

# CAKRAWALA PENDIDIKAN

## FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

The Effectiveness of KWLH with Edraw-Max in the Teaching Reading Descriptive Text for Junior High School Students

Penerapan *Treffinger* Berbasis *Realistic Mathematics Education* (RME) pada Materi Lingkaran untuk Meningkatkan Kemampuan Pemecahan Masalah Siswa

The Effectiveness of Mind Mapping in Teaching Writing Recount Text on the Seventh Grade Students of SMPN 3 Kedungwaru in Academic Year 2018/2019

Pengaruh Kompensasi, Kepemimpinan dan Kompetensi terhadap Kinerja Pegawai KPU Kabupaten Tulungagung

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Keluarga Sebagai Peletak Dasar Penanaman Sikap Toleransi Anak

The Effectiveness of Small Group Discussion in Teaching Writing to the Seventh Grade Students of SMPN 3 Kedungwaru in Academic Year 2018 / 2019

The Effectiveness of DRTA Strategy with Instagram Media in the Teaching Reading for Senior High School Students

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Profil Penalaran Siswa MTs Al Muslihuun pada Materi Peluang Berorientasi Pendekatan *Metaphorical Thinking* Ditinjau dari Kemampuan Matematis

Hubungan Pendidikan Karakter dengan Kecerdasan Intelektual dan Kecerdasan Emosional

PQRST Method in the Teaching Reading on Hortatory Exposition Text

**CAKRAWALA PENDIDIKAN**  
**Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan**

Terbit dua kali setahun pada bulan April dan Oktober  
Terbit pertama kali april 1999

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8. Pengiriman Artikel via email ke [hudaferi@gmail.com](mailto:hudaferi@gmail.com) paling lambat 3 bulan sebelum bulan penerbitan.

# CAKRAWALA PENDIDIKAN

## Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 23, Nomor 1, April 2019

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**“THE EFFECTIVENESS OF MIND MAPPING IN TEACHING WRITING  
RECOUNT TEXT ON THE SEVENTH GRADE STUDENTS OF SMPN 3  
KEDUNGGWARU IN ACADEMIC YEAR 2018/2019”**

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**Abstrak:** Menulis adalah salah satu keterampilan bahasa yang tidak akan pernah ditinggalkan dalam pendidikan. Tulisan ini penting untuk mengekspresikan ide siswa. Para siswa tidak tahu bagaimana mengatur struktur kalimat. Strategi *Mind Mapping* adalah salah satu strategi guru dalam mengajar. Strategi ini membantu siswa untuk mengaitkan ide, berpikir kreatif, dan membuat koneksi yang memungkinkan agar siswa bisa mengaitkannya. Masalah penelitiannya adalah: Apakah ada perbedaan yang signifikan dalam prestasi menulis siswa sebelum dan setelah menggunakan strategi Mind Mapping pada siswa kelas tujuh SMPN 3 Kedungwaru pada tahun akademik 2018/2019. Tujuan penelitiannya dapat dirumuskan sebagai berikut: Untuk mengetahui perbedaan yang signifikan dalam prestasi menulis siswa sebelum dan sesudah diajarkan menggunakan strategi Mind Mapping pada siswa kelas tujuh SMPN 3 Kedungwaru pada tahun akademik 2018/2019. Penelitian ini menggunakan desain eksperimental dan pra-eksperimental, dengan satu kelompok pre-test dan desain posttest. Dalam penelitian ini penulis memutuskan untuk melakukan penelitian di kelas VII F SMPN 3 Kedungwaru yang terdiri dari 36 siswa sebagai kelas eksperimen. Metode ini dipilih karena peneliti menganalisis kelas VII F memiliki kondisi yang tepat untuk mengimplementasikan metode tersebut. Hasil belajar siswa tidak mencapai kemampuan menulis teks recount yang lebih baik setelah diajarkan menggunakan Mind Mapping. Teknik ini efektif jika  $t_{hitung} > t_{tabel}$ , berdasarkan hasil ( $t_{hitung}$ ) 6,939, sedangkan  $T_{tabel}$  untuk  $\alpha = 5\%$  dengan  $N = 24$  diperoleh 0,689. Artinya  $t_{count} > T_{table}$ . Berdasarkan kriteria  $6,939 > 0,689$  dengan kata lain ( $H_a$ ) diterima dan ( $H_o$ ) ditolak. Kesimpulannya, siswa mencapai kemampuan menulis teks recount yang lebih baik setelah diajarkan menggunakan Mind Mapping. Penelitian ini diharapkan dapat memberikan kontribusi yang bermanfaat bagi siswa. Dengan menggunakan Mind Mapping akan membantu siswa untuk meningkatkan keterampilan menulis mereka dalam teks Recount menggunakan teknik yang berbeda. Kerjasama dengan siswa lain dapat membangkitkan minat mereka dan mereka lebih antusias dalam belajar menulis. Manfaat bagi Guru. Guru dapat menggunakan hasil penelitian ini sebagai referensi ketika mereka ingin meningkatkan kemampuan mereka dan mendapatkan lebih banyak strategi dalam mengajar menulis. Strategi ini dapat menjadi cara yang efektif bagi kelas untuk tetap fokus dan tetap bersama. Jadi, para siswa akan mendapatkan prestasi yang lebih baik.

