CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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

Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat-syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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Daftar Isi

THE EFFECTIVENESS OF MIND MAPPING METHOD WITH FACEBOOK MEDIA IN TEACHING WRITING FOR SENIOR HIGH SCHOOL STUDENTS

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Abstrak: Menulis dianggap sebagai ketrampilan yang paling sulit oleh banyak siswa. Kesulitannya tidak hanya terletak pada menemukan dan menyusun ide tetapi juga dalam menerjemahkan ide menjadi teks yang bisa dibaca. Kemampuan menulis yang disampaikan oleh guru saat ini hanya berorientasi pada teori dan pengetahuan bahasa saja, dan guru mengabaikan proses ketrampilan menulis itu sendiri. Model belajar seperti ini membuat para siswa jenuh dan bosan. Oleh karena itu guru perlu menggunakan strategi yang tepat untuk membantu para siswa meningkatkan kemampuan menulisnya. Tujuan dari penelitian ini adalah untuk menyelidiki efektivitas metode *Mind Mapping* dengan media *Facebook* dalam pengajaran menulis. Desain pretest posttest kelompok Kontrol Non-acak diterapkan. Penelitian ini menghasilkan bahwa metode *Mind Mapping* dengan media *Facebook* mencapai prestasi menulis yang lebih baik daripada menggunakan metode yang konvensional.

Kata Kunci: Keefektifan, Mind Mapping, Facebook, Menulis

Abstract: Writing is considered as the most difficult skill by many students. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas to readable text. Writing skill learning delivered by the teacher so far is only oriented to delivering theory and language knowledge, while the teacher often ignores the writing skill process. This sort of learning makes the students saturated and bored. That is why the teachers should use an appropriate strategy to help the students increase their ability on writing. The aim of this study was to investigate the effectiveness of Mind Mapping method with Facebook media in the teaching writing. The Non-randomized Control group pretest posttest design was applied. The study has yielded that Mind Mapping method with Facebook media achieved better writing achievement than conventional one.

Key Words: Effectiveness, Mind Mapping, Facebook, Writing

INTRODUCTION

In Indonesia, English language has been introduced and learned as a foreign language in all of the school levels. English is getting more crucial to be mastered since its important part in the world nowadays. It is not only as a means of communication but also a means transferring knowledge, news, and technology around the world. There are four basic skills in English such as listening, speaking, reading, and writing.

Writing is one of the important activities in learning English. It is a skill which requires students to express their ideas in written form. Ann (2003:255) has stated, "writing is a process of creating, organizing, writing, and polishing. It means that by writing students learn how to compile between information, ideas, thoughts, and feelings become a unit of product that is available for everyone. It is an active process to organize and formulate the ideas on the paper. Harmer (2002) has stated that writing is the one stated as the basic language skill and never left ignored in language learning process because it is as important as reading, speaking and listening. So that the students are expected to be able to master in English writing and to be active in the teaching and learning process in the classroom by practicing English writing.

In the real condition, most of the students in Indonesia are lack of interest in writing. As stated by Westwood (2008, p. 56) that "Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psychomotor processes. In Indonesian curriculum, even students in Junior High School are demanded to write various text types (Depdiknas, 2006). It makes some students feel difficult in conducting a well writing paper. Students may not have the necessary English language skills to cope with writing assignments. They may also have trouble with grammar, syntax, spelling, and vocabulary. On the other side, the usual practice of teaching English writing is mostly based on some traditional techniques and methods that it can be seen from the student activity in the class where they just listen to the explanation from the teacher, thus neglecting the real worth of teaching the writing process which is crucially important to produce an effective piece of text, as GTM (Grammar Translation Method) is still used mostly in Indonesia. Meanwhile, writing is one of skills that must be mastered by students in Indonesia.

After knowing the problems, the researcher tried to find out an alternative way to solve the problems by providing appropriate method and interesting media related to students' condition to make writing teaching and learning activity become more effective. In this case, the researcher chose Mind Mapping method as an alternative method to teach English in increasing the students' writing ability. According to Buzan (2006) "Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranged a central keyword by branches and typically it contains words, colors, short phrase and picture". Dawson et al (2005) has stated that "Prewriting helps us to get our ideas on paper, though not usually in an organized form, and brainstorm thoughts that might

eventually make their way into our writing". Some people, including students who claim writing is difficult may have a difficulty in terms of expressing their ideas into a paper so that they have to search a keyword first. Mind mapping can become the way to solve this problem. In applying this technique, teachers can ask the students to make a mind map before they write to stimulate students' mind and give some ideas in form of outline, so students can see their outline when they start to write.

