

**THE USE OF MIND MAPPING METHOD TO ENHANCE THE
STUDENTS' WRITING SKILL**

*(A Pre-Experimental Research at the Eleventh Grade Students of
SMAN 19 Gowa)*



A THESIS

*Submitted to the Faculty of Teachers Training and Education
Makassar Muhammadiyah University in Partial Fulfillment of the Requirement
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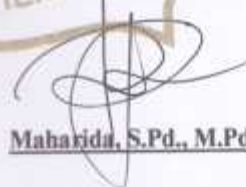
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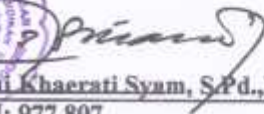
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ABSTRACT

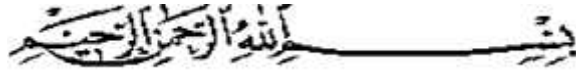
Erma Sulistianingsih. 2017. *The Use of Mind Mapping Method to Enhance the Students' Writing Skill (A Pre-experimental Research at the Eleventh Grade Students of SMAN 19 Gowa)*. Thesis, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by H. M BasriDalle and Maharida.

This research aimed to find out the improvement of the Students' Writing Skill in terms of content and organization through Mind Mapping Method (A Pre-Experimental Research at the Eleventh Grade Students of SMAN 19 Gowa). It was emphasized on the improvement of the students' skill in writing by using Mind Mapping Method.

The research applied a pre-experimental design with one group pre-test and one group post-test which consisted of eight meetings include the treatments. The sample was only one class that was XI IS 1 that consisted of 30 students which were selected by using purposive sampling technique.

The findings of this research were the mean score of the students' improvement in content was 18.58, then comparing with t-table and t-test ($18.58 > 2.045$). T-test of organization got score 13.16, then comparing with t-table and t-test ($13.16 > 2.045$). The students' improvement in content was 43.15% and the students' improvement in organization was 53.2%. It meant that there was a significant different result of t-test and t-table value for the students' writing skill in term of content and organization. Therefore, the alternative hypothesis (H_1) was accepted while the null hypothesis (H_0) was rejected. The use of Mind Mapping Method was effective to enhance the students' writing skill at the Eleventh Grade Students of SMAN 19 Gowa.

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2. Dean of Faculty of Teacher Training and Education (FKIP), Erwin Akib, S.Pd.,M.Pd.,P.hD.
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Researcher

Erma Sulistianingsih

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CHAPTER I

INTRODUCTION

A. Background

Language is an effective way of communication of our feelings. It may be confined only to human beings for communication intention (Javed: 2013). It is used to communicate both in written and spoken languages from one person to another. One of the languages that is used all over the world as an international language is English.

English as one of the languages uses as a tool of sharing ideas on setting information from other people in the world. It is important for people to master English. Considering the importance of the language, Indonesia government has drawn English as a foreign language that should be mastered by the students. In educational system in Indonesia, English is included in curriculum for both junior and senior high school levels. Teaching English will be related to four skills, they are: listening, speaking, reading and writing. By mastering those four skills, students will be able to express ideas, feelings, thoughts, opinions and the most required of those four skills in school field, that is writing.

Writing is one of the manifestations of language, and its main use in education lays in recording information, and in practicing what one has learned at the school (2006). Writing is very interesting to be learned. In fact, writing is one difficult problem in English skill, because to write a good writing, students have to follow the rules of the target language.

Based on the researcher experience in teaching practice, there are some problems that found in studying writing in students' side. First, they couldn't express their ideas in writing clearly and accurately because of lack of vocabulary. Second, low of grammatical mastery. They often made many grammatical errors in their writing. Third, they often do a mistake in putting punctuation. Fourth, they still confused in generating and organizing ideas into writing. Even though there were available topics to explore, they could not write smoothly because they do not know what to convey and develop the topics. Finally, the students had no motivation to write and it made writing as a boring and hard activity for them.

Taking account of those problems, the researcher need to think to find out any solution to run out the problems to make writing class more effective. For this purpose, the researcher would like to use Mind Mapping method as an alternative teaching strategy.

Mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain (Buzan: 2006). Mind mapping method helps students become more creative, remember more, and solve problems more effectively.

