**THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE THE STUDENTS’ SKILL IN WRITING ARGUMENTATIVE TEXT AT MAN MODEL BANDA ACEH**

**THESIS**

**Submitted by:**

**HABIB AGUS FAROQ**

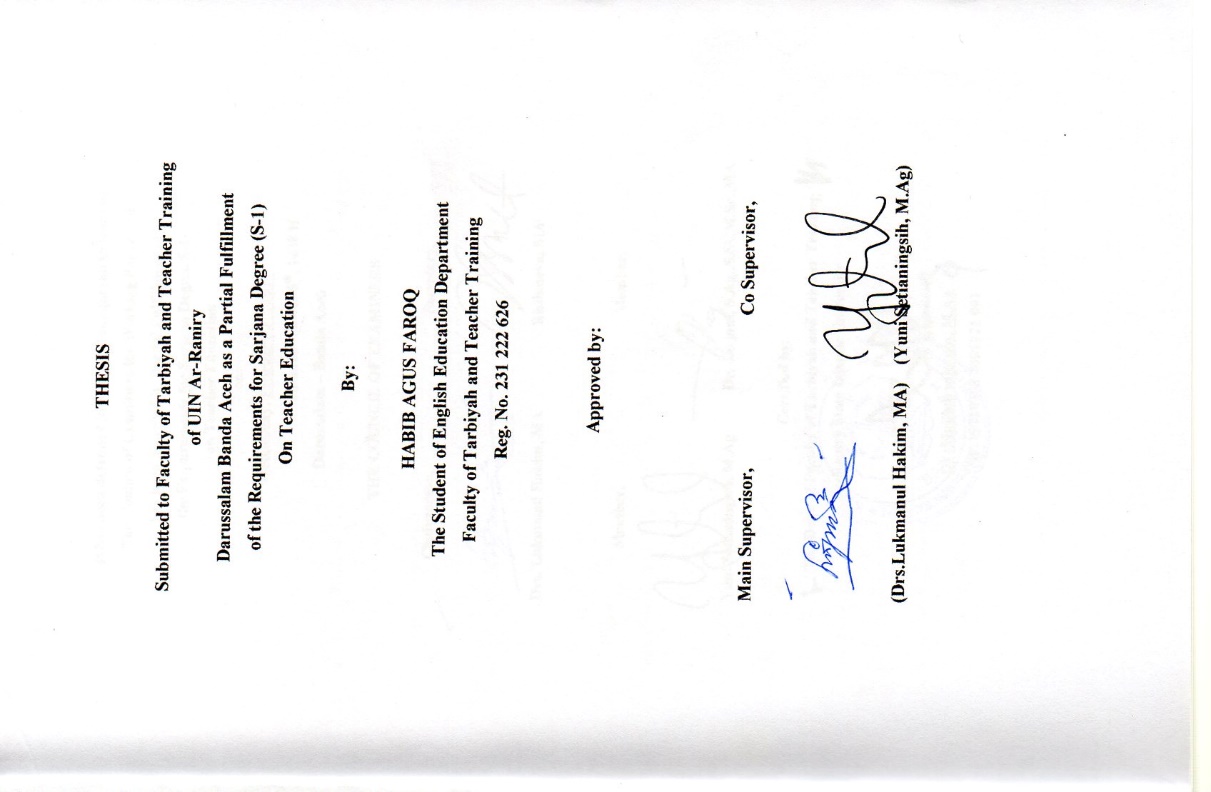
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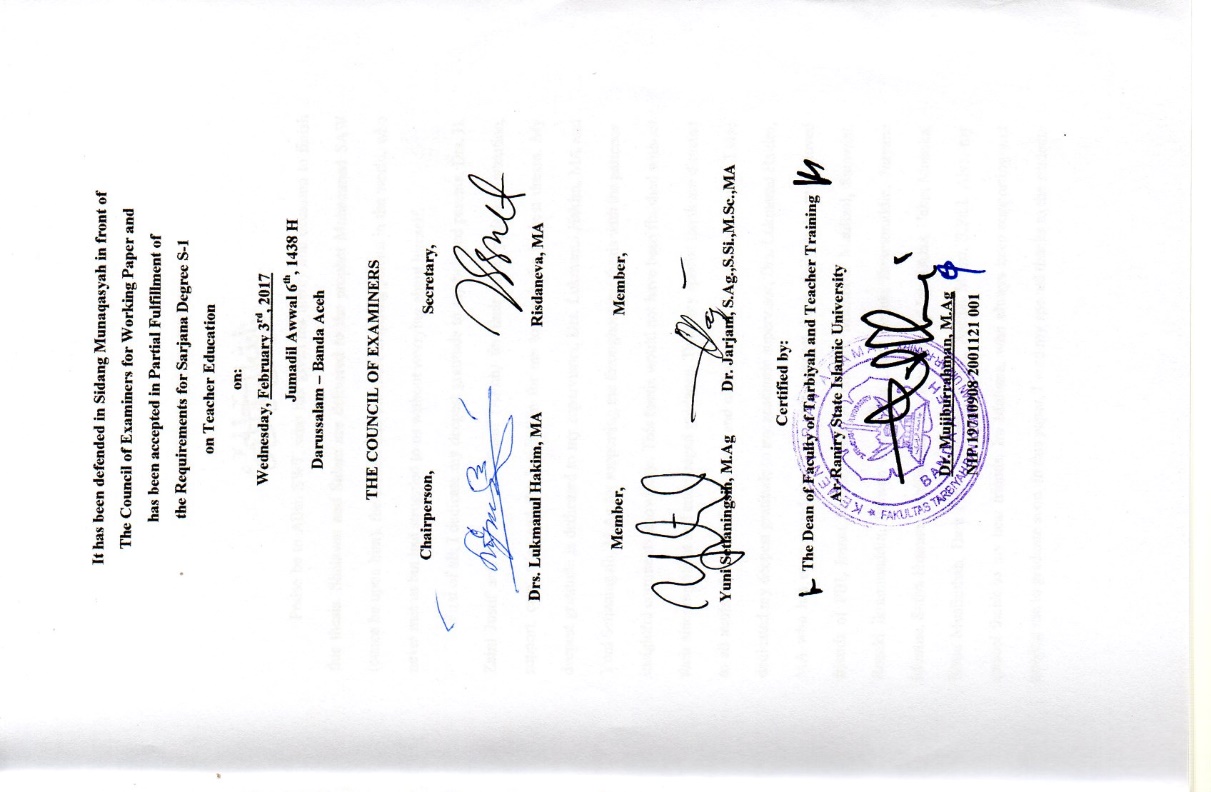
**Reg. No. 231222626**



**FACULTY OF TARBIYAH AND TEACHER TRAINING AR-RANIRY STATE ISLAMIC UNIVERSITY DARUSSALAM – BANDA ACEH**

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****

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Banda Aceh, 19th Januari 2017

The writer

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**Surat Pernyataan**

Saya yang bertanda tangan di bawah ini:

Nama : Habib Agus Faroq

NIM : 231 222 626

Tempat/Tanggal Lahir : B. Aceh, 21 Agustus 1994

Alamat : Jl. Shalihin No. 12 Desa Lamglumpang

Ulee Kareng Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“The Use**

**of Mind Mapping to Improve The Students’ Skill in Writing Argumentative Text At MAN Model Banda Aceh ”** adalah benar-benar karya asli saya, kecualilampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, Januari 2017

Saya yang membuat pernyataan,

( Habib Agus Faroq )

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**ABSTRACT**

Name : Habib Agus Faroq

Student’s Number : 231222626

Faculty/Departement : Fakultas Tarbiyah dan Keguruan / Pendidikan Bahasa

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Writing is the skill that have to produce the ideas in a text. Writing is one of the language skills that must be taught both a junior and senior high school based on the ministry of national education’s policy. Mind mapping technique is a technique that help students’ writing skill in terms of enriching vocabularies, improving creativity, arranging sentences and organizing ideas. This research is aimed to answer the questions whether mind mapping technique improve the students’ skill in writing argumentative text, and also to know students’ responses after learning writing the argumentative text through mind mapping technique. To get the data, the writer conducted field research at MAN Model Banda Aceh by applying three techniques, namely: experimental teaching (Pre-experimental), test, and questionnaire. Purposive sampling is the technique that the writer used in choosing the sample. The result of the research demonstrated that the pre-test and post-test was analyzed by using statistic formula. According to the results of the research, applying Mind Mapping technique in teaching writing argumentative text could improve students skill. It was proven by the improvement of the mean score which was shown higher (72.3 to 84). Then, it is also proved by examining the hypothesis that the t-score is 4,50 and t-table on the degree of significance 5% is 1.686. So, it can be stated that to is higher than ttable (4,50 > 1,686). It means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Moreover, based on the analysis of questionnaires, most of the students gave positive response to mind mapping technique. Finally, it could be concluded that the use of mind mapping technique improved the students’ skill in writing argumentative text and their interest in writing.

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**CHAPTER I**

**INTRODUCTION**

**A. Background of the Study**

Writing is the way to express ideas in a written form using letters, words, art or media, and it requires mental process in order to express the ideas (Uusen, 2009). This means that as the foreign learners, they should be able organized the ideas to produce a good text or information. It is the line of Fachrurrazy (2012) who stated that writing is a productive skill which means producing something not receiving it. In different professions and academics, writing is considered as an important skill taught in any level of education from a kindergarten until a University.

In Indonesia, writing is one of language skills that must be taught both a junior and senior high school. Based on the curriculum 2013 for the English subject, it is stated that it is demanded for students of a senior high school to write various text types; such as, a descriptive text, a narrative text, and an argumentative text (Depdiknas, 2013). As stated by Emilia (2011), descriptive text is a kind of text that has a purpose to give the information about something or someone. In descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it (Alwasilah & Alwasilah; 2007). Anderson and Anderson (1997: 8) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013: 2) state that narrative is a type of essay that tells a story or a series of events in which

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they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. This research is restricted only on the argumentative text. The argumentative text is the one that requires students to write and to use their critical thinking about the topic given. In the argumentative text, the student explains and convinces the reader about the pros (Agree) and cons (NOT Agree) on the given topic.

Based on the result of my interview before I did this research with Mrs. Erfiati as an English teacher in MAN Model Banda Aceh, I could conclude that the students of MAN Model Banda Aceh faces a lot of problems in writing. Mrs. Erfiati said that the student were lazy and bored if the teachers asked them to write especially, argumentative text. The reason why the students faced problems in writing the argumentative text, was that they had lack of vocabulary. So, must of them got a low score in writing. The conventional learning strategy that the teachers applied in teaching writing during learning activities in the classroom was to read the text, to translate it by using dictionary, and to rewrite the translation. So, that’s why the teachers had a high responsibility to improve students’ skills in writing. In addition, Mrs. Erfiati stated that it is necessary for the teachers to apply a new technique which enable to develop the students’ ideas and to enhance the new vocabularies in writing Argumentative text.

