

**THE EFFECT OF MIND MAPPING TECHNIQUE ON STUDENTS'
WRITING ABILITY OF NARRATIVE TEXT AT THE SECOND
YEAR OF STATE ISLAMIC JUNIOR HIGH SCHOOL 1
PANGEAN OF KUANTAN SINGINGI REGENCY**



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PEKANBARU
1434 H/2013 M**

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(S.Pd.)



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ABSTRACT

Indrayadi (2013) : The Effect of Mind Mapping Technique on Students' Writing Ability of Narrative Text at the Second Year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency

Based on preliminary study, the researcher found that some of the students were not able to write narrative text. This problem was caused by some factors. For example, some of the students are not able to write their ideas without digressions in writing narrative text. Some of students are not able to construct the relationship of ideas within and between paragraphs clearly in writing narrative text. Therefore, the researcher was interested in carrying out the research about this problem.

The research was administered at State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency. The subject of the research was the second year students of State Islamic Junior High School 1 pangean, and the object of this research was the effect of Mind Mapping Technique on Students' Writing Ability of Narrative Text. The design of this research was quasi- experimental design.

The population of this research was all of the second year students. The total number of population was 124 students. Because the number of population was large, the researcher used cluster technique by taking two classes only as sample, VIII B consisted of 30 students as experimental group, and VIII A consisted of 30 students as control group, so the number of sample from two classes was 60 students. To analyze the data, the researcher used Independent t-test formula by using SPSS.

After analyzing the data, the researcher found that there was Significant Effect of Mind Mapping Technique on Students' Writing Ability of Narrative Text at the Second Year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency, where t_{observed} shows 9.357 at significant level of 5%, t_{table} shows 2.00, and at level of 1%, t_{table} shows 2.65. Thus, Null Hypothesis (H_0) is Rejected, and Alternative Hypothesis (H_a) is accepted, which shows $2.00 < 9.357 > 2.65$

In conclusion, using Mind Mapping Technique has given a better effect for Students' Writing Ability of Narrative Text at the Second Year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency

إندرايادي (2013): تأثير تقنية Mind Mapping
القصة لطلاب الصف الثاني بالمدرسة الثانوية الحكومية 1 فاغيان
منطقة كونتان سيغيغي.

بالأساس على الدراسة الأولية كشف الباحث أن بعض الطلاب لا يقدر على كتابة النصوص القصية. وتأتي هذه المشكلة بسبب عدة العوامل منها: بعض الطلاب لا يقدر على كتابة أفكارهم بدون الاستطراد في كتابة النصوص القصية، بعض الطلاب لا يقدر على ارتباط أفكارهم في الفقرة في كتابة النصوص القصية. لذلك تشوق الباحث في أداء هذه

الثانوية الحكومية 1 فاغيان منطقة كونتان سيغيغي. الموضوع في هذه الدراسة طلاب الصف الثاني بالمدرسة الثانوية الحكومية 1 فاغيان منطقة كونتان سيغيغي بينما الهدف في هذه الدراسة تأثير تقنية Mind Mapping كتابة النصوص القصية. العرض المستخدم في هذه الدراسة هي شبه التجربة. الأفراد في هذه الدراسة جميع طلاب الصف الثاني بقدر 124 فصلين لعينات هذه الدراسة بطريقة عينة عنقودية هما الفصل الثامن الباء فيه 30 ربة و الفصل الثامن الألف فيه 30 طالبا للفصل الضبط و عدد العينات في هذه 60 طالبا. في تحليل البيانات استخدم الباحث صيغة الاختبار-

بعد تمام تحليل البيانات كشف الباحث أن هناك تأثير تقنية Mind Mapping الطلاب على كتابة النصوص القصية لطلاب الصف الثاني بالمدرسة الثانوية الحكومية 1 فاغيان منطقة كونتان سيغيغي. مع أن ت الملاحظة تدل على 9 357 5 1 2 00 2. 65 فرضية الصفرية مرفوضة و الفرضية البديلة مقبولة و هي 2. 65 <9 357 > 2 00 الاستنباط في هذه الدراسة أن استخدام تقنية Mind Mapping يؤثر قدرة الطلاب على كتابة النصوص القصية لطلاب الصف الثاني بالمدرسة الثانوية الحكومية 1 فاغيان منطقة كونتان سيغيغي.

ABSTRAK

Indrayadi (2013): Pengaruh Tehnik Mind Mapping Terhadap Kemampuan Siswa Dalam Menulis Teks Naratif Siswa Kelas 2 Di Mtsn Pangean Kabupaten Kuantan Singingi.

Berdasarkan observasi awal, penulis menemukan bahwa beberapa siswa tidak mampu dalam menulis teks naratif. Masalah ini disebabkan oleh beberapa factor. Contohnya, sebagian siswa tidak mampu menulis ide-ide mereka tanpa penyimpangan dalam menulis teks naratif. Sebagian siswa tidak mampu menghubungkan ide-ide mereka di antara paragraph dengan jelas dalam menulis teks naratif. Oleh karena itu, penulis tertarik untuk mengadakan penelitian ini mengenai masalah tersebut.

Penelitian ini diadakan MTsN Pangean kabupaten Kuantan Singingi. Sebagai subjek dalam penelitian ini adalah kelas 2 MTsN Pangean kabupaten Kuantan Singingi dan objek adalah pengaruh tehnik mind mapping terhadap kemampuan siswa dalam menulis teks naratif. Design penelitian ini adalah quasi-experimen.

Populasi dalam penelitian ini adalah seluruh siswa kelas dua. Jumlah populasinya adalah 124 orang siswa. Karena jumlhanya populasinya banyak maka penulis menggunakan cluster sampling dengan mengambil dua kelas saja sebagai sampel, kelas VIII B terdiri dari 30 siswa sebagai kelas eksperimen dan kelas VIII B terdiri dari 30 siswa sebagai kelas control, jadi jumlah sampelnya dalah 60 siswa. Dalam menganalisa data penulis menggunakan rumus independent t-test dengan menggunakan SPSS.

Setelah menganalisa data, penulis menemukan bahwa ada pengaruh yang singnifikan tehnik mind mapping terhadap kemampuan siswa dalam menulis teks naratif siswa kelas 2 di MTsN Pangean kabupaten Kuantan Singingi, yang mana t observase menunjukkan 9.357 pada taraf signifikan 5%, t tabel menunjukkan 2.00 pada taraf signifikan 1%, t tabel menunjukkan 2.65. jadi H_0 ditolak dan H_a diterima yang ditunjukkan oleh $2.00 < 9.357 > 2.65$.

Sebagai kesimpulan, penggunaan tehnik Mind Mapping memberikan pengaruh yang baik terhadap kemampuan siswa dalam menulis teks naratif siswa kelas 2 di MTsN Pangean kabupaten Kuantan Singingi.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the core skills for success in education. The ability to write has become an indispensable skill in students' life. Almost every aspect of everyday life of students is carried out in writing forms such as doing exercises, homework, project papers, reports, and even final exams. To support students' ability in writing, students must be able to construct ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis in their writings. Besides, students must understand what components involve in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in correct form of writing.

In order to accomplish students' needs toward writing, School Based Curriculum (KTSP) provides writing as one of the skills in English mastery that must be taught and learned in junior high school. Based on KTSP¹, teaching writing is integrated with teaching literacy in which there are 4 level of literacy namely performative, functional, informational, and epistemic. In the level of Junior High School, students are expected to communicate either oral or written in functional level in order to fulfill their

¹ Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: Unpublished, 2006), p. 307

daily needs. They are trained how to develop survival skills either oral or written.

State Islamic Junior High School 1 Pangean is one of the schools that also implies School Based Curriculum (KTSP) as its guidance in teaching and learning process. In State Islamic Junior High School 1 Pangean, English has been taught since the first year of English teaching period. English is taught twice a week with time duration for 40 minutes². According to syllabus 2011/2012³ at the second grade, for the first semester, one of the basic competences of writing English refers to the capability of the students in expressing the meaning and rhetorical steps of short simple essays which use various written language accurately, fluently and contextually in the forms of narrative text. In addition, the minimum standard of passing scores (KKM) for writing narrative text is 60⁴. It means for those who get the score 60-up, they can pass the KKM. Meanwhile, for those who get the score under 60, they cannot pass the KKM.

Based on preliminary observation on 14th September 2011, in State Islamic Junior High School 1 Pangean, writing has been taught by using some techniques. Generally, teacher reviewed the characteristics of the texts based on genre given including the kinds of the texts, the purpose of the texts, the text organizations, and the language features. Then, teacher asked

² Tim Penyusun. "*Kurikulum Tingkat Satuan Pendidikan State Islamic Junior High School 1 Pangean*". (Pangean: Unpublished, 2011), p.15

³ Tim Penyusun. "*Silabus State Islamic Junior High School 1 Pangean 2011/2012*". (Pangean: Unpublished, 2011), pp. 6-13.

⁴ Tim Penyusun. "*Dokumen Analisis Pencapaian Kriteria Ketuntasan Belajar Peserta Didik Per KD*". (Pangean: Unpublished, 2011), p.12

students to write a simple essay individually based on the time given. After writing a simple essay, the teacher would give feedback toward students' writing. In order to increase students' writing ability, teachers also support it by providing other programs such as writing English articles and poems published on the bulletin board, and English day on every Saturday. Based on the description above, the students have been taught writing maximally. Ideally, the students in State Islamic Junior High School 1 Pangean are able to write narrative text. In short, the students in State Islamic Junior High School 1 Pangean have no problem with their abilities in writing narrative text.

However, based on the teacher's experience to the second year students of State Islamic Junior High School 1 Pangean, the researcher found that some of the students were not able to write narrative text. It was identified that from 30 students, 2 students were very good (85 and 87), 4 students were categorized good (74), 3 students were categorized enough (62,62 and 65), and 21 students were categorized less (50-59)⁵. It can be seen from the following phenomena:

1. Some of the students are not able to write orientation part clearly in writing narrative text.
2. Some of the students are not able to write the complication part coherently in writing narrative text.

⁵Documentation of Students' Writing Scores at VIII A Class. "*Nilai Harian Blok 3 Menulis Narrative Text*". (taken on 14 September 2011)

3. Some of the students are not able to write resolution clearly in writing narrative text
4. Some of the students are not able to use past tense correctly in writing narrative text.
5. Some of the students are not able to use active nouns and active verbs correctly in writing narrative text.

To improve the students' ability in writing narrative text needs an appropriate strategy and technique helping them as a solution for their problems. There is actually a technique that can help the students in writing narrative text, called mind mapping technique. This technique was greatly developed by Tony Buzan.

