Improving students' ability in writing narrative text through Mind Mapping technique at the first grade of SMAN 15 Bandar Lampung

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ABSTRACT

The objectives of this research were to find out whether there is an improvement of the students' ability in writing narrative text after the implementation of mind mapping technique and to find out the students' perception toward the implementation of mind mapping technique. The approach of the research was quantitative. The subjects were 32 students of class X IPA 4at SMAN 15 Bandar Lampung in 2019/2020 academic year. Writing tests and questionnaires were used to collect the data. The students' writing scores were compared between the pre-test and the post-test by using Paired Sample T-test with the significant level 0.05. The students' perception toward the implementation of mind mapping technique were (r = 0.801) since r > .60.The result of the research showed that there was an improvement of the students' ability in writing narrative text from the pre-test (65.75) to the post-test (79.22). It can be seen from the students' mean score after the implementation of mind mapping technique improved at 13.47. Furthermore, the result of questionnaires showed that most students (84.4%) gave positive perception toward the implementation of mind mapping technique in writing narrative text. This suggests that mind mapping technique can be used as a strategy to improve the students' writing ability.

Keywords:mind mapping technique, writing ability, students' perception.

I. INTRODUCTION

Writing isan efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information (Robert, 2009). That indicates writing is one of the language skills which is important for students to master. By writing, a writer shares and clarifies their thoughts and feeling to the readers. On the other hand, writing is also a difficulties skill because it is a productive skill that requires the writer to pay attention to the aspects of writing process. Henceforth, Richards and Renandya (2002) agree that writing is the most complex and difficult skill. This difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text.

There are so many types of text that must be mastered by students, one of which is descriptive text.According to Smith (2010) and to Anderson (1997)narrative text is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. It means that narrative text is tells a story in form text the important and for give information to the reader and listener. Students in Indonesia have been taught writing since they were in the first class of Junior High School and it was continued until the third class of Senior High School. However, students still faced some difficulties in writing. This matter also happened to the students in SMAN 15

Bandar Lampung. As the researcher has observed the students at that school, many students thought that the ability of writing can be achieved through a lot of practices and process. Teaching narrative in writing is interesting because it tells the story and makes the students enjoy the class (Karolina, 2006). For this reason, a suitable technique needs to be used in this research; therefore, researcher has to find out the techniques which can be used in teaching writing. One of them is mind mapping technique.

Based on De Porter (in Aini, et. al. 2012) mind mapping is the creative way for the students to generate idea, to note what they learn, or to plan new task. Having the students to develop mind mapping enables them to identify clearly and creatively what they have learnt or what they have planned (Silberman, 2009).Mind mapping technique can improve students' creativity and make them happy in learning (Buzan, 2006). It can be supported with several things such as color pencil, paper, picture, etc. Then, it can be connected with lines in order to make their imagination colorful and more interesting toward writing skill. The researcher chooses mind mapping technique because there are several purposes, such as; students can enhance their writing ability, and try new solution to create an effective note to make a text. This mind mapping technique, have been applied in many studies. They are Nurlaila (2013), who conducted the research in writing descriptive text at seventh-grade of Junior High School and Dewi (2017), who conducted the research in writing recount text at tenth-grade of SMA Negeri 11 Kota Tangerang Selatan. Through their research, it is found that mind mapping technique can improve students' writing ability significantly. This technique has their own characteristic and advantages in improving students writing ability.

Furthermore, the researcher conducted this research to investigate the improvement of students' ability in writing narrative text after the implementation of mind mapping technique. Thus, the researcher tried to make this research different with the previous studies by adding students' perception of the techniques as the feedback for the researcher. The researcher uses questionnaire to measure students' point of view toward the technique. Based on some reasons above, it is worth investigating the improvement of students' ability in writing narrative text after the implementation of mind mapping technique and also the students' perception toward the technique.