**Kata Kunci:** *Mind Mapping, Recount, Menulis*

**Abstract:** Writing is one of the language skills that will never be left in education. The writing is important to express the students' idea. The students do not know how to arrange the structure of sentences. Mind mapping strategy is one of the teachers' strategies in teaching. It helps students to associate ideas, think creatively, and make connections that might not otherwise make. The research problem is: Is there any significant difference in students' writing achievement before and after using mind mapping strategy on the seventh grade students of SMPN 3 Kedungwaru in academic year 2018/2019. Objectives of the study than can be formulated as follows: To know significant difference in students' writing achievement before and after being taught using mind mapping strategy on the seventh grade students of SMPN 3 Kedungwaru in academic year 2018/2019. This research uses experimental and pre-experimental design; with one group pre-test and posttest design. In this study the writer decides to conduct the research in VII F Class of SMPN 3 Kedungwaru which consist of 36 students as experiment class. This method choose because researcher analyze VII F class had proper condition to implement the method. The student achieve do not achieve better writing recount text ability after being taught using mind mapping. The technique is effective if  $t_{count} > t_{table}$ , based on the result ( $t_{count}$ ) 6.939, while the  $T_{table}$  for  $\alpha = 5\%$  with  $N = 24$  obtained 0.689. It means  $t_{count} > T_{table}$ . Based on the criteria  $6.939 > 0.689$  in other words ( $H_a$ ) is accepted and ( $H_o$ ) is rejected. In conclusion, the student do achieve better writing recount text ability after being taught using mind mapping. This research expected to give useful contribution for students. By using Mind Mapping, it will help students to increase their writing skill in recounts text using different techniques. Cooperation with other students can wake up their interest and make them more enthusiastic in learning writing. The advantages for Teachers. They can use the result of this study as a reference when they want to improve their ability and get more various strategies in teaching writing. This strategy can be an effective way for the class to stay focused and keep together. So, the students will get better achievement.

**Key Word:** *Mind Mapping, Recount, Writing*

## INTRODUCTION

Learning to write encompasses the learning the skills of letter formation, encoding,

sentence and paragraph construction, as well as, knowledge of the stages of writing that culminates in a finished product that may or may not

be linked to literature or content knowledge. Writing to learn is writing for comprehension and provides students with an opportunity to recall, clarify, and question what they have read, and it provides them with a venue to voice questions or curiosities that still remain (Knipper & Duggan, 2006).

Mind mapping strategy is one of the teachers' strategies in teaching. Mind Maps not only shows facts, but also shows the overall structure of a subject and the relative importance of individual parts of it. "It helps students to associate ideas, think creatively, and make connections that might not otherwise make" (Buzan, 2010). As Alamsyah (2009: 79) explained that "Mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed". Mind mapping strategy can be used to explore almost any topics in writing and also used in every kind of writing such as: recount, descriptive, recount, persuasive, argumentative, essay etc.