Based on the explanation above the researcher is inspired to conduct a research entitled "The Use of Mind Mapping Method to Enhance the Students' Writing Skill (Pre-Experimental Research at the Eleventh Grade of SMAN 19 Gowa)".

B. Research Problem

The problems to be discussed in this research are formulated as follows:

1. Is the use of Mind Mapping method effective to enhance the content in the students' writing skill at the eleventh grade of SMAN 19 Gowa?
2. Is the use of Mind Mapping method effective to enhance the organization in the students' writing skill at the eleventh grade of SMAN 19 Gowa?

C. Objective of the Research

Based on the problem statement above, the objective of the research formulated as follow:

1. To find out whether or not the use of Mind Mapping method effective to enhance the content in the students' writing skill at the eleventh grade of SMAN 19 Gowa.
2. To find out whether or not the use of Mind Mapping method effective to enhance the organization in the students' writing skill at the eleventh grade of SMAN 19 Gowa.

D. Significance of the Research

After having done the study, the researcher demands the significances of the study to be useful for:

1. For the English Teacher

The researcher hopes this study to be useful information for teacher as alternative method to enhance students writing skill and to solve student's difficulties in learning writing.

2. For the Students

Through Mind Mapping method the researcher expect this research can be used to help students become creative, remember more, and solve problem more effectively, especially in learning writing.

E. Scope of the Research

This research is limited to the use of Mind Mapping method to enhance the students' writing skill to write recount text at the eleventh grade students of SMAN 19 Gowa. In this case, the researcher will focus on some of writing components; they are content and organization in writing. The reason why the researcher focus in content because the students have not good unity and completeness in their writing and the reason for organization because the students can't arranges and organizes their ideas or the message in their writing.

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter contains the concept of Mind Mapping, the concept of writing, the concept of recount text, and conceptual framework.

A. The Concept of Mind Mapping

1. Definition of Mind Mapping

According to Buzan (2006), Mind Mapping is a an effective diagram with function of organizing ideas and representing words, ideas, or another links that arranged a central point by branches and contains words, phrases colors, and visual images. Mind mapping involves writing down a central idea and coming out with new and related ideas from the centre. The mind mapping method can be used to explore a wide range of topics in writing and also used in every kind of writing such as: narrative, descriptive, recount, persuasive and argumentative (Riswanto&Prandika, 2012).

Pinola (2001)states that mind mapping is basically a diagram that connects information around subject. Mind mapping also is one of the best ways to capture your thoughts and bring them to life in visual form. Beyond just note-taking, though, mind maps can help you become more creative, remember more, and solve problems more effectively.

Furthermore Chris (2015) states that mind mapping is a one of the most effective ways to create and expand on your ideas. In other words, the mind mapping process helps new ideas to manifest. The process also helps you to

work through your thoughts and emotions, making them tangible and useable. Putting a ‘pen’ to ‘paper’ in this way not only helps you to retain the information in your memory, but documents it as well.

2. The Elements of Mind Mapping

The elements of mind mapping will be explained as follows according to Buzan (2009):

- a. *Topic* is a title of the idea that the reader wants to create as a map.
- b. *Branch* is a small critical idea in a map. There is no limit for the branch per level.
- c. *Level* is a level of branch mapped around topic.
- d. *Branch line* is the line connecting branches between two adjacent levels.

A map constructing for mind mapping will be shown in the figure 1 below (internet Journal, 2001):