Besides, a unique fact in a foreign language school is that the students lack of time to deepen the target language English. Language learners also need to practice their writing skill with media that they can use to help the learning easier and more interesting. Researcher uses Facebook application to ward off the limitation time in the classroom. According to Boyd & Ellison (2007) "Facebook is a popular website that allows users to interact and collaborate within a pre-defined virtual community". It is a social networking site and online communication tool that allows users to construct a public or private profile in order to connect and interact with people who are part of their extended social network. By this media students can learn actively and interact with classmates and teacher more and easily. Shy students can feel more comfortable to discuss and give their opinion on the Facebook. Besides, the usage of this application is easy to be applied. It opens up so many opportunities for English teachers who want to broaden their students writing ability while taking control of their work schedule.

Based on the benefits about Mind Mapping method and Facebook Application, the researcher decided to do a research entitled, "The Effectiveness of Mind Mapping Method with Facebook Media in the Teaching Writing".

WRITING

Writing is the way of communication among the writers and the readers using the paper media. According to Chastain (1988:224), "writing is a basic communication skill and a unique asset in the process of learning a second language". Meyers (2005:2) has stated that writing is speaking to the others on paper or computer scene. Writing can be explained as the processing of ideas and make it happen in the form of writing in a paper.

Basically writing is almost the same as speaking, but writing needs more attention than speaking. In other words, writing is a process of thinking more and it needs some steps to get a good result. For example the writer needs to resolve the problem and making decision about the problem. It means the beginning to write is difficult enough even for senior high school students. Because, in writing class the students must master the component of

writing, like grammaticalnfunction, diction, vocabulary, rhetorical devise, ideas, etc. In fact, the students have many ideas, but they do not know how to start writing.

Purpose of Writing

Delivering meaning in writing is the relationship between the writers and the readers to understand what the meaning of text is. The three purposes of writing are: 1) To explain, it means that writers inform and educate for readers about what his or her writing. 2) To entertain, it means that writers amuse reader through a story he or she writers. 3) To persuade, it means that writers try to convince readers through his or her writing. Writers try to change reader's mind, from cloze mind to open mind.

Process of Writing

In process of writing, White and Arndt (1991:3) describe writing as a form of problem-solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning. While, Hedge (2005:51) divided process writing into several steps : being motivated to write, getting ideas together, planning and outlining, making notes, making a first draft, revising, redrafting, editing and getting ready for publication.

Based on these two opinions, the researcher can conclude that there are 3 stages of writing process. They are: 1) Pre-writing: in these stages there are being motivated to write, generating ideas, planning and outlining, and goal setting. 2) Writing: In this stages there are focusing, structuring, making notes, and making a first draft. 3) Post-writing: in this stages there are monitoring or evaluating, and also revising or editing.

RECOUNT TEXT

Recount text is categorized as "the story genre which functions to retell events for the purpose of informing or entertaining" (Hartono, 2005). Anderson & Anderson (2003) state that "a recount text is a piece of text retelling past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred". Knapp and Watkins (2005) emphasizes that text such as recount text has a basic form of sequencing units of information.

Generic Structure of Recount Text

According to Mukarto et al (2007) the generic structure or rhetorical features of a recount text consist of three parts, they are: 1) Orientation: It gives reader background information of the story. As the opening of paragraph, it should answer the questions: who, what, where, when, and how. 2) Event: It tells a series of events in a chronological order and describes

what happened. 3) Re-orientation: It consists of a type of conclusion with a comment or a summary and evaluation about the topic of the story.

Language Feature of Recount Text

Anderson & Anderson (2003) states that there are also the language features which are usually found in a recount text, they are: First, proper nouns to identify those involved in the text. Second, descriptive words to give details about who, what, when, where, and how. Third, the use of the past tense to retell the events. Fourth, Words that show the order of events or connectors (for example, first, next, then. etc).