According to Buzan, mind map notes can be quickly and easily transformed into essays, presentations, and other creative or communicative form, then, it can increase the clarity of analytical thought, and it grows delight in accumulating knowledge⁶. In addition, he promoted 7 advantages of using mind mapping for students namely making notes, studying for exam, creative inspiration, problem solving, making presentation, group studying, and planning an essay⁷. In planning an essay,

Mind map helps the writer generate more ideas quickly and, with the radial structure, the writer can quickly see the connecting topics, main

⁶ Tony Buzan and Barry Buzan. *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. (New York: Penguin Book, Ltd, 1994), p.59

⁷ *Ibid*

paragraphs and structure. This technique helps the writer makes a realistic plan for essay, and create logical structure for the instruction, main sections and conclusion. It focuses the writer's mind on the message that the writer wants to get across and the key information the writer wants to include.⁸

Based on Buzan's explanation above, mind mapping technique is used in order to denote a process in which the writer can describe and clarify his ideas in a graphical form. A better understanding of the relationship between ideas is created due to the pictorial form. Through using mind mapping, the students are expected to be able to transform their ideas without digression into an essay-particularly in the fom of narrative text.

Based on the explanation and the problems experienced by the students above, the researcher is interested in conducting a research entitled: "The Effect of Mind Mapping Technique on Students' Writing Ability of Narrative Text at the Second Year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency"

B. Definition of the Term

1. Mind Mapping Technique

A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea.

Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid for studying and organizing information, solving

⁸ Tony Buzan. 2011. "7 *Mind Mapping Uses for Students*". (Retrieved on April 5, 2012), <http://www.thinkbuzan.com/7-mind-mapping-uses-for-students.htm>

problems, making decisions, and writing⁹. Mind mapping technique meant in this research is a technique which uses diagram for helping students in exploring their ideas before writing. Thus, they can write their narrative text coherently without any digressions.

2. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.¹⁰ In this research, it refers to ability in writing narrative text at the second year students of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency, particularly in the form of narrative text by giving full consideration toward the types of the text, the purpose of the text, the text organization, the language features used and the mechanics of the text.

3. Narrative Text

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well)¹¹. In this research, narrative text chosen would be easily understood and simply constructed by considering students' ability in Junior High School 1 Pangean of Kuantan

⁹ Buzzle.com. "What is Mind Mapping?". (Retrieved on 26 January, 2012), <http://www.buzzle.com/articles/mind-mapping/html>

¹⁰ SIL International. "What are writing skills?" Version 4. 1999. pp.1 (Retrieved on Mei 20, 2010) www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm

¹¹ Thomas S. Kane. *The Oxford Essential Guide to Writing*. (New York: Barkley Books, 2000), pp. 363-364

Singingy Regency. Similarly, by considering students' ability, the plot chosen would be simplest chronology in which a straightforward movement from the first event to the last is considered better than other order.

C. Problem

1. Identification of the Problem

Based on the explanation above, the researcher identifies the problem as follows:

- a. Some of the students are not able to write orientation part clearly in writing narrative text.
- b. Some of the students are not able to write the complication part coherently in writing narrative text.
- c. Some of the students are not able to write resolution clearly in writing narrative text
- d. Some of the students are not able to use past tense correctly in writing narrative text.
- e. Some of the students are not able to use active nouns and active verbs correctly in writing narrative text.
- f. Students' writing ability of narrative text which is taught by using mind mapping technique at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency

- g. Students' writing ability of narrative text which is not taught by using mind mapping technique at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency
- h. The effect of mind mapping technique on students' writing ability of narrative text at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency

2. Limitation of the Problem

The problem of this research focused on students' ability in writing narrative text which is taught by using mind mapping technique and which is not taught by using mind mapping technique at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency. In order to avoid misunderstanding in this research, the essay text used by the researcher is narration.

3. Formulation of the Research

The problems of this research can be formulated in the following questions:

- a. How is students' writing ability of narrative text which is taught by using mind mapping technique at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency?
- b. How is students' writing ability of narrative text which is not taught by using mind mapping technique at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency?

- c. Is there any significant effect of mind mapping technique on students' writing ability of narrative text at the second year of State Islamic Junior School 1 Pangean of Kuantan Singingi Regency?

D. Objectives and the Significance of the Research

1. Objectives of the Research

- b. To find out the students' writing ability of narrative text which is taught by using mind mapping technique at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency
- c. To find out the students' writing ability of narrative text which is not taught by using mind mapping technique at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency
- d. To find out whether there is any significant effect of mind mapping technique on the students' writing ability of narrative text at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency

2. Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. The research findings are to give the valuable input to the teachers of English at State Islamic Junior High School 1 Pangean of Kuantan

Singingi Regency especially and all English teachers generally as an attempt to improve the students' ability in writing narrative text.

- b. The research findings are expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching writing.
- c. Motivating students' to improve their proficiency in writing narrative text, in order to give chance for students' to be master of English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Nature of Writing

Writing is an activity that can cover the range of uses that students will perform in their daily lives that include filling forms, making lists, writing friendly letters and business letters, note-taking and academic writing. Those activities of writing have to be prepared carefully in order to get productive use. To gain it, it needs a complete process of learning about the whole aspects of writing itself. That is also stated by Troyka¹ that writing is a way of discovering. It involves a series of steps, it cannot be finished perfectly only in one step because writing involves exploring process of writer's thoughts that tries to make unexpected connections among ideas and language. In addition, Langan states² that writing needs a series of steps in which those steps are very often zigzag journey. Furthermore, Troyka states³ that in writing, you also need to focus on the purpose and audience of writing. The purposes of writing are as follows:

a. Writing to inform a reader

By writing, the readers will be offered some information with a minimum of bias in order to educate them. In writing, the information needs to be presented completely, clearly and accurately. The material should be various by additional reading, talking with others, or personal experiences. In other words, informative

¹ Lynn Quitman Troyka. Simon & Schuster: *Handbook for Writers*. Third Ed. (New Jersey: Prentice Hall, 1993), p. 1

² John Langan. *College Writing Skills with Readings*. Fifth Ed. (New York: The McGraw-Hill Companies, Inc, 2001), pp. 13-14

³ Lynn Quitman Troyka.op.cit.p.3

writing seeks to give information and frequently to explain it which mainly focuses on the subject being discussed.

b. Writing to persuade a reader

Persuasive writing seeks to convince the readers about the matter of opinion. It focuses mainly on the readers, whom the writer wants to influence. When the students write to persuade, they deal with the debatable, that which has other sides to it. Persuasive writing seeks to change the reader's mind or at least to bring the reader's point of view closer to the writer's.

Before writing, the students have to consider who their audience is. According to Baygell⁴, audience means people who would get the most from the writers' ideas. By thinking of the audience, they can focus on the entire of the contents of writing. In other words, audience will help the students to focus on what types of materials they need to include. There are several questions used to determine the audience of your writing.

- 1) Are your readers professional/technical in the designated topic or they laymen? Are they familiar or unfamiliar with the topic?
- 2) Do you know their approximate age? Are they fellow students or they older individuals with more life experience?
- 3) Will readers need research and statistics to be convinced of your position?
- 4) Are the readers in a position of formal authority?

⁴ Ruth Baygell. *Education Program Newsweek: Essay Writing Step-by-Step*. (New York: Simon & Schuster, 2003), pp. 14-15

According to Elbow⁵, there are four kinds of audience as follows:

- 1) Audience with the authority, e.g., teachers, editors, supervisors, employers
- 2) Audience of peer
- 3) Audience of allies-who particularly care for the writer
- 4) Audience of self alone-private writing

More specifically, knowing the audience will help the students to determine the following: How formal or informal to be, how much technical language they should include, how much detail to include, and how many statistical facts to include.

Besides purpose and audience, the students need five components to construct writing such as content, organization, vocabulary, language use and mechanics. Those components are needed to create effective writing.

1. Content

Content is one of writing components that discusses about knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic.⁶

2. Organization

Organization is one of the components in writing that tells about the systematic of ideas or flow of ideas. According to Alice Oshima and Ann

⁵ Peter Elbow. *Everyone Can Write: Essays toward a Hopeful Theory of Writing Teaching Writing*. (New York: Oxford University Press, 2000), pp. 28-29

⁶ Jane B.Hughey, et al. *Teaching ESL Composition: Principles and Techniques*. (Massachusetts: Newbury House Publishers, Inc, 1983), pp. 141-142

Hoque⁷, there are four common kinds of organization such as chronological order, logical division of ideas, cause and effect order and comparison and contrast order.

3. Vocabulary

According to Richard, et al⁸, vocabulary is a set of lexemes, including single words, compound words and idioms.

4. Language Use

Shiach⁹ discussed that writing essays in a structured and clear way so that the reader/assessor can follow what the writers are trying to say is a very important factor in the assessment grade of which writers' achieve. Another important factor is the accuracy of what the writers' write. By accuracy, we mean not only the clarity of the expression but the correctness of usage in terms of grammar. If the writers make too many grammatical errors in their writing, this will create the wrong impression.

5. Mechanics

In the component of mechanics, there are two common terms are used, that is, spelling and punctuation. In writing, the correct usage of spelling is needed in order to get the right meaning of the essay. Besides spelling, punctuations are also important in writing. One of the most important

⁷ Alice Oshima and Ann Hoque. *Writing Academic English*. Third Ed. (New York: Addison Wesley Longman, 1991), p. 122

⁸ Jack C. Richards, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (London: Pearson Education Limited, 2002), p. 580

⁹ Don Shiach. *Essay a Step-by-Step Guide for all Levels, with Sample Essays*.(Oxford: How To Content Ltd, 2009), p. 133

functions of the punctuation system is to reveal structure¹⁰. Both for the reader and the writer, it is an important aid in grasping the organization and the function of a text.

From the explanation above, writing can be defined as the complete process of how the writer constructs the ideas and deliver it into written communication by considering audience, purpose and components involved.

2. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message¹¹. Writing skills help the students gain independence, comprehensibility, fluency and creativity in writing. If students have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

Here are some kinds of writing skills:

- a. Comprehensibility skills for writing include understanding that writing is communicating messages or information.
- b. Fluency skills for writing include
 - 1) Recognizing the linear sequence of sounds
 - 2) Mastering writing motions and letter shapes

¹⁰ Sofía A. Vernon, et al. "Rewriting to Introduce Punctuation in the Second Grade: a Didactic Approach". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), p. 48

¹¹ SIL International. "What are Writing Skills?" Version 4. 1999. p.1 (Retrieved on Mei 20, 2010) www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm

- 3) Recognizing the chunking of words
 - 4) Recognizing the need for space between words
 - 5) Writing Quickly
- c. Creativity skills for writing include the ability to write freely anything the student wants to write.

According to Pinto¹², it is a skill which obliges the learners to be even more aware of the potential of language because it can exist on its own, and because it may contribute to logical organization.

