THE INFLUENCE OF MIND MAPPING TECHNIQUE AND LEARNING MOTIVATION TOWARD THE TENTH GRADE STUDENTS DESCRIPTIVE TEXT WRITING ABILITY AT SENIOR HIGH SCHOOL 1 OF BAYUNG LENCIR

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Abstract

This research is conducted in experimental group with the total sample of 30 students of eleventh grade students of SMAN 1 Bayung Lencir in the second semester in the academic year 2016-2017 and it inquiry of the influence of Mind Mapping and Learning Motivation toward Writing Ability. The problem of this study is to find out the significance average score and motivation between Mind Mapping and Conventional Technique. Due the interpretation of this study, it found that: (1) there was a significant difference in writing achievement between the student who taught by using Mind Mapping and those are taught using conventional technique since it was found that the result was 0,29 it was lower than significant level (0,05), (2) there was significant difference in writing achievement between the students who have high motivation by using Mind Mapping teaching and conventional technique since the result was 0,01 and it means that lower than significant level (0,05), (3) there was significant difference in writing achievement between the students who have low motivation by using Mind Mapping and conventional technique since the result was 0,04 and it was lower than significant level (0,05), (4) there was significant difference in writing achievement between the students who have low and high motivation by using Mind Mapping since the significant was lower (0,00) than significant level (0,05), and (5) there was no an interaction effect of technique used and student's motivation in improving writing ability since the result of interaction effect was lower (0,36) than the significant level (0,055). Based on the result, the writer conclude that Mind Mapping and motivation no gave the significant influence for student's narrative writing Ability since there was a significant improvement before and after taught Mind Mapping technique.

Keywords: Influence, Mind Mapping, Students motivation, Writing.

Introduction

English becomes an important language in the world since it is used as an international language; everyone recognizes that it has an important role in communicating with others in this universe. It holds important part in human life and contributes to all aspects, such as social, politic, culture, technology, economic, education, and so on. English in globalization is used in almost all of countries in the

world as a means of international communication.

The government considers that English as a foreign language in Indonesia should be learned at schools beginning from elementary as the local content not as compulsory subject,   the Decree of the Ministry of Education and Culture Number 060/U/1993 on February 25, 1993, http://pakacademicsearch.com/pdf-files. English as foreign language in Indonesia has a function for guiding and developing different languages in the world. It means that Indonesian (students) especially in Senior High School 1 of Bayung Lencir should be prepared as well as to face the globalization era with English mastery.

There are four English basic skills for communication listening, speaking, reading and writing. The teachers tought therefore to consider carefully what they are trying to do when they are teaching a foreign language. It is well known that, there are four general aims, to teach students to hear and to understand the spoken language, to understand what they read, to speak the language and to write its. Shortly, to understand the spoken and the written language, and to speak and to write it. There are four abilities to train: listening, reading, speaking and writing with understanding as the main ingredient in each.

Writing is one of the of language skills that should be learned and mastered by students at the beginner or elementary and intermediate levels. According to Hairstone (1986:2). "Writing skill is the major tool for learning". Therefore language learners should master this skill. Writing is considered as one of the hardest language skills to master in learning a language. It means that when students write their ideas or share information with the readers, they need to consider many things.

Besides having lack of vocabulary and getting difficulties in learning sentence structures, they also have problem in organizing their own ideas and developing the topic into a paragraph. It seems that when they start to write about a certain topic, they are stuck in their mind and they are unable to break away. Consequently, their attempt to create a well-organized paragraph ends up in failure. Based on the writer's experience when teaching English subject at SMA Negeri 1 Bayung Lencir, there are some problems faced by the students particularly when they ask to write a composition. Many students confused to develop their composition.

Based on the problem faced by the students in learning writing, the writer tries to teach writing. In the writer's opinion, there are many ways to increase students' skill of writing composition; one of those is using Mind Mapping Technique.

The first previous study here was written by Yusuf Effendi (2003) in his thesis

"The Effectiveness of Mind Mapping Technique in increasing the Second Year Students' reading comprehension at SLTP N 14 Palembang".