MIND MAPPING METHOD

"Mind mapping is helpful method for remembering the relationships and steps that are necessary for mathematical processes" Farrand, Hussain and Hennessey (2002). Mind mapping is focused on combining color, picture, and text. Using Mind Mapping for lesson planning can help teachers or trainers identify a logical plan or teaching route and increases recall of the subject matter. This can boost teaching confidence and facilitate the smooth running of programs (Boyson :2009). From the statements above we can conclude that mind mapping method is a method which combining color, picture and text which boost teaching confidence and facilitation.

Implementation of Mind Mapping Method

Buzan (1960) created mind mapping method with the implementation which mostly used in most teacher. Here seven steps of mind mapping method according to Buzan (1960): (1) Start in the center of a blank page turned sideways. Why? Because starting in the center gives your brain freedom to spread out in all directions and to express itself more freely and naturally. (2) Use an image or picture for your central idea. Why? Because an image is worth a thousand words and helps you use your imagination. A central image is more interesting, keeps you focus, helps you concentrate, and gives your brain more of a buzz! (3) Use colors throughout. Why? Because colors are as exciting to your brain as are images. Color adds extra vibrancy and life to your mind map, adds tremendous energy to your creative thinking, and is fun! (4) Connect your main branches to the central image and connect your second- and third-level branches to the first and second levels, etc. Why? Because your brain works by association, It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily. (5) Make your branches curved rather than straight-lined. Why? Because having nothing but straight line is boring to your brain. (6) Use one key word per line. Why? Because single key word gives your mind

map is more power and flexibility. (7) Use images throughout. Why? Because each image like the central image, is also worth a thousand words. So if you have only 10 images in your mind map, it's already the equal of 10,000 words of notes!

The Advantages and Disadvantages of Mind Mapping Method

Birmingham University states the list of advantages and disadvantages about mind mapping method.The advantages of Mind Mapping method are: 1) Adaptable - they can be used for lectures; note-making from books; essay plans etc, as well as less structured tasks. 2) Easy to add ideas later, at any time. 3) Help you focus on the links and relationships between ideas so you don'tjust have disconnected facts. 4) Can be personalized with pictures and symbols to make things more memorable. 5) Useful tool for condensing lots of information – eg a whole topic into amind map poster, to aid revision.

Besides the Advantages, Mind Mapping also has the Disadvantages. They are: 1) Can't incorporate large chunk of text. 2) You have to stick to the rules of mind mapping to get the optimum benefit from the tool. 3) When you've personalized your map, it can be difficult for others to understand. From the explanation above, the researcher believes that Mind Mapping is the effective method because this method has many advantages that can be useful in the teaching process especially in writing.

FACEBOOK

Facebook is a social utility that connects us with the people, brands and organizations we care about. Facebook is a popular free social networking website that registered users to create profiles, upload photo and video, send messages and keep in touch with friends, family, and colleagues. Facebook can be accessed from a large range of devices with Internet connectivity, such as desktop computers, laptop and tablet computers, and smartphones. Founded on February 4, 2004 by Mark Zuckerberg, a Harvard student, it has quickly become one of the most used and visited platforms for people of all ages to communicate and connect with friends and others who works, study and live around them. By May 2013 there where billion people using Facebook around the world, helping to make it a tool rich with potential for learning.

Learning can take place anywhere as long as there are meaningful interactions between learners that lead to construct knowledge. Therefore, if teachers use Facebook effectively, many of the practices and experiences that occur in this social network can contribute to enhance learning. According to Garrison, &Kanuka, (2004) "Facebook helps teachers to create significant and dynamic educational

experiences, especially in language classes, because it allows students to carry out meaningful and authentic interactions with English native speakers". As a result, learners can improve their language skills, increase their motivation and confidence towards English, and develop cross-cultural understanding because as we know that many people especially most students in our society spend a great deal of their time outside school hours on social networking websites. So that It can

2.

make easier in the teaching and learning and it can be used as interesting media for students.

Steps of Using Facebook Group in Writing Class

There are several steps of using Facebook in the writing class:

1. Open the Facebook homepage. Use your web browser and navigate to the Facebook home page. If you are not already logged in, you will see the welcome screen.

