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THE EFFECTIVENESS OF USING MIND MAPPING TECHNIQUE IN TEACHING RECOUNT TEXT TO INCREASE THE STUDENTS' WRITING ABILITY

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan teknik mind mapping dalam pengajaran teks recount untuk meningkatkan kemampuan menulis siswa. Penelitian ini merupakan penelitian quasi-experimental dengan desain yang menggunakan two group pretest dan posttest. Artinya ada kelas eksperimen dan kelas kontrol yang diberikan pretest dan posttest. Sampel dalam penelitian ini berjumlah 37 siswa kelas X SMAN 12 Makassar. Instrumen penelitian ini adalah tes tertulis, untuk menilai recount teks siswa pada pretest dan posttest. Hasil penelitian menunjukkan bahwa ada pengaruh positif hasil recount teks siswa setelah menggunakan teknik mind mapping. Berdasarkan hasil proses perhitungan diperoleh bahwa pada pretest memiliki mean 61,24 dan posttest memiliki mean 81,03 dari kelas eksperimen. Berdasarkan temuan penelitian ini, dapat disimpulkan bahwa penggunaan mind mapping dalam pengajaran teks recount cukup berhasil. Dan setelah dilakukan penelitian dan penghitungan data, dapat dinyatakan bahwa penggunaan mind mapping pada penulisan teks recount siswa sangat efektif. Tulisan siswa tentang teks recount mendapat skor yang lebih tinggi.

ABSTRAK

The objective of this study is to find out the effectiveness of using the mind mapping technique in teaching recount text to increase the students' writing ability. This research is quasi-experimental as the design that used two group pretest and posttest. It means that there were an experimental class and a controlled class which were given pretest and posttest. There were 37 students of class X of SMAN 12 Makassar as the sample in this study. The instrument of this research was a written test, to score the students' recount text on pretest and posttest. The result of this research showed that there was a positive effect of the result of students' recount text after using the mind mapping technique. Based on the result of the calculation process the researcher gained that in pretest had a mean of 61,24 and the posttest had a mean of 81.03 of experimental class. Based on the finding of this study, it can be concluded that using mind mapping in teaching recount text is quite a success. And after conducting the research and calculating the data, It could be stated that it was effective of using mind mapping on students' writing of recount text. Students' writing of recount text got a higher score.

Kata Kunci : Mind Mapping Technique, Students' Writing Ability, Recount Text.

PENDAHULUAN

The ability to write is one of the skills that must be possessed by learners, because if they can master the 3 other skills, then they must be able to realize the skills in writing. Based on observations done on august 1, 2021 at SMA Negeri 12 Makassar, the student's ability to write in English subjects, either writing descriptive text, recount text, narrative text, text report or other text often have difficulty, Students are given the task of writing text at the end of the learning process, students who can complete the task of writing text on time and meet the criteria ranged from five to seven students' only. While other students have half the new task or even just a few sentences. Of the

four basic skills (four basic skills) of English, namely listening, speaking, reading, and writing.

Writing recount text means learners can develop writing skills of the type of text/genre in the form of the recount. Text recount is one genre that tells of an event or event that has occurred and/or events that have been experienced and is one type of genre that is taught from several genres that exist. Based on this lesson, ideally, learners can create a rewriting form. Because the writings written by students are the ideas or ideas they experience in their lives. the application of the mind mapping technique had improved the junior high school students' achievement in writing recount text (Johan Sinulingga, 2012).

Though we believe they have ideas or experiences they want to write. From the initial observations and the results of our interviews before the execution of this action research, there are several common reasons, such as: confused to start, embarrassed because their English is not correct, not having an understanding of what is being discussed, and some feeling it Not having many ideas to express also because the vocabulary of students is very poor. From the constraints faced by the students above, then through experimental research researcher will try to use the Mind Mapping method to find out whether this method can overcome the problem of student difficulties in writing recount text skills. Buzan in Melawati Anggraeni (2015) stated that mind mapping is an easy way to place information in the brain and take information out from the brain. Mind mapping is a creative and effective way to write and map your mind in a simple way. Mind mapping can help the students to learn, arrange, and store information in their brains. Mind mapping also can solve problems in a large area (Exposition et al., 2015).