Effendi's thesis has similarities and differences towards the present's research done by the writer. The similarity is both talking about teaching technique by using Mind Mapping technique. The difference is that the writer study teaching writing by using Mind Mapping technique to the eleventh grade students' of SMA N 14 Palembang. He says study indicates that the average score that the students reached in the pre-test was 66.87. The highest score was 85 that were reached by three students while the lowest score was 45 that were reached by one student only. The lowest score of the students in the post-test was 60 while the highest score ws 95, and the average score of the post-test was 80.62. It means that after being thought Mind Mapping technique the students writing ability increased.

To create a successful teaching and learning process, a teacher should apply certain technique to achieve the objective of learning (Gunawan, 2006:3). Teaching media that are commonly used to teach children are futures, regalia, and real objects. Teacher combines those teaching media in teaching learning process with their techniques to arouse students' interest in learning writing. One of the techniques' in learning writing is by applying Mind Mapping. Mind Mapping is one of the techniques that can help the teachers and students in teaching and learning process in the class.

Another important element is motivation. Matthews (1991:42) states that "motivation is one of the most important components of learning in any educational environment. Motivation provides the fuel for students engagement. Without motivation students will not think about nor organize their knowledge because of the separation of the students and the instructor by time and place. Matthews (1991:67) states that "One of the motivational constructs is self-regulation is a fairly new construct of motivation and ut refers to learning that occurs from students' behaviors that are systematically oriented toward the attainment of learning goals."

Motivation describes psychological progress that arouses and cause behavior, give direction to behavior, continues to allow behavior to persist, and lead to preferring a particular behavior (Dickinson, 1998:21).This study aimed at finding out whether or not: (1) there was a significant difference in writing ability between the students who are taught by Mind Mapping and those conventional technique, (2) there was a significant difference in writing ability between the students who have high motivation by using Mind Mapping and conventional technique, (3) there wasa significant difference in writing ability between the students who have low motivation by using

Mind Maping and conventional technique,(4) there was significant difference in writing ability between the students who have low and high motivation by Mind Mapping, (5) there was a interaction effect of technique used and student's motivation in improving writing ability

Research Question

Based on the limitation problem above, the writer formulates the problems are:

1. Was there any significant difference in writing ability between the students who are taught by Mind Mapping and those conventional techniques?
2. Was there any significant difference in writing ability between the students who have high motivation by using Mind Mapping and conventional technique?
3. Was there any significant difference in writing ability between the students who have low motivation by using Mind Mapping and conventional technique?
4. Was there any significant difference in writing ability between the students who have low and high motivation by Mind Mapping?
5. Was there any interaction effect of technique used and student's motivation in improving writing ability?

Conceptual Framework

Based on the literature review and related previous study above, the writer assume that there is a positive and significant correlation between the three variables of the study that are mind mapping, motivation toward, and student ability in writing descriptive text. According Brain H. (2011:121) The framework constrains these hypotheses to focus on the potential contribution of a subset of causal constructs (e.g., agendas, working-memory capacity, etc.), which according to the framework, are vital for effective study-time allocation

Methodology

Research Method

The method use in this research is factorial group design. According to Sugiyono (2012:76) factorial design is modification from design true experimental, thus Fraenkel and Wallen (2012:277) factorial design extends the number of relationship that may be examine in an experimental study. This method is the modification of pre-test and post-test control group design which permits the investigation of additional independent variable (moderator variable). In this design, there are two groups, the first group is as the experimental group (using mind mapping), and the other one is as control group

(using conventional method).

It involves one treatment variable having two levels (X1 and X2), and one moderator variable, also having two levels (Y1 and Y2). In this study, two groups will receive treatment (X1) and two will not (X2). Both groups receiving the treatment would differ on Y, however, as would the two groups not receiving the treatment. Since each variable, or factor, has two levels, the following design is called a 2 by 2 factorial design. This design could be illustrated as follows.

