THE EFFECTS OF MIND MAPPING TECHNIQUE TOWARDS STUDENTS` WRITING ARTICLE SKILL AT SMA NEGERI 14 KABUPATEN TANGERANG IN ACADEMIC YEAR 2017/2018

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Abstract
This paper reports a study the effect of Mind Mapping technique towards students` writing article skill. The population in this research is all 10th grade students of SMAN 14 Kab. Tangerang. They are 240 students. The sample of this research is about 30 students which is taken from students who join English Club in the school. The research used experiment method where pre-test post test model was implemented. There were two kinds of tests; pre-test and post test to collect the data.
Keywords: mind mapping, writing articles, writing skill

Abstrak
Makalah ini menyajikan laporan pengaruh dari teknik Mind Mapping terhadap keterampilan menulis artikel siswa. Populasi dalam penelitian ini adalah semua siswa kelas 10 SMAN 14 Kab. Tangerang. Mereka adalah 240 siswa. Sampel penelitian ini adalah sekitar 30 siswa yang diambil dari siswa yang bergabung dengan Klub Bahasa Inggris di sekolah. Penelitian ini menggunakan metode eksperimen dimana model pre-test post test diimplementasikan. Ada dua macam tes; pre-test dan post test untuk mengumpulkan data.
Kata kunci: keterampilan menulis, menulis artikel, mind mapping

1. Introduction

Writing is the most difficult language skill. It is also considered as the most complicated language skill to be learned, compared to other language skills. In writing process we always involve thinking skill and creative skill. Not only that, but also it is supported by tight rules. Mastering vocabularies and tenses become the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it into paragraphs. Besides that, we also have to use a compatible tenses to express an event in certain time.

Writing is a skill which could be used for indirect communication. Writing is an active and productive activity. In writing, the writers need to expose the idea, thought, knowledge, and experience. We need to think clearly and neatly in writing. Many of writers agree that people can be a skillful writers by practising continuously not only because of the talent from the parents, William Faulkner, an American writer. Putu Wijaya, an Indonesian writer, said that talent only reaches 5 percent in influencing people to be good writers. It means talent is not enough, people need to work hard to be excellent writers.

Even though writing skill is important, still it does not get enough attention and proper time allocation in the teaching and learning process. Byrne in Matthews, et al. (1985: 89) mentions that most teachers consider that class time should be almost entirely devoted for developing oral skill except for few exceptions, such as activities closely linked to some forms of oral work.Therefore, writing activity is given to the students as an out-of-class activity which is done in the students own pace and

mostly without clear and specific instructions from the teacher. Though, it is sometimes reasonable because the time is short; thus this also serves to increase the amount of language contact time.

Lack of teachers' monitor on the process of the students' writing activity causes a lot of problems in the students writing skill. If the writer looks at the students' written work, he normally finds that there are some inadequacies in their work. Some of the errors may point to unfamiliarity with the language itself. The unfamiliarity with the language leads to errors in lexical and grammatical features.

Another problem is closely related to the medium rather than the language such as problems of organizing information, punctuation, and spelling. A study conducted by Supriyanto (2008: 2) indicates that students' writing skill was still low. The students made a lot of grammatical, spelling, and punctuations mistakes. They got difficulties in "finding" their own ideas. They also got difficulties in expressing those ideas and organize them logically. The students were not capable of developing good paragraphs.

Students mostly find difficulty in writing articles. The first factor is about the low of their motivation in writing. The second one is about the way how to make good writing. The fact that the scores of writing of students of SMAN 14 Kab. Tangerang are under average, 75. It means students writing skill is still low. It needs some improvement in writing articles to make it better.

For some people, they have difficulties in deciding what topic they want to write. Then how to give the arguments to support the topic. They are sometimes stuck to develope their idea. Therefore they feel confused whether they have to continue the writing or change the topic. If they continue writing, they have to think hard meanwhile they are already tired of it. However, if they change the topic, they have to start from the first of their writing and it is a useless thing to do.