This method will make it easier for students to compose the sentence after the sentence, although it is not perfect, it is expected that the above method can improve students' ability in writing recount text, so that students have the motivation to keep developing from the experience they get from daily real life which was recorded, in chronology, and inferred itself. Johan Sinulingga (2012) states that there was an improvement in the students' achievement in writing recount text through the mind mapping technique.

Certainly, the method of writing new vocabulary meaning in a notebook is not the right way to add vocabulary. New methods are required for students to have strong memorization so that the learned vocabulary will be remembered. DePotter and Hernacki (1999: 152) say that the human brain remembers information in the form of images, symbols, sounds, shapes, and feelings. The conventional linear recording method does not match the performance of the brain in recalling information.

Mind mapping is a diagram that combines both scheme and writing. Mind mapping allows the teacher and students set out to organize a written form to make it easy for the mind to recall and retrieve information (Bawaneh, 2019). Regarding the power of the brain in remembering information in the form of images, there is an experiment conducted by Ralph Haber in Buzan (1993) which makes it said that the brain knows the picture perfectly. That's why the author uses Mind Map developed by Tony Buzan as a means to strengthen the memory of English vocabulary that has been studied.

As prospective teachers, the researcher conducted quasi-experimental research in writing recount text using a mind map. Therefore the researcher made experiment research which entitled the effectiveness of using mind mapping technique in teaching recount text to students' writing ability at class XI of SMAN 12 Makassar. The research question of this study is how is the effectiveness of using mind mapping technique in teaching recount text of class X of SMAN 12 Makassar?

Write in Recount Text

The type of recount text known to the students is Diary, writing containing the

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outpouring of feelings experienced in a single day. Other assessments are Biographies and Autobiographies when high school students are asked to write the texts described, after being given explanations and examples, grammatical features, and language features in this text, students have the following difficulties: (1) Start Orientation, although it has been explained that the orientation should contain Who, What, When and Where, or Opening, a few minutes are spent solely to determine the Orientation, (2) Do not use Past tense. The students keep using the Present to tell the story of what has passed, (3) Many have asked the teacher to translate the word to be written, (4) Using words by annexing from the dictionary, without reference to whether group nouns, adjectives, verbs or other words, so the sentence becomes unclear, (5)Write the full text in Indonesian first, then translate. Conversion of Indonesian to English becomes more difficult because there are some words they do not find in the English-English dictionary, (6) Using the Alfa translation language link, (7) Lack of ideas pouring, so there are students who chatted, (8) Confused to write what, for reasons they do not know what to write and vocabulary mastery is inadequate to make coherent text. Time 60 minutes, not enough to create a post that contains orientation, event, reorientation, and comment. In addition, Maria Rosa (2012) states that writing is a skill, so it can be learned by using many kinds of techniques. To solve the students' problems in writing, the writer tries to improve the students' achievement in writing recount text through the mind mapping technique.

Mind Mapping

According to Porter & Hernacki (2008), Mind Mapping can also be called a mind map. It is also a thorough listing method on a single page. It uses visual and sensory reminders related to ideas patterns. Mind Maps or Mind Mapping uses visual imagery and other graphical infrastructure to form an impression on the brain.

Mind Mapping is a creative, effective, and literal way to record Mind Mapping thoughts and route maps that facilitate memory and make it possible to build facts and thoughts so that the natural workings of the brain are involved from the beginning. This means remembering information will be easier and more reliable than using traditional retrieval techniques. In addition, Mind Mapping is a storage system, data recall, and tremendous access to the gigantic library in a great human brain.

Mind Mapping aims to create graphic and graphic material that can ultimately help record, amplify, and remember the information learned. Mind Mapping is a technique that records the visual learning style. Mind Mapping combines and develops the potential workings of the brain contained within a person. The involvement of these two hemispheres of the brain, it will enable one to organize and remember all forms of information, both in writing and orally. The existence of combinations of colors, symbols, forms, and so on facilitates the brain in absorbing information received.