Table 1

Experimental	R	01	X1	Y1	O2
Control	R	01	X2	Y1	O2
Experimental	R	01	X1	Y2	O2
Control	R	01	X2	Y2	O2

(Source: Fraenkle, R Jack and Wallen E Norman (2012))

The symbols above are interpreted as:

- R refers to Random
- O1 refers to Pre-test
- O2 refers to Post-test
- X1 refers to Experimental Group (teach using mind mapping method)
- X2 refers to Control Group (teach using Conventional method)
- Y1 refers to Moderator Variable (High motivation toward)
- Y2 refers to Moderator Variable (Low motivation toward)

The application of mind mapping method and Learning Motivation Towards in factorial design will be illustrate as follows:

Table 2

Factorial Design of Research

Group Types	Mind mapping Method (X1)	Conventional Method (X2)
High (Y1)	X1Y1	X2Y1
High (Y2)	X1Y2	X2Y2

(Source : Fraenkle, R Jack and Wallen, E. Norman (2012:277))

Population

Population is a whole group where the data will be obtained (Arikunto, 1993:115). The population of this study, they are all tenth grade students of SMA Negeri 1 BayungLencir. The total number of students will about 147students from 4 classes.

Sample

Sample is a group in research study in which information is obtained (Fraenkel, et al, 2012:91). Sample is taken to represent a population in a research. The sample in this research is taken by using two-stage random sampling. Two stage random sampling is a type of sampling method which combines cluster random sampling and individual random sampling (Fraenkel, et as, 2012:97).

In this study, the sample will be taken by using the two-stage random sampling. Firstly, the writer will organize the sampling process into stages where the unit of analysis is systematically grouped and given a questionnaire. Secondly, the students from each category are taken and then they are grouped into experimental and control since they are from the same level of their class and reading comprehension material.

Techniques for Analyzing Data

For analysing the data, the writer uses instruments of Pre-test - Post-test and questionnaire.

1. Pre-test - Post-test

The test to get the data of the students' writing ability. I construct base on the material or syllabus in which the students have learnt at school. The test is to examine the students' ability in writing ability. Writing test will be give in form of pre-test and post-test. The pre-test is give before the treatment not only to the experimental group but also to the control group, and then the treatment is give to the experimental group only. Finally the post-test is give to both the experimental and the control group. The analytic scale (Brown &Balley, 1984:38-41) in Brown (2001:244-245) is use for rating composition tasks in this study.

2. Questionnaire

The questionnaire is a set of questions that should be covered by the respondents to get the information about identical data or respondents' knowledge (Arikunto, 2008:140).

To know the effect or the influence of Mind Mapping Technique

And Motivation towards Student Descriptive Text Writing Ability, the writer uses the questionnaire because it is an accurate way to gather data from a potentially large number of respondents.

Findings

a. Measuring the Significant Difference in reading comprehension achievement between the students who have low critical thinking taught by using skimming technique and those of who was taught by using conventional technique.

   Based on the table above, it was significant because the average score in the experimental group was higher than control group. Meanwhile, the score of students who being taught in Mind mapping was 78,10 and the score of students who being taught conventional technique was 75,13.

   Furthermore, the writer completed the analysis of the different score of the Descriptive writing between students who being taught using Mind mapping and the students who being taught using conventional technique.

b. Measuring the Significant Difference in Writing Descriptive text Between Students who are in High Motivation after being Taught Using Mind Mapping and those who are Taught Using Conventional Technique.