By using mind mapping, hopes the students are able to compose a recount text easily and accurately so the improvement of students writing skill can be reached. As with any effective teaching research, it is important to have an accurate understanding of what

students know about writing in English. This information is easily obtained through an informal writing sample.

## **RESEARCH DESIGN**

The research design of this research is a quantitative research. Daniel (2004: 1) states that quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). This research uses experimental design; the research uses the pre-experimental design, with one group pre-test and posttest design. The writer conducts an experiment that consists of pre-test, treatment, and post-test. The aim of this research is to find out differences between students' writing before and after being taught by using Recount text. According to Ary (2010: 313) the one group design usually involves three steps:

1. Administering a pre-test measuring the dependent variable.
2. Applying the experimental treatment for X to the subjects.
3. Administering a post-test measuring the dependent variable.

Differences attributed to application of the experimental treatment are then determined by comparing the pre-test and post-test score.



**Table Test Illustration of Post-test Design.**

| Pre Test | Independent Variable | Post Test |
|----------|----------------------|-----------|
| Y 1      | X                    | Y 2       |

### **Sample**

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2008: 152). In this study the writer decides to conduct the research in VII F Class of SMPN 3 Kedungwaru which consist of 36 students as experiment class. This method choose because researcher analyze VII F class had proper condition to implement the method.

### **Instruments**

In this research, researcher uses test as instrument. This test is to know students' ability in writing especially using Recount text. Then, in order to validate the instrument, the material of writing test is based on curriculum and will consult with the experts (advisor and English teacher at the school). In order to get the data of the students' achievement, the post test is used. The post test is distributed at the end of the experiment. It is intended to know students' achievement in writing.

### **Administering Pre-Test**

In this phase, researcher decides to measure students writing skill before giving treatment. The reason to hold pre-test in VII SMPN 3 Kedungwaru is quantifying the knowledge attained in this classroom from group of students with diverse

learning style and educational background. In this pre-test, researcher gives one passage to analyze then gives task to the students to summarize the passage.

### **Administering Post-Test**

Posttest is a test which is done after teaching process. Because the researcher only uses one class, the group got one posttest. The test gives for observing students writing skill. The post-test starting with students is given Recount text to analyze the story then ask students to make recount text based on the Recount text by their own words. In this posttest, students are given information about the picture which Recount text to make students easier to do the task.

### **Data Collecting Method**

In collecting the data, the researcher use test, then notes the aspects of writing ability such as vocabulary and grammar. The data of this research is quantitative data that is students' score in writing test. To obtain the data, researcher gives post-test. The aim of the post-test is used to see the effect of Recount text to the students' writing recount text.

### **Technique of Data Analysis**

This subchapter presents the technique to analyze the data. They are as follow:

### Validity of Test

According to Ary et, al. (2002: 242), validity is the most important consideration in developing and evaluating measuring instruments. According to Creswell (2008: 172), there are three kinds of validity, i.e. content validity, criterion-related validity, constructs validity. The content validity is the extend which question on the instrument and the score from these question are representative of all possible questions that a researcher could ask about the content of skill. Researcher evaluates content validity by examining the plan and the procedures used in constructing the instrument. The criterion-related validity determined whether the score an instrument are good predictor of some outcomes they are expect to predict. To construct validity is established by determined if score from an instrument are significant, meaningful, and useful and have purpose

### Reliability of Test

The reliability of writing test, the researcher used Alpha Cronbach technique, since the writing test score is the extension among 1 up to 5. The formula of Alpha Cronbach is as follows:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_1^2} \right]$$

$r_{11}$  : The coefficient of reliability

$k$  : the number of items

$\sigma_b^2$  : The total variance of each item

$\sigma_1^2$  : The total variance

To find out the total variance ( $\sigma_1^2$ ), the researcher needs to fine out the variance of each item first then sum up them. The variance of each item ( $\sigma_b^2$ ) can be found by using formula as follow:

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

$\sigma_b^2$  : The total variance of each item

$X$  : the number of correct scores for each even or odd numbers

$N$  : the number of participants

From the calculation, it can be said that the writing ability test are reliable.

