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

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Abstract: This research aimed to find and describe 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 May to 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.

Keyword : Mind Mapping, Writing Skill, Teaching Writing

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Introduction

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. Students have to master the 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 develop their creativity in writing more quickly.

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 materials 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.

Research Methods

This research was conducted with a quasi-experimental research design because the researcher attempted to search the effect of a variable to another variable (Sudjana, 2009: 19). The research design of this study is pretest-posttest control group design. The researcher prepared two groups: the control group and the experimental group. 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 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 the 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. To find out the significance of the treatment, the researcher employed the ANCOVA test. Before it was employed, the researcher tested the normality of the distribution and the homogeneity of the data first.

Findings and Discussion

Writing is a complex and difficult activity. It needs more effort to study about writing. In regard 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 showed that in the experimental class 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 could be concluded that the majority of the students of experimental class belonged 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 student's writing scores taught using mind mapping was lower than those who were not.

There were some factors that made mind mapping less beneficial for the students of SMA Tiga Maret. Those factors were:
1. The students were 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 was so limited. The students were lack of vocabulary, grammar, and were not motivated.
3. The researcher had no more time to do the research. The limited time given by school was not enough to develop the ability of students.
   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 could 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 problems and increase the student's writing ability for the tenth grade students of SMA Tiga Maret Yogyakarta in the academic year of 2014/2015. It might need more time, more effort, and additional techniques 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.

Conclusions

Based on the results of the research and discussion that has been presented above, it can be concluded that there is no significant differences in learning outcomes of the students who learn writing through mind mapping with the students who take the learning without mind mapping. Although the theories state that the use of mind mapping can help the students to express their ideas and enhance student's skills in developing language skills; in fact, the research findings shows that 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 used optimally to improve writing skills and the student's activity in writing. The researcher suggests the English teacher needs to improve the student's motivation and make them love writing as well.

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