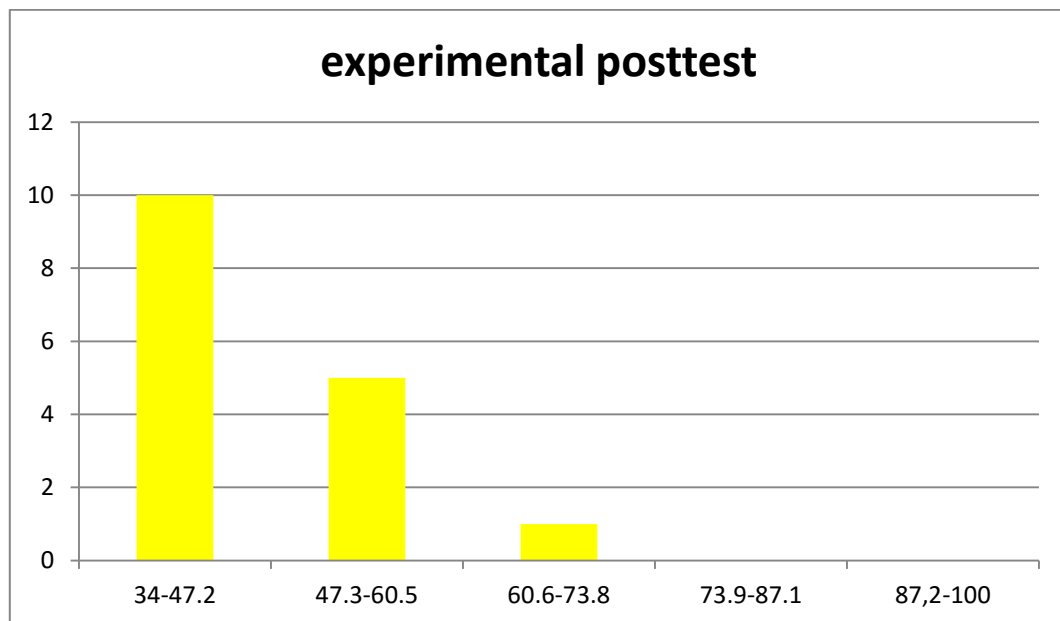
Chart 4: Frequency Distribution of the Pre-test Scores on Students' Writing Ability of the Control class

APPENDIX 3
STATISTICAL ANALYSIS OF THE DATA

DATA ANALYSIS

A. Descriptive Analysis

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
pretestcontrol	15	30.00	45.00	75.00	901.50	60.1000	2.41484	9.35262	87.471
posttestcontrol	15	37.50	37.50	75.00	835.00	55.6667	3.03851	11.76810	138.488
pretestexp	16	32.50	40.00	72.50	818.00	51.1250	2.51847	10.07389	101.483
posttestexp	16	32.50	34.50	67.00	723.00	45.1875	2.50245	10.00979	100.196
Valid N (listwise)	15								

1. Normality Test

One-Sample Kolmogorov-Smirnov Test

		pretestcontrol	posttestcontrol	pretestexperimental	posttestexperimental
N		15	15	16	16
Normal Parameters[a,b]	Mean	60.1000	55.6667	51.1250	45.1875
	Std. Deviation	9.35262	11.76810	10.07389	10.00979
Most Extreme Differences	Absolute	.111	.139	.166	.154
	Positive	.111	.139	.166	.154
	Negative	-.103	-.094	-.135	-.143
Kolmogorov-Smirnov Z		.430	.540	.664	.615
Asymp. Sig. (2-tailed)		.993	.933	.771	.844

a. Test distribution is Normal.

b. Calculated from data.

2. Homogeneity Test

pretest

Levene Statistic	df1	df2	Sig.
1.206	1	29	.281

3. Hypothesis Test

ANCOVA (Analysis of Covariance)

Between-Subjects Factors

		N
treatment	1.00	15
	2.00	16

Tests of Between-Subjects Effects

Dependent Variable:posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3221.833[a]	2	1610.917	42.151	.000
Intercept	1.345	1	1.345	.035	.853
pretest	2371.669	1	2371.669	62.056	.000
treatment	28.884	1	28.884	.756	.392
Error	1070.102	28	38.218		
Total	82594.000	31			
Corrected Total	4291.935	30			

a. R Squared = .751 (Adjusted R Squared = .733)

APPENDIX 4
STUDENTS' SCORE

CONTROL CLASS

NO	NAMA	POST TEST		MEAN
		Rater 1	Rater 2	
1	Annisa Kesuma Citra	64	64	64
2	Abdul Fayed	63	50	56.5
3	Amorita Yavanisa Y	75	75	75
4	Afriana Tri Utami	35	40	37.5
5	Ferdian Krisantyo	50	53	51.5
6	Fadila Mirawati	73	70	71.5
7	Hilda Ayu Wibisana	55	50	52.5
8	Lilis Nur Indah Sari	53	45	49
9	M. Anor Raga	50	50	50
10	Reni Nurul Fatimah	71	69	70
11	Sylvania krisantyo	62	59	60.5
12	Puji Hastuti Dian AP	69	63	66
13	Violita Andriansya PKP	53	45	49
14	Zaka AG	42	40	41
15	Septri Chairum Nisa	42	40	41