3. Enter your email Address. In the upper-right corner of the Facebook home page, there will be a field for your email address. Enter the email address you used to create your Facebook

account. If you don't have a Facebook account, see this guide to create one. If you have a phone number associated with your account, you can log in with it as well.
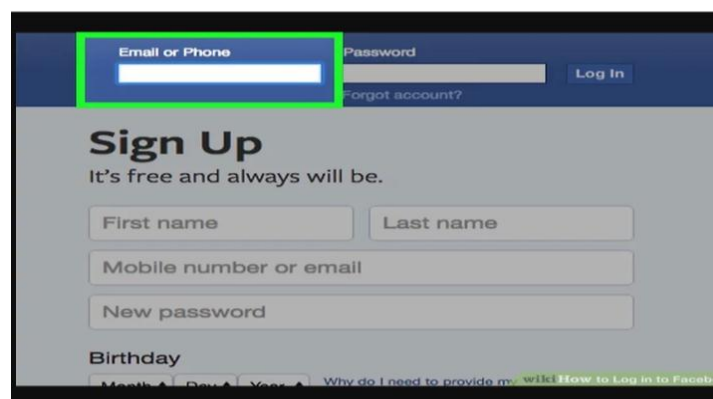
4. Enter your password. You will need to enter your password that you created in order to log in. If you forgot your password, click the "I forgot my password" link below the sign-in fields.