### Analyzing Data

To analyze the students' score of post-test, the researcher uses t-test formula to calculate the data. It is done by compilation of each score with the total scores. (Riduwan, 1997: 123) The formula is as follow:

$$t_{count} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

t = koevisien variabel

r = correlation each variable

n = total population

## RESEARCH FINDING AND DISCUSSION

### 1. Data Pretest

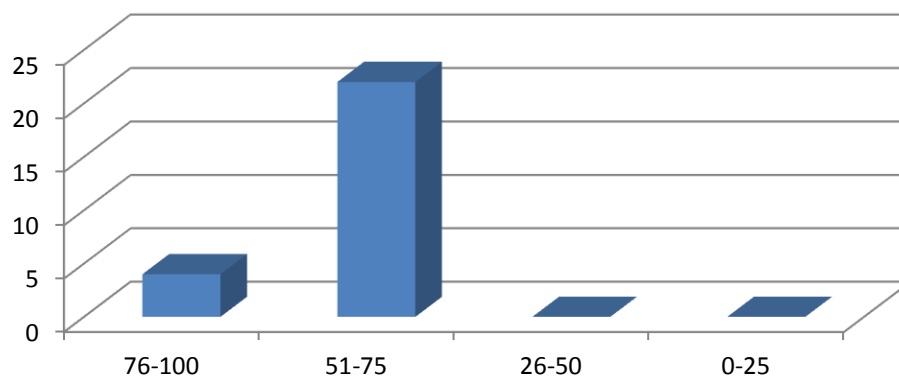
Table Score distribution of pretest

| No | Distribution | Sum | Criteria | Presentage |
|----|--------------|-----|----------|------------|
| 1  | 76-100       | 4   | Excelent | 15 %       |
| 2  | 51-75        | 22  | Good     | 85 %       |
| 3  | 26-50        | 0   | Average  | 0          |
| 4  | 0-25         | 0   | Poor     | 0          |

Result from pretest, researcher got 85 form 22 students and 4 students get score with criteria 76-100 or excellent, score distribution from 4 students were 1 students got score 85, 3 students got

score 80. Next distribution is 51-75 or good criteria's. There are 20 students in this distribution with 1 students got score 60, 4 students got score 65 while only 11 students got score 70 and 6 student got 75.

**chart I**  
**student pretest score**



In accordance with the results of the student test stringing the sentence into recount text, it is known that the lowest value obtained by students is 60, while the highest value obtained by students is 85.

### 2. Data Posttest

The next data presented are data from post-test. From the data presented in table 4.3 researcher can

This indicates that students still need to get the material to write recount text well, starting from the sentence structure to how to deliver the sentence accordingly.

account there are so differences result after giving treatment. Various score that got by students are improved students score from pre-

test, before going to next phase, researcher present the distribution Table Score distribution of posttest

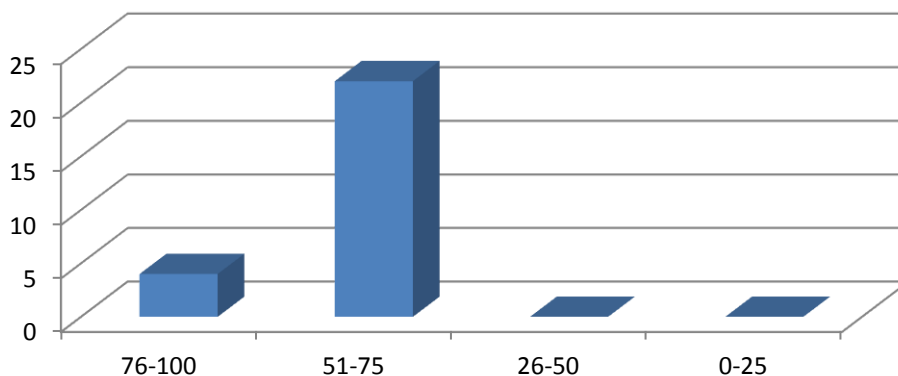
| No | Distribution | Sum | Criteria | Presentage |
|----|--------------|-----|----------|------------|
| 1  | 76-100       | 26  | Excelent | 100 %      |
| 2  | 51-75        | 0   | Good     | 0          |
| 3  | 26-50        | 0   | Average  | 0          |
| 4  | 0-25         | 0   | Poor     | 0          |

frequency to distribute students posttest score.