People need to know how to start and finish the writing. They have to choose the right technique to do it. One of the technique is Mind Mapping. It is a technique that was developed by Tony Buzan, an English psychologist. A Mind Map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, colour and spatial awareness – in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. By putting down ideas or thoughts on a mind map, the brain is encouraged to think from every aspect. A mind map also encourages brainstorming. It forces the brain to think in terms of relationships between ideas rather than forcing everything into hierarchies or lists. The bottom line about mindmapping is that it's all about "˜visuals' — words connected to graphical elements that makes it easy for us to take in large amount of data.

2. Research Methodology

Methodology gives an important role in doing the research. Arikunto (2006:149) said that the research method is a an important thing because it effects the quality of the research. The effectiveness of the research depends on the right method we use.

This research is a quantitative research. The method that is used in this research was experiment method. The design of this research would be one group that would be given pre-test and post test. It means it would not be compared with other group. It`s because the researcher wanted to know how mind mapping effects the students writing article in SMAN 14 Kab. Tangerang. It is also stated by Arikunto (2006:12), "one group pre-test post test design is an experiment research that is only done by one group without comparative group." Every students got the same treatment without considering their ability, especially in writing. All students got pre-test (O1) before the treatment was given. After that the students were taught how to write and articles by Mind Mapping. And after that, the students were given post-test (O2). It`s used to know how high was the effect of Mind Mapping towards students writing articles.

Arikunto (2006:131) said,"Sample is only a part of population." Based on the following statement before, the research took the sample in random. The members of grade 10th English Club members are 42, but only 30 students were taken. They are all from different classes at grade 10th of SMAN 14 Kab. Tangerang. The researcher took English Club members because the researcher thinks they have a basic in writing but they couldn`t maximize it. And if te researcher took the sample in the class, it would disturb the teaching-learning process.

The data was analyzed. The steps start from the pre-test and the post-test results were arranged in one table. And then the researcher counted the average of each tests, standard of deviation from the variables of pre-test and post-test, normality test, homogenity test and hypothesis test using t-test.

3. Discussion of the Research Result

This research was done for the 10th grade students who join the English Club in SMAN 14 Kab. Tangerang in academic year 2017/2018. This research is the experiment research where the researcher conducted pre-test in a group. Then the researcher taught how to write an articles by Mind Mapping technique to them. Then the researcher held a post-test. The data of Pre-Test and Post-Test scores can be seen in table 1.

From table 2, it could be concluded that students writing article for the category very good was 0%, good was 20%, enough was 60%, bad was 20% and very bad was 0%. The pre-test result indentified normal. Moreover, from table 3, it could be concluded that students writing article for the category very good was 10%, Good was 60%, Enough was 30%, Bad was 0% and Very bad was 0%. The post-test result indentified normal.

Based on the research result, the writer could concluded that the average result of pre-test of grade 10th students` writing article ability in SMAN 14 Kab. Tangerang in academic year 2017/2018 was 60,23, was in an enough category. The detail information showed that 6 students or 20% of the sample were good, 18 students or 60% of the sample were enough, and 6 students or 20% of the sample were bad. The average of all in a pre-test was 60,23 with the deviation standard 5,90 that $< 0,149 < 0,161$ in a significant level of 5%. It meant the data distribution of the pre-test was normal.

The writer could also concluded that the average result of post-test of grade 10th students` writing article ability in SMAN 14 Kab. Tangerang in academic year 2017/2018 was 70,26, was in a good category. The detail information showed that 3 students or 10% of the sample were

very good, 18 students or 60% of the sample were good, and 9 students or 30% of the sample were enough. The average of all in a post-test was 70,26 with the deviation standard 6,56 that < 0,082 < 0,161 in a significant level of 5%. It meant the distribution data of the post-test was normal.