This research was designed to apply a model of teaching writing in argumentative text by a mind mapping technique. Mind Mapping were

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popularized by author and consultant, Tony Buzan. He used a two-dimensional structure, instead of the list format conventionally used to take notes. As Tony Buzan (2002), mind mapping is a technique that represented the ideas (usually generated via a brainstorming session). It shows the ideas which are generated around a central theme and how they are interlinked. It is a technique primarily used for stimulating thought. Mind Mapping is a useful technique that helps the students learn more effectively, improves the way that the students record information, and supports and enhances creative problem solving (Alamsyah, 2009). This technique can also help students in terms of enriching vocabularies, improving creativity, arranging sentences and organizing ideas. In this technique, several things were also given, for example, color pencils, papers, pictures, and etc, in order to stimulate their thinking. Then, the idea was connected by lines in order to make their imagination colorful and more interesting toward writing skill.

There were several advantages of mind mapping; such as, students can enhance their writing skills and create an effective note to help them to write an argumentative text. Thus, through this technique will make students interested in learning writing.

**B. Previous Study**

There are many studies about the use of mind mapping technique in teaching writing. In this research, the researcher takes two previous researchers. The first previous study was done by Susiani with her research paper entitled “The Use of Mind Mapping To Improve English Achievement on Reading of The Second Year Students of MTs Al Ittihad Pabelan in The Academic Year Of

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2008/2009”. In her research, she found the psychological factors of the students. They are motivation and interest. To improve motivation and interest of the students, she uses mind mapping to solve the problem and increase students’ achievement. The last previous study was done by Ita Kurniawati, the purpose of her research project is to find out students English achievement on vocabulary using mind mapping method in the classroom. She chose classroom action research, entitled “Improving Students’ Vocabulary Mastery through Mind Mapping Strategy” (Classroom Action Research at the Second Year Of SMP Negeri 2 Polanharjo, Klaten in the Academic Year of 2010/2011).

There are some differences between this research with the rsearch that the researcher mentioned above. First, this research discusses argumentative text, while another research discusses the descriptive text, narrative text, etc. Second, this research focuses on writing skills, while another research focuses on vocabulary skills. The last, this research uses experimental research, while others research using classroom action research.

**C. Research Question**

Based on the previous explanation, the researcher focuses on two research questions:

1. Does Mind Mapping technique improve the students’ skill in writing Argumentative Text?
2. What are students’ opinions about the use of mind mapping technique in writing Argumentative Text?

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**D. Research Aim**

The purposes of this research are as follows:

* 1. To find out whether mind mapping technique help students improve their writing skill in writing Argumentative Text.
  2. To find out the students’ responces about the use of mind mapping technique to improve their skill in writing Argumentative Text.

1. **Research Terminology**

There are some terms used in this thesis which need further description in order to avoid readers’ confusion. The terms are :

1. Mind Mapping

Mind mapping is a highly effective technique of getting information in and out of your brain. Mind mapping is a creative and logical means of note-taking and note-making that literally maps out your ideas (Buzan, 2006: 6). According to the statement above, the researcher concluded that mind mapping is one of techniques which used in writing activity that will encourage students to describe something and enhances the new vocabularies in writing.

2. Improve

As to Oxford Advanced Learner Dictionary of Current English, the word ‘Improve’ means make or become better. The researcher concluded that improve means the process to lead a thing from one condition to a condition considered to be better. In this research,

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improve means to make argumentative text, better technique for writing.

students’ skill in writing, specifically by using mind mapping technique as the

3. Students’ Skill

According to merriam-webster.com, student is a person who attends a school, college, or university. Meanwhile, skill means the power or ability to do something. Moreover, Lohman (1997) said that skill or ability is a latent characteristic of Individual differences dealing with tasks. As the definition above, the researcher purposed the meaning of students’ skill in this study as the capability and potentiality that a student has in writing a text.

4. Argumentative Text

Argumentative texts is the text that explain and convince the reader about the pros (Agree) and cons (NOT Agree) on the given topic. In this research, argumentative texts which mean that the student are required in writing a text by the content, investigates a topic; collects, produces, evaluates evidence; and establish, a position on the topic briefly. The researcher used argumentative text in this research to prevent overly general research and to lead the research more specific.

**CHAPTER II**

**LITERATURE REVIEW**

1. **A Brief Discussion on Writing**
2. The Nature of Writing

Writing is an activity of exploring opinions and ideas into words. It includes the organization of words, phrases, clauses, and sentences into coherent and cohesive paragraphs and texts. There is no doubt that writing is the most difficult skill for all language users: foreign, second, and even for first language. Writing needs a well preparation and a lot of practices. It’s different with other skills; reading, speaking, and listening. In reading skill, students only need to read the text without use the difficult techniques to read the text that has given by the teacher. In speaking skills, students can speak spontaneously in students mind. And also in listening skill, which are the students just listen to what the speakers say without having to require a difficult technique before listening what the speakers are talking about.

According to Richards and Renandya (2002: 309), state that written language is complex at the level of the clause. Writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse. In relation to writing, Brown (2001: 335) states that writing makes the product through thinking, drafting, and revising. It means that in producing written language, the researcher should follow those steps to produce a final product.

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Writing is a skill that needs a process so that ideas that have been possessed can be expressed through writing. It needs teaching-learning so that process can be done well. Certainly, writing in English is not easy as simply just expressing the ideas. For that reason, a technique that can support the learning process is needed.

1. Micro-skills for English Writing

To increase the writing skill of the students, the teacher must be able to guide the students in upgrading the competence of their writings. The subdivisions of writing skills into macro and micro-skills have been proposed by several experts. Spratt et al. (2005), state writing involves several sub-skills. Some of these are related to accuracy. Accurate writing involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly. In composing the writing product, Brown (2001) states the compositions that should be included; they are meeting certain standards of prescribed English rhetorical style, reflecting accurate grammar, and being organized in conformity with what the audience would consider to be conventional.

According to Brown (2001), there are twelve skills that must be mastered by the students to increase the writing skills. The micro skills for writing production are: (1) producing and using graphemes and orthographic patterns of English correctly including the script, and spelling and punctuation conventions;

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1. producing writing in a good management rate of speed to suit the purpose; (3) producing an acceptable core of words and using appropriate word order patterns;
2. using acceptable grammar systems (e.g., tense, agreement, and pluralisation), pattern and rules; (5) expressing a particular meaning in many types of grammatical forms; (6) using cohesive devices in written discourse and making the text coherent, so that other people can follow the development of the ideas; (7) using the rhetorical forms and conventions of written discourse; (8) appropriately accomplishing the communicative functions of written texts according to form and purposes; (9) conveying links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; (10) distinguishing or differentiating between literal and implied meanings when writing; (11) correctly delivering cultural in specific reference; (12) developing and using a battery of writing strategies, it also applies the stages of writing, such as accurately assessing the audience’s interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

The process of writing emphasizes on the balance between process and product. The students need a process to make a good writing, so it will produce a good product too. According to Richards and Renandya (2002: 316), the process of writing has four basic writing stages those are planning, drafting, revising and editing. The final product should be done through the process.

1. Text Types Used in Writing

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1. Descriptive text

Descriptive text is concerned with the location of person and thing in space. The text tells what lies to the right or left, in the background or foreground, or it provides background information. Once again it is immaterial whether a description is more technical objective or more impressionistic-subjective. State or positional verbs plus the appropriate adverbial expressions of location are employed in descriptions (e.g.: the operation panel is located on the right-hand side at the rear; New Orleans lies on the Mississippi). Perfect and progressive forms typically give background information (e.g.: he was peacefully dreaming when the fire broke out; as the cabinet has agreed on the principles, an interministerial committee will work out the details) (Gramley & Patzold, 1992)

* 1. Narrative Text

Narrative text has to do with real world events in time. It is immaterial whether a narrative is fictional (as in a fairy tale or novel) or non-fictional (as in a newspaper report). Thus, they may be fictional (fairy tales and novels) and they may be non-fictional (newspaper report). What is characteristic is the sequencing of events in which dynamic verbs occur in the simple form and in which sequencing adverbials such as *and then* or *first, second, third* provide the basic narrative structure, (*e.g. First we packed our bags and then* *we called a taxi. After that we . . . etc.)* (Gramley & Patzold, 1992).

* 1. Argumentative Text

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An argument, according to Ramage et al., must have a clear question with one or more reasons to support the stand point taken (2009, p. 380). They explain that the core of the argument is a question formed from an issue that has more than one possible answer. Different perspectives need to be taken into consideration for the argument to be effective (p. 381).

It is supported by Ramage et al. (2009) who maintain that, in search of the truth, the argument must consider all sides of a problem,look at all information and alternatives available in order to arrive at the best solution (p. 378).

Moreover, Lundahl points out that, when writing argumentative texts, the need for adapting to the audience is high. The writer needs to consider three aspects: his/her own opinions and thoughts, the ideas represented in the literature and the reader’s thoughts and ideas (Lundahl, 2009, p. 220). Lundahl further argues that the ability to cope with these three aspects is part of accommodating the audience and by that also part of the writing and language development (2009,

* 1. 221).

**B. A Short Discussion on Mind Mapping Technique**

1. The Nature of The Mind Mapping

Nowadays, mind mapping is a common technique in the English teaching learning process. Mind mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. It is a good technique

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that can help students memory because it enables them to arrange the facts and ideas. Mapping knowledge which will help students to understand and remember new information by focusing on the key ideas that are written down, and then looking for branches out and connections between the ideas.

Mind mapping is a creative note taking technique in a visualization and graphic forms that is used to make people find it easy to enter information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan 2006: 6 ; Buzan 2008: 10). In this definition, five important concepts of mind mapping are used. Firstly, the mind mapping is one of the creative note taking techniques. It is a technique used by people to represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Secondly, the mind mapping helps people to enter the information into their brains. By using mind mapping, it is easy for people to put information into their memory. Thirdly, the mind mapping helps people to keep information in the long term memory. By using mind mapping, the information can be saved into their memories for a long time. Fourthly, the mind mapping helps people to take information out from their brain easily. By using mind mapping, it is easy to recall information saved in their memories. Finally, the mind mapping engages the use of imagination and association in its application. This means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help

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them build their senses to the new concepts. These new concepts are connected to the known concepts having a tight relationship with the new concepts.