NO	NAMA	PRETEST		MEAN
		Rater 1	Rater 2	
1	Annisa Kesuma Citra	64	67	65.5
2	Abdul Fayed	63	60	61.5
3	Amorita Yavanisa Y	75	70	72.5
4	Afriana Tri Utami	66	50	58
5	Ferdian Krisantyo	50	45	47.5
6	Fadila Mirawati	72	69	70.5
7	Hilda Ayu Wibisana	57	57	57
8	Lilis Nur Indah Sari	63	60	61.5
9	M. Anor Raga	60	50	55
10	Reni Nurul Fatimah	75	75	75
11	Sylvania krisantyo	62	60	61
12	Puji Hastuti Dian AP	68	68	68
13	Violita Andriansya PKP	61	55	58
14	Zaka AG	50	40	45
15	Septri Chairum Nisa	42	49	45.5

EXPERIMENTAL CLASS

NO	NAMA	PRETEST		MEAN
		Rater 1	Rater 2	
1	Andre Priambodo	46	40	43
2	Cahya Triutama P	50	53	51.5
3	Dea Lestari	65	60	62.5
4	Erlin Kirana ED	40	40	40
5	Ganis Laila Hanifah	65	60	62.5
6	M. Alzibar	40	40	40
7	M.Nurfajar Rezaldy	67	60	63.5
8	Novianti Dewi M	45	45	45
9	Resti Ayuni Wulandari	60	49	54.5
10	Risandika Asri TP	70	75	72.5
11	Rani Nur Syafitri	43	43	43
12	Rafif Afriansyah	45	45	45
13	Sebastians Yan Dewara	50	47	48.5
14	Wahyu Pamungkas	60	57	58.5
15	Nugroho Wisnu S	46	35	40.5
16	Nabila ADH	50	45	47.5

NO	NAMA	POST TEST		MEAN
		Rater 1	Rater 2	
1	Andre Priambodo	37	35	36
2	Cahya Triutama P	48	40	44
3	Dea Lestari	61	55	58
4	Erlin Kirana ED	34	35	34.5
5	Ganis Laila Hanifah	50	50	50
6	M. Alzibar	39	30	34.5
7	M.Nurfajar Rezaldy	57	50	53.5
8	Novianti Dewi M	44	46	45
9	Resti Ayuni Wulandari	57	57	57
10	Risandika Asri TP	65	69	67
11	Rani Nur Syafitri	35	35	35
12	Rafif Afriansyah	40	40	40
13	Sebastians Yan Dewara	47	40	43.5
14	Wahyu Pamungkas	35	37	36
15	Nugroho Wisnu S	40	35	37.5
16	Nabila ADH	58	45	51.5

APPENDIX 5

COURSE GRID, LESSON PLANS, AND

LEARNING MATERIALS

COURSE GRID

Standard of Competency	Basic Competency	Topic	Language Focus	Materials	Key Vocabulary	Functional Text	Activities	Indicators
Expressing short, simple, functional essays in the genres of recount in the context of daily life	Expressing meanings and steps of rhetorical essays in accurate, fluent, and acceptable way using written style in the context of daily life in the genre of recount	Telling Past Experience	Past tense Rhetorical essay of recount text	Simple past tense S+V2 Generic structure -Orientation -Events -Reorientation Using conjunctions -then -after that -next -the first -the second -etc.	went, stayed, came, received, helped, took, walked, played, watched etc.	Recount	Mind mapping: • The students discussed the words related to the topic. • The students tried to comprehend the steps to make the mind mapping. • The students tried to make the mind mapping as a pre-writing planning	To identify generic structures of recount text • To use language feature in the text • To identify the difficult words • To produce recount text

							strategy.	
							• The students used the mind mapping to produce recount text.	
							• The students presented their works.	
							• The teacher gave feedback based on the errors.	

Expressing short, simple, functional essays in the genres of recount in the context of daily life	Expressing meanings and steps of rhetorical essays in accurate, fluent, and acceptable way using written style in the context of daily life in the genre of recount	Telling Past Experience	Past tense Rhetorical essay of recount text	Simple past tense S+V2 Generic structure -Orientation -Events - Reorientation Using conjunctions -then -after that -next -the first -the second -etc.	went, wanted, ran, worked, forgot, walked, missed, etc.	Recount	Mind mapping: • The students discussed their mapping in a group. • The students chose the appropriate words to make the mind mapping. • The students tried to make the mind mapping as a pre- writing planning strategy. • The teacher gave feedback based on the errors.	To identify generic structures of recount text • To use language feature in the text • To identify the difficult words • To produce recount text

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	**:** SMA Tiga Maret
Mata Pelajaran	**:** Bhs. Inggris
Kelas / Semester	**:** X/1
Aspek/Skill	: Menulis/ *Writing*
Alokasi Waktu	**:** 2 x 45 menit

Standar Kompetensi **:** 6. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk procedure, recount, dan narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar **:** 6.2 Mengungkapkan makna dan Iangkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *recount.*

Indikator **:**

1. Mengidentifikasi dan menjelaskan generic structure dari text recount
2. Mengidentifikasi kata kata dari text recount
3. Menggunakan kalimat bentuk lampau
4. Menghasilkan teks berbentuk recount

I. Tujuan Pembelajaran :
    Pada akhir pembelajaran siswa dapat:
    - Menggunakan kalimat bentuk lampau secara akurat dan efisien dalam menulis teks recount
    - Menggunakan kosa kata dengan tepat dalam menulis teks recount
II. Materi Pembelajaran :
    Recount text (terlampir)
III. Metode Pembelajaran:
    BKOF – MOT – JCOT – ICOT
IV. Langkah-langkah Kegiatan Pembelajaran
   A. Kegiatan awal   :
    - Salam dan tegur sapa serta absensi