Mind Mapping created by students can vary on any material. This is because of the various emotions and feelings that are present to the student at all times. The fun atmosphere students get while in class during the learning process will influence the making of mind maps. Thus, teachers are expected to create an atmosphere that can support student learning conditions, especially in the process of making Mind Mapping. The learning process that a person experience depends heavily on the learning environment. If the learning environment can give positive suggestions, the impact will have on the learning process and outcomes, if the environment provides negative suggestions, it will adversely affect the learning process and outcomes.

We consider mind mapping as a method of relying on a chart on a certain topic that is ordered, sequential, and artistically presented on one page. Words are substituted with concise and attractive images that are easy to recall and mirror the function of a mind map. the brain of a person Drawing a graphic or chart that matches a concept is the basis of mind mapping. how the mind processes data The main idea branches out from the center to the branches. based on taxonomic classification. Buzan (2007) Compares and contrast mind maps and city maps. The mind mapping center is designed

to seem like a city hub. The primary concepts in the operation of the mind are represented by the major streets that radiate out from the city center, while the subsidiary ideas are represented by the secondary streets. A simple diagram of mind mapping is shown in Figure 1 below:

https://www.google.com.sa/search?q=mind+map&safe=active&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiP8fOduNvTAhVnBcAKHd_oAYwffQ_AUICigB&biw=1600&bih=752#imgrc=ztc3xDPlsw54-M:&spf=142

According to Michael Michalko in Buzan (2009), the Mind Mapping method can be used or useful for various fields including education. The usefulness of the Mind Mapping method in education especially at tenth grade of senior high school: (1) Gives a holistic view of the subject matter, (2) Allow us to plan the route or frame of thought of an essay, (3) Gathering large amounts of data somewhere, (4) Encourage creative problem-solving.

In addition, according to Buzan (2009) Mind Mapping method can be useful for: (1) Stimulates right and left brain surgery synergistically, (2) Release all the rules of slavery when initiating learning, (3) Helping someone to flow unhindered, (4) Create a plan or story frame: (a) Develop an idea, (b) Create a personal goal plan, (c) Start a new business, (d) Summarize the contents of a book, (e) Flexible and It can focus attention.

Buzan (2009) states that making Mind Mapping requires imagination or thinking, such as how Mind Mapping is made: (1) Starting from the middle of blank paper, (2) Use the image (symbol) for the main idea, (3) Use different colors, (4) The main branch relationship with the central image, (5) Create a curved line, (6) Use one keyword for each row and use the picture.

From the above description, it can be concluded that how the mind map is to write a central theme as a central point and think of a derived branch or theme derived from the midpoint and look for the relationship between the derived theme. It means that every time we learn something, our focus is what is the main theme, the main point of the main theme we study, the development of each important point, and the search for the relationship between each point. In this way, we can get the details of what we already know and which areas are still not well controlled. Some important things in making mind maps below are: (1) Make sure the main theme is in the middle. For example, if we study the history lessons of Indonesian independence, then the main theme is History of Indonesia, (2) From the main theme, it will appear a derivative theme that is still related to the main theme, (3) From the main theme "History of Indonesia", derivative themes can consist of: Period, Region, Forms of Struggle, and find the relationship between each theme and mark it with lines, colors or symbols.

METODE

Types of Research

This type of research was quasi-experimental research. It aimed to know the influence of student writing in English and to achieve students' learning outcomes. It

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was conducted in the classroom in which the author was taught the effect of using mind mapping techniques in teaching recount text to students' writing abilities grade of SMAN 12 Makassar.

The procedure of Collecting Data

The procedure of collecting data would be presented in chronological steps as follow

1. Pre-test. The pre-test was used to know how far the students' writing skills in recount text before using the mind mapping technique. The test referred to in this study is a test to find out or measure the learning outcomes of class X SMAN 12 Makassar in writing skills using mind mapping techniques. The test used was in the form of a written test by giving a theme, then from the theme, it was made into an essay that fits the daily events around them.
2. Treatment. In this research, the treatment applied using the mind mapping technique in teaching recount text. The treatment was given to students six times, using methods or mind mapping techniques.
3. Post-test. Post-test was used to know how far the students' writing skills in recount text before using the mind mapping technique. The test was given in the post-test was the same as the test at the pre-test, ie. the test used was in the form of a written test by giving a theme, then from the theme, it was made into an essay that fits the daily events around them.