1. How to Make the Mind Mapping

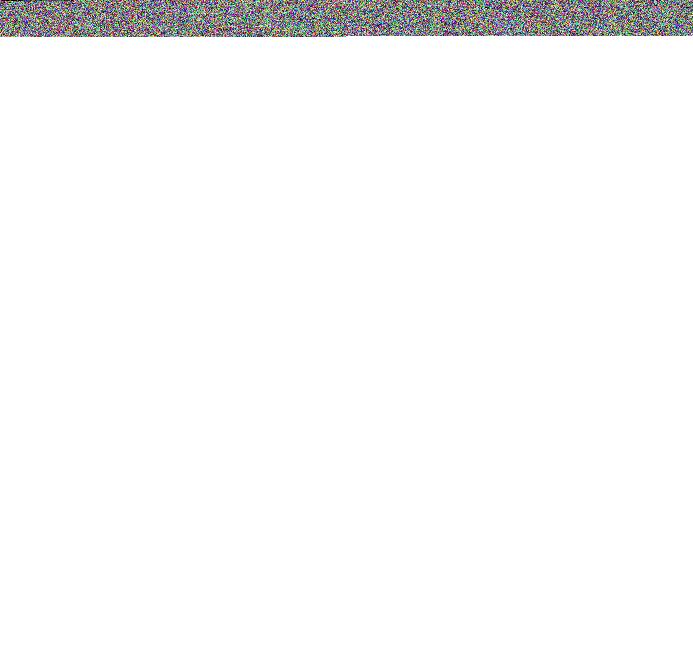
Murley (2007) mentioned that there are a number of computer applications that can be used to create mind maps on a computer. Regardless, to draw a mind map using pen, it is recommended to use a large sheet of white blank paper and turn it horizontally in a landscape orientation. Pens that are used are in multiple thicknesses colors. The following procedures are presented to describe how to make a paper-pen based mind map:

1. Place the central theme or main idea in the centre of the paper. Students may find it easier to place their page in landscape orientation, which is easier for drawing a mind map.
2. Use lines, arrows, branches and different colors as ways of showing the connection between the central theme or main idea. The relationships are important in order to keep the idea related to main topic.
3. Avoid creating an artwork. students should draw quickly without major pauses or editing. It is important in the first step of mind mapping to consider every possibility of ideas, even those that students are not going to use.
4. Choose different colors to symbolize different things. The method is fully up to the student, but they should remain consistent so that the student can be better in drawing their mind map at a next step.

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1. Leave some space on students page. The reason for this is that they can continue to add to their idea over a period of time. If A4 sized paper is small, the student may like to use A3.

Figure 2.1. Example of mind map based on Buzan (2005) in his book:



In Figure 2.1, the example of mind map from Buzan (2005) explain that mind mapping can be used to note creatively and effectively. Besides, it can help the students to memorize information. By using mind mapping, people can emerge and organize ideas to be a good sentence. Moreover, mind mapping can

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make the students happy in studying because there are colorful pictures. That is why mind mapping is a technique that can be used to learn writing skills.

1. The Benefit of the Mind Mapping in Writing

Some people realize that a certain chart or diagram can help them rearrange and visualize the ideas that bear on their mind. That chart usually helps them to remember well by using symbol or pictures that can represent words and ideas. Mind mapping has many benefits in the daily life. According to Murley (2007: 176), there are some advantages of mind mapping technique. One of them is that the radiating design concept keeps the mind topic or central idea with all its major sub-topics close to it. Similarity, sub-topics stay close to their topic. This arrangement keeps the big picture in focus. Beside, mind mapping makes relationships and connectors easier to see, it is more flexible than outlining. In addition, it encourages creativity and improves memory retention and it is also easier to understand, saves time and increases productivity.

The mind mapping is also considered as the technique that enables the user to enlist the full power of the brain both the right side, which is employed for spatial awareness, a sense of wholeness, imagination, day dreaming and color, and the left side, which is the more analytical, logical side. According to DePorter and Mike (2008: 172), the mind mapping has four benefits. They are as follows.

a. It is flexible.

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Flexible in case that missing idea can be added in every place in mind mapping.

1. It focuses attention.

In mind mapping, we do not pay attention in every word. We only mention such words which become ideas. Thus, we can concentrate more in ideas.

1. It increases understanding.

Mind mapping will improve the comprehension and produce valuable frequentnote later.

1. It is fun.

The mind mapping does not limit the imagination and creativity. That makes mind mapping become one of the amusing technique in writing.

So as the witer can see that mind mapping has many benefits in writing, the researcher applies it in teaching writing for the second grade students in senior high school.

**C. Teaching Writing by Using Mind Mapping Technique**

There are so many ways and methods that can be used by teachers in teaching-learning process. They can freely select the appropriate teaching method according to the students’ characteristics and also depending on the materials being taught. It is only the teacher who knows the appropriate teaching method that is going to be used in delivering the teaching material. One of them is

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proposed by Feez and Joyce (2002: 27), there are some stages used to teach writing. Those can be described as follows.

1. Building Knowledge of the Field (BKOF)

In this stage, the students have to think what they are going to learn. They can share it with their teacher and friends. This is pre topic before students studying material in details. The activity is dominated by speaking and listening to the topic in general. In this stage, students together with teacher can develop the vocabulary words of the topic and conjunctions, which are needed, and also introduce the strategy they are going to use to study the topic. Concerning with the planning of the teacher, the teacher will use this step to introduce the student about the material, the strategy and also the grammar which are needed for them.

1. Modeling of the Texts ( MOT)

This stage includes showing the example of the texts to the student. The teacher explains from general to specific. From general means the teacher has to explain about the definition of mind mapping and the benefits of mind mapping. From specific means the teacher has to explain the steps of making mind mapping and give examples of the mind mapping. It is the stage to make the student understand about the theoretical foundation of building the discussed texts. Finishing this stage, the teacher hopes the students understand well about the strategy that is going to be used in writing. The teacher also explains how to write a good paragraph and how to develop their idea that they made using mind mapping into their writing.

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1. Joint Construction of the Texts ( JCOT)

In this stage, the student have to joint together to have an exercise related to the topic. They can do it in group, in pairs or individually. All depends on the materials. The student are expected to be able to do the work well because they have learnt about the theory in the stage two. The material is about writing a paragraph. In this case, the student have to know about the vocabulary words they have to use and how to write using mind mapping. In this stage, the teacher will get the student to write their idea by using mind mapping. It is only a plan for the student before they write their ideas. The teacher will give the student a topic, their activity at their holiday and they can do it with their partner. They have to make mind mapping as their construction before writing their ideas. In another meeting, the teacher also asks the student to write their ideas as a writing plan about their experiences using mind mapping individually.

1. Independent Construction of the Texts (ICOT)

In this stage, the student are hoped to be able to write their ideas in to writing. Related to the project, the teacher will get the student to develop their idea using mind mapping that they made in the previous meeting into their writing.

1. Linking Related Texts

In this stage, students investigate how what they have learnt in this teaching learning cycle can be related to: other texts in the same or similar contexts, future or past cycles of teaching-learning. Activities which link the text

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type to related texts include: comparing the use of the text type across different fields, researching other text types used in the same field. Thus, the teacher should make sure that the task in the preceded stages: Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text has been well accomplished so that the student are able to do the independent tasks.

In this research, the researcher has some steps in easy way when applying the mind mapping technique to the student. The steps are :

1. Prepare the blank paper and pen.
2. Place the topic in the centre of the paper. The beginning topic in the center is designed to give freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action. Most students find it useful to turn their page on the side and do mind map in “landscape” style. Placing the topic in the middle of page will give maximum space for other ideas to radiate out from the center.
3. Using lines and arrows, to show the connection between the topic and the idea.
4. Using one idea for each line, circle it and do it too with another word in next. It’s very important in order to keep the idea related to main topic.
5. Write the idea as much as possible to have many idea when write into the text.
6. Leave some space on the page. The reason for this is that the student can continue to add their idea over a period of time.

**CHAPTER III**

**RESEARCH METHODOLOGY**

**A. Brief Description of Research Location**

The researcher conducted a research at senior high school of MAN Model Banda Aceh. MAN Model Banda Aceh is an Islamic Senior High School which is located in Pocut Baren street, number 116, Syiah Kuala subdistrict, Banda Aceh city, Aceh province. It was established since 1978. Currently, the school is being led by Drs. H. Mukhlis, M.Pd.

MAN Model has a basketball court, volleyball court, main stage, mushalla, PSBB hall, boarding dormitory, and a canteen. MAN Model has eight office room, such as; headmaster room, teacher room, student room, curriculum and teaching room, administration room, facilities and infrastructure room, health room, and an OSIM room. There are also twenty-eight classrooms used for teaching and learning process. The first grade has nine classrooms, the second grade has ten classrooms, and the third grade has nine classrooms. To support the teaching and learning activities, the school also has a multimedia laboratory, language laboratory, chemistry laboratory, physics laboratory, biology laboratory, and a library where students can read and borrow books during their spare time. There are several English textbooks for high school students are available at the library. Other books of different subjects such as natural sciences, religions, languages, and social sciences are also available.

The number of students in the academic year of 2016/2017 is 324 students for the first year, 310 students for the second year, and 293 students of the third

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year (MAN Model Banda Aceh administration 2016). For more detail of the

distribution of the students, the following table can be exposed.

**Table 3.1. The distribution of students at MAN Model Banda Aceh**

|  |  |  |  |
| --- | --- | --- | --- |
| **Classes** | **Male** | **Female** | **Total** |
|  |  |  |  |
| **X MIPA, IPS, BAHASA, AGAMA** | **147** | **177** | **324** |
|  |  |  |  |
| **XI MIPA, IPS, BAHASA, AGAMA** | **126** | **184** | **310** |
|  |  |  |  |
| **XII MIPA, IPS, BAHASA, AGAMA** | **105** | **188** | **293** |
|  |  |  |  |

Teacher is one of the important elements in the school. There are 56 permanent teachers work in MAN Model Banda Aceh. For English subject, this school has 4 teachers. Some of them were graduated from university (bachelor degree).

The following table shows details of English teacher who teach in MAN Model Banda Aceh.

**Table 3.2. name of english teacher who teach in this school.**

|  |  |
| --- | --- |
| **Name of Teacher** | **Graduated from** |
|  |  |
| **Dra. Wardina, M. Pd** | **S2 Universitas Syiah Kuala** |
|  |  |
| **Drs. Azhari** | **S1 IAIN Ar-Raniry** |
|  |  |
| **Erfiati, S.Pd.I MA** | **S2 Jerman** |
|  |  |
| **Nurhasanah, S.Ag M.Pd** | **S2 Universitas Syiah Kuala** |
|  |  |

Every subject taught at the school has its own curriculum. Curriculum plays an important role in formal education. It will determine or instruct the

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teacher on how and what to teach to the students.This curriculum also helps

teachers in designing learning objective and selecting appropriate materials.

English curriculum at MAN Model Banda Aceh is based on K13 curriculum. Specifically for the second year students, the textbook used is Bahasa Inggris for XI, this textbook based on Ministry of National Education 2014. The allocated time is 86 hours for one semester. One hour takes 45 minutes long. The materials for this level are applied step by step from a very simple to a complex one.

**B. Research Design**

Research design is a way to plan how, when and where the data are to be collected and analysed. A research design used in this research is experimental research. This research used a quantitative method. According to Evelyn (2001), quantitative method suggest investigation involving numbers. This method collects numerical data through evaluation sheet that administrated by the researcher. It involves answering questions concerning the current status of the subjects of the research.

The careful collection, analysis, and interpretation of quantitative data are necessary to do this experimental research. Wireman (1991) explains that an experimental research is a research situation in which at least one independent variable, called the experimental variable*,* is deliberately manipulated or varied by the researcher, while quantitative research is the collection and analyses of numerical data in order to explain, predict, or control phenomena of interest.