B. Kegiatan inti :
   1) BKOF
      - Siswa mendiskusikan topik, kosa kata, dan tata bahasa dari teks berbentuk recount
   2) MOT
      - Siswa memahami contoh teks recount
      - Siswa memahami contoh mind mapping dan manfaatnya
      - Siswa memahami langkah langkah pembuatan mind mapping
      - Siswa mendengarkan penjelasan guru tentang cara membuat teks recount menggunakan mind mapping
   3) JCOT
      - Siswa membuat mind mapping sebagai rencana awal sebelum membuat teks recount
      - Siswa memperhatikan feedback atas tugas mereka
   4) ICOT
      - Siswa membuat teks recount dengan mind mapping secara individu
      - Siswa mendiskusikan tugas tersebut dengan guru
      - Siswa mempresentasikan apa yang telah mereka diskusikan (lisan maupun tertulis)
C. Kegiatan akhir :
      - Siswa dan guru melakukan refleksi
V.   Penilaian :
VI.   Alat/ sumber/ bahan belajar
   1. Buku pelajaran Bahasa Inggris Look Ahead 1 terbitan Erlangga
   2. Kamus, papan tulis, dan spidol

MATERI PEMBELAJARAN

Topic: A recount text

A recount text usually retells an experience in which the writer is personally involved. It lists and describes past experiences by retelling events. It presents the events chronologically (in the order in which they happened). The purposes of recount are to inform and to entertain the audience (listener or reader), or both.

The text consists of:

a. Title (optional)

It usually summarizes the text and informs specific participants.

(e.g. I, my friends, my family)

b. Part 1: Setting or Orientation

It provides the background information. It answers the questions: Who? When? Where? Why? What experience?

3. Part 2: List of events

It presents events: what people do? It tells the events chronologically. It uses conjunction or connectives like: first, next, then, finally and so on. They show the sequence the events.

4. Parts 3: Reorientation

It presents the concluding comments. It expresses the author's personal opinion regarding the events described.

My holiday

Last holiday my family went to Bali to have a picnic. We went there by plane. We were in Bali for six days, so we had to stay in a hotel because we didn't have any relatives there. We stayed in Bali Beach Hotel near Sanur Beach.

Setting or Orientation

When we came to the hotel, we didn't come to our room directly, but we had to check in first. We were received by the receptionists who were friendly and kind, and then we were helped by a room boy who took us to our rooms.

On the second day, we visited Sanur Beach. We just took a walk, because the beach is in the front of the hotel. We walked along the seashore and played water and sand. Actually we wanted to swim in the beach but the lifeguard didn't allow us.

Besides doing many activities we also watched some foreign tourists' activities. Some tourists were lying on the beach, while others were having massage or surfing.

Sequence of the events

When we felt tired, we took a rest to have some meals and drinks. And at 2 p.m we went to the hotel. It was tiring but we were happy.
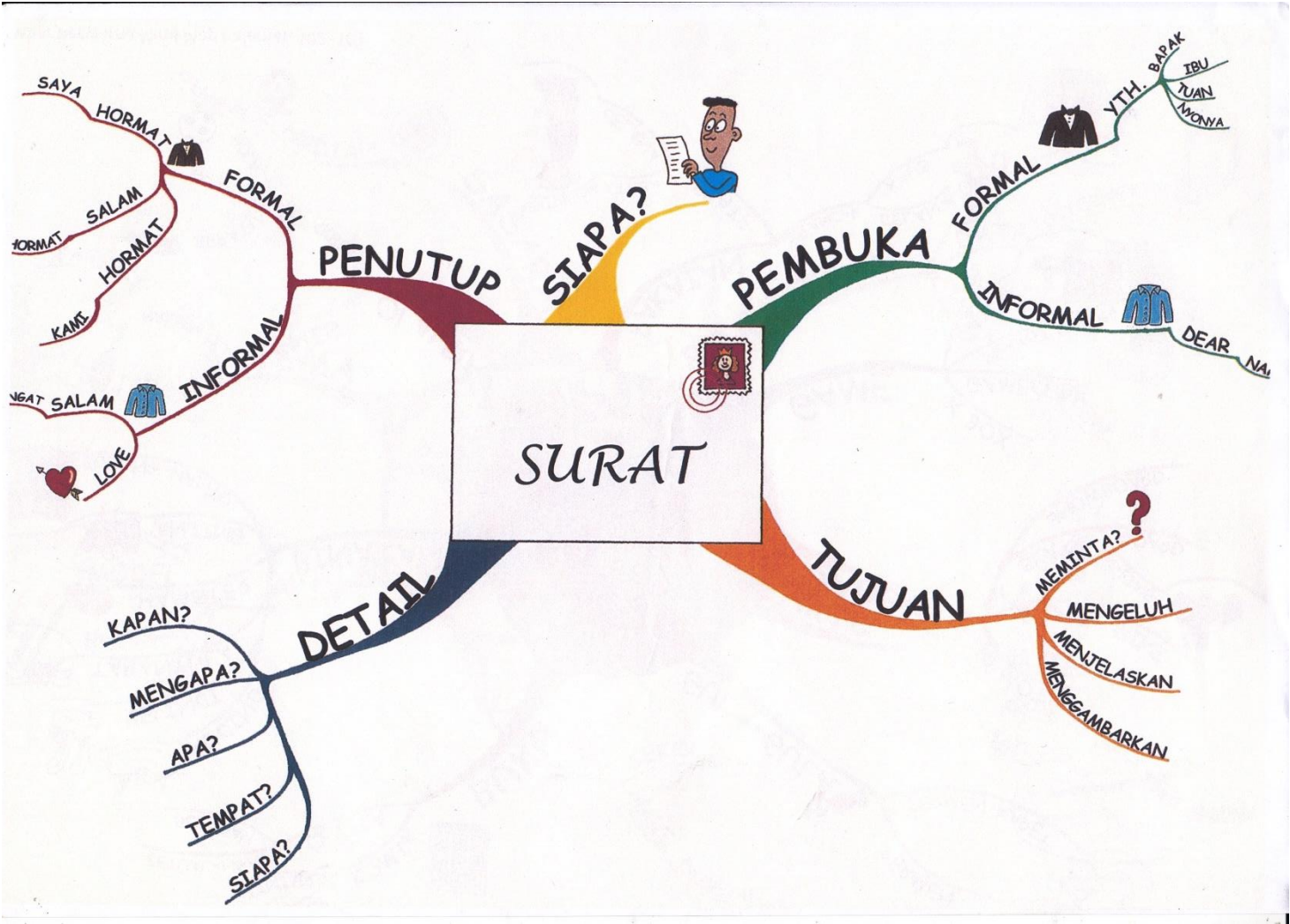
Reorientation