Data Analysis Procedure

Some formulas in this research used data analysis as follow:

$$NP = \frac{R}{Sm} \; x \; 100\%$$

Where:
NP = The percentage of scoring
R = The students' writing score
Sm = The maximum/total score for the writing test
(Ngalim Purwanto, 1990:102)

Then, after getting the score of the test, the writer could conclude the student's ability by categorizing them into some groups to express various criteria of the students" achievement. Each level is represented A, B, C, D, E, each of them ranges about a certain grade. The criteria of students' ability are based on the following percentage table:

Table 3.2:Criteria of Students' Ability

No	**Level of Mastery**	**Criterion**
1	86% - 100%	Excellent
2	76% - 85%	Good
3	60% - 75%	Fair
4	55% - 59%	Poor
5	0% - 54%	Very Poor

(Ngalim Purwanto, 1990:102)

1. Calculating the mean score of students by using the following formula:

$$X = \frac{\varepsilon x}{n} \; x \; 100$$

Where :
X : mean score
εx : Total Score
n : The number of students

Finding out t-test to know the significant difference between pre-test and post-test from the experimental class and control class by using SPSS.

RESEARCH FINDING AND DISCUSSION

The finding of this research is to know the result of effective mind mapping on students' writing ability in recount text score, which was gained from the test conducted in pre-test and post-test. To make the result of the test clearer the researcher provided the comparison to show the differences between students' scores in the pre-test table and post-test.

1. The student's achievement before using mind mapping to write recount text at the tenth grade of SMAN 12 Makassar.
   The students' achievement before using mind mapping in table 4.
   Table 4.1: The Frequency of Pre-Test in Experimental Class and Controlled Class

Classifications	Interval Score	Experimental Group		Control Group	
		F	%	F	%
Excellent	86 – 100	2	5,4	0	0
Good	76 – 85	6	16,2	3	8,1
Fair	60 – 75	14	37,8	7	18,9
Poor	55 – 59	0	0	6	16,2
Very poor	0 – 54	15	40,6	21	56,8
Total		37	100	37	100

Table 4.1 showed that no student had an excellent category in the pre-test control class. There 2 students (5,4%) who got excellent category and score interval 86-100 in pre-test experimental class. In addition, there were 6 students (16,2%) in the experimental class and there were 3 students (8,1) in the control class who got good category and score interval from 76-85. Then, there were 14 students (37,8) in the experimental class and there were 7 students (18.8) in the control class who got fair category and score interval from 60-75. Then, no student had a poor category in the experimental class but there were 6 students (16,2) in the control class who got poor category and score interval from 55-59. And the last, there were 16 students (40,6) in the experimental class and there were 21 students (56,8) in the control class who got very poor category and score interval from 0-54.

Table 4.2 Statistics of Pre-Test in Experimental Class and Controlled Class

Statistics	Experimental class	Controlled class
N	37	37
Mean	61,24	52,70
Std. deviation	14,525	14,550

Table 4.2 showed that the data of the experimental class consisted of 37 students. The total of all data was divided with the number of data determined as the mean score from the experimental class was 61.24. Std. deviation score was 14,525. Table 3.2 also showed that the data of the controlled class was 37 students. The total of all data was divided with the number of data determined as the mean score from the controlled class was 52.46. deviation score was 14,550.

2. The student's achievement after using mind mapping to write recount text at the tenth grade of SMAN 12 Makassar

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Students' achievement can be known after the post-test in the experimental class and control class.

Table 4.3: The Frequency of Post-Test in Experimental Class and Controlled Class

Classifications	Interval Of Score	Experimental Group		Control Group	
		F	%	F	%
Excellent	86 – 100	13	35,1	0	0
Good	76 – 85	16	43,2	4	10,8
Fair	60 – 75	8	21,7	24	64,8
Poor	55 – 59	0	0	3	8,2
Very poor	0 – 54	0	0	6	16,2
Total		37	100	37	100

Table 4.3 showed that no student had an excellent category in the post-test control class. There were 13 students (5,4%) who got excellent category and score interval 86-100 in the post-test experimental class. In addition, there were 16 students (43,2%) in the experimental class and there were 4 students (10,8) in the control class who got good category and score interval from 76-85. Then, there were 8 students (21,7) in the experimental class and there were 23 students (64,8) in the control class who got fair category and score interval from 60-75. Then, no student had a poor category in the experimental class but there were 3 students (8,2) in the control class who got poor category and score interval from 55-59. And the last, no student had a poor category in the experimental class and there were 6 students (16,2) in the control class who got very poor category and score interval from 0-54.