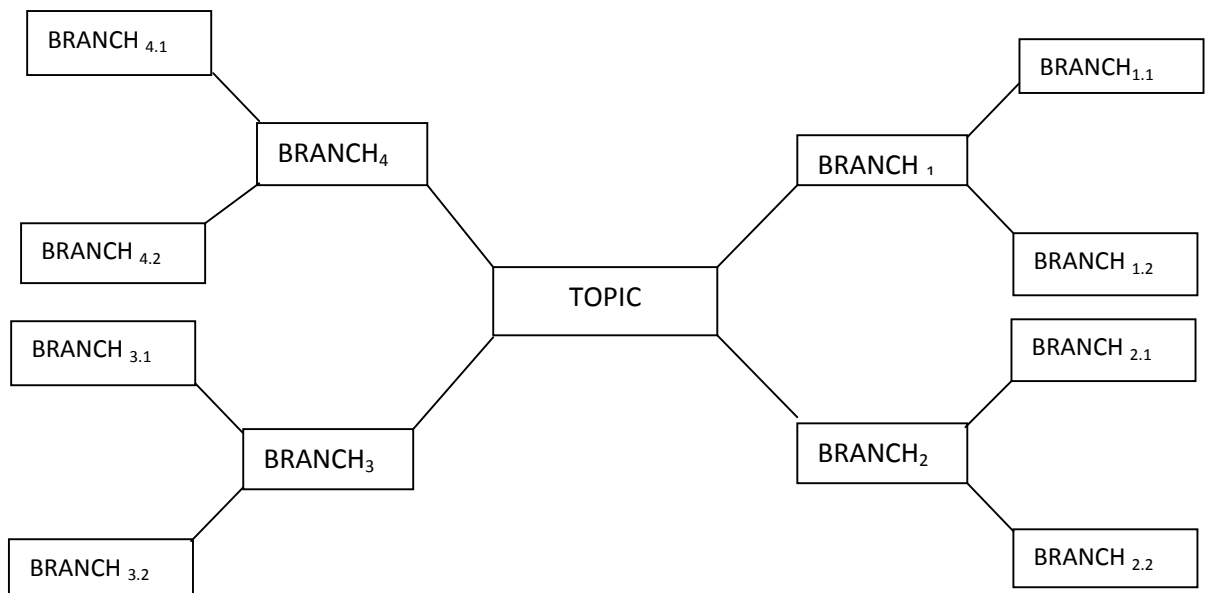


Figure 1.1 an image of a map with a topic in the center and branched by other related topic (internet Journal, 2001).

3. Parts of Mind Mapping

There are some parts of Mind Mapping states Windura in Hikmawati (2015: 8-9) namely: (a) central image, (b) key word, (c) basic ordering ideas, (d) branches, (e) colors and, (f) pictures.

a. Central Image

A central image has to describe the main idea of Mind Mapping and put it on the centre of the paper. It is for activate the students' right brain, strengthen the students' memory and make the learning activity enjoyable.

b. Key Word

A Key Word is a word that can lead a sentence or event. Identifying a familiar word in one's own language that sounds like the new word and using only one key word per line. It is an urge to remember a lot of words for the students. It is strong noun or verb that creates image to trigger recall the memory.

c. Basic Ordering Ideas

Basic ordering ideas are the branches that collect sort information and it connected to the central topic that radiate out from the centre. Making basic ideas which can direct our mind to make Mind Mapping and it need creativity that encourage the students to understand to the material. It is thick and thinner at the ends. It can be seen as headings for your topic and spread anywhere but do not become steep.

d. Branches

The branches should be curvy and in the same length as the words or pictures above it. These branches can be seen as sub headings. It is thinner branches and containing details.

e. Colors

Color is a very good memory sign and it involves the right brain in learning for long term memory. Colors encourage creativity and help in memorization. Adding plenty of color via branches, map background and images will add life to your Mind Map. It makes easier to comprehend and remember.

f. Pictures

In Mind Mapping, pictures which can change or strengthen a key word that has been written before.

4. The Criteria of Making Mind Mapping

Some steps to make Mind Mapping will be explained as follows according to Tony Buzan (Internet Article, 2009):

- a. Take a blank piece of paper and it is in a landscape position.
- b. Start by drawing a colored image in the centre of the paper and write the key word with capital letters.

- c. Choose a color and draw the main themes of the Mind Mapping on the thick branches radiating out from the central image.
- d. Add the other main themes branches around the map.
- e. Make thick and colorful branches spanning out from your mind map.
- f. Write basic ideas about the key word and still use the capital letters.
- g. Add an image to all the main branches to represent each key theme and also use image to visualize every important key word on your map.
- h. Let your Mind Mapping be as imaginative as possible.

5. The Advantages of Using Mind Mapping

There are some advantages of using Mind Mapping, they are as follow:

- a. Mind Mapping can help students to organize ideas and understand their written information easily.
- b. Mind mapping helps students to develop ideas more effectively and at the same time it makes their writing easier.
- c. The students understand more on their topic of the text and they can elaborate more on the topic.