WORKSHEET

Using your own words, make a good recount text about your last holiday by using the mind mapping technique

Categories for evaluating Writing

	Score 4	Score 3	Score 2	Score 1
Ideas and development	Extensive developmen of topic; strong support of main idea with details	Good developmen of topic	Adequate development of topic; listing of details	Weak development of topic
organization	Completely organized; smooth flow with strong sequence	Fairly well organized; flow and squence evident	Sparsely organized; lack of sequence	Not organized
Vocabulary	Vivid and imaginative word choice; appropriate use of vocabulary	Good word choice; meaning is clear	Fair word choice; simple words	Poor or innapropriate word choice
Sentence structure	Excellent; no errors and a variety of lengths	Adequete; few errors and some variety of lengths	Fair; choppy with variety	Poor; many errors
Capitalization and punctuation	Error free	Very few errors (1-5)	Some errors (6-10)	Many errors (over 10)
spelling	Error free	Very few errors (1-5)	Some errors (6-10)	Many errors (over 10)

Contoh mind mapping

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	**:** SMA Tiga Maret
Mata Pelajaran	**:** Bhs. Inggris
Kelas / Semester	**:** X/1
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2. Mengidentifikasi kata kata dari text recount
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4. Menghasilkan teks berbentuk recount

I. Tujuan Pembelajaran :
   Pada akhir pembelajaran siswa dapat:
   - Menggunakan kalimat bentuk lampau secara akurat dan efisien dalam menulis teks recount
   - Menggunakan kosa kata dengan tepat dalam menulis teks recount
II. Materi Pembelajaran :
   Recount text (terlampir)
III. Metode Pembelajaran:
   BKOF – MOT – JCOT – ICOT
IV. Langkah-langkah Kegiatan Pembelajaran
   A. Kegiatan awal :
   - Salam dan tegur sapa serta absensi
   B. Kegiatan inti :

1) BKOF
   - Siswa mendiskusikan kosa kata dan tata bahasa dari teks berbentuk recount
2) MOT
   - Siswa memahami contoh teks recount
   - Siswa memahami contoh mind mapping
   - Siswa memahami langkah langkah pembuatan mind mapping
   - Siswa memperhatikan penjelasan guru tentang cara membuat teks recount menggunakan mind mapping
   - Siswa mencari kata kata yang sulit dalam teks dan mendiskusikannya dengan guru
3) JCOT
   - Siswa mencari kata kata yang tepat untuk mengembangkan metode mind mapping
   - Siswa membuat mind mapping menggunakan kosa kata yang tepat
   - Siswa memperhatikan feedback atas tugas mereka
4) ICOT
   - Siswa membuat teks recount dengan mind mapping secara individu
   - Siswa mempresentasikan apa yang telah mereka diskusikan (lisan maupun tertulis)

C. Kegiatan akhir   :
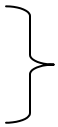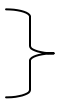   - Siswa dan guru melakukan refleksi

V.   Penilaian   :
VI.   Alat/ sumber/ bahan belajar
   1. Buku pelajaran Bahasa Inggris Look Ahead 1 terbitan Erlangga
   2. Kamus, papan tulis, dan spidol warna

An example of recount text.

<table>
<tr><td>

My Day

    I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

    Next, I went to school and I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

    Finally, I walked the three miles to my school only to realize that it was Sunday! I hope I never have a day as the one I had yesterday.

</td><td>

Setting or Orientation

Sequence of the events

Reorientation

</td></tr>
</table>

Study the text structure of the recount text below.