According to Brown¹³, there are two kinds of skills of writing as follows:

- a. Microskills
 - 1) Produce graphemes and orthographic patterns of English
 - 2) Produce writing at an efficient rate of speed to suit the purpose
 - 3) Produce an acceptable core of words and use appropriate word order patterns
 - 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
 - 5) Express a particular meaning in different grammatical forms
 - 6) Use cohesive devices in written discourse

¹² Maria Da Graça L. C. Pinto. "Looking at Reading and Writing Through Language". *Effective Learning and Teaching of Writing: A handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), p. 45

¹³ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education, Inc, 2007), pp. 220-221

b. Macroskills

- 1) Use the rhetorical forms and conventions of written discourse
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose
- 3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing
- 5) Correctly convey culturally specific references in the context of the written text
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing

The mastery of those skills will determine the type of writing that the students can be able to write. Generally, the microskills apply more appropriately to imitative and intensive writing. While the macroskills are essential for the successful mastery of responsive and extensive writing (composition or narrative). In other word, in writing narrative, what the students need is more emphasizing on the macroskills of writing.

This ability cannot be acquired easily, it takes long and complete process. According to Rijlaarsdam and Bergh¹⁴, there are two principles in maximizing the acquirement of writing ability. First, practices makes perfect. The aim of learning is fluency obtained after the basic skills and strategies are acquired. Practicing helps the learners to be fluency by integrating the components into the execution of the task. Second, similarity of task, it means when the students learn to write a narrative text, they must write a narrative text. It should be similar.

Narrative text is about what is happening or what has happened. Narration is usually written in chronological sequence. A narrative text gives an account of one or more experiences. A narration typically contains action, dialogue, elaborate details and humor. The narration is not typical of most paragraphs because it does not require the standard thesis sentence stating the main idea, nor does it requires the traditional introduction, body, or conclusion.

The purpose of narrative text is to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narrative always deal with some problems which lead to the climax and them turn into a solution to the problem¹⁵.

¹⁴ Gert Rijlaarsdam and Huub Van Den Bergh. "Effective Learning and Teaching of Writing: Student Involvement in the Teaching of Writing". *Effective Learning and Teaching of Writing: A handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005) pp. 3-5

¹⁵ Blogmation. 2010. "Narrative Text: Purpose, Text Organization, and Example". (Retrieved on 14 July 2013), http://blogmation93.blogspot.com/2010/08/narrative-text-purpose-text_12.html

Generally, all narrative texts have certain elements, as follows:

a) Chronological order

Events or experiences are listed in sequence of how they happened. Set in time and place have to be created for the readers.

b) Display emotion

A good narrative text connects readers to some sorts of emotion felt by the text's subject. When the readers read the header display emotion above, anger, sadness, pain, or joy may have come to mind.

c) Center on events

Furthermore, the text organization of narrative text are divided into three main parts as follows¹⁶:

a) Orientation: it means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term.

b) Complication: it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication.

c) Resolution: it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. Like complication, there are Major Resolution and Minor Resolution.

¹⁶ Munir Ardiku. 2012. "*Generic Structure of Narrative Text*". (Retrieved on 14 July 2013), <http://smp3lembang.blogspot.com/2012/03/generic-structure-of-narrative-text.html>

The language features of narrative text are displayed as follows¹⁷:

- a) Action verbs: Action verbs provide interest to the writing. For example, instead of The old woman was in his way try The old woman barred his path. Instead of She laughed try She cackled.
- b) Written in the first person (I, we) or the third person (he, she, they).
- c) Usually past tense.
- d) Connectives, linking words to do with time.
- e) Specific nouns: Strong nouns have more specific meanings, eg. oak as opposed to tree.
- f) Active nouns: Make nouns actually do something, eg. It was raining could become Rain splashed down or There was a large cabinet in the lounge could become A large cabinet seemed to fill the lounge.
- g) Careful use of adjectives and adverbs: Writing needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide description and information for the reader.
- h) Use of the senses: Where appropriate, the senses can be used to describe and develop the experiences, setting and character: What does it smell like? What can be heard? What can be seen - details? What does it taste like? What does it feel like?

¹⁷ English Online-TKI (Te Kete Ipurangi) New Zealand. “*Narrative*”. (Retrieved on 14 July 2013), <http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-forms/Narrative>

i) Imagery

Simile: A direct comparison, using like or as or as though, eg. The sea looked as rumpled as a blue quilted dressing gown. Or The wind wrapped me up like a cloak.

Metaphor: An indirect or hidden comparison, eg. She has a heart of stone or He is a stubborn mule or The man barked out the instructions.

Onomatopoeia: A suggestion of sound through words, eg. crackle, splat, ooze, squish, boom, eg. The tyres whir on the road. The pitter-patter of soft rain. The mud oozed and squished through my toes.

Personification: Giving nonliving things (inanimate) living characteristics, eg. The steel beam clenched its muscles. Clouds limped across the sky. The pebbles on the path were grey with grief.

j) Rhetorical Questions: Often the author asks the audience questions, knowing of course there will be no direct answer. This is a way of involving the reader in the story at the outset, eg. Have you ever built a tree hut?

k) Variety in sentence beginnings. There are a several ways to do this eg by using:

Participles: "Jumping with joy I ran home to tell mum my good news."

Adverbs: "Silently the cat crept toward the bird"

Adjectives: "Brilliant sunlight shone through the window"

Nouns: "Thunder claps filled the air"

Adverbial Phrases: "Along the street walked the girl as if she had not a care in the world."

Conversations/Dialogue: these may be used as an opener. This may be done through a series of short or one-word sentences or as one long complex sentence.

Based on the explanation above, writing ability can be understood as the ability of writers in note-taking, identifying a central idea, outlining, drafting, editing and encountering the discouraging 'writer's block'. In addition, both skills-micro and macroskills were involved in teaching and learning process of writing, particularly for students of State Islamic Junior High Schools 1 Pangean of Kuantan Singingi Regency. Furthermore, in developing students' ability in writing narrative text, the components of narrative text would be mainly concerned such as purpose, text organization, and language features.

3. The Factors Influencing Writing Ability

a. Fear factors of writing

According to Burckardt¹⁸, there are kinds of factors that make someone afraid of writing:

¹⁸ Foley Gezane Burckardt. 2007. *Why People become Afraid to Write?*, p. 1 (Retrieved on February 3, 2011) [Http://www.whypeoplebecomeafraidtowrite?.pdf](http://www.whypeoplebecomeafraidtowrite?.pdf)

- 1) Have poor graphomotor skills
- 2) Poor expressive skills
- 3) Cannot seem to organize their thoughts
- 4) They are afraid of spelling words correctly
- 5) Have trouble with syntax
- 6) Trouble retrieving vocabulary words

Those factors can be accumulated to be big barriers for people's ability to write even more in writing narrative text that is known as writer's block. Based on the idea above, it is clear that the fear factors of writing give influence toward ability in writing especially in writing narrative text.

b. Reading

Hirai, et al.¹⁹ emphasize the importance of wide reading in improving writing. Natural exposure to language through reading enhances our ability to communicate our ideas into words in meaningful form. Considering the statement above, reading becomes one of the media for the writers to gain information that they will deliver into the narrative text. So that, the more they read, the more experience they obtained to write narrative text.

¹⁹ Debra L. Cook Hirai, et al. *Academic Language/Literacy Strategies for Adolescents A "How To" Manual for Educators*. (New York: Routledge, 2010), pp. 100-102

c. Writing Environment

Another factor that can influence the ability in writing narrative text is writing environment. According to Pinto²⁰, when the students are in literacy environment in which people are accustomed to writing and writing becomes daily activities such classroom settings, courses, workshops, etc, the students will be often to write. The habitual of students to write becomes useful for improving students' ability in writing.

d. Teaching Technique

Typically writing is taught based on a prescribed textbook in primary schools. Most teachers simply stick to the textbook and adopt a very traditional method. A typical composition lesson goes as follows: the teacher teaches the class a sample of writing in the unit, which usually consists of several sentences describing a person or an object. Then, with the help of some guiding questions, the teacher asks the class to do parallel writing, which means to write a similar text by changing simply the names, pronouns, numbers or some details of the original text. Finally, the students copy the answers to the quiding questions in their exercise books, and submit their composition.²¹

²⁰ Maria da Graca L.C. Pinto. "Looking at Reading and Writing through Language". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), pp. 31-35

²¹ Anita Poon. 2007. *Typical Composition lesson in Hongkong*. Vol 307. (Retrieved on February 3, 2011) [Http://www.Don'tlearnEnglishintheChineseWay.pdf](http://www.Don'tlearnEnglishintheChineseWay.pdf)

According to Rijlaarsdam dan Bergh²², there are many lessons and teachers develop wonderful teaching strategies and teaching scenario's, and some of these teachers show their insights but in general writing lessons are uninspired and not stimulating. Because of that, students are not interested in writing. Moreover, their ability cannot be improved as what the teachers and others desired. Based on the idea above, the ability of students in writing can be improved if the teacher can inspire the students in teaching writing. In other words, the technique used by the teacher takes important role in developing students' ability in writing especially in writing narrative text.

From the explanation above, it can be concluded that in writing, the factors influencing students' ability can be from internal and external factors. Internal factors can be from poor graphmotor skills, poor expressive skills, unorganizing thought, wrong spelling, trougled syntax, trouble in retrieved appropriate words. Those factors would be accumulated to be writer's block. Meanwhile, the external factors include frequency, intencity, quality of reading, writing environment, and teaching technigue. Those factors can be separated in influencing students' ability in writing narrative text. Those factors works simultaneously.

4. Teaching Writing

Writing is one way of providing variety in classroom procedures, and it also makes possible individualized work in large classes. According to Christina

²² Rijlaarsdam & Van Den Bergh. "Effective Learning and Teaching of Writing: Students Involvement in the Teaching of Writing". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), pp. 2-3

and Mary²³, writing tends to increase retention and makes available a source for later reference. It provides students with physical evidence of his achievements and becomes a source whereby he can measure his improvement. Additionally, writing was seen as a language skill which served as reinforcement of learning grammatical and vocabulary knowledge, which in turn served to achieve oral correctness. Given this simple view, it is not surprising that most language programs deal with the teaching of writing by focusing on the development of language skills, which were reflected in an emphasis on formal correctness of students' writing. Instruction typically involved imitation of what were thought to be appropriate sentences as well as their manipulation, that is to say, sentence combination or rework of problematic sentences.

Generally, there are three major teaching points in the writing of compositions. (1) Correct language form in the sentence level, (2) mechanics of punctuation, and (3) content organization. On the intermediate and advanced levels, the purpose of teaching writing is mainly teach the writing of research papers, reports, essay, and the like – objectives no different from the teaching of writing to native speakers. But writing also serves as reinforcement for reading. At this level, the teaching points of composition include some work on syntax and vocabulary, but the major emphasis is on rhetorical organization on the paragraph level as on the overall composition level.