5. Click "Log In". You should be taken directly to your news feed. If you have login verification enabled, you will need to enter the code that Facebook sends to your phone.
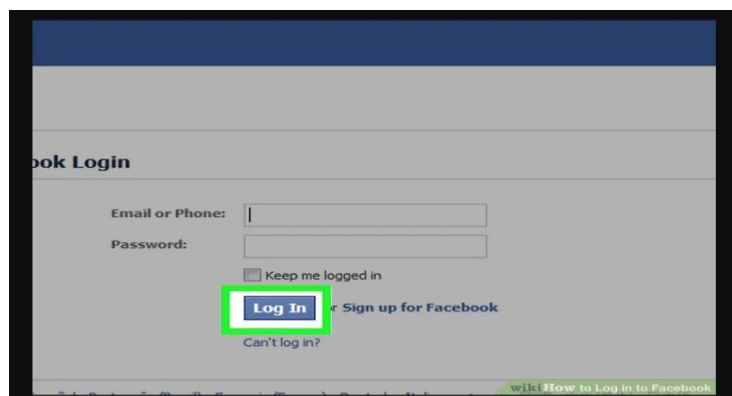
6. Find "Add Group". From your "home page" on Facebook go to the Explore- Groups section on the left side menu and click on "Group". Once you get there, it will look like this.
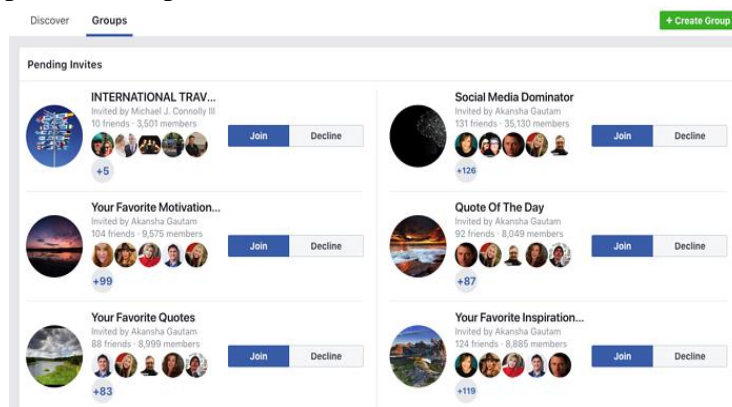
7. Click "Create Group". You will be taken on page that displays the option to create a group. To begin the process of creating a group, click "Create Group" in the upper right hard corner.
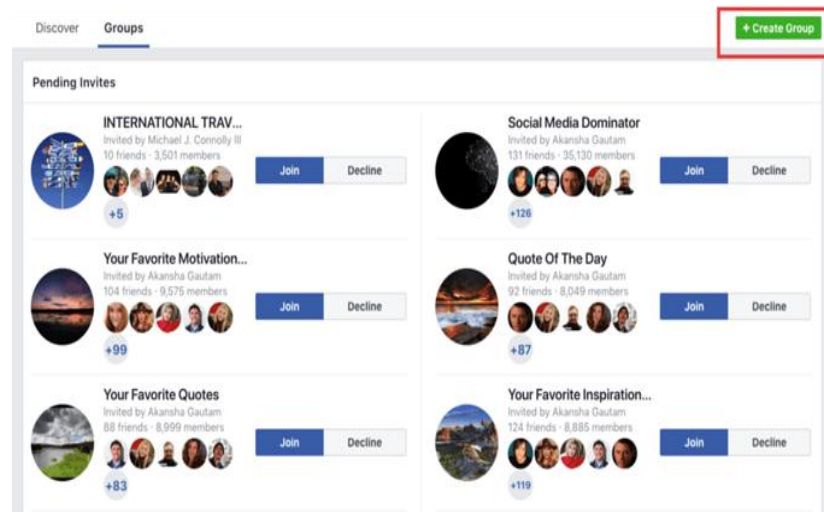
Once you choose that option, a light box will open where you can begin to add your Facebook group details.
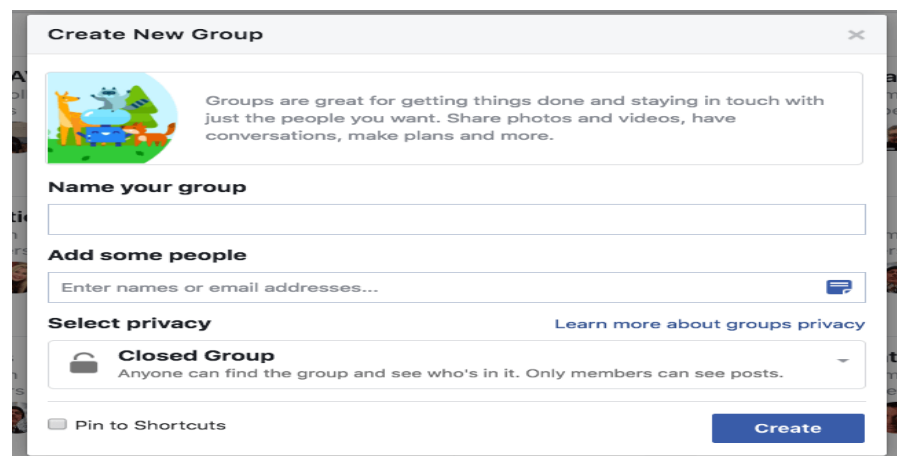
