THE EFFECT OF MIND MAPPING TECHNIQUE IN STUDENTS' WRITING SKILLS OF NARRATIVE TEXT AT SECOND GRADE OF SMA SWASTA GKPI PADANG BULAN MEDAN

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ABSTRACT

Writing is the most basic skill after reading. Writing can also express our ideas. What is in our brain, we can express it through writing. Human have 2 brains including, the right and left brains. The capacity of every human brain is very different. Some have hobbies such as drawing, singing, calculating and writing poetry. This research we conducted at SMA GKPI Padang Bulan used mind mapping technique for students by writing narrative text. Where we only took 2 classes, including class XI IPA1 and XI IPA 2. This research aims to find several kinds of weaknesses in writing narrative text. Which method used in this research is quantitative data, instrument collecting data is an essay test which consists of 3 question. The researcher took the subject is a grade 11 students on the GKPI Padang Bulan private high school which consist of 27 students .
Keywords : Effect, Mind Mapping, Writing skills, Narrative Text

INTRODUCTION
The Background of Study

In case writing, this kind of expressing ideas, feelings and desire uses a conventional graphic system. To achieve writing skills, one should master vocabulary, spelling, grammar, punctuations, and organizing ideas into sentence and paragraphs.

In this background chapter the researcher explains that mind mapping is information that is obtained as a whole which is poured out through mid mapping. According to Buzan (2013:5) Mind Mapping is a route map that allows us to organize facts and thought in such a way. Writing is a talent that every human being has. Writing has many benefits one of which is sharing information, message, ideas and so on. Writing is one of the four abilities possessed by every human being,its abilities include reading, speaking, listening, and finally writing. Most students do not understand writing, students are often passive in writing. The teacher often asks students to write essay, but these students cannot put their ideas into writing. Students listens to music more often than he write. Because, according to them, writing is boring. As with reading, students are often lazy to read their reading books. Because, students are more often active in terms of talking about their vacation experiences.

Thus, writing to be the process of putting idea into words. So, writing is determined by how much the readers can understand what the writer is writing. So, to become a good writer is not easy because, a writer has to make a writing that is in the interest of many people. Because writing is not to be just writing. Writing requires a very good mood, extraordinary ideas. So, that reading feels included in the write's story. Junior high school students have been taught the basic of learning to write even though sometime students do not understand what they want to write, while in high school students have learned various kinds of text. So, high school students are taught to write all kinds of text essay. From text anecdotes, procedural text, birthday greeting cards. Yes, even though sometime some middle school students, especially those in grade 11, mostly don't know what the elements of writing are.

According to Deporter (2010:225) Mind Mapping is a creative method that can make it easier for us to remember a lot of information. Learning about mapping techiques can make us think more actively.

Students often find difficulties when writing narrative text, some of the students are not able to write orientation part clearly, the complication part coherently, resolution clearly, use past tense correctly, use active nouns and active verbs correctly in writing narrative text. As an English teacher, I am obliged to teach them to know writing skills because that is also my duty as an English teacher. We can know that the capacity of each human brain is very different. There are students who are lacking in learning, there are students who immediately understand in their learning.

According to Doni (2013:2) Mind Mapping is a technique of utilizing the whole brain with graphic means to form impression. In learning a foreign language, especially English. Writing is one of the most basic skills taught since elementary school. When it comes to writing, there are elements that must be known. Basically, the purpose of writing is to express idea, opinion, experience or information in form of written language. Writing is also useful for inviting students to express themselves, expressing their ideas in writing. During our practice experience in the GKPI School, there were some students in the class who were less skilled in writing. Most students don't understand vocabulary, so when asked to write or make their essay confused. In fact, in class during English class students mostly play rather than study. Especially, when it comes to writing, it really makes students' lack of creativity in writing makes the teacher challenged to make students more interested in writing.