²³ Christina Bratt Jaulston & Mary Newton Bruder. *Teaching English as a Second Language Techniques and Procedures*. (Massachusetts: Winthrop Publishers, Inc, 1976), p. 205

According to Nation²⁴, there are several principles should be considered in teaching writing. These principles can be used to evaluate a writing course or the writing section of a language course to make sure that learners are getting a good range of opportunities for learning.

a. Meaning-focused Input

Learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic either in the first or second language.

b. Meaning-focused Output

Learners should do lots of writing and lots of different kinds of writing. There are many elements of the writing skill which are peculiar to writing and so time spent writing provides useful practice for these elements. This is a very robust principle for each of the four skills. Different genres use different writing conventions and draw on different language features and so it is useful to make sure that learners are getting writing practice in the range of genres that they will have to write in. Learners should write with a message-focused purpose. Most writing should be done with the aim of communicating a message to the reader and the writer should have a reader in mind when writing.

²⁴ I. S. P. Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009), pp. 93-95

c. Language-focused Learning

Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing. Learners should have conscious strategies for dealing with parts of the writing process.

Where the L1 uses a different script or where learners are not literate in their L1, the learners should give attention to clarity and fluency in producing the form of the written script. Such activities can include careful writing, copying models, and doing repetitive writing movements. Spelling should be given an appropriate amount of deliberating attention largely separated from feedback on writing. Teachers should provide and arrange for feedback that encourages and improves writing. Learners should be aware of the ethical issues involved in writing.

d. Fluency Development

Learners should increase their writing speed so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working with easy, familiar material. The following section looks at how tasks can be designed.

Based on the explanation above, basically, in teaching writing, teachers should consider what students' needs that is also relevant with the basic competence of writing include in the syllabus taught in the school. In other word, when the teachers have considered the students' needs, teachers can already imply those principles in teaching writing. Then, the three major teaching points-(1)

correct sentences; (2) mechanics; (3) content organization play important roles in developing students' ability in writing narrative text. Besides, considering meaning input, meaning output, language-focused learning, and fluency development would be guidance in teaching writing.

5. Using Mind Mapping Technique

Mind mapping was originally invented by Toni Buzan in 1970s and nowadays there are millions of people using it for brainstorming, note-taking, project planning, decision making and document drafting. Basically, Mind mapping technique is a technique used in order to denote a process in which the writer can describe and clarify his ideas in a graphical form. A better understanding of the relationship between ideas is created due to the pictorial form. Buzan defines²⁵

“Mind maps are a graphic, networked method of-storing, organizing and prioritizing information (usually on paper) using key or trigger words and images, each of which will ‘snap on’ specific memories and encourage new thoughts and ideas. Each of the memory triggers in a mind map is key to unlocking facts, ideas and information and, also, to releasing the true potential of your amazing mind”.

From the definition above, it can be understood that the concept of mind mapping uses such kind of graphic in order to grasp the information through key words. According to Jaksch²⁶, a mind map is a thinking tool that reflects what

²⁵ Tony Buzan. *The Buzan Study Skills Handbook: The Short Cut to Success in Your Studies with Mind Mapping, Speed Reading, and Winning Memory Techniques*. (Retrieved on 24 December, 2011), <http://theBuzanStudySkillsHandbookTheShortCuttoSuccessinYourStudieswithMindMapping.pdf>, p.138

²⁶ Mary Jaksch. *How to Use a Genius Tool for Writers: Mind Maps*. (Retrieved on December 24, 2011), <http://writetodone.com/genius-tool-for-writer.html>

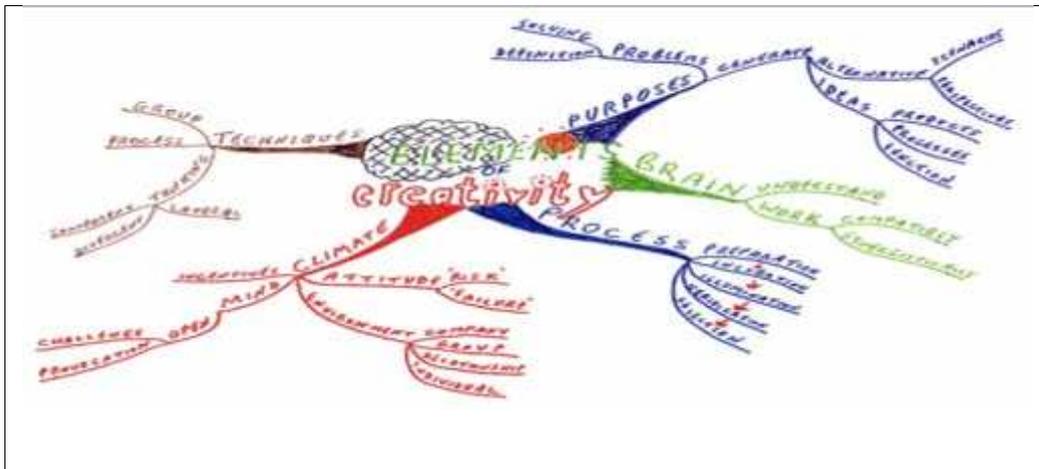
goes on in the brain. When two bits of information intersect, an idea is formed. Then, the idea triggers radiant thinking. This means that the brain makes countless associations, radiating in all directions. In addition, Borkar²⁷ explains that mind mapping is a technique that makes optimum use of brain power and allows people to learn and retain information more effectively. It is because of this characteristic feature that mind maps have proven to be highly effective when used for studying. Similarly, Buzan promoted that mind map notes can be quickly and easily transformed into essays, presentations, and other creative or communicative form, then, it can increase the clarity of analytical thought, and it grows delight in accumulating knowledge. Furthermore, mind map has four essential characteristics²⁸, as follows:

- a. The subject of attention is crystallised in a central image.
- b. The main themes of the subject *radiate* from the central image as branches.
- c. Branches comprise a key image or key word printed on an associated line. Topics of lesser importance are also represented as branches attached to higher level branches.
- d. The branches form a connected nodal structure.

The following picture illustrates the form of mind mapping.

²⁷Rajuta Borkar. 2011. “*How to Use Mind Mapping for Studying*”. (Retrieved December 23, 2011), <http://www.buzzle.com/articles/mind-mappingforstudying.html>

²⁸ Tony Buzan and Barry Buzan. *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. (New York: Penguin Book, Ltd, 1994), p.59



According to Buzan²⁹, there are at least 7 advantages of mind mapping technique for students:

a. Making Notes;

Mind maps are useful ways for students to make notes toward information received. This technique helps students to take note about important information by using key words only, and then make connections between facts and ideas visually in order to keep all information received together on one sheet. Then, when students review the notes, they will remember the information quickly.

b. Planning an Essay

Mind map helps the writer generate more ideas quickly and, with the radial structure, the writer can quickly see the connecting topics, main paragraphs

²⁹ Tony Buzan. 2011. "7 Mind Mapping Uses for Students". (Retrieved on April 5, 2012), <http://www.thinkbuzan.com/7-mind-mapping-uses-for-students.htm>

and structure. This technique helps the writer makes a realistic plan for essay, and create logical structure for the instruction, main sections and conclusion. It focuses the writer's mind on the message that the writer wants to get across and the key information the writer wants to include.

c. Studying for Exams

By using mind mapping, studying and exams will be helped by providing simply review of the notes for each subject. Mind mapping creates the key information that the students need to remember.

d. Creative Inspiration

Mind maps have the same concept as the brain working system. The meaning that people have in their thought-could be an image, a word or feeling-have many ways in connecting ideas. Mind maps are the way of representing this process on paper. So when students use mind mapping, they should note down any ideas that are in their head-no matter how crazy or random it is. This is where the best creative inspiration comes from.

e. Problem Solving

If students have obstacles that need to overcome, mind mapping can help the students to see things clearly. When the students have a problem, they often be panic, meaning that their heart starts beating faster and they feel stressed. Instead of forcing their mind to find the solution, mind mapping helps them to open up many possibilities and options to solve the problem. Mind maps help

the students to create many possibilities from their original thoughts. For students, when they get solution from it, they should become focused on many options they have, then they have to choose the quickest/easiest/best one for their problem.

f. Making Presentations

In presenting paper at school, commonly students read from sheets of notes that make others feel boring. With mind maps, the presentation will be a breeze for students. Mind maps provide keywords and image that can stimulate students' memory, so in presenting the paper, it will be more conversational way-the students can keep eye contact with your audience.

g. Group Study

Group study can be a really fun way for students to share their knowledge. Mind map can help the students to get a brainstorming session. First, the students have to make their individual mind map or their thoughts on the topic. Then, they can join together with their friends. They can combine their ideas and peers without losing their personal insights on the topic by creating new mind maps.

Furthermore, Buzan explains the benefits of using mind mapping, as follows:³⁰

Table II.1
The Advantages of Mind Mapping Technique

Uses	Benefits
Learning	<ol style="list-style-type: none"> 1) Reduce those 'tons of work'. 2) Feel good about study, revision and exams. 3) Have confidence in our learning abilities
Over viewing	<ol style="list-style-type: none"> 1) See the whole picture, the global view, at once. 2) Understand the links and connections
Concentrating	<ol style="list-style-type: none"> 1) Focus on the task for better results 2) Using all your cortical skills attracts your attention
Memorizing	<ol style="list-style-type: none"> 1) Easy recall 2) 'See' the information in your mind's eye
Organizing	<ol style="list-style-type: none"> 1) Easy recall 2) Be on top of all the details for parties, holidays, projects or any other subject
Presenting	Speeches are clear, relaxed and alive. You can be at your best
Communicating	In all forms with clarity and conciseness
Meetings	From planning to agenda, to chairing, to taking the minutes...the jobs are completed with speed and efficiency
Training	From preparation to presentation, they make the job easier and much faster
Thinking	Having a method to analyze thoughts - almost a 'way station' for them
Negotiating	All issues, your position and maneuverability on one sheet
Brain Blooming	The new brain-storming in which more thoughts are generated and appropriately assessed.

Thus, mind mapping developed by Tony Buzan is a diagram that can be used for clarifying ideas and developing ideas into writing forms. In addition,

³⁰ Tony Buzan. 2008. "*Benefits about Mind Maps*". (Retrieved on April 5, 2012), <http://www.buzan.com.au/benefits.html>

lots of advantages can be obtained by students in using mind mapping such as making notes, planning an essay, studying for exam, creative inspiring, problem solving, concentration, memorizing, organizing, presenting, etc.

a. The procedures of mind mapping technique are as follows:

Patrick explains the procedure of mind mapping technique as follows³¹:

- 1) Use unlined paper or a whiteboard. Sometimes bigger paper allows "bigger thinking". One client made an entire wall into a whiteboard for strategic thinking and planning.
- 2) Start by drawing a color symbol in the middle of the page that uses at least three colors. This encourages right brain activity from the outset. If an image doesn't come to you in 10-15 seconds, you can use keywords and circle them with a border. Sometimes the border is simply a geometric shape such as a square or circle. Other times you can use shapes like a 3-D book or computer monitor. At any rate, the best way to get it done is quickly!
- 3) Branch the main ideas off this central image.
- 4) Use one keyword or symbol per line. Avoiding clutter permits more ideas to be represented and encourages your mind to see how they relate to each other.
- 5) Print the words on top of the lines. Printed words are easier to read than cursive.