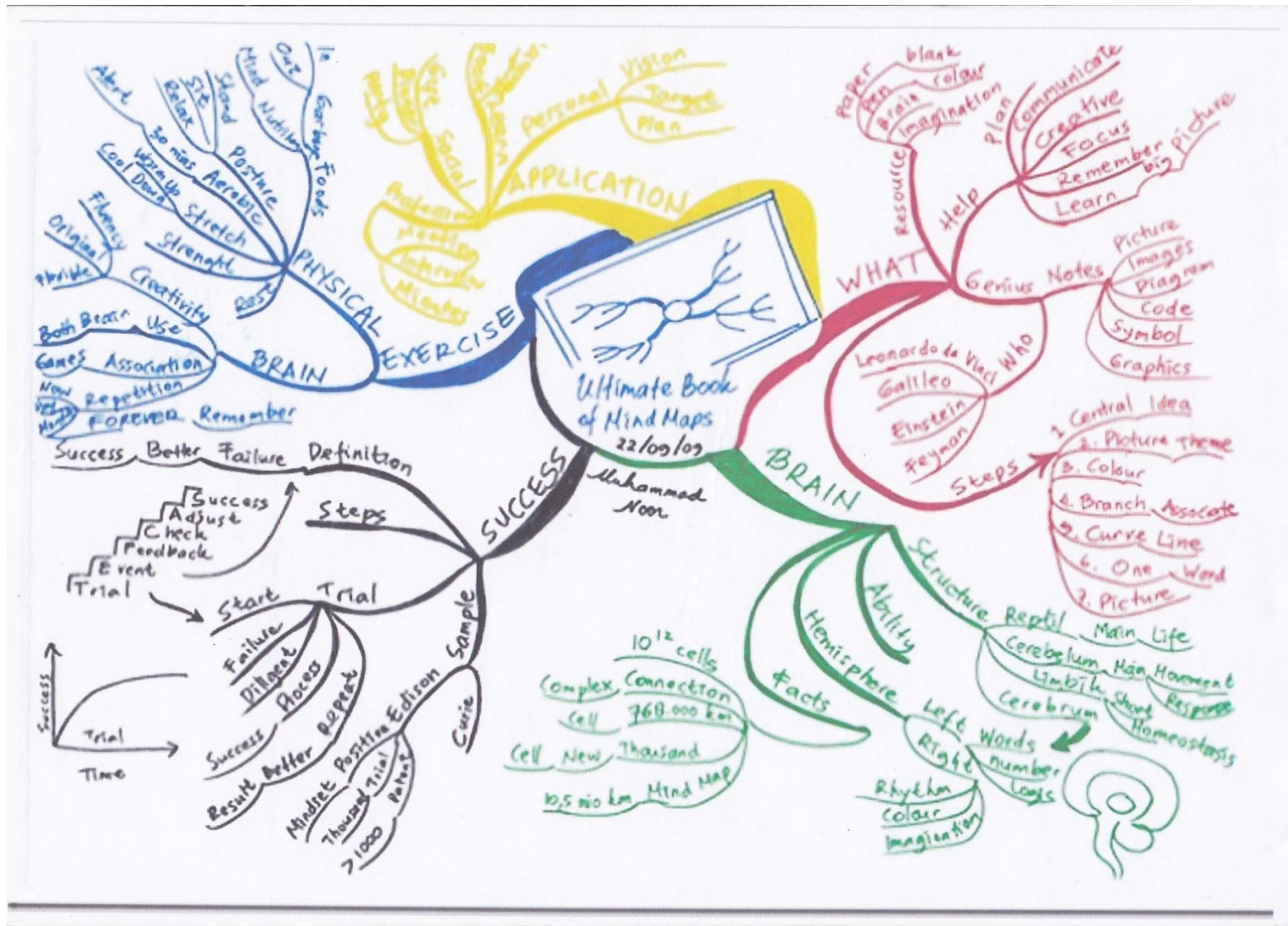| Paragraphs	Generic structure
I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks (paragraph 1)	Orientation: provides the setting and introduces participants.
Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money (paragraph 2)	Events: tell what happened, in what sequence.
Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday (paragraph 3)	Re-orientation: optional closure of events.

WORKSHEET

Work in groups of four and everyone should share his/her unforgettable experience. Decide one that the group thinks is the most unforgettable. Then write a recount text by using mind mapping and tell it in front of the class.

Categories for evaluating Writing

	Score 4	Score 3	Score 2	Score 1
Ideas and development	Extensive developmen of topic; strong support of main idea with details	Good developmen of topic	Adequate development of topic; listing of details	Weak development of topic
organization	Completely organized; smooth flow with strong sequence	Fairly well organized; flow and squence evident	Sparsely organized; lack of sequence	Not organized
Vocabulary	Vivid and imaginative word choice; appropriate use of vocabulary	Good word choice; meaning is clear	Fair word choice; simple words	Poor or innapropriate word choice
Sentence structure	Excellent; no errors and a variety of lengths	Adequete; few errors and some variety of lengths	Fair; choppy with variety	Poor; many errors
Capitalization and punctuation	Error free	Very few errors (1-5)	Some errors (6-10)	Many errors (over 10)
spelling	Error free	Very few errors (1-5)	Some errors (6-10)	Many errors (over 10)

contoh mind mapping

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	**:** SMA Tiga Maret
Mata Pelajaran	**:** Bhs. Inggris
Kelas / Semester	**:** X/1
Aspek/Skill	: Menulis/ *Writing*
Alokasi Waktu	**:** 2 x 45 menit

Standar Kompetensi **:** 6. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk procedure, recount, dan narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar **:** 6.2 Mengungkapkan makna dan Iangkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *recount.*

Indikator **:**

1. Mengidentifikasi dan menjelaskan generic structure dari text recount
2. Mengidentifikasi kata kata dari text recount
3. Menggunakan kalimat bentuk lampau
4. Menghasilkan teks berbentuk recount

I. Tujuan Pembelajaran :
   Pada akhir pembelajaran siswa dapat:
   - Menggunakan kalimat bentuk lampau secara akurat dan efisien dalam menulis teks recount
   - Menggunakan kosa kata dengan tepat dalam menulis teks recount
II. Materi Pembelajaran :
    Recount text (terlampir)
III. Metode Pembelajaran:
    BKOF – MOT – JCOT – ICOT
IV. Langkah-langkah Kegiatan Pembelajaran
    A. Kegiatan awal :
       - Salam dan tegur sapa serta absensi
    B. Kegiatan inti :

100

1) BKOF
   - Siswa memahami contoh teks recount
   - Siswa berkelompok mendiskusikan kosa kata dan tata bahasa dari teks berbentuk recount

2) MOT
   - Siswa memahami contoh mind mapping
   - Siswa mendiskusikan langkah langkah pembuatan mind mapping
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C. Kegiatan akhir   :
   - Siswa dan guru melakukan refleksi

V.   Penilaian   :

VI. Alat/ sumber/ bahan belajar
   1. Buku pelajaran Bahasa Inggris Look Ahead 1 terbitan Erlangga
   2. Kamus, papan tulis, dan spidol warna

A recount Text

<table>
<tr><td>

Camping

    Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

    The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed standing comedy.