Table 4.4 Statistics of Post-Test in Experimental Class and Controlled Class

Statistics	Experimental class	Controlled class
N	37	37
Mean	81.03	63,81
Std. deviation	6,665	10,421

Table 4.4 showed that at the tenth grade of SMAN 12 Makassar as the experimental class consisted of 37 students. The total of all data was divided with the number of data determined as the mean score from the experimental class was 81.03. Std. deviation score was 6,665. Table 3.2 also showed that the tenth grade of SMAN 12 Makassar as the controlled class consisted of 37 students. The total of all data was divided with the number of data determined as the mean score from the controlled class was 63.81. Std. deviation score was 10,421.

3. The effectiveness of mind mapping technique in teaching recount text at the tenth grade of SMAN 12 Makassar

After doing the post-test, there was an improvement result to know the effectiveness of mind mapping. The students' improvement results can be seen in table 4.6.

Table 4.5: Students' improvement result of post-test

	Respondent	Mean score		Std. deviation		Improvement
		Pre-test	Post-test	Pre-test	Post-test	
Experiment	37	61,24	81,03	14,525	14,550	19,79
Control	37	52,70	63,81	6,665	10,421	11,11

Table 4.5 showed that the pre-test mean of the experiment class is 61,24 and the mean post-test is 81,03 than the standard deviation from the pretest is 14,525 and the

standard deviation post-test is 14,525 with the sample there are 37 students and the improvement from pre-test to post-test is 19,79.

Table 4.6: Paired Samples Test

	Paired Differences			t	df	Sig. (2-tailed)
	95% Confidence Interval of the Difference					
	Std. Error Mean	Lower	Upper			
pre test - post test	1,712	-23,256	-16,312	-11,556	36	,000

From the process of data analysis used SPSS 20 for windows above can be seen that the result showed the significant score is 0.000 if compared with α = 0.05, it means that there is a significant change in students' writing recount text after receiving the treatment using *"*mind mapping technique*"* therefore the researcher interpreted that the use of *"*mind mapping technique*"* effective for improving students' writing skill.

DISCUSSION

The result of this study shows that there was a positive effect of the result of students' recount text after using the mind mapping technique. Based on the result of the calculation process the researcher gained that the pretest has a mean of 61,24 and in the posttest has a mean of 81.03 of experimental class. Based on the finding of this study it can be concluded that using mind mapping in teaching recount text is quite a success. And after conducting the research and calculating the data, the conclusion could be stated that it was effective of using mind mapping on students' writing of recount text. Students' writing of recount text got higher scores if students used mind mapping to help them in writing as it can help to build their ideas. Students who did not receive treatment got a lower score than students who received treatment

Based on the research above, the researcher concludes that the research findings of class X of SMAN 12 Makassar shows that 35,1% of the students are categorized " excellent ", 43,2% of the students are categorized " good ", 21,7% of the students are categorized "fair", 0% of the students are categorized "poor", and 0% of the students are categorized "very poor". So, It means that the influence of writing through the mind mapping method in teaching recount text for class X at SMAN 12 Makassar is effective.

CONCLUSION

Based on the researcher conducted at SMAN 12 Makassar, it can be concluded that the teaching recount text through mind mapping technique showed a positive significant difference in teaching recount text. Based on the result of the calculation process the researcher gained that the pretest has a mean of 61,24 and in the posttest has a mean of 81.03 of experimental class. Based on the finding of this study it can be concluded that using mind mapping in teaching recount text is quite a success.

And after conducting the research and calculating the data, the conclusion could be stated that it was effective of using mind mapping on students' writing of recount text. Students' writing of recount text got higher scores if students used mind mapping to help them in writing as it can help to build their ideas. Students who did not receive treatment got a lower score than students who received treatment.

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