³¹ Patrick T. Magee. 1996. "*Three Step Creative Writing Process*". (Retrieved on December 24, 2011), <http://braindance.com/bdiread1.htm>

- 6) Use color throughout. This can be especially useful in grouping related ideas.
- 7) Use images throughout your Mind Map. In practice, you can include a few quick sketches and symbols. But you don't think "on the job" is the best place to create a drawing masterpiece unless they are to be used by others.

In addition, Gupta explains the steps that make up the concept mapping process as follows³²:

- 1) Planning

This is the first step in this process and takes place before the beginning of the actual group process. At the start of this process, the facilitator works with people involved to decide on who will participate in the process. Remember it is good to encourage a wide range of relevant people in order to ensure that various viewpoints are taken into consideration.

- 2) Statement Generation

It is after the focus and participant statements have been decided that the participants develop a large set of statements. These statements that describe the focus form a number of different aspects. Brainstorming is typically used in this process.

- 3) Statements are Now Structured

³² Rachna Gupta. 2011. "*Concept Process Mapping*". (Retrieved on December 23, 2011), <http://www.buzzle.com/articles/best-mind-mapping-software.html>

Once generated, the participants organize the statements to check if they are related to each other. This is done in two processes - sorting and rating. In the first process, each participant sorts the statement into piles according to their judgment. In the next process, the participants rate each other on some dimension, whose focus is decided in the planning.

4) Statements are Represented

It is at this point that the stakeholder's team is ready to make the concept map. At this stage statistical analysis is used, the two kinds being, multidimensional scaling and cluster analysis. Using the first type of analysis each statement is represented as a single separate point on the map. In this case the statements that are piled together by more participants are put closer to each other on the map meaning that the distance between the points on the map stands for the degree of interrelationships among the statements. In the second analysis that is called cluster analysis, the outcomes are portioned into cluster or groups. The concepts that are grouped into a cluster are the ones that are strongly interrelated to each other or reflect similar ideas and concepts. A cluster analysis represents conceptual domain!

5) Maps are Utilized

In this step the stakeholder group uses the maps to address the area that they were focusing on earlier. The map that has been created is useful in

both evaluation and planning. It helps in planning by showing the action plan, assessment of needs, planning of the group structure or the program development. In the second category, it displays the basis for sampling, developing measures and/or outcome assessment.

Furthermore, Borker elaborates the procedure of mind mapping as follows³³:

- 1) Use a plain paper that is essentially huge and bring in a collection of colored pens to draw with.
- 2) Take the chapter that you have to study and make a note of the central theme in the center of the page. For example - Irony.
- 3) Start drawing branches (each with a different color) of the different kinds of ironies like situational irony, verbal irony and so on, on all sides of the central idea of irony.
- 4) Under each type of irony, draw arrows to map out the basic pointers that make up this concept. For example - the definition, examples, characters and their traits, etc.
- 5) Keep enough space handy to add in more information as you brainstorm and come up with more concepts.
- 6) Preferably draw pictures that center around each concept. Something that will help you associate the idea with the text. The brain tends to remember things better when they are presented in the visual form.

³³ Burker. Loc.cit

After analyzing the procedures promoted by some experts, the researcher chose the procedure by Borker to be elaborated and implemented in this research for some reasons. First, the step of procedures promoted by him are easier to be identified and operationalized. Second, the procedure is more appropriate for students' condition and ability at Junior High School 1 Pangean of Kuantan Singingi Regency. Third, the procedures can be adopted into the circumstances of teaching.

B. The Relevant Research

There were two relevant researches provided; first, the research was conducted by Muhammad Chomsi Imaduddin and Unggul Haryanto Nur Utomo on 2012 which entitled "Effectiveness of Mind Mapping Method to Improve Learning Achievement on Physics at the Second Year Students of Junior High School Muhammadiyah 8 Yogyakarta"³⁴. This study aimed to determine the effectiveness of mind mapping method in improving students' learning achievement on physics. This study used the experimental method of pretest-posttest control group design and used t-test analysis. The result revealed that there was significantly different mean of posttest between experimental and control group ($t = 2.144$). The research findings showed that mind mapping method was effective in improving students' learning achievement on physics.

³⁴ Muhammad Chomsi Imaduddin and Unggul Haryanto Nur Utomo. 2012. "Effectiveness of Mind Mapping Method to Improve Learning Achievement on Physics at the Second Year Students of Junior High School Muhammadiyah 8 Yogyakarta". *Humanitas (Jurnal Psikologi Indonesia)*. Vol.9 No. 1 January 2012. ISSN: 1693-7236. (Retrieved on 3 March, 2013), <http://journal.uad.ac.id/index.php/HUMANITAS/article/view/245.pdf>

Second, the research conducted by Brett D. Jones, et al on 2012 entitled “The Effects of Mind Mapping Activities on Students’ Motivation”³⁵. This study aimed to examine how students’ motivation differed when they participated in three different types of mind mapping activities: one activity that was completed individually outside of class time, one that was completed individually in class with the other students and the instructor available for help. This study implemented a concurrent mixed methods design using identical samples whereby the quantitative component was dominant over the qualitative component. After each of the mind mapping activities, study participants completed questionnaires that included open-and closed ended items. Although the three activities had similar effects on students’ motivation-related beliefs, some differences were documented in their preferences of mind mapping activities.

C. The Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is an experimental research in which focuses on gaining the effect of mind mapping technique on students’ writing ability of narrative text at the second year of State Islamic Junior High School 1 Pangean. Therefore, in analyzing the problem in this research, there are two variables used. The first is using mind mapping technique which refers to the teacher’s technique in teaching writing. The second is the students’

³⁵Brett D. Jones, et al. 2012. “The Effect of Mind Mapping Activities on Students’ Motivation”. *International Journal for the Scholarship of Teaching and Learning*. Vol. 6 No. 1 January 2012. ISSN: 1931-4744. (Retrieved on March 3, 2013), <http://www.georgiasouthern.edu/ijsoh.pdf>

ability in writing narrative text at the second year of State Islamic Junior High School 1 Pangean. Using Mind mapping technique is an independent variable and ability in writing narrative text at the second year students of State Islamic Junior High School 1 Pangean is a dependent variable. To operate the investigation on the variable, the researcher adopted the procedures stated by Borker. Thus the indicators were designed as follows:

1. The indicators of using mind mapping technique are as follows:
 - a. Teacher uses a plain paper that is essentially huge and brings in a collection of colored pens to draw with.
 - b. Teacher takes an example of narrative text and makes a note of the central theme in the center of the page. For example-Malin Kundang.
 - c. Teacher starts drawing branches (each with a different color) of the components of narrative text like orientation, complication, and resolution-language, etc., on all sides of the central idea of narrative text-Malin Kundang.
 - d. Teacher, together with students, unders each points of Malin Kundang story, draws arrows to map out the basic pointers that make up this concept. For example –the characters and each characteristics, where, when, what the conflicts are, how to solve it, what the end of the story, etc.
 - e. Teacher divides students into 6 groups in which each group consists of 5 students.
 - f. Teacher asks students to write a mind map about a simple narrative text as what teacher has already explained for approximately 20 minutes.

- g. Teacher asks students to write a simple narrative text based on the mind map created for approximately 30 minutes.
 - h. Teacher asks students to submit the text.
 - i. Teacher together with the students discusses about couple of students' writing-goodness and weakness.
2. Based on the limitation of the problem that the text used by researcher is narrative text. In addition, the criteria for students' ability in writing narrative text were adopted from the structure of narrative text such as purpose, text organization, and language features. Thus, the indicators of students' ability in writing narrative text were designed as follows:
- a. The students are able to write orientation clearly.
 - b. The students are able to write complication coherently.
 - c. The students are able to write resolution clearly.
 - d. The students are able to use action verb correctly.
 - e. The students are able to use temporal connectives correctly.
 - f. The students are able to use past tense correctly.
 - g. The students are able to use vocabulary appropriately.
 - h. The students are able to use spelling and punctuation correctly.

D. The Assumption and the Hypothesis

1. The Assumption

In this research, the researcher assumes that (1) students' ability in writing narrative text is various, and (2) teaching technique can influence students' ability in writing narrative text.

2. The Hypothesis

- a. H_a : There is significant effect of mind mapping technique on students' writing ability of narrative text at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency.
- b. H_o : There is no significant effect of mind mapping technique on students' writing ability of narrative text at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency.

CHAPTER III

RESEARCH METHOD

A. The Research Design

The research design is a quasi-experimental research. According to Gay and Airasian,¹ in order to receive permission to use schoolchildren in a research, a researcher often has to agree to keep students in existing classrooms intact. Thus, entire classrooms, not individual students, are assigned to treatments. This design is referred to a quasi experimental design. In this research, the researcher used pre- and posttest design. In conducting this research, two classes of second year students of State Islamic Junior High School 1 Pangean were participated. The researcher assigned the experimental and control treatments, administered a pretest to both groups, conducted experimental treatment activities with the experimental group only and then administered a posttest in order to assess the differences between the two groups. According to Creswell², the research design can be illustrated as follows:

Table III.1
Research Design

Pre- and Posttest Design		Time 	
Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

¹L. R Gay and Peter Arisian. *Educational Research Competencies for Analysis and Application 6th Edition*. (New Jersey: Prentice Hall, Inc, 2000), p. 394

²Jhon. W Creswell. *Educational research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.(New Jersey: Prentice Hall, 2008), p. 314

B. The Location and Time of the Research

This research was conducted at State Islamic Junior High School 1 Pangean. It was held on April-May 2012. In order to avoid disturbing the teaching and learning process of the classes, the researcher conducted it after the classes were over as extra class.

C. The Subject and Object of the Research

The subject of this research was the second year students of State Islamic Junior High School 1 Pangean registered in 2011/2012 academic year. The object of this research was the effect of mind mapping technique on students' writing ability of narrative text.

D. The Population and Sample of the Research

The population of this research was the second year students of State Islamic Junior High School 1 Pangean 2011/2012 academic year. It consisted of 4 classes. The number of the second year students of State Islamic Junior High School 1 Pangean was 124 students.

Table III.2
The Total Population of Students of State Islamic Junior High School 1 Pangean 2011-2012

No	Class	A	B	C	D	Total
1	VII	32	33	31	32	128
2	VIII	30	30	32	32	124
3	IX	32	33	33	28	126
Total						378

From the table above, the researcher took only the second year students of State Islamic Junior High School 1 Pangean. Based on the research design, in choosing the sample, the researcher took two classes as the samples. The technique used in taking samples is a cluster technique. One class was a control group that was VIII A and another was an experimental group that was VIII B. Each class consisted of 30 students. It can be figured out at the following table.