    On Monday, we packed our bags and got ready to go home.

</td><td>

Setting or Orientation

Sequence of the events

Reorientation

</td></tr>
</table>

Study the text structure of the recount text below.

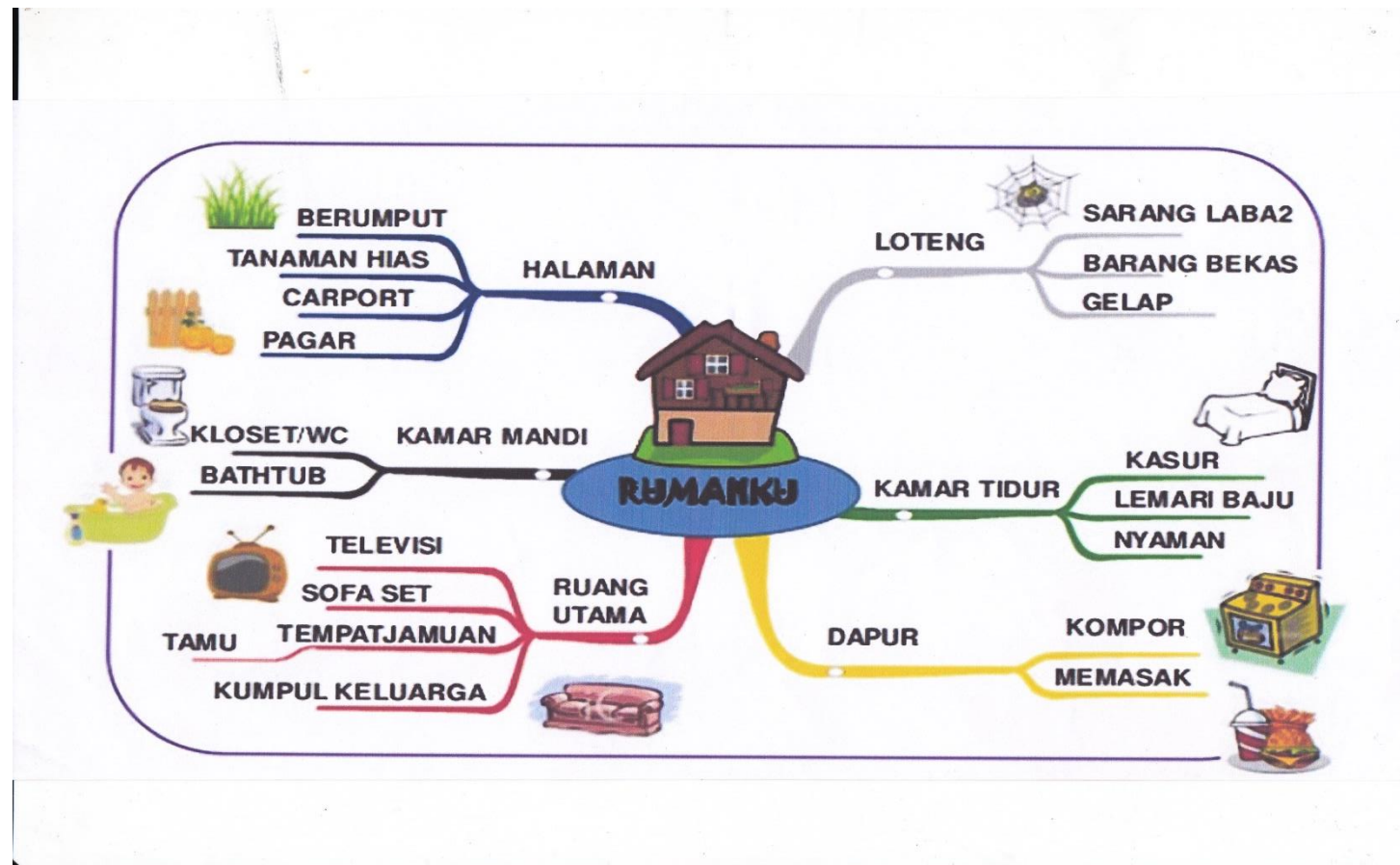| Paragraphs	Generic structure
Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp. (paragraph 1)	Orientation: provides the setting and introduces participants.
The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed standing comedy. (paragraph 2)	Events: tell what happened, in what sequence.
On Monday, we packed our bags and got ready to go home. (paragraph 3)	Re-orientation: optional closure of events.

