

The Implementation of Folklore based Mind Mapping Technique in Teaching Writing Skill at SMP Negeri 8 Lubuklinggau

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ABSTRACT

This research aimed to prove significantly effective or not to used mind mapping technique in teaching writing skill. This research used a pre-experimental design with one group pre- test and post-test. The population were all of the eighth grade students of SMP Negeri 8 Lubuklinggau with consist that 213 students. The sampling technique used cluster random sampling with method of lottery and the sample selected was VIII.F clas with consist 29 students. The data for this research was collected by used written test. Technique for collecting the data were the researcher classifying individual score students. Then, the researcher used the minimum mastery criteria to convert students' score ability in writing. Next, the researcher used normality test to find out the data and finally the researcher used match t-test to find out the hypothesis. The researcher found that The Implementation of Folklore Based Mind Mapping Techniques in Teaching Students' Writing Skill at SMP Negeri 8 Lubuklinggau was effective. It could be proved by the significant difference between the mean score in the pre-test and post-test. The mean score of the students in the pre-test was 43.00 and in the post test was 76.05. The t-obtained was 5.19, it was higher than 1.701 as the critical value in t-table. Therefore, it was clearly stated that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Keywords: Foklore, Mind Mapping Technique, Teaching Students', Writing Skill, Narrative Text.

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INTRODUCTION

Writing skill is a 'hard copy' of the intellectual level and expression so that this writing skill is a skill that is quite difficult to do. Based on the result of the interview with the english teacher, there were some difficulties were found, especially in writing texts. The difficulties experienced by students were assembling a word into a sentence, students make many mistakes such as spelling mistakes, mistakes in translating words or sentences and this may be due to a lack of understanding about how to write well. Making narrative text seems easy, but most students always find it difficult when asked to make it on their own. Narrative texts tell imaginative stories or modified true stories, and are arranged through a sequence of events that occurred in the past (Abbott, 2010). One way to improve students' writing skills was by using a technique that can make it easier for students to

understand how to write well, such as the mind mapping technique.

Buzan (2018) states that mind mapping was a two-dimensional recording technique in which a mind map was created used all relevant knowledge about a particular subject. According to Mapman (2010) the benefits of this mind mapping were that it can increase creative thinking and make it easier to understand a concept. And researcher was interested in used this mind mapping technique to teach students writing skills. Based on these phenomenon, the researcher was interested to conduct a research title “The Implementation of Folklore Based Mind Mapping Techniques in Teaching Writing Skill at SMP Negeri 8 Lubuklinggau.”

METHOD

This research used a pre-experimental design with one group pre- test and post-test. The population were all of the eighth grade students of SMP Negeri 8 Lubuklinggau with consist that 213 students. The sampling technique used cluster random sampling with method of lottery and the sample selected was VIII.F clas with consist 29 students. The data for this research was collected by used written test. Technique for collecting the data were the researcher classifying individual score students. Then, the researcher used the minimum mastery criteria to convert students' score ability in writing. Next, the researcher used normality test to find out the data and finally the researcher used match t-test to find out the hypothesis.

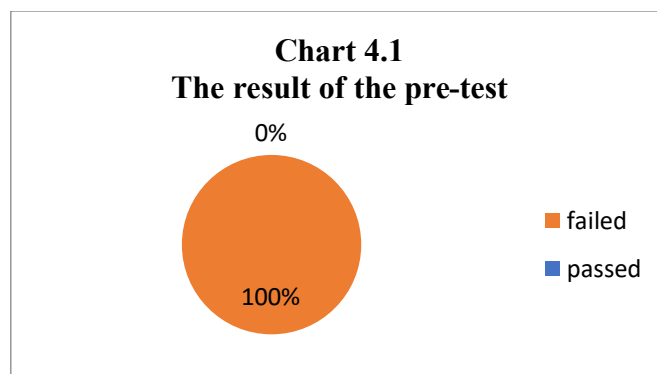
FINDINGS

In this research, it was found that the use of mind mapping techniques in teaching writing to Grade VIII students of SMP Negeri 8 Lubuklinggau was significantly effective. The following detailed information reveals the findings:

1. Students' Scores in the Pre-test

The pre-test was given to students to find out the first results obtained. Next, the researcher calculated the students' scores on the pre-test obtained from the two raters. The number of students in class VIII.F was 29 people. The results of the pre-test calculations show that the highest score was 51 this score was only achieved by one student and the lowest score was 35 this score was achieved by 2 students.