Table III.3
Sample of the Research

No	Class	Total	
1	VIII A	30	Control Group
2	VIII B	30	Experimental Group

E. The Technique of Collecting Data

1. Observation

According to Suharsimi, observation is an activity that concerns toward some objects by using the five of senses³. In this research, observation was used to collect data on the application of mind mapping technique in teaching learning process. The purpose of this observation was to find out whether all teaching steps of mind mapping technique had been done correctly or not by the researcher. In this research, the English teacher of

³Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2006), p. 156

both classes was conducted as the observer. The points that were observed by the observer are stated in three sections, as follows:

a) Pre activity

- 1) Teacher together with the students review the aspects of writing narrative text includes the purpose, the organization and the language use of the text.
- 2) Teacher together with the students discuss previous examples of narrative text.

b) Primary activity (whilst)

- 1) Teacher uses a plain paper that is essentially huge and brings in a collection of colored pens to draw with.
- 2) Teacher takes an example of narrative text and makes a note of the central theme in the center of the page. For example-Golden Egg.
- 3) Teacher starts drawing branches (each with a different color) of the components of narrative text like orientation, complication, and resolution-language, etc, on all sides of the central idea of narrative text-Golden Egg.
- 4) Teacher, together with students, undersearch points of Golden Egg story, draw arrows to map out the basic pointers that make up this concept. For example –the characters and each characteristics, where, when, what the conflicts are, how to solve it, what the end of the story, etc.

- 5) Teacher divides students into 6 groups in which each group consists of 5 students.
 - 6) Teacher asks students to write a mind map about a simple narrative text as what teacher has already explained for approximately 15 minutes.
 - 7) Teacher asks students to write a simple narrative text based on the mind map created for approximately 20 minutes.
 - 8) Teacher asks students to submit the text.
 - 9) Teacher together with the students discuss about couple of students' writing-goodness and weakness.
- c) Post activity (closing activity)
- 1) Teacher asks the students to submit their writing.
 - 2) Teacher together with the students discuss about students' difficulties during learning process.

2. Composition Test

The test is used to find out the students' ability in writing narrative text.

Composition text was divided into two:

a. Pre-Test

Pre- Test is used to collect data about students' ability in writing narrative text. The test is administered to experimental and control groups.

b. Post-Test

Post- Test is used to collect data about students' ability in writing narrative text. The test is administered to experimental and control group.

Both pretest and posttest either from the experimental or control group were assessed by two raters.

The students' writing ability of writing narrative text can be measured by using writing assessment used by the English teacher of State Islamic Junior High School 1 Pangean.

Table III.4
Assessment Aspects of
Writing Narrative Text

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Grammatical Features a. Action Verb b. Temporal Connectives c. Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{TotalScore}}{\text{MaximumScore}} \times 80$$

F. The Technique of Data Analysis

In order to analyze students' ability in writing narrative text, the researcher used graduated standard of English lesson in State Islamic Junior High School 1 Pangean (SKL) that was 60 for students' writing ability, it means for those who got score < 60, they did not pass graduated standard (SKL), while for those who get score ≥ 60 , they passed graduated standard (SKL).

In addition, to find out whether there was significant effect of mind mapping technique on students' writing ability of narrative text at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency. The data were analyzed statistically. In analyzing the data, the writer used score of post-test from experimental and control groups. The different mean was analyzed by using T-Test⁴ formula through using SPSS 16 Version.

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

t_o = The value of t – obtained

M_x = Mean score of post- test

M_y = Mean score of pre-test

⁴Hartono. 2008. *Statistik untuk Penelitian*. Jogjakarta: PustakaPelajar.

SD_x = Standard deviation of post-test

SD_y = Standard deviation of post-test

The t-test is obtained by considering the degree of freedom (df) as follows:

$$df = (N_1 + N_2) - 2.$$

Statistically the hypotheses are:

$H_a: t_o > t\text{-table}$

$H_o: t_o < t\text{-table}$

H_a is accepted if $t_o > t\text{-table}$ or there is significant effect of mind mapping technique on students' writing ability of narrative text at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency.

H_o is accepted if $t_o < t\text{-table}$ or there is no significant effect of mind mapping technique on students' writing ability of narrative text at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

The data of the research were the score of the students' pre-test and post-test from experimental and control group. Before treatment, the researcher gave pre-test for both groups. Then, the researcher gave post-test for both groups after treatment. The writing test was about writing narrative text and was evaluated by concerning five components: content, organization, vocabulary, language use and mechanics of writing. Each component had its criteria and score. In this research, the total score of post test from both groups were significantly different. The total score of post test from experimental group was 2160 while the highest score was 81 and the lowest score was 63. The total score of post-test from control group was 1745 while the highest score was 69 and the lowest score was 45.

B. The Data Presentation

The data of the research were the score of the students' pre-test and post-test from experimental and control group. The data were collected through the following procedures:

- a. At pre-test and post-test, the students were asked to write a narrative text.
- b. The writing was written in the blank sheets. Then, it was collected in order to evaluate the appropriate of content, vocabulary, language use, organization, and mechanics.

- c. The researcher used two raters to evaluate the students' writings.
- d. The researcher added the scores from the raters and divided it (it is attached at appendix).

1. Description of Students' Pre-test Scores from Control Group

The following table is the description of students' pre-test scores from control group.

Table IV. 1
The Distribution of Frequency of
Students' Pre-Test Scores From Control Group

Score	Frequency	Percent
45	1	3.3
47	1	3.3
49	2	6.7
51	2	6.7
54	3	10.0
56	4	13.3
58	2	6.7
60	4	13.3
63	5	16.7
65	4	13.3
67	1	3.3
69	1	3.3
Total	30	100.0

Based on the table above, it can be seen that 1 student got score 45 (3.3%), 1 student obtained score 47 (3.3%), 2 students got score 49 (6.7%), 2 students got score 51 (6.7%), 3 students obtained score 51 (10.0%), 4 students got score 56 (13.3%), 2 students got score 58 (6.7%), 4 students obtained score 60 (13.3%), 5

student got score 63 (16.7%), 4 students got score 65 (13.3%), 1 student got score 67 (3.3%), 1 student got score 69 (3.3%). The highest frequency was 5 at the score of 63. The total frequency was 30.

Based on the standard score determined by Islamic Junior High School 1 Pangean about writing narrative text that was 60, for those who got the score under 60, it was stated failed and vice versa, from the table IV.1, it can be accumulated that 15 students got scores under 60 (50%) and they failed, and other 15 students were successful (50%). It means that at least, a half of students in the control group still had problems in their writing and they need to improve their ability in writing a narrative text.

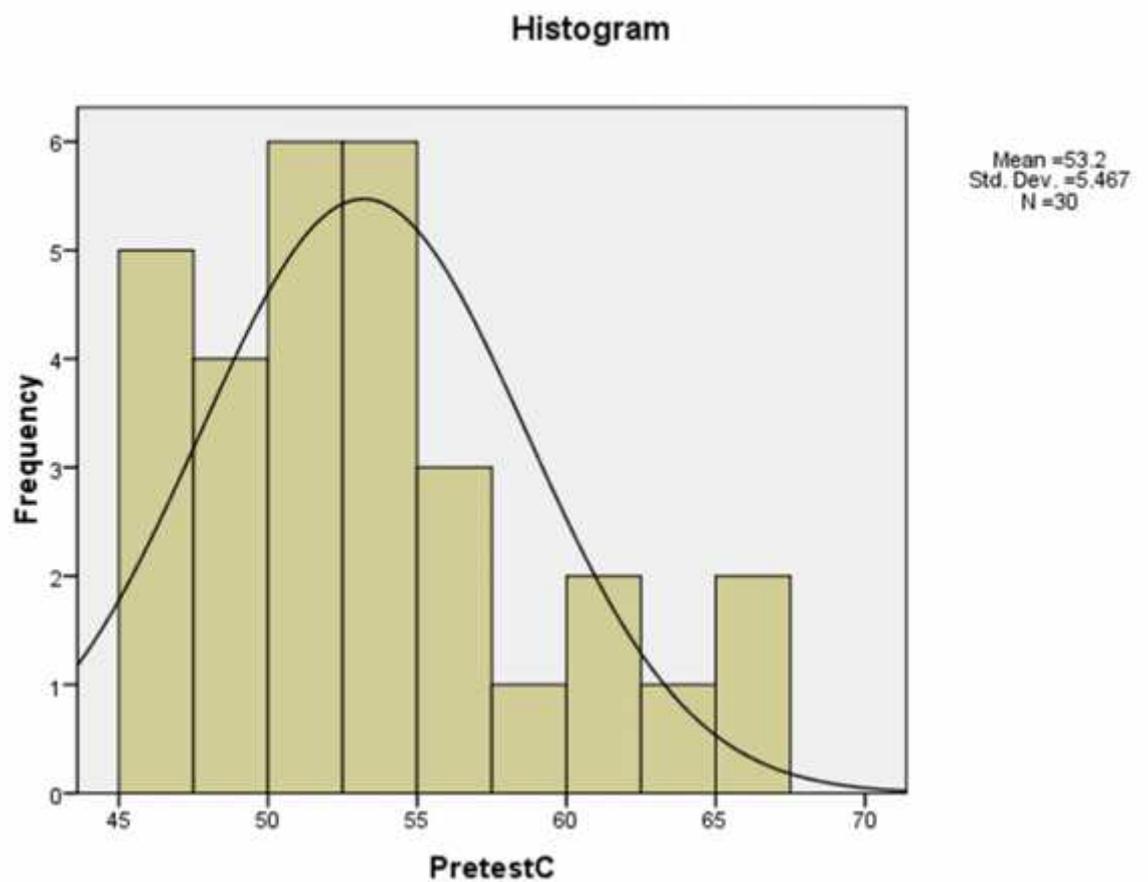
Table IV. 2
Data Analysis of Students' Pre-Test Scores
From Control Group

N	Valid	30
	Missing	0
Mean		53.20
Std. Error of Mean		.998
Median		52.50
Mode		51 ^a
Std. Deviation		5.467
Variance		29.890
Range		20
Minimum		45
Maximum		65
Sum		1596

From the table above, it shows that mean of the data is 53.20, standard error of mean is .998, median is 52.50, mode is 51, standard deviation is 5.467,

variance is 29.890, range is 20, minimum score is 45, maximum score is 65 and the total score is 1596. Thus, the data can be figured out as follows:

Chart IV.2
Pretest Scores of Control Group



From the histogram above, it can be seen that the data is normal in which on the scale 50-55, the score reaches the top of curve of the graph. While, the mean of the scores is 53.2 and the standard deviation is 5.467.

2. Description of students' Post-test Scores from the Control Group

The following table is the description of students' post-test scores from the control group.