Experienced the students in research entitled: "The Effect Of Mind Mapping Technique On Students' Writing Skills Of Narrative Text At Second Grade Of SMA Swasta GKPI Padang Bulan Medan". By doing this research, the research hopes the problem can be easily identified. So, that the study will be useful for the teaching of English.

The Problem of Study

There are several study problems including :Is there a significant effect of the application of mind mapping techniques on students' writing skills of narrative text at SMA GKPI Padang Bulan

The Objective of Study

This study aimed to know The Effect of Mind Mapping Techniques in Students' Writing Skills of Narrative Text at Second Grade Of SMA Swasta GKPI Padang Bulan Medan.

The Scope of Study

This research only focuses literature which contains four elements namely, plot, theme, setting, and character. Students must write narrative text individually. The students selected is grade eleven. Because, they are very capable of writing compared to the tenth grade, and they have very board insights and can think creatively.

The Significance of Study

There are several research result that greatly contribute to the students narrative, among others:

1. Generally:

    a. The findings can be used as materials to improve students writing skills, especially in writing skills of narrative text.
    b. The findings can be used as an example for those who want to do research in school in writing narrative text skills.

2. Particularry :

    a. Further research interested in applying this technique how to develop the teaching technique for increasing to teach writing skills of narrative text.
    b. Motivating a students to improve the students ability to write narrative text, in order to give chance for students to be master of English.

METHOD

According to Arikunto (1998) Research methodology is the way which is used to collect the data. It can be a guideline for the research to do the research systematically.

Research Design

This part explain about the purpose of research method, population and sample, procedures of collecting data, etc. This research design use quantitative methods, quantitative methods use numbers and very serious calculations. Because, the data is presented in numerical.

2.1.1 Table Research Design

Class	Pre-test	Treatment	Post-test
Experimental Group	√	√	√
Control Group	√	-	√

To carry out research there are several steps that must be carried out including:

1. Preparation

Before doing research we need to prepare what must be done so that the research can run smoothly. The question will be based on class A namely the interest in writing English about narrative text, and then the observation will be based on class Z who write fluently using picture.

2. Implementation

The implementation of research in school in the form of giving essay text. If all of them have answered the questions written by the researcher, then enter the population and sample, then give the results from the researcher.

Location and Time of Research

Research was conducted at SMA SWASTA GKPI PADANG BULAN MEDAN. It is located Jl. Letjen Jamin GintingNo. 352, Padang Bulan, Medan Baru..The time for this research was held on 3th August 2020. This research did not use face to face, because of the condition that made it impossible. Then researcher explained the learning through Google Classroom for a week so that students could understand how to do problems. Then researcher got the data through the principal. There are classes and each class consists of 27 students. Researcher's reasoning choose this school as the object of research. Because, researchers wanted to know the effect of students writing narrative text through mind mapping technique.

Research Method

According to Sugiyono (2015) research method is a scientific way of obtaining data and the purpose of using certain data. Quantitative research is the process of finding knowledge using data in the form of numbers to analyze information about what you want to know.

Population and Sample

1. Population

In statistics lessons, the population has actually been studied. Therefore population can be defined as the total number of individuals whose characteristics will be studied. Researchers take the population are students.

2. Sample

In statistics lessons, Sample is part of the population studied in a study and the results will be considered to be description for the original population, but it is not the population itself. Researchers take the sample are students.

Procedures of the Collecting Data

In the data collection procedure, there are 3 ways you need to know, including:

1. Pre-test

The first steps, pre-test is form of questions that the teacher gives to students before starting lessons.

2. Treatment

The second steps, treatment is a process to get better. In the sense that before studying, researchers   must carry out treatment. So, that learning can be more relaxed and not awkward.

3. Post-test

The last steps, post-test is a form of question that the teacher gives to students after the lesson is over.