In this research, one group pre-test and post-test design was used to collect the data. This research was measured by pre-test before giving the treatment and

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post-test after giving the treatment to the students. Evelyn (2001) proposes the

procedure used in pre-experiment one group pre-test-post-test design as in the

following:

Participant selection  Pre-test  Treatment  Post-test.

This method collects numerical data through evaluation sheet that administrated by the researcher. It is aimed to answer questions concerning the current status of the subjects of the research. Questionnaire are used to find out the students’ responses about the use of mind mapping technique to improve the students’ skill in writing Argumentative Text.

**C.** **Research Hypothesis**

This study is to answer such a question “is there any significant difference between the students’ skill in writing Argumentative Text through Mind Mapping technique before and after treatment is given ?”. To get the answer, the writer proposes Null hypothesis (Ho) and Alternative hypothesis (Ha) as below:

a. Null hypothesis (Ho): There is no significant difference between the students’ skill in writing Argumentative Text through Mind Mapping technique before and after treatment is given to the students of MAN Model Banda Aceh.

b. Alternative hypothesis (Ha): There is significant difference between the students’ skill in writing Argumentative Text through Mind Mapping technique before and after treatment is given to the students of MAN Model Banda Aceh.

**D. Population and Sample**

**1.** **The Population**

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According to Arikunto (2010), population is the entire group of entities or

persons to whom the results of a research are intended to apply (p. 186). The

population of this research is 53 students who are composed of two classes; class

XI IPA-2 and class XI IPA-3. Every class consists of around 25 or 28 students.

1. **The Sample**

The sample was the small unit of population that was taken as

representative of all population. In this case, the sample of this research is the students in class XI IPA-2 in MAN Model B. Aceh in the academic year 2016/2017 which consists of 25 students. The technique of taking sample was purposive sampling. The researcher stated that the students of XI IPA-2 class of MAN Model B. Aceh have writing skill lower than the other classes. The writer have know it by the information from Mrs. Erfiati as an English teacher at the second grade students of MAN Model Banda Aceh.

**E. Technique of Data Collection**

To support this research, the researcher needs to collect data. To carry out the data needed, the researcher will apply some technique which is considered appropriate, they are: pre-experimental teaching, test and questionnaire. The explanation would be discussed as follows:

1. **Pre-experimental design**

The researcher used pre-experimental design. The researcher used one

group pretest-posttest design and choose one class to be the sample of this research. One group pretest-posttest design was not allowed to use control class. That was why the researcher only took XI IPA-2 class as the sample. Pre-experimental design used by the researcher to get the data. It was held four

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meetings to teach the students how to promote their writing skill through Mind

Mapping technique. This design was essential in this research to give a treatment

as it was expected to promote students’ writing skill. In the first meeting and the

last meeting were used for conducting tests, while the second and the third

meeting the researcher gave some treatments to the students.

1. **Test**

Test in this research were given to measure the students’ skill before and

after the treatment given. The tests were divided into two categories; pre-test and post-test. In the pre-test, students are asked to write an argumentative text entitled: “Do not Littering” and in the post-test, students are asked to write an argumentative text entitled: ”Mobile Phone Should be Banned in the School”. For more details, can be found at **APPENDICES.** The function of pre-test is to find out students’ skill before giving treatment. On the other hand, post-test is to find out whether their writing skill improve or not after the treatment.

1. **Questionnaire**

To get additional data, the researcher also distributed questionnaires for

students. Questionnaire is distributed in the last meeting after the post-test has been collected. Questionnaire in this research has 10 questions and used based on Likert Scale. For more details, can be found at **APPENDICES.** According to Sugiyono (2015) Likert Scale is used to measure attitudes, opinions, and perceptions of a person or group of people on social phenomenal. In this research, the questionnaire which is used Likert Scale aims to find out the students’ responses about the use of mind mapping technique to improve their skill in writing Argumentative Text.

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**F.** **Data Analysis**

**1. Test**

The main goal of this research was improving the students’ skill in writing argumentative texts. There were some steps of activities done and finally tests were used to measure the students’ progress in mastering writing skills.

In scoring students’ writing, the researcher used the rubric for the assessment of the argumentative text in four elements. These four elements are 1) **introduction:** background/history, define the problem, statement. 2) **main point**:body paragraphs and organization. 3) **mechanics**: sentence, structure, punctuation

* capitalization. 4) **conclusion**. The maximum score in this measurement was 100, so the students’ mark could be calculated as follows:

Students’ mark = *Total score*

X 100

*Maximum score*

Regarding to this research has the hypothesis, the researcher use t-test to analyze the test. According to Sudjana (2008),−the formula is:

= .  +

The procedures of calculation are as follow:

a) Determining mean variable MX with formula :

∑

b) Determining mean variable MY with formula:

∑

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( )

c) Determining variable SDx with formula:

= −

( )

d) Determining variable SDy with formula:

= −

1. Determining t-table in significance level 5 % with df: df = Nx+Ny – 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Note: | Mx | = Mean of Post-test | |  |  |  |
|  | My | = Mean of Pre-test | |  |  |  |
|  | ∑SDx | = Sum of deviation score in Post-test | | |  |  |
|  | ∑SDy | = Sum of deviation score in Pre-test | | |  |  |
|  | Nx | = Number of students in Post-test | | |  |  |
|  | Ny | = Number of students in Pre-test | | |  |  |
| **Table 3.3. Rubric for the Assessment of the Argumentative Text** | | | | |  |  |
| **A.** |  |  | **Score** | |  |  |
|  | **4** |  | **3** | **2** | **1** |  |
|  | Well |  | Introductory | Introduction | Problem is |  |
|  | developed | | paragraph | states the | vague or |  |
|  | introductory | | contains some | thesis but | unclear. |  |
|  | paragraph | | background | does not | Background |  |
| **INTRODUCTION** | contains | | information | adequately | details are a |  |
| detailed | | and states the | explain the | seemingly |  |
| (Background/history, | background, | | problem, but | background of | random |  |
| Define the problem, | a clear |  | does not | the problem. | collection of |  |
| Statement) | explanation | | explain using | The problem | information, |  |
|  | or |  | details. | is stated, but | unclear, or not |  |
|  | definition of | |  | lacks detail. | related to the |  |
|  | the problem, | |  |  | topic. |  |
|  | and a |  |  |  |  |  |
|  | statement. | |  |  |  |  |
| **B.** | Three or | | Three or more | Three or more | Less than |  |
|  | more main | | main points | main points, | three main |  |
| **MAIN POINTS** | points are | | are present | but all lack | points, with |  |
| (Body Paragraphs) | well |  | but may lack | development. | poor |  |
|  | developed | | detail and |  | development |  |
|  | with |  | development |  | of |  |
|  | supporting | | in |  | ideas. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | 28 |
|  |  |  |  |  |
|  | details. | one or two. |  |  |
|  | Logical, | Overall, the | Progression of | Arrangement |
|  | compelling | paper is | ideas in essay | of essay is |
|  | progression | logically | is awkward, | unclear |
|  | of | developed. | yet moves the | and illogical. |
|  | ideas in | Progression of | reader | The writing |
|  | essay;clear | ideas in essay | through the | lacks a clear |
| **ORGANIZATION** | structure | makes sense | text without | sense of |
|  | which | and moves the | too much | direction. |
|  | enhances and | reader easily | confusion. | Ideas, details |
|  | showcases | through the | The writer | or events |
|  | the central | text. Strong | sometimes | seem strung |
|  | idea or theme | transitions | lunges ahead | together in a |
|  | and moves | exist | too quickly or | loose or |
|  | the reader | throughout | spends too | random |
|  | through | and add to the | much time on | fashion; there |
|  | the text. | essay’s | details that do | is no |
|  | Organization | coherence. | not matter. | identifiable |
|  | flows so |  | Transitions | internal |
|  | smoothly the |  | appear | structure and |
|  | reader hardly |  | sporadically, | readers have |
|  | thinks about |  | but not | trouble |
|  | it. |  | equally | following the |
|  | Effective, |  | throughout | writer’s line |
|  | mature, |  | the essay. | of thought. |
|  | graceful |  |  | Few, forced |
|  | transitions |  |  | transitions in |
|  | exist |  |  | the essay or |
|  | throughout |  |  | no |
|  | the essay. |  |  | transitions are |
|  |  |  |  | present. |
| **C.** | Sentence | Sentence | Work | Work |
|  | structure is | structure is | contains | contains |
| **MECHANICS** | correct. | generally | structural | multiple |
| (Sentence, Structure, | Punctuation | correct. | weaknesses | incorrect |
| Punctuation & | and | Some | and | sentence |
| Capitalization) | capitalization | awkward | grammatical | structures. |
|  | are correct. | sentences do | errors. | There are four |
|  |  | appear. | There are | or more errors |
|  |  | There are one | three or four | in |
|  |  | or two errors | errors in | punctuation |
|  |  | in | punctuation | and/or |
|  |  | punctuation | and/or | capitalization. |
|  |  | and/or | capitalization. |  |
|  |  | capitalization. |  |  |
| **D.** | Conclusion | Conclusion | Conclusion | Conclusion |
|  | summarizes | summarizes | summarizes | does not |
| **CONCLUSION** | the main | main topics. | main topics, | adequately |
|  | topics | Some | but is | summarize |
|  | without | suggestions | repetitive. No | the main |
|  | repeating | for change are | suggestions | points. No |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | 29 |
|  |  |  |  |  |
|  | previous | evident. | for | suggestions |
|  | sentences; |  | change and/or | for change or |
|  | writer’s |  | opinions are | opinions are |
|  | opinions and |  | included. | included. |
|  | suggestions |  |  |  |
|  | for change |  |  |  |
|  | are logical |  |  |  |
|  | and well |  |  |  |
|  | thought out. |  |  |  |

**2. Questionnaire**

The acquired data of the questionnaire is also analyzed statistically by counting the percentage of the students’ answers in each item of the questionnaire. To count the percentage of the answers chosen by the participants, the researcher refers to Metoda Statistika which was written by Sudjana (2008). The formula used is:

**P = x 100%**

Note:

1. : percentage
2. : frequency of respondents
3. : the number of sample

*100 %* : constant value

**G. Teaching Writing at MAN MODEL Banda Aceh**

Based on Curriculum 2013 at MAN Model Banda Aceh, especially writing material for second grade involve transactional text, interpersonal text, analytical exposition text, procedure text, and announcement text. In curriculum 2013, writing material analyzed social function, the structure of the text, and linguistic elements from the short and simple text appropriate to the context usage. Now the

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researcher is interested to do research in teaching writing at MAN Model Banda

Aceh with Mind Mapping technique and use argumentative texts (analytical

exposition text) material.