Table IV. 3
The Distribution of Frequency of
Students' Post-Test Scores From Control Group

Score	Frequency	Percent
45	1	3.3
47	1	3.3
49	2	6.7
51	2	6.7
54	3	10.0
56	4	13.3
58	2	6.7
60	4	13.3
63	5	16.7
65	4	13.3
67	1	3.3
69	1	3.3
Total	30	100.0

Based on the table above, it can be seen that 1 student got score 45 (3.3%), 1 student got score 47 (3.3%), 2 students got score 49 (6.7%), 3 students got score 54 (10.0%), 4 students got score 56 (13.3%), 2 students got score 58 (10.0%), 4 students got score 60 (13.3%), 5 students got score 63 (16.7%), 4 students got score 65 (13.3%), 1 student got score 67 (3.3%), and 1 student got score 69 (3.3%). The highest frequency was 5 at the score of 63. The total frequency was 30.

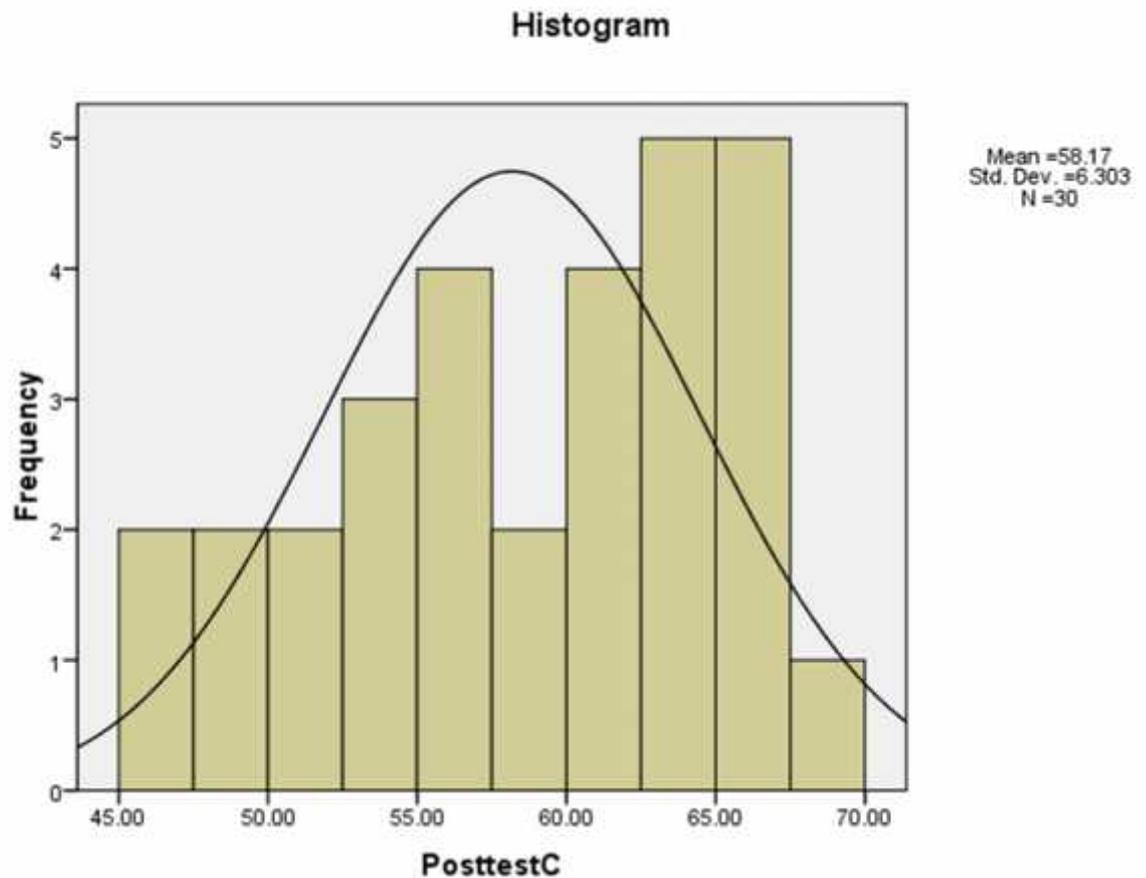
Based on the standard score stated by Islamic Junior High School 1 Pangean about writing narrative text that is 60, for those who got the score under 60, it is stated failed and vice versa, from the table IV.3, it can be accounted that 15 students got scores under 60 (50%) and they failed, and other 15 students were successful (50%). It means that no progress happened to the students in the control group shown in the post test because from pretest and post test, there were 15 students failed in writing a narrative text.

Table IV. 4
Data Analysis of Students' Post Test Scores
From Control Group

N	Valid	30
	Missing	0
Mean		58.1667
Std. Error of Mean		1.15080
Median		59.0000
Mode		63.00
Std. Deviation		6.30316
Variance		39.730
Range		24.00
Minimum		45.00
Maximum		69.00
Sum		1745.00

From the table above, it shows that mean of the data are 58.17, standard error of mean is 1.15, median is 59, mode is 63, standard deviation is 6.30, variance is 39.73, range is 24, minimum score is 45.00, maximum score is 69 and the total score is 1745. thus, the data can be figured out as follows:

Chart IV.2
Posttest Scores of Control Group



From the histogram above, it can be seen that the data is normal in which on the scale 55-63 almost reaches the top of curve of graph. While, mean of the scores is 58.17 and the standard deviation is 6.303

3. Description of Students' Pre-test Scores from the Experimental Group

The following table is the description of the students' pre-test scores from experimental group.

Table IV. 5
The Distribution of Frequency of
Students' Pre-Test Scores From Experimental Group

Score	Frequency	Percent
45	2	6.7
47	2	6.7
49	6	20.0
51	4	13.3
54	6	20.0
56	5	16.7
58	3	10.0
60	1	3.3
63	1	3.3
Total	30	100.0

Based on the table above, it shows that 2 students got score 45(6.7%), 2 students got score 57 (6.7%), 6 students got score 49 (20.0%), 4 students got score 51 (13.3%), 6 students got score 54 (20.0%), 5 students score 56 (16.7%), 3 students got score 58 (10%), 1 student got score 60 (3.3%), 1 student got score 63 (3.3%). The highest frequency was 5 at the score of 54. The total frequency was 30.

Based on the standard score stated by Islamic Junior High School 1 Pangean about writing narrative text that was 60, for those who got the score under 60, it is stated failed and vice versa, from the table IV.5, it can be accumulated that 28 students got scores under 60 (93.4%) and they failed, and 2 students were successful (6.6%). It means that most of students in the

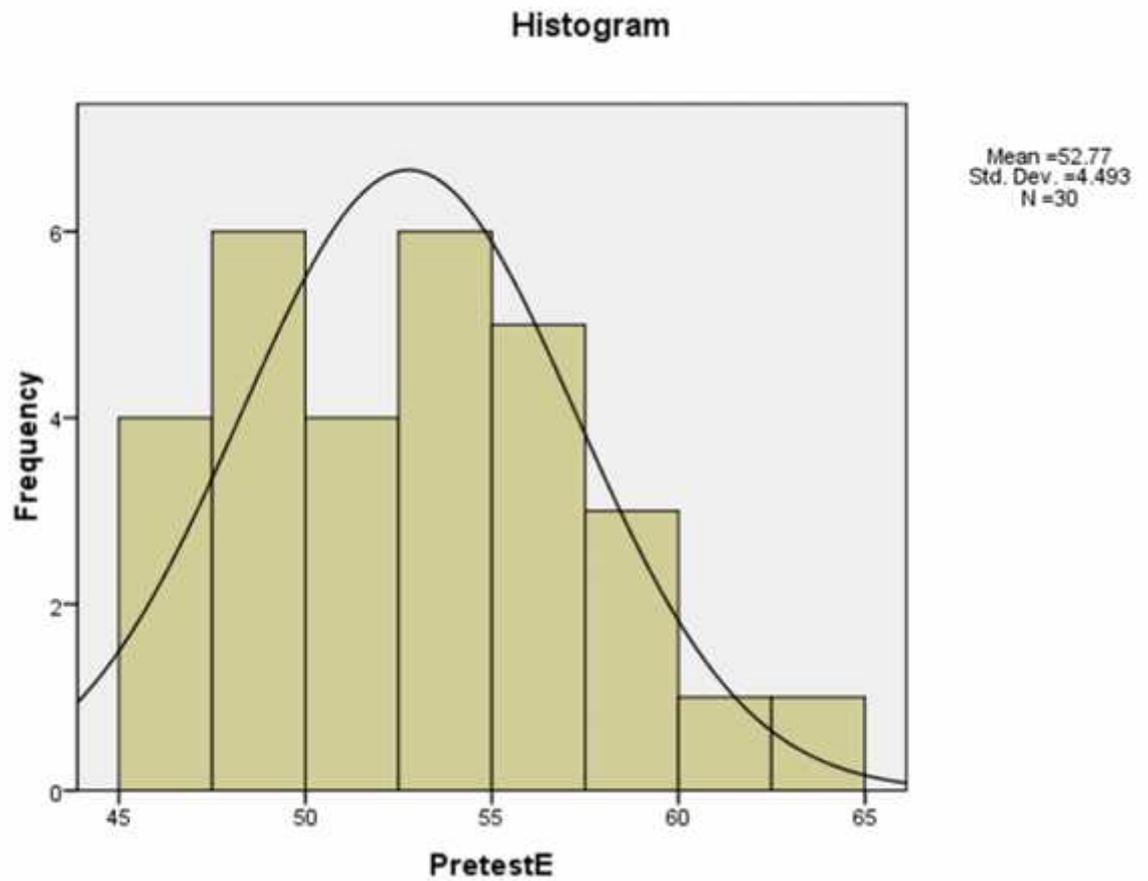
experimental group still had problems in their writing and they need to improve their ability in writing a narrative text.

Table IV. 6
Data Analysis of Students' Pre-Test Scores
From Experimental Group

N	Valid	30
	Missing	0
Mean		52.77
Std. Error of Mean		.820
Median		54.00
Mode		49 ^a
Std. Deviation		4.493
Variance		20.185
Range		18
Minimum		45
Maximum		63
Sum		1583

From the table above, it shows that mean of the data is 52.77, standard error of mean is .820, median 54, mode is 49, standard deviation is 4.493, variance is 20.185, range is 18, minimum score is 45, maximum score is 63 and the total score is 1583. Thus, the data can be figured out as follows:

Chart IV.3
Pretest Scores of Experimental Group



From the histogram above, it can be seen that the data are normal in which on the scale of 53-55 can reach the top of curve of graph. While, mean of the scores is 52.77 and the standard deviation is 4.493

4. Description of Students' Post-test Scores from the Experimental Group

The following table is the description of students' pre-test scores from experimental group.