Based on data from table 4.4, there are 24 students got criteria excellent, this score divides in 13 student got 85, 11 students got 80, lowest score in posttest was 80. Although the main point in this

research did not find out the increasing students score, but the data show in the table above can prove that the research in eighth year students of SMP Negeri 1 Kedungwaru.

**chart II**  
**student posttest score**



In accordance with the results of the student test stringing the sentence into recount text, it is known that the lowest value obtained by students is 80, while the highest

**3. Hypothesis Testing**

**a. Validity test**

Firstly, the test was done in both test, Secondly, the result of the test was scored by using analytic

value obtained by students is 85. This indicates that students still need to get the material to write recount text well, starting from the sentence structure to how to deliver the sentence accordingly.

scale. Thirdly, the means score of the two test were determined and having correlation each other. Finally, the two means were compared by applying r-test formula.

**Correlations**

|          |                     |         |          |
|----------|---------------------|---------|----------|
|          |                     | pretest | posttest |
| pretest  | Pearson Correlation | 1       | .852     |
|          | Sig. (2-tailed)     |         | .695     |
|          | N                   | 24      | 24       |
| posttest | Pearson Correlation | .852    | 1        |
|          | Sig. (2-tailed)     | .695    |          |
|          | N                   | 24      | 24       |

The r table n= 24 with  $\alpha = 5\%$  is 0,186. Based on the calculations can be concluded that

test is valid. Because r counts more than r product moment tables (0,695 > 0,852).

**b. Hypothesis Test result**

**Coefficients<sup>a</sup>**

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
|       |            | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant) | 89.864                      | 10.053     |                           | 6.939 | .000 |
|       | pretest    | -.561                       | .139       | -.002                     | -.010 | .001 |

a. Dependent Variable: posttest

If  $t_{count} > t_{table}$  the alternative hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. The student achieves better writing recount text ability after being taught using mind mapping. If  $t_{count} < t_{table}$  the alternative hypothesis (Ha) is rejected and Null Hypothesis (Ho) is accepted. The student achieve do not achieve better writing recount text ability after being taught using mind mapping. The technique is effective if  $t_{count} > t_{table}$ , based on the result ( $t_{count}$ ) 6.939, while the  $T_{table}$  for  $\alpha = 5\%$  with  $N = 24$  obtained 0.689. It means  $t_{count} > T_{table}$ . Based on the criteria  $6.939 > 0.689$  in other words (Ha) is

accepted and (Ho) is rejected. In conclusion, the student do achieve better writing recount text ability after being taught using mind mapping

**CONCLUSION**

After all of the data were analyzed accurately based on the research, now the researcher can draw some conclusion. In this conclusion it was dividing into theoretical conclusion and empirical conclusion. This conclusion answer the Based on the background of the study above, the researcher formulates the problem in the following question. Do the students of eighth grade achieve better writing recount text ability after taught using mind Mapping

## SUGGESTION

The research is expected to give useful contributions as follows:

1. For students

By using mind mapping, it will help students to increase their writing skill in recounts text using different techniques. Cooperation with other students can make their interest and they are more enthusiastic in learning writing.

2. For Teachers

Teacher can use the result of this study as a reference when they want to improve their ability and get more various strategies in teaching writing. This strategy can be an effective way for the class to stay focused and keep together. So, the students will get better achievement.

3. Future Researcher

The result of this research expects to give reference to future researcher who wants to conduct the research using mind mapping to giving effect in students writing skill.

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