**CHAPTER IV**

**DATA ANALYSIS AND DISCUSSION**

**A. The Analysis of Test Results**

**1. Experimental Teaching**

Before coming to the analysis of test result, the researcher has done the research using experimental teaching to know students’ improvement in writing skill. Experimental teaching was conducted into four meetings. The allocation time for each meeting was 45 minutes. In this experimental teaching, the mind mapping technique was applied as a teaching technique. The description of the experimental teaching undertaken will be explained below:

1. First Meeting (January 4th, 2017)

In the first meeting, all students attended to the class. Firstly, the researcher did observation and asked information to the English teacher about students skill especially in writing. Then, the researcher entered the classroom and introduced himself to the students. After five minutes, the student’s attendance list was checked and their names were called one by one to know them further. The students were happy and interested in accepting the new materials. To know the students skill in writing, the pre-test was given. The test was given to the students, the students are asked to write an argumentative text entitled: “Do not Littering”. Once the test finished, the class was closed.

1. Second Meeting (January 5th, 2017)

In the second meeting, the researcher continued several steps. Firstly, the students’ attendance list was checked in order to get the valid data of respondent

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in this research. Secondly, the students discussed topics, vocabulary, and grammar of text argumentative form with the teacher. After that, they tried to understand the examples of argumentative text and the examples of mind mapping. Thirdly, the researcher began teaching by using mind mapping technique and they listened to the teacher's explanation on how to create an argumentative text by using mind mapping. Fourthly, students made a mind mapping as the first plans before making argumentative text. As the result, most of them had lack of vocabularies, so the researcher advised them to bring dictionary for every English class. Furthermore, the students were given several minutes to ask some questions related to the problem that they faced. At that time, every student was supervised by the researcher if any students confused about something. When the bell has rang, then the task became homeworks and discussed at the next meeting. Finally, the researcher closed the class.

1. Third Meeting (January 11st, 2017)

Firstly, the researcher greeted and checked attendance lists and so on.

Secondly, the researcher did teaching learning process as same as the second meeting with different material. In this meeting, the researcher asked the students to submit the tasks of the second meeting to the researcher. Furthermore, the researcher gave the feedback to the students. The students paid attention to the feedback that has given by the researcher on their tasks. Thirdly, the researcher explained what the argumentative was and gave an example of the argumentative text. Fourthly, the students tried to make the argumentative text with mind mapping individually. Next, the students discussed the tasks with the researcher. Finally, the researcher reviewed the material and closed the class.

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1. Fourth Meeting (January 12nd, 2017)

At last meeting, the researcher kept checking attendance list in order to get

the valid data of respondent in this research. Then, the post-test was given to the students by individual. The students are asked to write an argumentative text entitled: “Mobile Phone Should be Banned in the School” about 40 minutes. The researcher told the students that the test did not influence their score, it was just a test for the researcher’s research. Then the students may not help one another during the tests, they should do the test by themselves. After the students have finished their tests, the researcher collected all students’ papers. Then the score got by every students. Furthermore, the researcher distributed the questionnaire to the students. Finally, the researcher thanked and appreciated for the students for those who helped researcher by using mind mapping technique for four meetings in the class and closed the class.

1. **Test Result**

**Table 4.1 The Score of Pre-test and Post-test in Pre Experimental Class**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **NISN** | **Initial** | **Pre-test** | **Post-test** |
| 1 | 9991008330 | AS | 75 | 88 |
| 2 | 9980942171 | ARA | 50 | 82 |
| 3 | 9994896950 | AD | 75 | 94 |
| 4 | 9993719160 | CSR | 82 | 94 |
| 5 | 9991008379 | DN | 75 | 82 |
| 6 | 9991688867 | EM | 63 | 75 |
| 7 | 9995696158 | FB | 63 | 69 |
| 8 | 9992067768 | IF | 75 | 82 |
| 9 | 9992094575 | INA | 82 | 88 |
| 10 | 9998950930 | MAZ | 75 | 85 |
| 11 | 9995347393 | MNH | 63 | 88 |
| 12 | 9990474653 | MRR | 69 | 75 |
| 13 | 9990705912 | MWF | 82 | 94 |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14 |  | 9993888719 |  |  |  |  |  | NH | |  | 63 | 69 |  |
| 15 |  | 9990960096 |  |  |  |  |  | NH | |  | 75 | 82 |  |
| 16 |  | 201102025 |  |  |  |  |  | RSF | |  | 50 | 75 |  |
| 17 |  | 9992092845 |  |  |  |  |  | SR | |  | 75 | 96 |  |
| 18 |  | 9996041475 |  |  |  |  |  | SRA | |  | 63 | 82 |  |
| 19 |  | 0000185707 |  |  |  |  |  | ZS | |  | 82 | 94 |  |
| 20 |  | 9990706039 |  |  |  |  |  | ASZ | |  | 82 | 88 |  |
|  |  |  |  | Lowest Score | | | | | |  | **50** | **69** |  |
|  |  |  |  | Highest Score | | | | | |  | **82** | **94** |  |
| a. The Result of Pre-test | | | |  |  |  |  |  |  |  |  |  |  |
|  | *Range (R)* | | | *= Highest Score – Lowest Score* | | | | | | | |  |  |
|  |  |  |  | *= 82 – 50* | | | | | | |  |  |  |
|  |  |  |  | *= 32* | | | | |  |  |  |  |  |
|  | *Many Class (K)* | | | *= 1 + (3.3) Log N* | | | | | | |  |  |  |
|  |  |  |  | *= 1 + (3.3) Log 20* | | | | | | |  |  |  |
|  |  |  |  | *= 1 + (3.3) (1.30103)* | | | | | | |  |  |  |
|  |  |  |  | *= 1 + 4.293399* | | | | | |  |  |  |  |
|  |  |  |  | *= 5.293399* | | | | | |  |  |  |  |
|  |  |  |  | *= 6* | | |  |  |  |  |  |  |  |
|  |  |  |  |  | | | | |  |  |  |  |  |
|  | *Interval Class (I)* | | | *=* |  |  |  | |  |  |  |  |  |
|  |  |  | |  |  |  |  |  |  |
|  |  |  |  | *=* | |  |  |  |  |  |  |
|  |  |  |  | *= 5,33 = 6* | | | | |  |  |  |  |  |

Based on the data above, the writer made table of frequency as follows:

**Table. 4.2. Table of Frequency of Pre-test**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Frequency** | **Median** | ***fi.xi*** |
|  | ***(fi)*** | ***(xi)*** |  |
| 50 – 55 | 2 | 52,5 | 105 |
| 56 – 61 | 0 | 58,5 | 0 |
| 62 – 67 | 5 | 64,5 | 322,5 |
| 68 – 73 | 1 | 70,5 | 70,5 |
| 74 – 79 | 7 | 76,5 | 535,5 |

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|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 80 – 85 | 5 | | |  | 82,5 | 412,5 |  |  |
|  | Total | **20** | | |  | **-** | **1446** |  |  |
| Based on the table, the writer found means score *(x1)* and standard | | | | | | | | |  |
| deviation *(S1)* as follows: | |  | . | |  |  |  |  |  |
| *Mean Score (x1*) | | *=* |  |  |  |  |  |
|  |  |  |  |  | |  |  |  |  |
|  |  | *=* | |  |  |  |  |  |  |
|  |  | *= 72,3* | | |  |  |  |  |  |

Based on the result of the pre-test, the writer found that the students’ skill in writing was 72,3

b. The analysis of post-test scores

After tabulating the data of pre-test, the writer did some steps to analyze

the data of post-test as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| *Range (R)* | *= Highest Score – Lowest Score* | | |
|  | *= 96 – 69* | | |
|  | *= 27* | | |
| *Many Class (K)* | *= 1 + (3.3) Log N* | | |
|  | *= 1 + (3.3) Log 20* | | |
|  | *= 1* | | *+ (3.3) (1.30103)* |
|  | *= 1* | | *+ 4.293399* |
|  | *= 5.293399* | | |
|  | *= 6* | |  |
|  |  |  | |
| *Interval class (I)* | *=* |  |  |

*=*

*= 4,50 = 5*

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Based on the data above, the writer made table of requency as follows:

**Table. 4.3 Table of Frequency of Post-test**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Score** | **Frequency** | | | | **Median** | ***fi.xi*** |  |  |
|  |  |  |  | ***(fi)*** | | ***(xi)*** |  |  |  |
|  | 69 – 73 |  |  | 2 |  | 71 | 142 |  |  |
|  | 74 – 78 |  |  | 3 |  | 76 | 228 |  |  |
|  | 79 – 83 |  |  | 5 |  | 81 | 405 |  |  |
|  | 84 – 88 |  |  | 5 |  | 86 | 430 |  |  |
|  | 89 – 93 |  |  | 0 |  | 91 | 0 |  |  |
|  | 94 – 97 |  |  | 5 |  | 95,5 | 477,5 |  |  |
|  | Total |  |  | **20** |  | **-** | **1682,5** |  |  |
| Based on the table, the writer found means score *(x1)* and standard | | | | | | | | |  |
| deviation *(S1)* as follows: | |  | . | |  |  |  |  |  |
| *Mean Score (x1*) | | *=* |  |  |  |  |  |
|  |  |  |  |  | |  |  |  |  |
|  |  | *=* | | , | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

*= 84*

After analyzing the data, the results showed that the post-test mean score was 84 and the pre-test mean score was 72.3. It explained that the students skill in writing by using mind mapping technique have increased 11.7 points (84-72.3=11.7) for their mean score.

1. **Determining Hypothesis**

According to Sudjono (2008), in examining the hypothesis, the t-test is

used to determine the significant of the students score. The t-test is designed to measure and examine the significant between two means of experimental and control groups. Then the results of calculation of the t-test value will be compared to t-value table. If t-test (t0) is higher than t-table of 5% alpha significance level, it

means that there is significance difference achievement between the experimental and control group. The t-test formula as follows:

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|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | = |  | − | | | | | |  |
|  |  |  |  | | | |  |  |
|  |  |  |  | ~~.~~ |  | ~~+~~ |  |  |  |
| Where: | Mx | = Mean of Post-test | | |  |  |  |  |  |  |
|  | My | = Mean of Pre-test | | |  |  |  |  |  |  |
|  | ∑SDx = Sum of Standard deviation score in Post-test | | | | | | | | |  |
|  | ∑SDy = Sum of Standard deviation score in Pre-test | | | | | | | | |  |
|  | Nx | = Number of students in Post-test | | | | | | | |  |
|  | Ny | = Number of students in Pre-test | | | | | | | |  |

In analyzing the hypothesis, the writer purposes some steps as follow:

1. Stating the Alternative hypothesis (Ha) and Null hypothesis (Ho), that is:
   1. Null hypothesis (Ho): There is no significant difference between the students’ skill in writing Argumentative Text through Mind Mapping technique before and after treatment is given to the students of MAN Model Banda Aceh.
   2. Alternative hypothesis (Ha): There is significant difference between the students’ skill in writing Argumentative Text through Mind Mapping technique before and after treatment is given to the students of MAN Model Banda Aceh.
2. Listing the deviation score of Post-test and Pre-test.