Table IV. 7
The Distribution Of Frequency Of
Students' Post-Test Scores From Experimental Group

Score	Frequency	Percent
63	3	10.0
65	3	10.0
67	1	3.3
69	4	13.3
72	5	16.7
74	6	20.0
76	4	13.3
78	3	10.0
81	1	3.3
Total	30	100.0

Based on the table above, it shows that 3 students got score 63 (10%), 3 students got score 65 (10%), 1 student got score 67 (6.73.3%), 4 students gets score 69 (13.3%), 5 students got score 72 (16.7%), 6 students got score 74 (20%), 4 students got score 76 (13.3%), 3 students got score 78 (10%), 1 student got score 81 (3.3%). The highest frequency was 6 at the score of 74. The total frequency was 30.

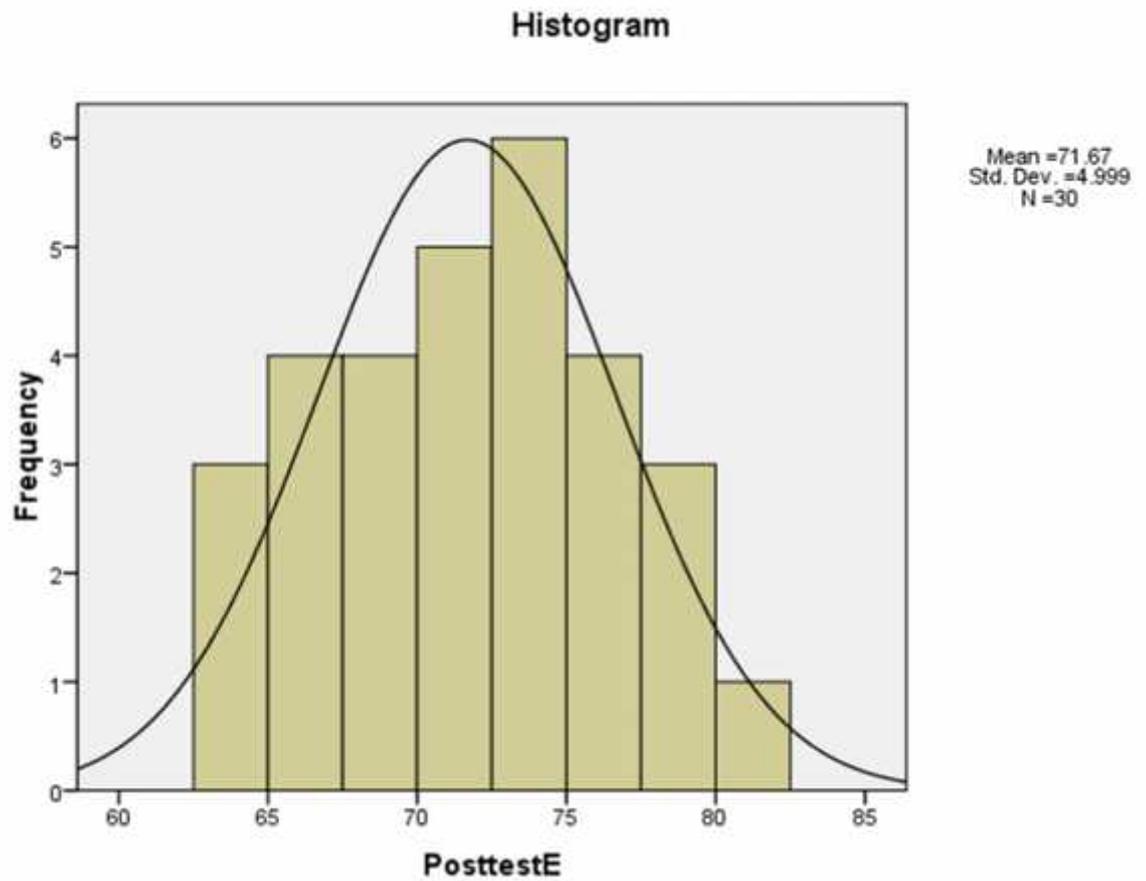
By considering the standard score stated by Islamic Junior High School 1 Pangean about writing narrative text that was 60, for those who got the score under 60, it was stated failed and vise versa, from the table IV.7, it can be accumulated that all of the students were successful in writing a narrative text because no students got the score under 60 (0%). It means that most of students in the experimental group did not have problems in writing a narrative text.

Table IV. 8
Data Analysis of Students' Post-Test Scores
From Experimental Group

N	Valid	30
	Missing	0
Mean		71.67
Std. Error of Mean		.913
Median		72.00
Mode		74
Std. Deviation		4.999
Variance		24.989
Range		18
Minimum		63
Maximum		81
Sum		2150

From the table above, it shows that mean of the data is 71.67, standard error of mean is .913, median 72, mode is 74, standard deviation is 4.999, variance is 24.989, range is 18, minimum score is 63, maximum score is 81 and the total score is 2150. Thus, the data can be figured out as follows:

Chart IV.4
Posttest Scores of Experimental Group



From the histogram above, it can be seen that the data are normal in which on the scale of 73-75 can reach the top of the curve of graph. While mean of the scores is 71.67 and the standard deviation is 4.999

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the effect of mind mapping technique toward students' ability in writing narrative text at the second year of Islamic Junior High School 1 Pangean. The

data are divided into two groups; control and experimental group. To analyze the data in the chapter III, the scores either from control or experimental group are analyzed by using t-test formula (independent-samples T-test) and it was analyzed through using SPSS.

1. Data Analysis of Students' Pre-Test Scores

The data of the students' pre-test scores were obtained from the result of their writing narrative text. The data can be described as follows:

Table IV. 9
Data Analysis of Students' Pretest Scores
From Control and Experimental Group

		PretestE	PretestC
N	Valid	30	30
	Missing	0	0
Mean		53.10	53.2000
Std. Error of Mean		.819	.99816
Median		54.00	52.5000
Mode		50 ^a	51.00 ^a
Std. Deviation		4.484	5.46714
Variance		20.110	29.890
Range		18	20.00
Minimum		45	45.00
Maximum		63	65.00
Sum		1593	1596.00

From the table above, it shows that both control and experimental group have barely the same scores. It can be seen from the mean of the data, in which mean of pretest of control group is 53.20, while mean of pretest of experimental

group is 53.10. It also can be seen from median and mode of pretest of both groups, in which from control group, the median is 52.5 and mode is 51, while from experimental group, the median is 54 and mode is 50.

In addition, in the result of pre test of control group, the distance between Mean (M_x) = 53.2 and Standard Deviation (δ) = 5.467 is far enough. In other word, the scores obtained are normal. While, in the result of pre test of experimental group, the distance between Mean (M_x) = 53.10 and Standard Deviation (δ) = 4.84 is far enough. In other word, the scores obtained are normal.

2. Data Analysis of Students' Post-Test Scores

The data of students' post-test scores were obtained from the result of their writing narrative text. The data can be described as follows:

Table IV. 10
Data Analysis of Students' Post Test Scores
From Control and Experimental Group

		PosttestE	PosttestC
N	Valid	30	30
	Missing	0	0
Mean		72.00	58.1667
Std. Error of Mean		.928	1.15080
Median		72.00	59.0000
Mode		74	63.00
Std. Deviation		5.083	6.30316
Variance		25.836	39.730
Range		18	24.00
Minimum		63	45.00
Maximum		81	69.00
Sum		2160	1745.00

From the table above, it shows that both control and experimental group have significantly different scores. It can be seen from mean of the data, in which mean of post test of control group is 58.17, while mean of post test of experimental group is 72.00. It also can be seen from median and mode of post test of both groups, in which from control group, the median is 59 and mode is 63, while from experimental group, the median is 72 and mode is 74.

In addition, in the result of post test of control group, the distance between Mean (M_x) = 58.17 and Standard Deviation (δ) = 6.303 is far enough. In other word, the scores obtained are normal. While, in the result of post test of experimental group, the distance between Mean (M_x) = 72.00 and Standard Deviation (δ) = 5.083 is far enough. In other word, the scores obtained are normal.

3. Data Analysis of Independent T-Test Formula (SPSS Vs. 16.0)

The data of post test scores from control and experimental group were analyzed through using independent t test formula by using SPSS vs. 16.0.

Table IV. 11
Data Analysis of Post Test Scores
From Control and Experimental Group

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCORE	1	30	58.17	6.303	1.15080
	2	30	72.00	5.083	.92801

Group 1 = Post test scores from control group

2 = Post test scores from experimental group

From the table above, it can be analyzed that mean from both group are significantly different, in which mean of post test of control group is 58.17 and

mean of post test of experimental group is 72.00. Besides, standard deviation from both groups are also different, in which standard deviation of post test of control group is 6.303 and standard deviation of post test of experimental group is 5.083.

Table IV. 12
Data Analysis of Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	2.073	.155	9.357	58	.000	13.83333	1.47836	10.87408	16.79258
Equal variances not assumed			9.357	55.508	.000	13.83333	1.47836	10.87125	16.79542

From the table above, it can be seen that mean difference is 13.833, standard error difference is 1.478, lower difference is 10.874, and upper difference is 16.79. Sig. (2-tailed) is 0.000 that is smaller than 0.05. It means that H_0 is rejected and H_a is accepted. That is also proved by t test = 9.357 with df = 58 that is bigger than $t_0 = 2.00$ (at level 5%) and $t_0 = 2.65$ (at the level 1%). It means H_a is accepted, and H_0 is rejected. It means that there is significant difference of students' writing ability of narrative text, for the students who are taught by using

mind mapping technique and those who are not taught by using mind mapping technique at the second year of State Islamic Junior High School 1 Pangean. It can be concluded that there is a significant effect of using mind mapping technique on students' writing ability of narrative text at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanations in the chapter IV, finally the research about the effect of using mind mapping technique on students' writing ability of narrative text at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency comes to the conclusion as follows:

1. Mean of the students' writing ability of narrative text which was taught by using mind mapping technique at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency was categorized Good.
2. Mean of the students' writing ability of narrative text which was not taught by using mind mapping technique at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency was categorized Poor.
3. There is significant effect of using mind mapping technique on students' writing ability of narrative text at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency.

Thus, it can be concluded that there is effect of mind mapping technique on students' narrative text at the second year of State Islamic Junior High School 1 Pangean of Kuantan Singingi Regency.

B. Suggestion

From the conclusion of the research, it can be understood that using mind mapping technique can affect students' ability in writing narrative text. Therefore, mind mapping technique can be offered as one of the solutions to improve the students' writing ability particularly in writing narrative text. From this research, it is expected that English teacher can use this technique in teaching writing and understand how to teach writing by using this technique. Besides, teacher should use many ways to encourage the students' writing ability as follows:

1. Teachers can encourage students' awareness about the importance of writing for their life.
2. Teachers should engage students writing a text during teaching and learning process.
3. Teachers should construct creative and enjoyable learning for students.
4. Teacher should integrate between their techniques and interesting media.

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