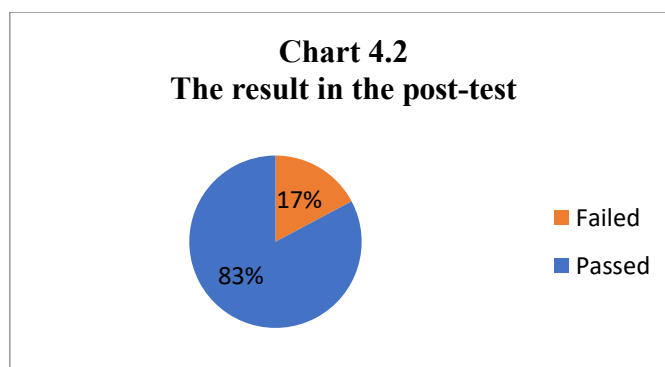
Finally, it was found that the pre-test mean score was 43.00. In addition, researcher compared student scores with the minimum mastery criteria for writing English at SMP Negeri 8 Lubuklinggau. The minimum mastery criteria for writing English at that school was 70 and there were no students who passed.



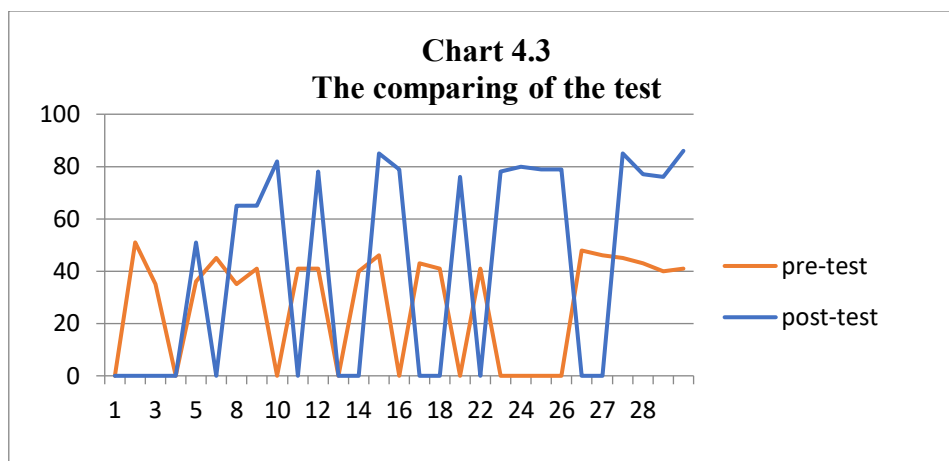
2. *Students' Scores in the Post-Test*

Students' writing ability was tested again after treatment. There were four treatments after the pre-test was carried out. In the treatment, the students were taught about narrative texts through mind mapping techniques. The technique was used by researcher to improve students' writing skills. After doing the treatment, students are given a post-test. the post-test worksheet was the same as the pre-test worksheet. The students did the best possible Post-test based on the information obtained from the treatment.

In the post test, the highest score of 86 was achieved by one student and the lowest score was 51 also achieved by one student, while the mean post-test score was 76.05. Next, the researcher compared student scores with the minimum mastery criteria for Writing English at SMP Negeri 8 Lubuklinggau.



To find out the increase in students' writing skills could be seen by comparing the scores of students' Pre-test and post-test as illustrated in the graph below:



Based on the findings above, the researcher stated that by using the mind mapping technique, students' writing skills increased. This could be seen from the difference in the mean scores of students obtained in the pre-test and post-test. In the pre-test the mean scores of students was 43.00 and the mean scores of students in the post-test was 76.05. This shows that there was a significant difference between the scores on the pre-test and post-test. It means that the mean score of student in the post-test was higher than the mean score of student in the pre-test.

