

TEACHING WRITING RECOUNT TEXT BY USING MIND MAPPING

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Abstract: The focus of this research was whether teaching writing recount text to tenth grade students at Pemulutan's State Senior High School 1 could be accomplished using mind mapping. This study applied a quasi-experimental design. The use of random assignment is not used in quasi-experimental designs. In the academic year 2021/2022, the population of this study consisted of all tenth-grade students of SMA Negeri 1 Pemulutan. The students in tenth grade at SMA Negeri 1 Pemulutan were chosen as the samples, which have been taken using non-random sampling. The experimental group was class (X.2), while the control group was class (X.1). The value of t-obtained was 3.42, and the value of t-table was 2.060 at a significant level of 5%, according the results of t-obtained. Because the t-obtained value was higher than the value in the t-table. The study focuses on finding that teaching writing through mind mapping enabled learners to get higher scores based on the post-test experimental group's and post-test control group's results. It was discovered that training tenth grade children to write at SMA Negeri 1 Pemulutan through mind mapping to enhance writing was effective.

Keywords: teaching writing, recount text, mind mapping technique

INTRODUCTION

Writing is the ability to put thoughts, feelings, and experiences into words. In order to communicate their ideas, opinions, feelings, and

thoughts, students will be able to express themselves constructing a text through acquiring the art of writing (Basri, 2020). Students benefit from writing because it

encourages them to think critically. As a result, one of the most important talents that senior high school students should learn is writing. According to Husna & Multazim (2019) texts can be classified into two categories: factual and literary. Factual text divided into recount text, procedure text, exposition text, explanation text, discussion text, description text, and response/review text, and literary text divided into narrative and poetry.

Recount text is a sort of text that tells how many times the activity have recounted and reconstructed prior events, experiences, and accomplishments in a logical order (Muhsin, 2017). Personal recounts, factual recounts, and imaginative recounts are the three sorts of recounts (Sadker & Sadker, 2016).

Before do the research, the

writer of the research has asked the teacher about the students' ability and give questionnaires for students of the State Senior High School 1 of Pemulutan. The result showed that many students so hard to write out. Most of them are confused how to start writing a paragraph. Actually, they might have something to state in their mind, but they could not express and develop their ideas into a good writing. Thus, the teacher must guide the students in writing carefully in order to brainstorm the students in expressing their ideas, their thought, their expression and their feeling.

Concerning the problems that the students faced when they tried to express their ideas into written form, a teacher should choose an appropriate method in recounting text in writing class. One of the techniques which can apply in teaching writing

is using media like a mind mapping.

Mind mapping is a type of visual note-taking that provides an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections (Barry, 2013). Through the use of colors, images and words, mind mapping encourages students to begin with a central idea and expand outward to more in-depth sub- topics. A mind map is a powerful graphic approach that gives you a universal key to unlocking your brain's possibilities (Saharah & Indihadi, 2019).

Sabarun et al., (2021) stated the entire range of cerebral skills – word, image, number, logic, rhythm, color, and spatial awareness – in a single, unrivaled way It offers people the freedom to travel the vast reaches of their minds as a result. The Mind

Map can be used in any situation where better learning and clarity of thought can increase human performance (Suyanto, 2015). When it comes to mind mapping, though, the teacher can create new atmosphere in the classroom and also there is communication among the teacher and the students itself.

Based on the description above, the writer of the research chooses mind mapping as a technique to teach writing recount text. Therefore, the research was entitled “teaching writing recount text by using mind mapping to the tenth-grade students of state senior high school 1 of Pemulutan.”

METHODOLOGY

Based on the research's problem, that is to find the effectiveness teaching writing by

using mind mapping. As a result, the author of this study adopted a quasi-experimental approach. Random assignment is not used in quasi-experimental designs (Arikunto, 2010). Other strategies are used instead by researchers who use these designs to control (or at least lessen) challenges to internal validity (Fraenkle et al., 2012). There are two groups in this research, they are experimental and control group. In this research, there are two groups to compare the effectiveness of the mind mapping.

In this investigation, the population was all of the tenth-grade students of the SMA Negeri 1 Pemulutan in the academic year of 2021/2022. The tenth-grade students chosen as the samples that took by using non random sampling. Class

(X.2) was the experimental group and class (X.1) was the group in control.

The researcher utilized the following methods to acquire data, the writer of the research used written test especially the pre-test and the post-test. Each student have to create a recount text in each test. The data was calculated using a t-test.

RESULT AND DISCUSSION

According to the findings of this research the teaching writing used mind mapping was effective. It means that after students taught used mind mapping in learning writing skill, they could make the sentence into good paragraph and understood about what they had to prepare in writing. Therefore, their writing was better organized than before.

The students experienced some progress in their writing mastery in the post-test experimental and control group. The experimental group had more increase than control group. The students' average score in the post-test experimental group was 83.39. The lowest score was 74 reached by 1 student and the highest score was 91 reached by 1 student. There was 1 student who did not reach the criterion of minimum achievement and 25 students could exceed the criterion of minimum achievement. But the students' average score in the post-test control group was 79.90. The lowest score was 70.5 reached by 1 student and the highest score was 88 reached by 1 student. There were 2 students who did not reached the criterion of minimum achievement and 24 students could exceed the criterion

of minimum achievement.

Furthermore, the result of t-obtained found that the value of t-obtained was 3.42, where the value of t-table was 2.060 at significant level of 5%. Since the t-obtained value was higher than the t-table value. As a consequence of the students' post-test experimental and post-test control group scores, the writer found that the teaching writing by using mind mapping enabled the students to get better score. It was concluded, teaching writing by using mind mapping in increasing writing was effective to the tenth-grade students' of SMA Negeri 1 Pemulutan.

CONCLUSION

Based on the calculation of t-test, the writer found that the t-obtained in this study was higher than

the t-table, it indicated that this study was successful. The author found that using mind mapping to teach writing recount text as one of the writing strategies is beneficial (Marpaung et al., 2016). Students who were taught utilizing mind mapping received higher grades than those who did not receive the treatment. In the classroom, an English teacher can utilize mind mapping to teach writing.

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