Keles (2012) claimed that Mind Mapping can assist learning by providing an opportunity for visual stimuli, assessment, checking understanding, elaboration, note taking, summarizing, illustrating sequence of events, and other creative ways of instruction. Moreover, Mind Mapping also helps to promote their creativity and critical thinking and in providing permanent learning.

6. The Disadvantages of Using Mind Mapping

Muhib et al. (2014), the disadvantages of Mind Mapping is that it demands a great amount of time in organization and finding an effective key word and thus, it is sometimes difficult for students to create a comprehensive mind map due to the allocation of time needed.

B. The Concept of Writing

1. Definition of Writing

Byrne (1990:1) defines writing is clearly more than the prediction of the sounds. The symbols have been arranged according to certain in convention. As rule, however the students do not write just one sentence or a number of sentence as arranged in particular order and linked together in certain ways.

Nik et al (2010) states that writing is one of the most difficult skills for the students to acquire as writing requires a number of skills and conventions like organizing and developing ideas and information, choosing the right vocabulary accurately to eradicate the ambiguity of meaning and also the practice of accurate grammatical devices to focus and emphasize ideas.

According to Hyland (2000) argues that writing is a way of sharing personal leanings and writing courses that emphasize the power of the individual to construct his or her own views on a topic.

From the definitions above, it can be understood that writing is a process of expressing and organizing ideas in the mind into a written form. In writing

activity, it involves students' thought and feeling. The act of writing is unlike with the act of talking.

2. The Components of Writing

There are five main components of writing. They are content, organization, grammar, vocabulary, and mechanics (Saputra, 2014).

a. Content

The content of writing should be clear enough for readers so that the reader can understand the messages and gain information in it. Besides that, its content should be also well unfiled and completed.

1) Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his/her writing is unified, he/she should not include the sentences that do not support the main idea of the topic sentences.

2) Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by having a complete writing. Is it expected that the content of writing will be clear and understandable for readers.

b. Organization

In organization of writing concerns with the ways the writer arranges and organizes the ideas or the messages in the writing. It could be chronological order, order of importance, general to particular to general order. There are two parts of organization in this case, they are below:

1) Coherence

Coherence means all ideas stick together. A coherence paragraph is one in which the ideas are part in the right order and it does not make reader confuse. This make the writer's thought easy to follow from sentence and paragraph.

2) Spatial order

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the writers write a recount texts about "Holiday in Bali" they want the readers know the writer's experience in Bali.

c. Grammar/Language Use

In order to have grammar in writing, writers should attention to the use of grammatical rules concerning tenses, preposition, conjunction, clause (adjective or adverb clauses), articles, etc. The lack of knowledge of grammar will make the content of writing vague and can lead to misunderstanding.

d. Vocabulary

One cannot write anything if she or he has nothing to express. He or she should express the ideas in form of words or vocabulary, the lack of vocabulary makes someone fails to compose what they are going to say because he or she feels difficult to choose words, appropriate vocabulary will help the writers to compose the writing and also make readers are easy to understand.

e. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make readers easy to group the conveying ideas or messages to the written materials.

3. The Purpose of Writing

Purpose is the reason or reasons why a person composes a particular piece of writing. Focusing on purpose as one writes helps a person to know what form of writing to choose, how to focus and organize the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written (Copeland, 2012).

There are eleven different types of purpose include: to express; to describe; to explore/learn; to entertain; to inform; to explain; to argue; to persuade; to evaluate; to problem solve; and to mediate.

a. Writing to Express

In expressive writing, the writer's purpose or goal is to put thoughts and feelings on the page.

b. Writing to Describe

Writing to describe means to portray people, places, things, moments and theories with enough vivid detail to help the reader create a mental picture of what is being written about. Description allows the audience to feel as though they are a part of the writer's experience of the subject.

c. Writing to Explore/Learn

In exploratory writing, the writer's purpose is to ask key questions and reflect on topics that defy simple answers. In those topics where intuition and reflection are more important than rational analysis or argumentation, writers focus more on their journey of discovery than on any definite answers.

d. Writing to Entertain

As a purpose or goal of writing, writing to entertain is to relax the audience and share some story of human foibles or surprising actions.

e. Writing to Inform

The purpose of informational or reportorial writing is to convey information as accurately and objectively as possible. Other examples of writing to inform include laboratory reports, economic reports, and business reports.