WORKSHEET

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Contoh mind mapping

APPENDIX 6

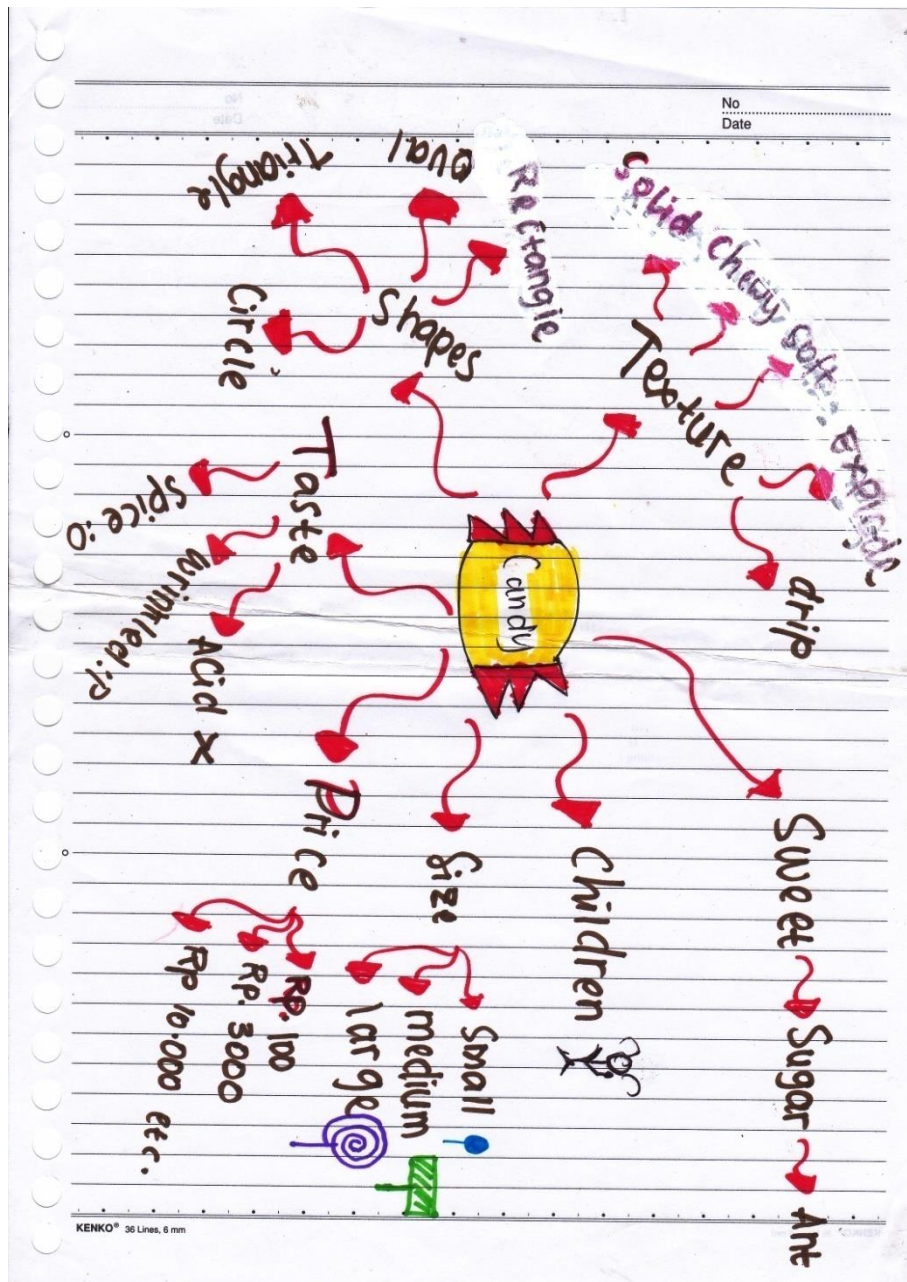# EXAMPLE OF STUDENT'S WRITING

PRODUCT

Name : Risandika Asri

Class : X B

Now describe anything that you like or you know well. Write down at least 2 paragraphs which consist of 250 words. Use your own words.

Candy have a sweet taste. Have small, large, and medium size. Children like candy, especcialy with unique shapes. Candy have many colours, example like white, Blue, green and etc. And the texture is solid, chewy, soft, explode, and etc. Candy have a different price too, start from one hundred till ten thousand rupihar etc. Candy have sweet taste and the ant's like it.

So, if you buy a candy, just eat & your candy, dean't put your candy at table, because the ant will come and eat you sweet candy.

65

Candy

Shapes
- Triangle
- Oval
- Rectangle
- Circle

Texture
- Solid
- Chewy
- Soft
- Explode
- drip

Taste
- Spice :o
- unlimited :?
- Acid x
- Sweet → Sugar → Ant

Price
- Rp. 100
- Rp. 3000
- Rp 10.000 etc.