II. METHODS

This research adopts a quantitative approach with one group pre-test post-test design, in which there is one group as the sample (Setiyadi, 2018). The population for this research is the students at the first grade of SMAN 15 Bandar Lampung in academic year 2019/2020. For the sample, the researcher chooses 32 students from X IPA 4 by using purposive sampling. The data are collected by using tests (pre-test and post-test) and questionnaire. Then, the improvement of students' test results are analyzed by using paired sample t-test in SPSS ver. 20 to find out whether any improvement of students' writing ability. Meanwhile, to know the students' perception after the implementation of mind mapping technique the researcher computes the data by using SPSS ver. 20 then analyzes it descriptively.

III. RESULTS AND DISCUSSIONS

Results

After conducting the research, the researcher gathers the result of the pre-test and post-test after the implementation of mind mapping technique. Table 1 shows the improvement of students' writing ability from pre-test to post-test.

Table 1. Students' Improvement

Mind Mapping Technique	Pre-test	Post-test	Improvement
	65.75	79.22	13.47

Table 1 above, it can be seen that the gain of the students' scores after the implementation of mind mapping technique improved at 13.47. It means that students have better scores in the post-test

Table 2.The Difference of Students' Pre-test and Post-test Score in Paired Samples Statistics

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTTEST PRETEST	13.469	4.638	.820	11.796	15.141	16.426	31	.000

Table 2 provides evidence that the mean difference of students' writing score in post-test and pre-test issignificant since thesignificant (2-tailed) is lower than 0.05. It indicates that after the implementation ofmind mapping, students' writing ability significantly improved.
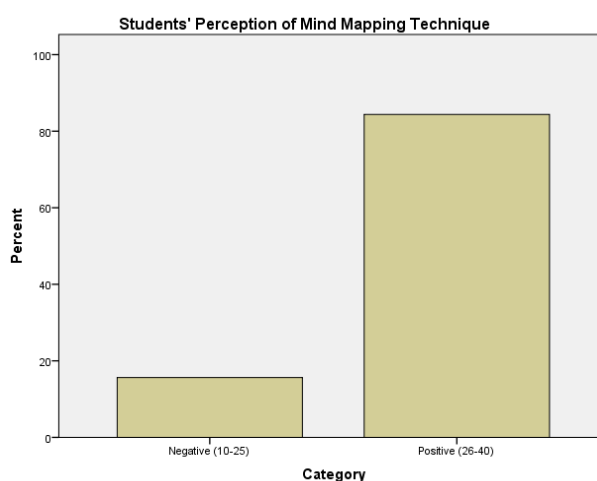

Chart 1. Students' Perception of Mind Mapping Technique

It can be seen from the chart above that 5 students (15.6%) of X IPA 4 have a negative perception and 27 students (84.4%) have a positive perception out of 32 students. The number

of students who have positive perception of mind mapping technique is more than they who have negative perception.

Discussions
1. The Improvement and the Significant Difference on Students' Ability in Writing Narrative Text through Mind Mapping Technique

This current study which involves 32 students class provides evidence that the implementation of mind mapping technique can improve the students' ability in writing narrative text. It can be seen from the gain of the students' pre-test and post-test scores in table 1 shows that the improvement of students' pre-test to post-test. It indicated that all of the students' scores increased from the pre-test to the post-test.

Besides, it can be seen from table 2showsthat there is a significant difference on students' ability in writing narrative text after the implementation of mind mapping technique. It proved that mind mapping technique helps students to improve their' ability in writing significantly. It is supported by Hayes (1992) who asserted that mind mapping technique make students become increasingly motivated in writing.

While conducting the research, part of mind mapping process that affects much in students' improvement from pre-test to post-test was in process of making mind mapping. During the pre-test, some of students found difficulty to express their ideas to become sentences so that their writing did not fit the context. While the treatment on the implementation of mind mapping technique, the improvement on students' writing ability improved especially when the researcher implemented mind mapping technique in class then, the students did mind mapping based on their favorite legend story.

The students were enthusiast and interested in mind mapping technique because during mind mapping they could draw anything such as; making a curve line connector, nor a straight line using colors, or pictures and it makes the students happy in studying. Using pictures, lines, symbols made students more creative and effective way in writing and had a strong impact on imagination and memory.