f. Writing to Explain

Writing to explain, or expository writing, is the most common of the writing purposes. The writer's purpose is to gather facts and information, combine them with his or her own knowledge and experience, and clarify for some audience who or what something is, how it happened or should happen, and/or why something happened.

g. Writing to Argue

It attempts to convince its audience to believe or act in a certain way.

h. Writing to Persuade

Persuasive writing means to convince there a ders to accept the main idea, even though it may be controversial.

i. Writing to Evaluate

Writing to evaluate a person, product, thing, or policy is a frequent purpose for writing. It argues for the merits of the subject and presents evidence to support the claim.

j. Writing to Problem Solve

Problem solving is another specific type of argument: the writer's purpose is to persuade his audience to adopt a solution to a particular problem.

C. The Concept of Recount Text

1. Definition of Recount Text

Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recounts begin with by telling the reader who was involved, what happened where this event took place and when it happened. The sequence of

event is then described in some sort of order, for instance a time order. Recount text reconstruct past experience. A recount is the unfolding of a sequence of events over time to keep the past alive and to interpret experience to tell what happened (Derewianka, 1990).

Based on the definitions above, it can be inferred that recount is a text which retells events or experience in the past. Its purpose is to retell events.

2. Types of Recount text

In exploring how text work (Derewianka, 1990) there are three types of recount. They are:

a. Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

Language features of recount are:

- 1) Use of first pronoun (I, We).
- 2) Personal responses to the events can be included, particularly at the end.
- 3) Details are often chosen to add interest or humor.

b. Factual Recount

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

- 1) Use of third person pronoun (he, she, it, they).
- 2) Details are usually selected to help the reader reconstruct the activity or incident accurately.

- 3) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- 4) Mention of personal feelings is probably not appropriate.
- 5) Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).

c. Imaginative Recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...).

Language features of imaginative recount are:

- 1) Usually written in the first person.
- 2) It may be appropriate to include personal reactions.

Based on the explanation above it can be stated that the types of recount that will be written by the students is personal recount. Personal recount is retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader.

3. Generic Structure of Recount Text

According to Derewianka (1990) the recount generally begins with an orientation, giving the reader or listener the background information needed to understand the text (i.e. *who* was involved, *where* it happened, *when* it happened). Then the recount unfolds with a series of events ordered in a chronological sequence. At various stage there may be some personal comment on the incident (e.g. we had a wonderful time) it called re-orientation. The re-orientation expresses a personal opinion regarding the events described. In

other words this is where you bring your writing to a close by; saying how things went, saying what you felt about the things that happened and/or mentioning something which will or may happen later.

4. Language Features of Recount Text

In exploring how text work Derewianka (1990) states the language features of recount text as follow:

- a. Specific participants (Mrs. Brady, our dog, the shopkeeper).
- b. Use of simple past tense (she smiled, it barked, he pointed).
- c. Use of action verbs/material process (went, climbed, eat).
- d. Use of linking items to do with time (on Wednesday, then, at the same time, next, later, before).
- e. Details irrelevant to the purposes of the text should be avoided.

D. Conceptual Framework

The researcher conducted the research to verify whether teaching using Mind Mappingmethod can be an effective way to enhance students' achievement in writing. The conceptual framework of this research is show in the following diagram:

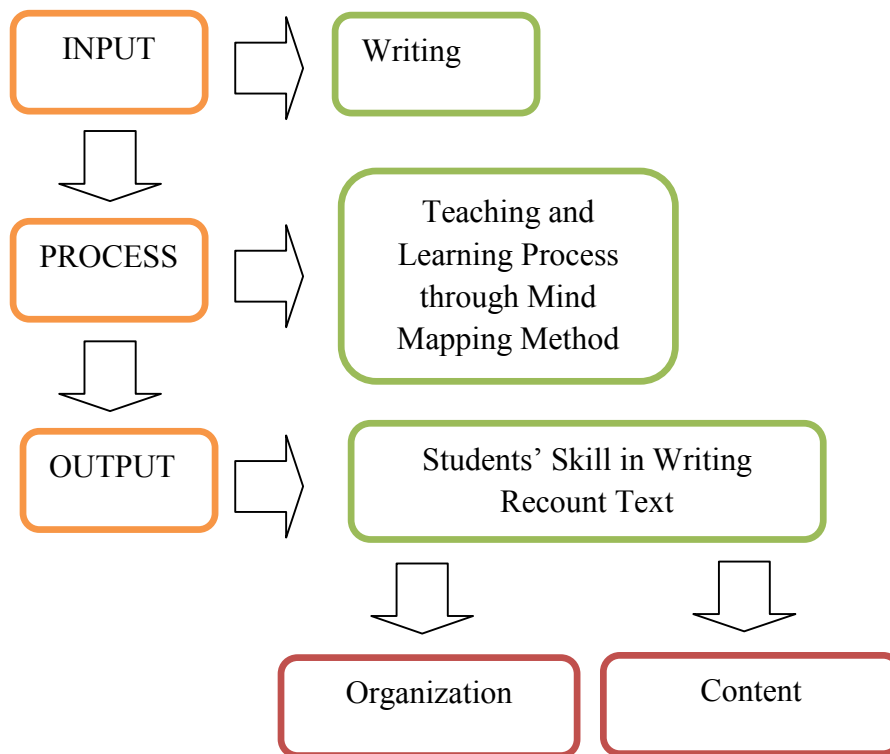


Figure 2.2 Conceptual Framework

The diagram above will be described as follows:

1. Input refers to the students' material in writing. There will be two elements which must be mastered by students in writing namely organization and content.
2. Process refers in improving students writing skill, there is an appropriate method that will be used in this research. The students will be taught by using Mind Mapping method.
3. Output refers to the students' enhancing in writing recount text. Students can write recount text well by mastering two elements of writing, organization and content.

CHAPTER III

RESEARCH METHOD

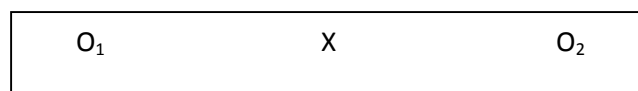
This chapter presents design of the research, research variables and indicators, research hypothesis population and sample, instrument of the research, procedures of collecting data, and techniques of data analysis.

A. Research Design

This research used a pre-experimental design with one group pre-test and post-test. This design involved one group as pre-test (O_1), exposes to treatment (X), and post-test (O_2).

The design can be illustrate as follows:

Research Design



Notations:

O_1 = Pre test

X = Treatment

O_2 = Post test

(Emzir, 2015:97)

The design involves a group which will do the pre-test, got treatment and doing the post-test. It aims to know whether Mind Mapping method in writing could enhance the students' writing skill.

1. Pre-test

Before doing the treatment 20 students were given a pre-test. The students were asked to write their personal recount text. This test was applied to know their prior knowledge.

2. Treatment

In the treatment, the teacher conducted teaching-learning activity with the students in the class in six meetings.

Opening

- a. The class was opened by praying together.
- b. Teacher checks the students' attendance.

Main Activities

- a. Students were asked questions about recount text and the Mind Mapping method that they will practice.
- b. Students and teacher discuss about recount text and how to use Mind Mapping method in writing activity.
- c. The students were divided into seven groups and each group consist five students.

d. The teacher gave a topic about recount text that familiar for students and the students look for related ideas/keywords, they make it into Mind Mapping.

The steps of Mind Mapping method as follows:

- 1) Students start with the topic in the middle of paper.
- 2) Students used keywords.
- 3) Students make the branch from the main topic.
- 4) Students used symbols, colors, words, or pictures mainly in the mind mapping.
- 5) Students make a mind mapping as interesting as possible.
- 6) Students make a mind mapping full colors.

e. After doing a Mind Mapping the students start to write paragraph about the topic in recount text.

Closing

- a. Students tell to the teacher what they have learned in class, the teacher gave some feedback.
- b. Teacher closed the lesson.

3. Post-test

After doing the entire treatment, the last step was post-test which is given to the students. The students were asked to write a personal recount. This test was applied to know the students' improvement in writing skill after getting the treatment through Mind Mapping method.

B. Research Variable and Indicators

There were two variables that involve in this research, namely independent variable (X) and dependent variable (O_1 & O_2). Independent variable was the implementation of using Mind Mapping method. It was the method used by the researcher when teaching writing. While dependent variable was the students' writing skill both in content and organization.