There`s a significant effect of Mind Mapping that was given to students. Before it`s given, the average of the test was 60,23. Students` writing article result would be illustrated as follow; the title average score was 54,8, the introduction average score was 57,5, the message organization average score was 69,3, the article composition average score was 67,8, the idea average score was 58,7 and the closing average score was 58,3.And after it`s given, the average score of the test was higher, 70,26. Students` writing article result would be illustrated as follow; the title average score was 64,8, the introduction average score was 77,5, the message organization average score was 71,3, the article composition average score was 82,2, the idea average score was 66 and the closing average score was 68,9.

The hypothesis test showed that t0 > ttable, that`s 28,33>2,04. It meant that Mind Mapping Technique gave significant effect to the grade 10th students` writing article. The average of the pre-test was 60,23 and post-test 70,23. So it`s increasing and gave positive effect for the students`writing article.

Table 1. Data of Pre-Test and Post-Test Result

No.	Pre-test result Name	Score	No.	Post-test result Name	Score
1.	M. Randy Azwar	60	1.	M. Randy Azwar	73
2.	Ridho Anggoro Yudi	53	2.	Ridho Anggoro Yudi	63
3.	Aditya Ridho	57	3.	Aditya Ridho	63
4.	Agung Syahputra	63	4.	Agung Syahputra	73
5.	Dinda Raihan Aini	53	5.	Dinda Raihan Aini	63
6.	Faris M.	53	6.	Faris M.	63
7.	Iin Inayah	57	7.	Iin Inayah	63
8.	Missi Novi Uly	70	8.	Missi Novi Uly	80
9.	Riedho Agia N.A	63	9.	Riedho Agia N.A	73
10.	Rini Anugrah H.	60	10.	Rini Anugrah H.	73
11.	Silvy Merlani P.	60	11.	Silvy Merlani P.	70
12.	Amelia Agustin	53	12.	Amelia Agustin	63
13.	Aulia Nur A.	67	13.	Aulia Nur A.	77
14.	Aulia Rahma	57	14.	Aulia Rahma	67
15.	Lulu Indallah	67	15.	Lulu Indallah	77
16.	Muhaemin	53	16.	Muhaemin	63
17.	Ramdhani Nurul Aini	77	17.	Ramdhani Nurul Aini	87
18.	Rifki Fajar Kusuma	53	18.	Rifki Fajar Kusuma	63
19.	Siti Fitriyanti	60	19.	Siti Fitriyanti	70
20.	Zhafirah Nabilah	60	20.	Zhafirah Nabilah	67
21.	Aulia Hanifah	57	21.	Aulia Hanifah	67
22.	Beny Nugroho	57	22.	Beny Nugroho	67
23.	Inkayara	63	23.	Inkayara	73
24.	Khaulia Hanifa	67	24.	Khaulia Hanifa	77
25.	Melinda Putri	57	25.	Melinda Putri	70
26.	Novianti Nurmala	57	26.	Novianti Nurmala	63
27.	Ressa Ariyani	70	27.	Ressa Ariyani	83
28.	Salisanisah	63	28.	Salisanisah	73
29.	Amelia Sukma	57	29.	Amelia Sukma	67
30.	Galih Trisani P.	63	30.	Galih Trisani P.	77
	Jumlah	1807		Jumlah	2018

Table 2. Inclination of Pre-Test Result

Frequency	F Absolute	F Relative	Category
80-100	0	0%	Very good
66-79	6	20%	Good
56-65	18	60%	Enough
40-55	6	20%	Bad
00-39	0	0%	Very bad
	30	100%	

Table 3. Inclination of Post-Test Result

Frequency	F Absolute	F Relative	Category
80-100	3	10%	Very good
66-79	18	60%	Good
56-65	9	30%	Enough
40-55	0	0%	Bad
00-39	0	0%	Very bad
	30	100%	

4. Conclusion

The writer took the conclusion as follow; The Mind Mapping technique effected grade 10th students` writing article at SMAN 14 Kab. Tangerang. Because there`s a significant result that happened before and after the students were given the teatment. The average of pre-test result was 60,23 and the average of post-test result was 70,26. The students average were increasing and they were also motivated to write the article by Mind Mapping.

5. References

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