The finding above is in line with Buzan (2006) who stated that mind map was effective and creative take note, and naturally mapped our thought. In the last process is developing mind mapping into narrative text. The result shows that mind mapping really helps the students in writing narrative text. That is why this technique is useful for the early beginning level in writing particularly for those who do not really know how to write narrative text.

In addition, it was also found that mind mapping technique successfully improved each aspect of writing in students' narrative text. They are content, organization, vocabulary, grammar, and mechanic. From five aspects of writing, the highest score was content.It is in line with Setyowati (2015) who stated that content helps students in writing especially in expressing and conveying ideas.
Meanwhile, the lowest score was mechanics, it was because the students made many errors when they were writing in the pre-test but the students made an improvement in the post-test

and there is a difference scores from pre-test to the post-test. Asra (2017) also addressed the same result in writing that many students make errors in the pre-test and improved in the post-test, but mechanics still became the lowest aspect which student got.

Before getting the treatments, the students had difficulties in conveying their ideas by writing.It made their writing disorganized and poorly written. However, after getting the treatments, their writing became better and smoother.It means that it is good for the students because mind mapping helps the students to organize and create the ideas as many as they can before they move on writing. That makes the students can be easily to write because they only need to elaborate the ideas. So, mind mapping is useful for the students to do writing and the students in this research were helped in writing narrative text through mind mapping technique.

2. Students' Perception toward the Implementation of Mind Mapping Technique

The result of the students' perception questionnaire that has been given after the implementation of mind mapping technique shows that most of students gave positive perception to statements of the questionnaire.

Based on the result of the data analysis, chart 1 shows that out of 32 students, 27 students (84.4%) had positive perception and 5 students (15.6%) had negative perception toward the implementation of mind mapping technique. Thus, the majority of the students (84.4%) asserted that the implementation of mind mapping technique in learning writing was very good for them and helped them in learning writing. It is supported by Fadillah (2019) who had observed that the majority of his respondents (93%) have positive perception toward mind mapping technique. Related to the answer of the students, it showed that mind mapping gave some advantages for the students. Firstly, mind mapping technique eased the students to think and organize their ideas before writing something. Secondly, it facilitated the students to develop their idea. Thirdly, it helped the students remember better about the ideas or became good reminder when the students forget about their ideas.

IV. CONCLUSIONS AND SUGGESTI-ONS

Conclusions
Theobjectives of this research weretoinvestigatewhetherthe implementation ofmind mapping techniquescanimprovestudents' writing ability or not and find out students' perception of mind mapping technique.Based on the result and discussion, it can be concluded:
1. The implementation of mind mapping technique was effective to improve students' ability in writing narrative text. It could be seen from the improvements of students' writing mean score in the pre-testand post-test (65.75 to 79.22).So, it can be concluded that the treatments using mind mapping technique was more helpful to improve writing ability.
2. All students had different perception after the implementation of mind mapping technique. Out of 32 students, 27 students (84.4%) had positiveperception and 5 students (15.6%) had negative perception.The students' perception about the implementation of mind mapping technique in class activity is positive.

Suggestions

Referring to the conclusion above, the researcher would like to recommend somesuggestions as follows:

1. **Suggestions for English Teachers**
a. It is suggested for English teachers to apply mind mapping technique as one of the alternative ways to increase the students' writing narrative text. This is because mind mapping technique can help the students who still have the problems in expressing their ideas in written form to generate their ideas related to the topic.
b. English teachers are also suggested to use media in teaching writing by mind mapping technique while the treatments, such as: pictures, videos, and posters. It is because most of the students are more excited when the teacher uses media in teaching learning activity. Besides, the activities in the class will be more fun.

2. **Suggestions for Further Researchers**
a. This study was conducted in a senior high school level. Therefore, further researchers can try to find out the use of mind mapping technique in different level of schools.
b. This study was aimed to find the students' perceptions after the implementation of mind mapping technique in the class. Therefore, further researcher can try to find out the responses, motivation or atittude of the students.

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