3. Normality Test Results

After the researcher calculated the data normality test on the pre-test. Researcher got the χ^2_{obtained} was 1.32 with degree of freedom (df) 5 (6-1) because the level was 95% and the χ^2 table was 11.07. It could be said that the test data was normal because $\chi^2_{\text{obtained}} < \chi^2_{\text{table}}$. And also in the post-test the researcher got χ^2_{obtained} was 5.28 with degrees of freedom (df) 5 (6-1) because the level was 95%, and χ^2_{table} 11.07. It could be said that the test data was normal because it was $\chi^2_{\text{obtained}} < \chi^2_{\text{table}}$.

4. Calculation results of the t-test

The researcher calculated a matched t-test to find out whether it was effective or not to teach writing skills used a mind mapping technique to Grade VIII students of SMP Negeri 8 Lubuklinggau in the academic year 2022/2023. Researcher have calculated a matched t-test based on student scores obtained from the pre-test and post-test. The student's score on the pre-test was 43.00, while the student's score was 76.05 on the post-test. Researcher could state that the mean score in the post-test was higher than the mean score of students in the pre-test. After seen at the score comparison table in the pre-test and post-test the researcher found that the t_{obtained} was 5.19 so it had to be compared with the t_{table} with a significance level of 0.05 for df 28 (df=29-1) which

was 1.701. It could be said that t_{obtained} was higher than t_{table} . Researcher could made conclusions if t_{obtained} higher than t_{table} then H_a was accepted and H_o was rejected.

DISCUSSIONS

Based on the results of the pre-test, there were some difficulties, especially in writing texts. the difficulties experienced by students were assembling a word into a sentence, students make many mistakes such as spelling mistakes, mistakes in translating words or sentences and this may be due to a lack of understanding about how to write well.

Based on the treatment through mind mapping techniques in learning English, students have good improvement for students achievement. This shows that the students in the class were active and brave in carrying out the process of learning to write. Active learning activities can help students improve their writing skills. In mind mapping learning techniques, there were several instructions that researcher gave to students, one of which was that students was asked to be active in the learning process.

The researcher gave treatments to students in making narrative texts through mind mapping techniques 4 times. In the first until the fourth treatments, the researcher taught about narrative text, language features, structure and others and then the researcher gave examples of narrative texts with kind of folklore based differences titles every treatments. The students were asked to come to forward and write down a word that they think about the main topic or title of folklore has been given until been a branches. Then, when the main map was full enough the researcher explain the contents about mind map and then, the students were asked to write a narrative text based on the mind map that has been made.

Student scores have increased since students were taught how to write using mind mapping technique. In the assessment technique, the researcher uses the minimum completeness criteria in school as a reference for passing grades. There are some students who do not meet the minimum completeness criteria but their scores are still being improved.

Based on the calculation of matched t-test, it was found that t_{obtain} was 5.19 and compare to t_{table} with significance level 5% was 1.701 ($5.19 > 1.701$) t_{obtain} was higher than t_{table} . Based on the hypothesis testing, if t_{obtain} was higher than t_{table} it means that mind mapping technique is affective to teach students' writing skill.

CONCLUSION

Based on the findings and discussion, it can be concluded that teaching writing using the mind mapping technique has proven to be significantly effective for Grade VIII students of SMP

Negeri 8 Lubuklinggau in the 2022/2023 academic year. It can be seen through the t-test that the result is 5.19 which exceeds the t-table of 1.701 at a significance level of 95% (0.05) for a one-tailed test. In the pre-test, the researcher found that the mean score was 43.00. The highest score was 51 this score was only achieved by one student and the lowest score was 35 this score was achieved by 2 students. In the post-test the mean score is 76.05. The highest score of 86 was achieved by one student and the lowest score was 51 also achieved by one student. From the statement above it can be concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. This means that the use of the mind mapping technique has proven to be significantly effective in teaching writing to Grade VIII students of SMP Negeri 8 Lubuklinggau for the 2022/2023 academic year.

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