Technique Analyzing Data

These research applied the quantitative data. Before calculatetest, the first step is calculate mean and standard deviation formula as follow:

$$X = \frac{\sum X}{n}$$

Where :

X	= The mean of experimental group
$\sum$	= The sum of control group
X	= Each of the values in the distribution (raw scores)
n	= The number of class

The formula of standard deviation (d) :

$$\sigma2 = \frac{\sum X - \frac{(\sum x^2)}{N}}{N}$$

Where :

$\sigma2$: Variance

$\sum X^2$: Sum of the squares of each scores (each scores is first squared, and then squares are these are summed)

$(\sum X)^2$: Sum of the scores squared (the scores are first summed, and then this total is squared)

N: Number of cases

T-test formula as follow :

$$t = \frac{\overline{x1} - \overline{x2}}{\sqrt{\left(\sum x 1^{2+\sum^x}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where :

t	= t-test
x1	= The mean of experimental group
x2	= The mean of control group
x1 –x2	= The observed of difference between two means
n1	= Number of cases in experimental group
n2	= Number of cases in control group
$\sum X 1^2$	= Sum of the squared deviation scores in experimental group
$\sum X 2^2$	= Sum of the squared deviation scores in control group

Data Analysis

1. Data Analysis

Analysis of the data was taken from calculation of thetest result. This data was obtained to determine whether mind mapping techniques has a significant effect on student ability writing narrative text.

There are some steps were conducted in analyzing the data as started below:

1. Checking the student's answer

2. Scoring each student's answer

3. Scoring the student's answer by using Arikunto (2013:282). If the research just want to know the result of the data analysis. It can be used to researcher themself without using computer.

$$tobs = \frac{Mx - My}{\sqrt{\left(\frac{dx^2+dy^2}{Nx+Ny-2}\right)\left(\frac{1}{Nx}+\frac{1}{Ny}\right)}}$$

Where :
Mx	= The mean of experimental group
My	= The mean of control group
Dx	= The standard deviation of experimental group
Dy	= The standard deviation of control group
Nx	= The samples of experimental group
Ny	= The samples of control group

FINDING AND DISCUSSION

As explained in this chapter that by given a pre-test and post-test divided into 2 groups, including:

Findings of the Pre-test and Post-test in the Experimental Class

NO	Name Initial	Pre-Test	Post-Test
1	ACWT	60	75
2	HP	50	70
3	JTMP	70	85
4	RRB	60	75
5	RAS	45	65
6	RELG	60	70
7	RAS	75	75
8	RN	40	72
9	SAM	65	75
10	SSA	60	82
11	SKSP	55	70
12	SVLG	60	75
13	SKS	65	80
14	SKHS	57	75
15	SN	60	75
16	SJH	60	70
17	TRN	75	80
18	TEVS	60	74
19	TSMS	50	78

20	TH	78	82
21	VESM	75	77
22	WAS	50	81
23	WL	75	87
24	YPS	75	84
25	YSB	50	76
26	RSEG	45	70
27	AAS	50	75
	AMOUNT	**∑x1= 1625**	**∑x2= 2053**
	MEAN	**60.18**	**76.03**

Here are some of our findings during yesterday research. We can see that we took 2 class group. Including the experimental class and then control class. Where the pre-test score of 78 is the highest value of the experimental class, while 40 is the lowest score. The average pre-test of the experimental class is 60.18, the highest score of the post-test experimental class is 87, while 65 is the lowest score. The average post-test in the experimental class is 76.03.

3.1.2 Findings of the Pre-test and Post-test in the Control Class

As explained in this chapter that by given a pre-test and post-test divided into 2 groups, including:

NO	Student's Initial	Pre-Test	Post-Test
1	ARPA	55	70
2	ANM	50	75
3	AESH	65	80
4	AS	57	85
5	DP	45	77
6	ENN	35	75
7	ERT	57	89
8	EC	58	84
9	EP	59	70
10	EVP	56	75
11	FAS	35	80
12	GPM	56	85
13	HAP	50	74
14	HJS	55	80
15	IRRS	65	75
16	IS	60	70
17	JHH	54	90
18	JSS	35	81