Size
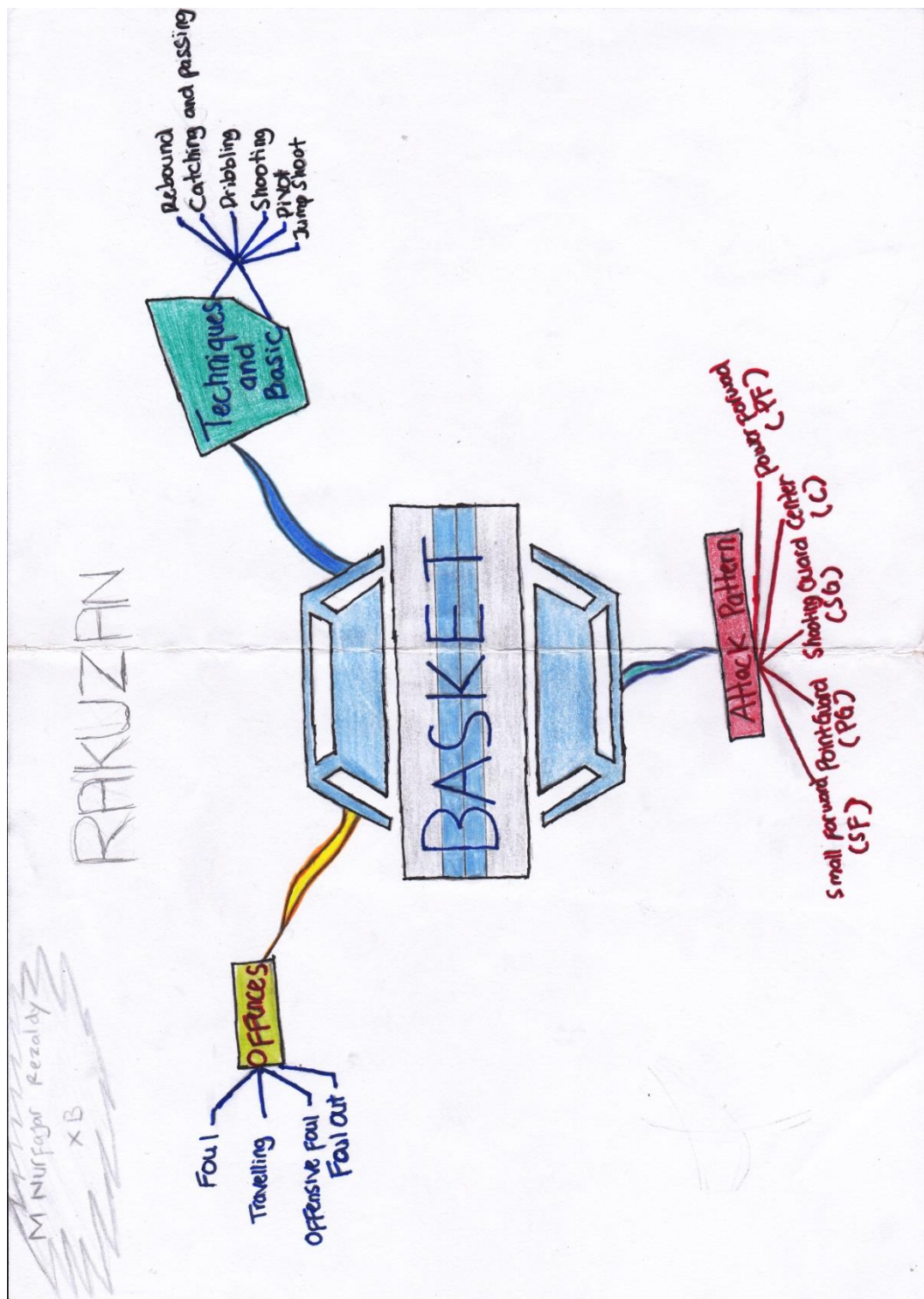- Small
- medium
- large

Children ♀♂

Name : M. Nurfajar Rozaldy

Class : X B

Now describe anything that you like or you know well. Write down at least 2 paragraphs which consist of 250 words. Use your own words.

Basketbal ~~have~~ has such basic and techniques = Rebound, catching and passing, dribbling, shooting, pivot, Jump shoot, kind of kin basketball such violations = ~~foot~~ foul, Travelling, Offensive foul, and foul out and basketball has Attack pattern such = ~~Sm~~ Small forward, Point Guard, Shooting Guard, Center, and power forward and Basketball is the best sport

57
?.

RAKUZAN

M Nurfajar Rezaldy
X B

Techniques and Basic
- Rebound
- Catching and passing
- Dribbling
- Shooting
- Pivot
- Jump Shoot

BASKET

OFFENCES
- Foul
- Travelling
- Offensive Foul
- Foul Out

Attack Pattern
- Small forward (SF)
- Point Guard (PG)
- Shooting Guard (SG)
- Center (C)
- Power Forward (PF)

APPENDIX 7
PHOTOGRAPHS

Picture 1. The researcher checked the student's work.

Picture 2. The researcher gave instructions on how to make the mind mapping.

Picture 3**.** The students made the mind mapping.

Picture 4. The students tried to complete the mind mapping diagram.

Picture 5. The students discussed about mind mapping.

APPENDIX 8
RESEARCH PERMITS

YAYASAN PENDIDIKAN GAMA
SEKOLAH MENENGAH ATAS

SMA GAMA YOGYAKARTA

TERAKREDITASI : A

JL. AFFANDI MRICAN 5 ☎ 562487 FAX. (0274) 562487 YOGYAKARTA ✉ 55281
e-mail : sma3maret@gmail.com

SURAT KETERANGAN
411/326

Kepala Sekolah Menengah Atas GAMA Yogyakarta menerangkan bahwa :

Nama   : ARI KURNIA WIJAYA

NIM   : 07202244149

Jurusan/Program Studi   : Pendidikan Bahasa Inggris

Adalah mahasiswa Universitas Negeri Yogyakarta Fakultas Bahasa dan Seni dan benar pada bulan Juni – Juli 2015 telah melaksanakan penelitian di SMA GAMA Yogyakarta dengan judul:

"THE EFFECT OF USING MIND MAPPING ON THE WRITING COMPREHENSION ABILITY OF TENTH GRADE STUDENTS OF SMA TIGA MARET YOGYAKARTA IN THE ACADEMIC YEAR OF 2015/2016"

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Sleman, 14 Januari 2016

Kepala Sekolah

Dra. Sun Lestari, M.Pd