8. Name your group. This first thing you need to do is give your group a name. The name can be whatever you want. But try to make the group name memorable and searchable, so people can find it.
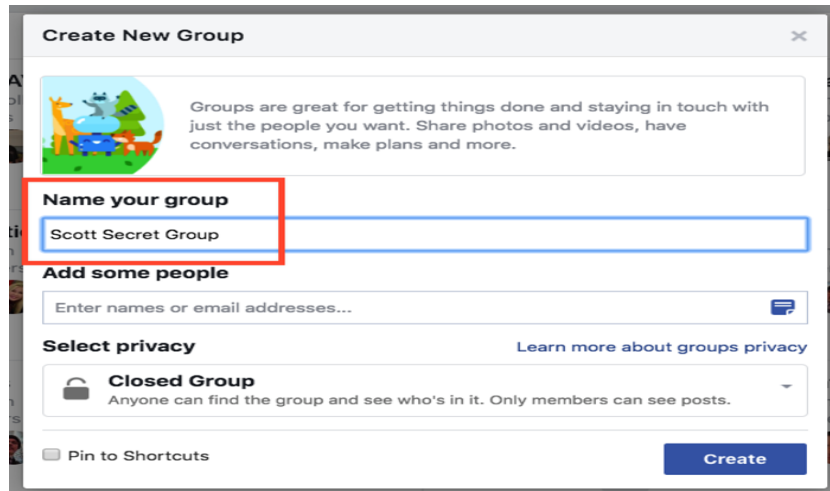
9. Add members. Face does something odd here and out of order. To create your group, you will need to the group at least 1 friend to the group.
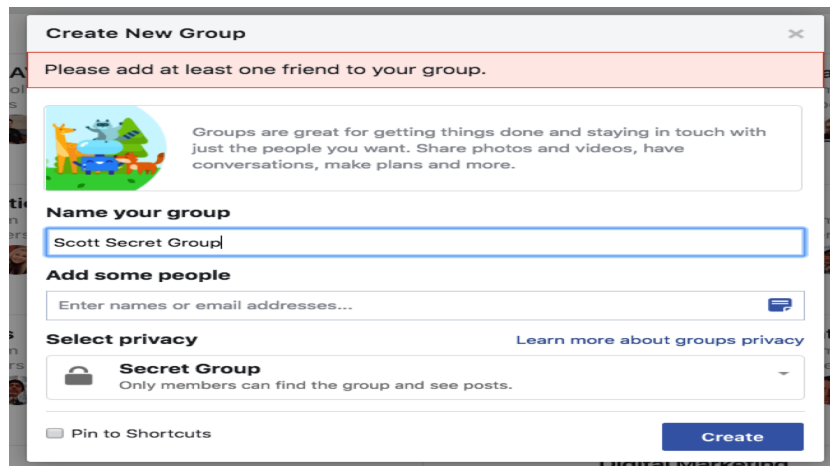
10. Select privacy of the group. You can establish people who can find the group.
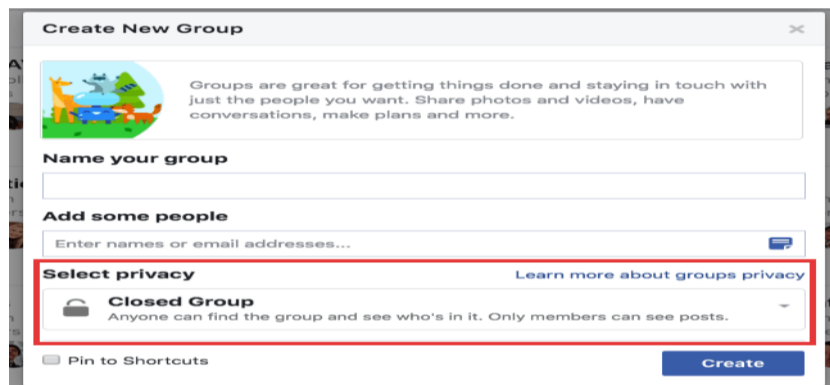
11. You can give whatever the theme of the group. It depends on the purpose of creating the group. As the admin, you can give the direction that you can write on the timeline provided by Facebook to the members of group.
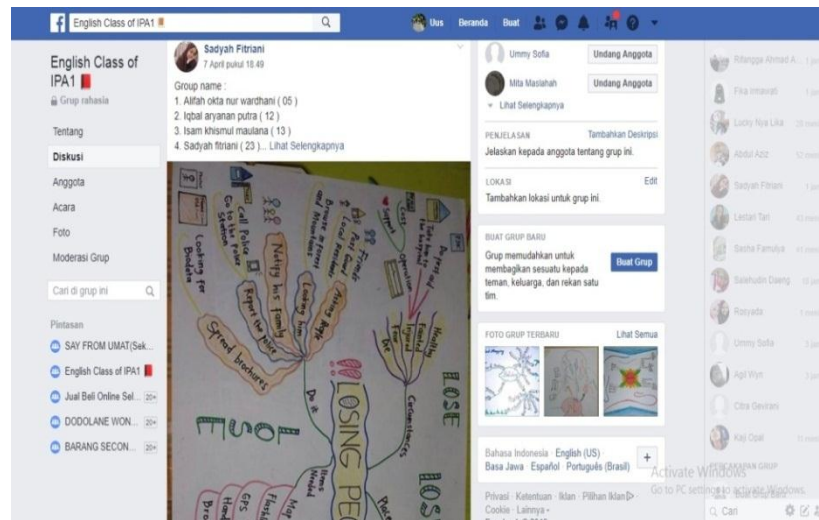
The Advantages and Disadvantages of Facebook Application