**Table 4.4. Deviation score of Post-test and Pre-test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **X** | **Y** | **X2** | **Y2** |  |
|  |  |  |
| **Post-test** | **Pre-test** |  |
|  |  |  |  |
|  |  |  |  |  |  |
| 1. | 88 | 75 | 7744 | 5625 |  |
|  |  |  |
|  |  |  |  |  |  |
| 2. | 82 | 50 | 6724 | 2500 |  |
|  |  |  |
|  |  |  |  |  |  |
| 3. | 94 | 75 | 8836 | 5625 |  |
|  |  |  |
|  |  |  |  |  |  |
| 4. | 94 | 82 | 8836 | 6724 |  |
|  |  |  |
|  |  |  |  |  |  |
| 5. | 82 | 75 | 6724 | 5625 |  |
|  |  |  |
|  |  |  |  |  |  |

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6. | 75 | 63 | 5625 | 3969 |  |
|  |  |  |
|  |  |  |  |  |  |
| 7. | 69 | 63 | 4761 | 3969 |  |
|  |  |  |
|  |  |  |  |  |  |
| 8. | 82 | 75 | 6724 | 5625 |  |
|  |  |  |
|  |  |  |  |  |  |
| 9. | 88 | 82 | 7744 | 6724 |  |
|  |  |  |
|  |  |  |  |  |  |
| 10. | 85 | 75 | 7225 | 5625 |  |
|  |  |  |
|  |  |  |  |  |  |
| 11. | 88 | 63 | 7744 | 3969 |  |
|  |  |  |
|  |  |  |  |  |  |
| 12. | 75 | 69 | 5625 | 4761 |  |
|  |  |  |
|  |  |  |  |  |  |
| 13. | 94 | 82 | 8836 | 6724 |  |
|  |  |  |
|  |  |  |  |  |  |
| 14. | 69 | 63 | 4761 | 3969 |  |
|  |  |  |
|  |  |  |  |  |  |
| 15. | 82 | 75 | 6724 | 5625 |  |
|  |  |  |
|  |  |  |  |  |  |
| 16. | 75 | 50 | 5625 | 2500 |  |
|  |  |  |
|  |  |  |  |  |  |
| 17. | 96 | 75 | 9216 | 5625 |  |
|  |  |  |
|  |  |  |  |  |  |
| 18. | 82 | 63 | 6724 | 3969 |  |
|  |  |  |
|  |  |  |  |  |  |
| 19. | 94 | 82 | 8836 | 6724 |  |
|  |  |  |
|  |  |  |  |  |  |
| 20. | 88 | 82 | 7744 | 6724 |  |
|  |  |  |
|  |  |  |  |  |  |
| **∑** | **1682** | **1419** | **142778** | **102601** |  |
|  |  |  |  |  |  |

3. Finding the mean score of variables X and Y by using the following formula:

a. Mean of Variable∑X (Post-test):

= = 84,1

b. Mean of Variable Y (Pre-test):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ∑ | = |  | = 70,95 |
|  | |  |  |  |

1. Finding sum of deviation standard score of variables X and Y by using following formula:

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|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a. Variable X |  |  |  | (∑ ) | |  |  |  |
| ∑ = ∑ − | | |  |  |  |  |  |
|  |  |  |  |  |
|  |  | = 142778 − | | | | () |  |  |
|  |  | = 142778 − | | | |  |  |  |
|  |  | = 142778 − | | | |  |  |  |
|  |  | 141456,2 | |  |
| b. Variable Y |  | = 1321,8 | | |  |  |  |  |
|  | ∑ = ∑ |  | − | (∑ ) | |  |  |  |
|  |  |  |  |  |  |  |
|  |  | = 102601 − | | | | () |  |  |
|  |  | = 102601 − | | | |  |  |  |
|  |  |  |  |  |  |  | |  |

= 102601 − 100678,05

= 1922,95

5. Calculating the standards error of the mean difference between variable X and

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Y |  |  |  | |  |  |  |
|  | Sx-y |  |  |
|  | = | | | ~~.~~ ~~+~~ | |  |  |
|  | = |  | ~~,,~~ | |  |  |  |
|  |  |  | | ~~. +~~ | |  |
|  | =~~,~~ ~~. [0,1]~~ | | | |  |  |  |
|  | = | ~~(85,3) .~~ | | ~~[0.1]~~ |  |  |  |
|  | = | 8,53 | |  |  |  |  |
|  | = |  |  |  |  |  |  |
|  |  | 2,92 | |  | − | |  |
|  |  |  |  |  |  |
| 6. Calculating to score by following formula: | | | | | |  |  |
|  |  |  | = |  | |  |  |
|  |  |  |  |  | | . + |  |

40

=

84,1=2,92−70,95

,

,

* + 4,50

1. Determining t-table in significance level 5 % with df:

df = Nx+Ny – 2

* 20+20-2
* 38

8. Examining to through t table

In the significance level of 5% (α=0.05), the t table shows that the critical

score for differentiation score 38 is 1,686.

**B. The Result and Analysis of Questionnaire**

As mentioned earlier in Chapter III, the questionnaire was to find out students’ perceptions or responses. The questionnaire was given to students after giving test consisting 10 questions. The data was obtained from distributions of questionnaire to the students. It used simple statistic with cumulative frequency distribution method to count percentage from all alternative of the answers at every question.

In order to collect the data, the formula used that is:

Remarks: P = Percentage

F = Frequency of the respondents

N = Number of sample

100 = Constant value

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Furthermore, the result of questionnaire can be seen in the following

discussion.

**Table 4.5 The students’ interest in learning writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** |  | **Option** | **Frequency** | **Percentage** |
| 1 | a. | Strongly Agree | 3 | 15% |
|  | b. | Agree | 16 | 80% |
|  | c. | Disagree | 1 | 5% |
|  | d. | Strongly Disagree | 0 | 0% |
| Total |  |  | 20 | 100% |

Table 4.4 shows that there were 3 students (15%) who said that strongly agree with a statement that said *the students’ interest in learning writing* and 16 students (80%) were agree. Besides, there were only 1 student (5%) who chose disagree and 0 students (0%) chose strongly disagree. It can be concluded that 19 students (95%) were interest in learning writing and 1 student (5%) were not interest in learning writing.

**Table 4.6 I like learning writing by using Mind Mapping technique**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** |  | **Option** | **Frequency** | **Percentage** |
| 2 | a. | Strongly Agree | 5 | 25% |
|  | b. | Agree | 15 | 75% |
|  | c. | Disagree | 0 | 0% |
|  | d. | Strongly Disagree | 0 | 0% |
| Total |  |  | 20 | 100% |

Table 4.5 shows that there were 5 students (25%) chose that they strongly agree and 15 students (75%) chose agree with a statement that said *students like* *learning writing by using mind mapping technique.* Besides, there were 0 student(0%) who chose disagree and strongly disagree. It means that all of the students (100%) liked learning writing by using mind mapping technique.

**Table 4.7 Mind Mapping technique, helped me in writing argumentative text**

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Option** | **Frequency** | **Percentage** |
| 3 | a. Strongly Agree | 7 | 35% |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | b. | Agree | 13 | 65% |
|  | c. | Disagree | 0 | 0% |
|  | d. | Strongly disagree | 0 | 0% |
| Total |  |  | 20 | 100% |

Based on the table 4.6, it can be seen that there were 7 students (35%) chose strongly agree and 13 students (65%) chose agree with a statement that said *mind mapping technique can helped students in writing argumentative text.* In theother hand, there were 0 student (0%) who chose disagree and strongly disagree. It means that all of the students (100%) helped in writing argumentative text by using mind mapping technique.

**Table 4.8 I was bored to learn writing using Mind Mapping technique**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** |  | **Option** | **Frequency** | **Percentage** |
| 4 | a. | Strongly Agree | 0 | 0% |
|  | b. | Agree | 3 | 15% |
|  | c. | Disagree | 17 | 85% |
|  | d. | Strongly disagree | 0 | 0% |
| Total |  |  | 20 | 100% |

Based on the data in table 4.7 it shows that there were 0 student (0%) chose strongly agree and only 3 students (15%) chose agree with a statement that said *the students were bored to learn writing using mind mapping technique.* Besides, there were 17 students (85%) chose disagree and 0 students (0%) chose strongly disagree. It can be concluded that most of the students (85%) were not bored to learn writing using mind mapping technique.

**Table 4.9 I have a trouble in writing argumentative texts before using Mind Mapping technique**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** |  | **Option** | **Frequency** | **Percentage** |
| 5 | a. | Strongly Agree | 2 | 10% |
|  | b. | Agree | 11 | 55% |
|  | c. | Disagree | 7 | 35% |
|  | d. | Strongly Disagree | 0 | 0% |
| Total |  |  | 20 | 100% |

Table 4.8 shows that there were 2 students (10%) were strongly agree and 11 students (55%) were agree with a statement that said *students have a* *trouble in writing argumentative texts before using mind mapping technique*.

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However, there were 7 students (35%) chose disagree and 0 student (0%) chose strongly disagree. So, it can be concluded that almost of the students (65%) had a trouble in writing argumentative text before using mind mapping technique.

**Table 4.10 I feel confused with the Mind Mapping technique**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** |  | **Option** | **Frequency** | **Percentage** |
| 6 | a. | Strongly Agree | 2 | 10% |
|  | b. | Agree | 1 | 5% |
|  | c. | Disagree | 16 | 80% |
|  | d. | Strongly Disagree | 1 | 5% |
| Total |  |  | 20 | 100% |

Based on the data in table 4.9 it shows that there were 2 students (10%) were strongly agree and only 1 student (5%) were agree with a statement that said *students feel confused with the mind mapping technique*. Besides, there were16 students (80%) chose disagree and 0 student (0%) chose strongly disagree. So, it can be concluded that almost of the students (80%) were not felt confused with the mind mapping technique.

**Table 4.11 By using Mind Mapping technique, it helped me in finding new vocabularies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** |  | **Option** | **Frequency** | **Percentage** |
| 7 | a. | Strongly Agree | 5 | 25% |
|  | b. | Agree | 15 | 75% |
|  | c. | Disagree | 0 | 0% |
|  | d. | Strongly Disagree | 0 | 0% |
| Total |  |  | 20 | 100% |

Based on the table 4.10, it can be seen that there were 5 students (25%) chose strongly agree and 15 students (75%) chose agree with a statement that said *by using mind mapping technique, it helped students in finding new vocabularies.* In the other hand, there were 0 student (0%) who chose disagree and strongly disagree. It means that all of the students (100%) were helped in finding new vocabularies by using mind mapping technique.