19	JAT	65	73
20	JDSB	66	83
21	JS	69	70
22	LHZ	67	76
23	MR	75	88
24	MSS	70	80
25	MMB	67	95
26	MOS	60	95
27	NMDS	55	85
	AMOUNT	**∑x1= 1541**	**∑x2= 2160**
	MEAN	**57,0**	**80**

Here are some of our findings during research. We can see that we took 2 class group, Including the experimental class and control class. Where there pre-test score of 75 is the highest value of the control class, while 35 is the lowest score. The average pre-test of the control group was 57.0, the highest score of the post-test of control class is 95, while 70 is the lowest score. Then average post-test in the control class is 80.

Data Analysis
Data analysis can be done starting from the calculation of test result.Data can be obtained by knowing whether mind mapping techniques have a significant effect in writing narrative text. There result calculated using the t-test formula. There calculation, among others.

Mx= 15,85
My= 22,93

dx²= 70,75

dy²= 141,98

Nx=27

Ny=27

$$t=\frac{Mx-My}{\sqrt{\left(\frac{dx^2+dy^2}{Nx+Ny-2}\right)\left(\frac{1}{Nx}+\frac{1}{Ny}\right)}}$$

$$t=\frac{15,85-22,93}{\sqrt{\left(\frac{70,75+141,98}{27+27-2}\right)\left(\frac{1}{27}+\frac{1}{27}\right)}}$$

$$t=\frac{-7,08}{\sqrt{\left(\frac{212,73}{52}\right)\left(\frac{2}{27}\right)}}$$

$$t=\frac{-7,08}{\sqrt{(4,09)(0,07)}}$$

$$t=\frac{-7,08}{\sqrt{(4,09)(0,07)}}$$

$$t=\frac{-7,08}{\sqrt{0,2863}}$$

$$t=\frac{-7,08}{0,5350}$$

$$t=13,23$$

According to the data from our findings, we investigated the data from the GKPI Padang Bulan school. Whereas in the pre-test and post-test data in experimental class and control class. It was found that students who were taught using the mind mapping techniques obtained the higher post-test score in the writing test because, students were more active in

learning using mapping tactics compared to students who were taught using the lecture method, students taught by the lecture method will be sleepy at the time of the lesson.]]

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Some students are lacking by using the lecture method. Most students are often sleepy in class because, the teacher use the lecture method in class. So, that even students get bored and want to do their own activities. Therefore, we take it with the mind mapping method. So, that students can actively learn in class and then students can understand the virtual lessons that researchers teach.

DISCUSSION

Researchers motivate students to give their best in writing narrative text skills. So, that students are more enthusiastic about working on the questions given by researchers.Yes, even though the higher score results use the mapping techniques method in writing narrative text than score using the lecture method.

CONCLUSION

Based on the data analysis that will be discussed, the researchers can conclude the results of our discussion, including:

1. The students at the GKPI Padang Bulan school that we studied were the eleventh grade, from several locales we studied, we only took two classes, where the IPA 1 and then IPA 2 classes were 27 students each. In the classroom we encounter many very different traits of students. In terms of learning, there are students who don't like English lessons. So, that students often sleep in class, are lazy to study, lazy to ask questions when they don't understand, there are students who don't want to do it at all. Therefore, we use the mapping method in terms of writing for narrative text so, that students can think more creatively and want to learn more when they don't know it.

2. After conducting our research, it can be concluded that the using of Web Based Learning was more significant that learning using the lecture method. Students can be more active when using Web-Learning methods. Web base learning is a learning process using website media that is oriented towards reading and discussion activities.

The suggestion of the result of our thesis is :

1. English teacher must use mind-mapping techniques in narrative text so that students can respond quickly in learning narrative text. For example, there is one students who doesn't like

English at all. But because, the teacher makes learning methods using web learning, Students becomes even more active in writing.

2. The English teacher in teaching class to be more active, creative, encouraging students, casually bringing lesson in class so that students quickly respond to class learning.

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