According to Melor&Hadi (2012) that there are some advantages and disadvantages of Facebook especially in learning writing. The advantages of Facebook in learning writing are: 1) Facebook has the potential to improve students' writing skills by being thelink between academic "writing" and outside "communication", providing learners with an authentic and personalized context in which to aid their writing. 2) Facebook or FB group provides a space where ideas are posted in view of all, to be open to criticism as well as praise. 3) A student may also gain confidence in writing through the fact that his or her ideas are supported and agreed upon by peers, made known through the feedback received in the group. 4) Students also discover new sentence or writing structures by reading thecomments and posts from their peers. 5) The spell-check feature helps students reduce spelling errors.

The disadvantages of Facebook in learning writing are: 1) The absence of face-to-face communication and immediate feedback. 2) By the exchanging of ideas and opinions via Internet and computer, it isdifficult for FB users to convey some complex and abstract ideas. 3) Students are exposed to the risks of threatening behaviors such as stalking,spamming, and verbal assault. 4) Majority of the users' time is spent on FB to read and view others' information without interacting directly in any way.

GRAMMAR TRANSLATION METHOD

Generally, 'the grammar translation is derived from traditional approaches to the teaching of Latin and Greek in the nineteenth century' (Barb, 2010). Even though the method has been used a long time ago, this method is still useful to our current education system. According to Richard and Rogers, 2002 (as cited in Barb, 2010), the grammar translation method is a way of studying a language that approaches the language first thought detailed analysis of its grammar rules, followed by the application of this knowledge through the task of translating sentences and text into and out of the target language.

The Advantages and Disadvantages of Grammar Translation Method

The advantages of the Grammar-Translation Method: (1). In Grammar-Translation Method, the first language is maintained as the reference system in the learning of the second language. Translation from one language to another plays a certain part in language learning. In the Grammar-Translation Method, comparison between two languages helps students to have a better understanding of the meaning of abstract words and complicated sentences. (2). Systematic study of grammatical rules plays an important role in fostering students' ability of reading comprehension and producing grammatically correct sentences. It has special importance for students in teachers' colleges for whom a good mastery of the grammar system of the target language. Understanding and manipulating the morphology and syntax will develop students' ability of analyzing and solving problems. (3). The focus on understanding literary texts provides the situation in which reading and writing abilities are well trained. (4). The Grammar-Translation makes few demands on teachers although it often creates frustration for students.

On the contrary side, Grammar Translation Method brings the disadvantage side: (1) The Grammar Translation Method may make the language learning experience uninspiring and boring. (2) The Grammar Translation Method may also left the students with a sense of frustration when they travel to countries where the studied language is used (they can't understand what people say and have to struggle mightily to express themselves at the most basic level). (3) This method neither approaches nor encourages the students' communicative competence.

RESEARCH DESIGN

This study applies the quantitative research because it concerns with certain number of variable and numerical data. The data that is used in this study is interval data because they are taken from the students' score of writing test. Besides that, the research method of this study is quasi-experimental

research. According to Ary (2010) Quasi-experimental design is similar to randomized experimental design in that subjects are not randomly assigned to treatment groups. There are some reasons for taking this design, they are:

a. The research was conducted without changing the setting of the class.

b. The research only collaborates with teacher for doing this study to create the natural condition of the class, to avoid the students feel observed which can cause the extraneous variable.

c. The two classes used in this research have been separated long before the researcher conducts the research.

d. The research was executed using time schedule of the teacher arranged by the institution as before.

Variable

Ari Donald (2010:37) stated "*A variable is a construct or a characteristic that can take on different values or scores*". Related to hypothesis of this study, there are two variables to be observed. They are dependent and independent variable. The independent variables are Mind Mapping Method with Facebook which applied to an experimental group and GTM method which is applied to control group while the dependent one is the students' achievements presented by their scores at the end of the treatment using those two teaching methods.

Treatment

The two groups are taught in different ways. The experimental group is taught by using Mind Mapping Method, whereas the control group is taught by using GTM. There is treatment or a teaching technique used in this research.

Research Subject

The research subjects were students of the eighth grade of SMAN 01 Kademangan, Blitar who took English lesson in the second semester. There were two classes that chosen as control group (XI IPA4) and experimental group (XI IPA1).

Group 1 as an experimental group (XI IPA1) consists of 29 students taught using Mind Mapping Method with Facebook to increase writing skill and Group 2 consists of 27 students as a control group (XI IPA4) taught using Grammar Translation Method (GTM).

Instrument

The instrument that it the researcher used is test. The tests are in the form of making paragraph. The material of the test was taken from English book related to the subject. The test are given after and before the students treated using Mind Mapping Method with Facebook in experiment group while the control group treated using GTM.According to Ary (2010: 224) stated that two important concepts that researcher must understand when they use measuring instruments are validity and reliability that used to get good test.

Validity

Validity is the most important characteristic to consider when researcher is constructing or selecting a test measurement technique. Ary (2010:105) has stated that validity is an important key to effective research. This validation must be conducted to gain the valid data, because one of requisites a good test was valid. Heaton (1975:153-154) The result of validating reading test uses empirical validity. Empirical validity means that the results of the test have a high score of correlation compared with another test. Empirical validity is divided into predictive and concurrent validity.