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**Table 4.12 I think my skill in writing argumentative text haven’t improve after I use the Mind Mapping technique**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** |  | **Option** | **Frequency** | **Percentage** |
| 8 | a. | Strongly Agree | 0 | 0% |
|  | b. | Agree | 2 | 10% |
|  | c. | Disagree | 18 | 90% |
|  | d. | Strongly Disagree | 0 | 0% |
|  |  |  |  |  |
| Total |  |  | 20 | 100% |

Based on table 4.11, there were 0 student (0%) chose strongly agree and only 2 students (10%) chose agree for the statement that stated *nothing has* *improve with students skill in writing argumentative text after using mind mapping technique*. In the other hand, there were 18 students (90%) chosedisagree and 0 student (0%) chose strongly disagree. It can be concluded that almost all of the students (90%) had an improvement in their skills in writing argumentative text after using mind mapping technique

**Table 4.13 Mind Mapping technique can helped the students in finding creative ideas in writing argumentative text**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** |  | **Option** | **Frequency** | **Percentage** |
| 9 | a. | Strongly agree | 6 | 30% |
|  | b. | Agree | 13 | 65% |
|  | c. | Disagree | 1 | 5% |
|  | d. | Strongly disagree | 0 | 0% |
| Total |  |  | 20 | 100% |

The table 4.12 shows that there were 6 students (30%) chose strongly agree and 13 students (65) chose agree with a statement that said *mind mapping* *technique can helped the students in finding creative ideas in writing argumentative text.* Besides, only 1 student (5%) chose disagree and 0 student(0%) chose strongly disagree. It means that, almost all of the students (95%) were helped in finding creative ideas in writing argumentative text after used mind mapping technique.

**Table 4.14 Students’ interest to use mind mapping technique in daily writing**

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Option** | **Frequency** | **Percentage** |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 10 | a. | Strongly Agree | 5 | 25% |
|  | b. | Agree | 15 | 75% |
|  | c. | Disagree | 0 | 0% |
|  | d. | Strongly Disagree | 0 | 0% |
| Total |  |  | 20 | 100% |

In table 4.13, it shows that there were 5 students (25%) chose strongly agree and 15 students (75%) chose agree with a statement that said *the students’* *interest to use mind mapping technique in daily writing.* Besides, there were 0student (0%) who chose disagree and chose strongly disagree. It can be concluded that all of the students (100%) were interested to use mind mapping technique in daily writing.

**C. Discussion**

This study examined the students’ improvement in writing argumentative text by using mind mapping technique. The researcher successfully collected the data using pre-experimental teaching, tests, and questionnaire as instruments in order to answer the research questions.

There are two research questions of this research which were raised in the first chapter. The first research question was “How does Mind Mapping technique improve the students’ skill in writing Argumentative Text at MAN Model Banda Aceh”. Mind mapping technique contributes to help students’ writing skill in writing argumentative texts in terms of enriching vocabularies, improving creativity, arranging sentences and organizing ideas. The researcher gave some treatment to the students on how to apply mind mapping technique in writing the argumentative text. Based on the result of pre-test, the pre-test mean score was 72.3 and the mean score in the-post test was 84. It can be seen that the students skill in writing by using mind mapping technique have increased 11.7 points (84-72.3=11.7) for their mean score. From these calculations, it can be inferred that

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there was difference of students’ scores before and after getting the treatment. The total students who had improved their skill in writing were 20 students. Consequently, these data which had been analyzed answered the first research question that mind mapping technique could improve students’ skill in writing argumentative text at MAN Model Banda Aceh.

In addition, the result of data analysis showed that the t-score is 4,50 and t-table on the degree of significance 5% is 1.686, so it can be stated that to is higher

than t table (4,50 > 1,686). It means that the alternative hypothesis (Ha) was

accepted and the null hypothesis (Ho) was rejected. In addition, it can be concluded that teaching writing argumentative text using mind mapping technique is more effective than teaching writing argumentative text without using mind mapping technique at MAN Model Banda Aceh.

The second research question was asking students’ response after learning writing argumentative text through mind mapping technique. The researcher distributed questionnaire to know their opinions whether mind mapping technique helped them improve their writing argumentative text or not. The questionnaire was formed in 10 questions starting from general to specific questions. The percentages of first question were 3 students (15%) who said that strongly agree with a statement that said *the students’ interest in learning writing* and 16 students (80%) were agree. Besides, there were only 1 student (5%) who chose disagree and 0 students (0%) chose strongly disagree. Second, 5 students (25%) chose that they strongly agree and 15 students (75%) chose agree with a statement that said *students like learning writing by using mind mapping technique.* Besides, therewere 0 student (0%) who chose disagree and strongly disagree. Third, there were

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7 students (35%) chose strongly agree and 13 students (65%) chose agree with a statement that said *mind mapping technique can helped students in writing* *argumentative text.* In the other hand, there were 0 student (0%) who chosedisagree and strongly disagree. Fourth, there were 0 student (0%) chose strongly agree and only 3 students (15%) chose agree with a statement that said *the* *students were bored to learn writing using mind mapping technique.* Besides,there were 17 students (85%) chose disagree and 0 students (0%) chose strongly disagree. Fifth, there were 2 students (10%) were strongly agree and 11 students (55%) were agree with a statement that said *students have a trouble in writing* *argumentative texts before using mind mapping technique*. However, there were 7students (35%) chose disagree and 0 student (0%) chose strongly disagree. Sixth, there were 2 students (10%) were strongly agree and only 1 student (5%) were agree with a statement that said *students feel confused with the mind mapping* *technique*. Besides, there were 16 students (80%) chose disagree and 0 student(0%) chose strongly disagree. Seventh, there were 5 students (25%) chose strongly agree and 15 students (75%) chose agree with a statement that said *by* *using mind mapping technique, it helped students in finding new vocabularies.* Inthe other hand, there were 0 student (0%) who chose disagree and strongly disagree. Eighth, there were 0 student (0%) chose strongly agree and only 2 students (10%) chose agree for the statement that stated *nothing has improve with* *students skill in writing argumentative text after using mind mapping technique*.In the other hand, there were 18 students (90%) chose disagree and 0 student (0%) chose strongly disagree. Next, there were 6 students (30%) chose strongly agree and 13 students (65) chose agree with a statement that said *mind mapping*

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*technique can helped the students in finding creative ideas in writing argumentative text.* Besides, only 1 student (5%) chose disagree and 0 student(0%) chose strongly disagree. Finally, there were 5 students (25%) chose strongly agree and 15 students (75%) chose agree with a statement that said *the students’* *interest to use mind mapping technique in daily writing.* Besides, there were 0student (0%) who chose disagree and chose strongly disagree.

After analyzing the questionnaire, the researcher found that almost all of the students were interested in learning writing the argumentative text by using mind mapping technique. The data also showed that students felt that mind mapping technique could help them in writing the argumentative text.

**CHAPTER V**

**CONCLUSSIONS AND SUGGESTIONS**

**A. Conclusions**

Based on the data analysis, the researcher found that mind mapping can improve students’ skill in writing the argumentative text. It is proven from the pre-test and post-test mean scores which were given. The improvement of mean score was 72.3 to 84. Then, it is also proved by examining the hypothesis that to is higher than

ttable (4,50 > 1,686). It means that there is significant difference of achievement

between the students who were taught by using mind mapping technique and the students who were taught without mind mapping technique. Thus, it can be concluded that the use of mind mapping technique to the students at MAN Model Banda Aceh can improve their skill in writing the argumentative text. Moreover, the students were also given the questionnaire to know their responses toward mind mapping technique. The data also showed that students felt that mind mapping technique could help them in writing the argumentative text. Most of them also responded that they will try to use mind mapping technique in their daily writing.

**B. Suggestions**

After conducting this study, the writer proposed some suggestions that would be useful for teachers and other researchers who are interested in using mind mapping technique to improve students’ skill in writing the argumentative text in their study or teaching:

1. For the teachers

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Correct choice of teaching technique can make the teaching and learning process not only run well but also interesting and enjoyable. Enjoyable teaching and learning activities will help students receive the material more effectively and efficiently; it will also makes the teacher more focus on the necessary things needed for the class. Mind mapping technique is a technique which will lead students to be more independent; thus it is good to be applied in small classes as well as the big ones. It is simple, fun and arousing creativity. That’s why, it is recommended for teacher to apply it in their class.

2. For the students

Mind mapping is a simple technique which can be used for writing activities. It is not only helpful in teaching and learning process in the classroom. Mind mapping is also useful in other writing activities to generate and organize ideas, opinion and thoughts. So, the researcher suggests that all students learn how to use it.

1. For the other researchers
   1. This study discusses the use of mind mapping technique in teaching English to improve the students’ skill especially in writing the argumentative text. It was conducted on senior high school students. The researcher hopes that this technique can be applied by other researcher in different level of students.
   2. Considering that this study still any lack and it is just one of efforts in increasing students’ skill in writing the argumentative text, so the researcher hopes that the finding of this study will be used as starting point of the future research on similar problems.

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**QUESTIONNAIRE**

Sekolah Kelas Nama Tanggal

: MAN Model Banda Aceh

: XI IPA 2

:

:

**Petunjuk :**

1. Pada kuesioner ini terdapat 10 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan kegiatan yang kalian alami. Berilah jawaban yang benar-benar cocok dengan pilihanmu.
2. Pertimbangkan setiap pernyataan secara terpisah dengan orang lain dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban oranglain.
3. Berilah tanda **√** pada setiap jawaban yang kamu anggap cocok dengan pilihanmu.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Pilihan jawaban tersebut adalah: | |  |  |  |  |  |
| SS : SANGAT SETUJU | | | S : SETUJU | | | | |
| TS : TIDAK SETUJU | | | STS : SANGAT TIDAK SETUJU | | | | |
|  |  |  |  |  |  |  |  |
| **No** |  | **Pernyataan** |  | **SS** | **S** | **TS** | **STS** |
| **1** |  | Siswa tertarik belajar menulis. |  |  |  |  |  |
|  |  |  | |  |  |  |  |
| **2** |  | Saya suka belajar menulis dengan menggunakan teknik Mind | |  |  |  |  |
|  |  | Mapping. |  |  |  |  |  |
|  |  |  | |  |  |  |  |
| **3** |  | Teknik Mind Mapping, membantu saya dalam menulis teks | |  |  |  |  |
|  |  | argumentatif. |  |  |  |  |  |
|  |  |  | |  |  |  |  |
| **4** |  | Saya merasa bosan belajar menulis menggunakan teknik Mind | |  |  |  |  |
|  |  | Mapping. |  |  |  |  |  |
|  |  |  | |  |  |  |  |
| **5** |  | Sayakesulitan menulisteksargumentatif sebelum | |  |  |  |  |
|  |  | menggunakan teknik Mind mapping. |  |  |  |  |  |
|  |  |  | |  |  |  |  |
| **6** |  | Saya merasa bingung dengan teknik Mind Mapping. | |  |  |  |  |
|  |  |  | |  |  |  |  |
| **7** |  | Dengan menggunakan teknik Mind Mapping, saya terbantu | |  |  |  |  |
|  |  | dalam menemukan kosa kata baru. |  |  |  |  |  |
|  |  |  | |  |  |  |  |
| **8** |  | Saya merasa tidak ada yang berubah dengan kemampuan saya | |  |  |  |  |
|  |  | dalam menulis teks argumentatif, setelah saya menggunakan | |  |  |  |  |
|  |  | teknik Mind Mapping. |  |  |  |  |  |
| **9** |  | Teknik Mind Mapping dapat membantu siswa dalam | |  |  |  |  |
|  |  | menemukan ide-ide kreatif dalam menulis teks argumentatif. | |  |  |  |  |
| **10** |  | Siswa tertarik untuk menggunakan teknik Mind Mapping dalam | |  |  |  |  |
|  |  | belajar menulis sehari – hari. |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

Sekolah

Mata Pelajaran

Kelas/Semster

Materi Pokok

Alokasi Waktu

: MAN Model Banda Aceh

: Bahasa Inggris

: XI/2 (Genap)

: Argumentative text

: 4 x 45 menit (4 x Pertemuan)

**A. KOMPETENSI INTI**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

**B. KOMPETENSI DASAR DAN INDIKATOR**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks argumentatif tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

Indikator :

1. Siswa dapat mengidentifikasi teks argumentatif.
2. Siswa dapat menjelaskan teks argumentatif.

4.14 Menangkap makna dalam teks argumentatif tentang topik yang hangat dibicarakan umum.

* 1. Siswa dapat mengungkapkan teks argumentatif sesuai dengan konteks.
  2. Siswa dapat merespon teks argumentatif.
  3. Siswa dapat memberikan/mengungkapkan teks argumentatif sesuai dengan konteks secara tepat.
  4. Siswa dapat membuat teks argumentatif.