   This part, Independent t-test used to test the significant level in average score between student's narrative writing who were in high motivation taught using Mind mapping as the experimental group and those who were taught using conventional technique as the control group. The result of Mind mapping technique was 78,73 and the result of conventional technique was 75,53. Based on the result, there was a significant average between experimental group and control group in high motivation.

c. Measuring the Significant Difference in Writing Descriptive text Between Students who are in Low Motivation after being Taught Using Mind mapping and those who are Taught Using Conventional Technique

   This part, Independent t-test used to test the significant level in average score between student's descriptive text writing who were in low motivation taught using Mind mapping as the experimental group and those who were taught using

conventional technique as the control group. The result of Mind mapping technique was 77,47 and the result of conventional technique was 74,73. Based on the result, there was a significant average between experimental group and control group in high motivation

d. Measuring the Descriptive of High and Low Motivation in Narrative Writing after being Taught Mind Mapping

Based on the table above, the writer concluded that there was the different average between students who had high motivation and low motivation. Not only the average but also there were 15 students who had high motivation and there were 15 students who had low motivation, it means that the category of them there were 50% who had high and low motivation after being taught Mind Mapping technique

e. Measuring the Significant Interaction Effect of Mind Mapping and Motivation on the Student's Writing Ability

Based on the result on two-way anova in spss, the writer got the result of interaction effect. Where the interaction's score was 0,05, it means that there was no interaction effect between Mind mapping and motivation on the student's writing ability, because the score of the result was lower than the level of significant (0,055).

Interpretation

Based on the data analysis, the writer concluded that student's writing achievement taught using Mind mapping approach had a significant increase. It was indicated also in teaching writing using Mind Mapping gave a significant different on student's writing achievement than those who were not. It also can be seen that there was a progress achieved by high motivation and low motivation. The different achievement might only because by different teaching approach used in the experimental and control group. Some interpretations are made based on the data statistic analysis and related to the findings. They are described as follows:

First, the teaching of writing using Mind Mapping technique is effectively applied in the experimental group because there was a significant different average score between the teachings of writing using TBLT and conventional technique where the

average score of Mind mapping was higher than Conventional Technique. It means that Ho was rejected and Ha1 was accepted. It is also illustrated by O'Malley and Charnot (1990) as the behavior that individuals use to help them comprehend.

Second, Mind Mapping technique was applied to develop student's writing achievements effective to be taught in high motivation because using TBLT gave the significant different between high motivation after being taught Mind Mapping and high motivation after being Conventional. It means Ho was rejected and Ha2 was accepted. Besides, it is also done by Lipstein and Renninge (2007) in writing achievement where it gave the feedback to students.

Third, Mind Mapping technique was applied to develop student's writing achievements effective to be taught in low motivation taught Mind Mapping and it had a significant different between low motivation using Mind Mapping and Low motivation using Conventional. It means that Ho was rejected and Ha3 was accepted because the significant of low motivation was higher than low motivation in conventional. It was also done by

Forth, Mind Mapping also was applied to develop the student's writing achievement effective to be taught in high and low motivation. There was a significant difference teaching writing using Mind Mapping towards high and low motivation.

Fifth, although writing activities was difficult to the students at the beginning of the treatment, but they were enjoyed. This research also, there was an interaction effect and motivation among the students which result in willingness to write narrative writing.

Based on the explanation above, the writer concluded that there was a progress achieved both experimental and control group. However, the experimental group had a better progress in writing achievement than the control group. Furthermore, the writer also said Mind Mapping was effective in improving student's writing achievement in the experimental group. This interpretation was relevant to the research done by

Conclusions

Based on the conclusions above, the writer concluded that (1) there was a significant difference in average score of descriptive text writing ability between students being taught Mind mapping technique and Conventional technique, (2) there was a significant difference in average score between the student's descriptive text writing in high motivation using Mind mapping technique and Conventional technique, (3) there was a significant difference in average score between the student's

descriptive writing in low motivation using Mind mapping technique and Conventional technique, and (4) there was a significant interaction effect of Mind mapping technique and motivation in the student's writing ability.

Suggestions

Based on the findings, the writer would like to offer some suggestions to the teacher of English to apply many kinds of strategies in helping students to learn English, especially to develop the student's writing. This research also can be an alternative teaching since it has shown that the teaching of writing using Mind mapping can develop the student's writing skill ability. Besides, the teacher also must focus on the organization and language use since they were very poor in writing especially in descriptive writing

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