Reliability

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring Ary (2010: 236). Thus reliability is essential in any kind of measurement since it has to do with the stability of the score for the same individuals. Various ways of estimating the reliability of instrument have been formulated by statisticians.

Method of Collecting Data

Method of collecting data is a way to collect the data regarding to variable of the research. The data collected by using test. In this research, the researcher used essay test. The research got the scores from the students' answer of valid and reliable essay items.

Pre-Test

Validating the research instruments, the researcher administers the pretest to both groups. This step is to know the prior knowledge in writing skill of the second year students at school especially in two groups being going to be examined and observed. The administering of pretest was conducted before treatment in experimental group. The test in pretest are adopt from English tests developed by the English teacher at SMAN 1 Kademangan use in the school meanwhile the questions are developed by the researcher to complete the tests.

Treatment

The treatment of the research is to implement Mind Mapping method with the using of Facebook in experimental group. As the design of quasi-experimental design in Table 3.1, the treatment was only to teach for experimental group meanwhile in control group the treatment was not used since the control group was assumed to have been taught using process technique in daily teaching. The teaching of Mind Mapping method with Facebook is conducted in three meetings after being administered of pretest. Mind Mapping with Facebook was implemented based on the lesson plan developed the researcher.

Post-Test

After finishing teaching the experimental group using Mind M the researcher administered the

posttest developed by her and validated by the validator. The posttest has the same difficulty level of pretest as shown by the same grille and developed into pretest and posttest. The similarity of difficulty level in making the test item was explained by Cohen (2010) that the pretest and posttest design should be different since the test should differentiate the materials but not different in test quality and difficulty. The post test was conducted in groups, control group and experimental group.

Scoring in Writing

Having administered the post test, the researcher scores the students' works using the scoring rubric as depicted in the grille. The students' works reflect the students' writing skill. The scoring is conducted only by the researcher since the tests were in form of objective tests. The results of the scoring are used as the raw data of this study.

Method of Analyzing Data

Since non-randomized pretest-posttest control group design is used in this research, the researcher applied ANCOVA formula to prove the hypothesis as suggested by Pallant (2000: 11), who states that ANCOVA can be used when you have two group pretest/posttest design (e.g., comparing the impact of two different intervention, taking before and after measure of the groups). Further he says that the pretest scores are treated as a covariate to control

for pre-existing differences between groups.

ANCOVA is also handy when a research has been unable to randomly assign the subject to the different groups, but instead having had to use existing groups (e.g., classes of students). As these groups may differ on a number of different attributes, ANCOVA can be used in an attempt to reduce some of these differences (Stevens Pallant 2000; 2). In order to gain accurate and correct data, the researcher has calculated the data by using SPSS for window version 20.

CONCLUSIONS

The study is aimed at examining the effectiveness of Mind Mapping with Facebook media in comparison to the Grammar Translation Method. The finding shows that statistically the students taught by using Mind Mapping with Facebook media had a better achievement than those taught using the Grammar Translation Method.

Based on the result of analyzing the data by using SPSS 20.0 the significant value of equality variance was 0.702, the significant value of the test between subject effects was 0.05, estimate marginal means of experimental group was 79.791, the estimate marginal means of control group was 75.447. It can be concluded that Mind Mapping with Facebook media was more effective in teaching writing, especially in recount text.

SUGGESTIONS
Suggestion for the Teacher

Teacher should choose the correct strategy to apply in the teaching learning activity because it will make students feel enjoy and comfortable when they accept learning materials. If people assume that the traditional method is still suitable for teaching English, teachers may not blame them. However, the teacher can suggest them to use Mind Mapping with Facebook media, which are suitable with material and the student's intelligence. So, Mind Mapping with Facebook is recommended for learners in some school levels, because it will help them to be active and show up their own ability to understand the passage.

Suggestion for the Students

Students may not be individualistic in the teaching and learning process to get the better result in learning. They also should to be active in the writing class, because Mind Mapping method can stimulate students to increase their comprehension.

Suggestion for the Next Researcher

The students will get bored if the teaching and learning activity is stil monotone. Then, they do not care with the materials that teacher said in their class. To overcome that case, the researcher suggests to the other next researcher to choose Mind Mapping with Facebook media with other class categories in other course study. It may also involve large sample, thus the result of research can be more generalized. Moreover, researcher should be conducted to investigate the impact of Mind Mapping method with Facebook media and other variables such as creativity and critical thinking in the teaching writing.

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