**C. METODE PEMBELAJARAN**

Teknik

: Mind Mapping

**D. ALAT DAN SUMBER PEMBELAJARAN**

Sumber

: Buku paket, kamus, papan tulis, dan spidol.

1. **LANGKAH-LANGKAH PEMBELAJARAN Pertemuan Pertama**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Kegiatan** |  | **Deskripsi Kegiatan** | **Alokasi** |  |
|  | **Waktu** |  |
|  |  |  |  |
|  |  | |  |  |
| Pendahulu | ***Pra Pembelajaran*** | |  |  |
| an | 1. | Salam | 2 menit |  |
|  | 2. | Berdoa |  |  |
|  | 3. | Mengecek kehadiran siswa |  |  |
|  | 4. | Guru mengkondisikan kelas dalam suasana kondusif untuk |  |  |
|  |  | berlangsungnya pembelajaran. |  |  |
|  | 5. | Siswa mendengarkan informasi tentang proses pembelajaran |  |  |
|  |  | yang akan dilakukan termasuk aspek-aspek yang dinilai selama |  |  |
|  |  | proses pembelajaran berlangsung. |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Kegiatan** |  |  | **Deskripsi Kegiatan** | | |  | **Alokasi** |  |
|  |  |  | **Waktu** |  |
|  |  |  |  |  |  |  |  |
|  |  |  | | | |  |  |  |
| Inti |  | Membagikan kepada siswa soal pre-test | | | |  | 40 Menit |  |
|  | Meminta setiap siswa untuk menjawab pertanyaan pre-test | | | | | |  |  |
|  |  | yang telah dibagikan | |  |  |  |  |  |
|  | Guru meminta siswa untuk mengumpulkan lembar jawaban | | | | | |  |  |
|  |  | siswa yang telah dikerjakan. | |  |  |  |  |  |
|  |  |  | | | | |  |  |
| Penutup |  | Guru menyampaikan rencana pembelajaran pada pertemuan | | | | | 3 menit |  |
|  |  | berikutnya. | |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |
| **Pertemuan Kedua** | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Kegiatan** |  |  | **Deskripsi Kegiatan** | | |  | **Alokasi** |  |
|  |  |  | **Waktu** |  |
|  |  |  |  |  |  |  |  |
|  |  | | |  |  |  |  |  |
| Pendahulu | ***Pra Pembelajaran*** | | |  |  |  |  |  |
| an | 1. | Salam |  |  |  |  | 2 menit |  |
|  | 2. | Berdoa | |  |  |  |  |  |
|  | 3. | Mengecek kehadiran siswa | |  |  |  |  |  |
|  | 4. Guru | | mengkondisikan kelas | dalam | suasana kondusif untuk | |  |  |
|  |  | berlangsungnya pembelajaran. | | |  |  |  |  |
|  | 5. Siswa mendengarkan informasi tentang proses pembelajaran | | | | | |  |  |
|  |  | yang akan dilakukan termasuk aspek-aspek yang dinilai selama | | | | |  |  |
|  |  | proses pembelajaran berlangsung. | | |  |  |  |  |
|  |  |  | | | | |  |  |
| Inti |  | Siswa mendiskusikan topik, kosa kata, dan tata bahasa dari teks | | | | | 40 Menit |  |
|  |  | berbentuk argumentatif. | |  |  |  |  |  |
|  | Siswa memahami contoh teks argumentatif. | | | | |  |  |  |
|  | Siswa memahami contoh mind mapping dan manfaatnya. | | | | | |  |  |
|  | Siswa memahami langkah langkah pembuatan mind mapping. | | | | | |  |  |
|  | Siswa mendengarkan penjelasan guru tentang cara membuat | | | | | |  |  |
|  |  | teks argumentatif menggunakan mind mapping. | | | |  |  |  |
|  | Siswa membuat mind mapping sebagai rencana awal sebelum | | | | | |  |  |
|  |  | membuat teks argumentatif. | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Penutup |  | Guru | bersama-sama | dengan | siswa | membuat | 3 menit |  |
|  |  | rangkuman/kesimpulan pelajaran. | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**Alokasi**

|  |  |
| --- | --- |
| **Kegiatan** | **Deskripsi Kegiatan** |

**Waktu**

Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terpogram.

Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**Pertemuan Ketiga**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Kegiatan** |  |  | **Deskripsi Kegiatan** | | |  | **Alokasi** |  |
|  |  |  | **Waktu** |  |
|  |  |  |  |  |  |  |  |
|  |  | | |  |  |  |  |  |
| Pendahulu | ***Pra Pembelajaran*** | | |  |  |  |  |  |
| an | 1. | Salam |  |  |  |  | 2 menit |  |
|  | 2. | Berdoa | |  |  |  |  |  |
|  | 3. | Mengecek kehadiran siswa | |  |  |  |  |  |
|  | 4. Guru | | mengkondisikan kelas | dalam | suasana kondusif untuk | |  |  |
|  |  | berlangsungnya pembelajaran. | | |  |  |  |  |
|  | 5. Siswa mendengarkan informasi tentang proses pembelajaran | | | | | |  |  |
|  |  | yang akan dilakukan termasuk aspek-aspek yang dinilai selama | | | | |  |  |
|  |  | proses pembelajaran berlangsung. | | |  |  |  |  |
|  |  |  | | | | |  |  |
| Inti |  | Setelah pertemuan sebelumnya siswa diminta membuat mind | | | | | 40 Menit |  |
|  |  | mapping sebagai rencana awal sebelum membuat teks | | | | |  |  |
|  |  | argumentatif, guru memberikan feedback kepada siswa. | | | | |  |  |
|  | Siswa memperhatikan feedback atas tugas mereka. | | | | |  |  |  |
|  | Siswa membuat teks argumentatif dengan mind mapping secara | | | | | |  |  |
|  |  | individu. | |  |  |  |  |  |
|  | Siswa mendiskusikan tugas tersebut dengan guru. | | | | |  |  |  |
|  |  | Siswa mempresentasikan apa yang telah mereka diskusikan | | | | |  |  |
|  |  | (lisan maupun tertulis). | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Penutup |  | Guru | bersama-sama | dengan | siswa | membuat | 3 menit |  |
|  |  |  |  |  |  |  |  |  |

**Alokasi**

|  |  |
| --- | --- |
| **Kegiatan** | **Deskripsi Kegiatan** |

**Waktu**

rangkuman/kesimpulan pelajaran.

Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terpogram.

Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**Pertemuan Keempat**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Kegiatan** |  | **Deskrips iKegiatan** | **Alokasi** |  |
|  | **Waktu** |  |
|  |  |  |  |
|  |  | |  |  |
| Pendahulu | ***Pra Pembelajaran*** | |  |  |
| an | 1. Salam | | 2 menit |  |
|  | 2. Berdoa | |  |  |
|  | 3. Mengecek kehadiran siswa | |  |  |
|  | 4. Guru mengkondisikan kelas dalam suasana kondusif untuk | |  |  |
|  |  | berlangsungnya pembelajaran. |  |  |
|  | 5. Siswa mendengarkan informasi tentang proses pembelajaran | |  |  |
|  |  | yang akan dilakukan termasuk aspek-aspek yang dinilai selama |  |  |
|  |  | proses pembelajaran berlangsung. |  |  |
|  |  | |  |  |
| Inti | Guru membagikan kepada siswa soal post-test yang telah | | 41 Menit |  |
|  |  | dipersiapkan. |  |  |
|  | Guru meminta siswa untuk menjawab soal post-test secara | |  |  |
|  |  | individu. |  |  |
|  | Guru meminta siswa untuk mengumpulkan lembar jawaban | |  |  |
|  |  | siswa yang telah dikerjakan. |  |  |
|  | Setelah siswa mengumpulkan lembar jawaban, guru | |  |  |
|  |  | memberikan kuesioner kepada siswa. |  |  |
|  |  |  |  |  |
| Penutup |  | Guru menanyakan kesan siswa terhadap pembelajaran selama | 2 menit |  |
|  |  | ini. |  |  |
|  |  | Guru mengucapkan terima kasih kepada siswa atas partisipasi |  |  |
|  |  |  |  |  |

**Alokasi**

|  |  |
| --- | --- |
| **Kegiatan** | **Deskrips iKegiatan** |

**Waktu**

mereka selama proses belajar mengajar berlangsung.

Guru mengakhiri pembelajaran dan mengucapkan salam.

1. **PENILAIAN**
   1. Teknik Penilaian : Tes menulis
   2. Bentuk instrument penelitian :
      1. Please write an argumentative texts about “Mobile Phone Should be Banned in the School” (Maximum 3 paragraphs)
   3. Scoring :
      1. Pedoman penilaian



|  |  |  |  |
| --- | --- | --- | --- |
| Nilai = |  | x 100% |  |
|  |  |

|  |  |  |
| --- | --- | --- |
|  |  | **AUTOBIOGRAPHY** |
| 1. | Name | : Habib Agus Faroq |
| 2. Place/Date of Birth | | : Banda Aceh, August 21st 1994 |
| 3. | Sex | : Male |
| 4. | Religion | : Islam |
| 5. | National/ethnic | : Indonesia/ Acehnese |
| 6. | Marital Status | : Single |
| 7. | Address | : Jln. Shalihin Desa Lamglumpang |
|  |  | Kec. Ulee Kareng Kota Banda Aceh |
| 8. | Registration No. | : 231 222 626 |
| 9. | Parents |  |
|  | a. Father’s Name | : Drs. H. Zaini. Jusuf |
|  | b. Mother’s Name | : (Almh) Hj. Mariani Yusuf |
| 10. Education Background | |  |
|  | a. SD | : MIN 1 Banda Aceh, Graduated in 2006 |
|  | b. SMP | : MTsN Rukoh, Graduated in 2009 |
|  | c. SMA | : MAN Model Banda Aceh , Graduated in 2012 |
|  | d. University | : English Department, Faculty of Tarbiyah and |
|  |  | Teacher Training, UIN Ar-Raniry 2012-2017 |

Banda Aceh, January 2017

The writer

**Habib Agus Faroq**