The indicators of dependent variable were:

1. Indicators of the content were unity and completeness.
2. Indicators of the organization were coherence and spatial.

C. Research Hypothesis

The hypothesis of the research as follows:

- a. The null hypothesis (H_0) that Mind Mapping is not effective in enhance the students' writing skill.
- b. The alternative hypothesis (H_1) that Mind Mapping is effective in enhance the students' writing skill.

D. Population and Sample

1. Population

The population of this research was the eleventh grade students of SMAN 19 Gowa. The numbers of population were 252 students. It can be seen in the following table below:

Table 3.1 List of Population

Class	The Number of Students
XI MIA 1	33
XI MIA 2	30

XI MIA 3	30
XI MIA 4	30
XI MIA 5	34
XI IS 1	30
XI IS 2	32
XI IS 3	33

(Source: Tata Usaha SMAN 19 Gowa, 2017)

2. Sample

The researcher used purposive sampling technique in taking a sample. Purposive sampling technique was the process of selecting a sample that was believed to be representative of the population, (Sugiyono, 2016:124). It means that the researcher purposively selects the participants or the class that she believes would yield the research. The samples were 30 students of XI IS 1.

E. The Instrument of the Research

In this research, the researcher used one kind of instrument namely written test. The test used in pre-test and post-test. The test will be given to measure the students' skill in writing content and organization in recount text. The test consists of 3 topics.

F. Data Collection

In collecting data researcher used some procedures as follows:

1. The students were given a pre-test in writing. In this activity, all of students were given writing test. The students write their personal experience. The test was about recount text. The purpose of this test was to identify the students' prior knowledge of writing skill.

2. After doing the treatment, the students were given a post-test to identify the students' writing skill and their progress in writing recount text. The researcher had measured their skill in writing recount text and proceeded to account for difference between pre-test and post-test scores by reference to the effect of the treatment.

G. Technique of Data Analysis

The data had been collected through written test. The steps were taken as follows:

1. Scoring and classifying the students' skill into the following criteria:
 - a. Content

Table 3.2: Score, classification and criteria of content

Content	
30 – 27	Excellent to very good: knowledgeable – substantive – etc.
26 - 22	Good to average: some knowledge of subject – adequate range – etc.
21 - 17	Fair to poor: limited knowledge of subject – little substance – etc.
16 – 13	Very poor: does not show knowledge of subject – non substantive – etc.

(Heaton, 1988:146)

- b. Organization

Table 3.3: Score, classification and criteria of organization

Organization	
20 – 18	Excellent to very good: fluent expression – ideas clearly stated – etc.
17 - 14	Good to average: somewhat choppy – loosely organized but main ideas stand out – etc.
13 - 10	Fair to poor: non fluent – ideas confused or disconnected – etc.
9 – 7	Very poor: does not communicate – no organization –

	etc.
--	------

(Heaton, 1988: 146)

2. Calculate the means score by apply the formula:

$$\bar{X} = \frac{\sum x}{N}$$

\bar{X} = The mean score

$\sum x$ = The sum of all score

N = The total number of students

(Gay, 1981: 331)

3. Found the percentage of enhancing students' skill in writing recount text use the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100 \%$$

Notation:

P : Percentage

X_2 : Average score of post-test

X_1 : Average score of pre-test

(Gay, 1981: 369)

4. To know the significance difference between the students' score of the pre-test and post-test, the researcher calculated the value of the test by use the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = Test of significance

D = The difference score between pre-test and post-test

\bar{D} = The mean of the difference score

$\sum D$ = The sum of D score

$(\sum D)^2$ = The square of the sum of $\sum D$

N = The number of subject

(Gay, 1981: 366)

BAB IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research deals with the answer of the problem statement which it aims to find out the improvement of the students' writing skill. The result of data analysis found that teaching writing through mind mapping method can improve the students' writing skill in term of content and organization at the eleventh grade students' of SMAN 19 Gowa. The researcher analyzed the data that obtained from the students pre-test and post-test score and the result has

proved that the Mind Mapping Method was effective to enhance the students' writing skill.

The findings deal with the students' mean score, pre-test and post-test improvement, and also the significant difference between the students' score of the pre-test and post-test. It could be seen the result of data analysis was follow:

1. The Improvement of Content in the Students' Writing Skill

The result of the students' writing skill in content whose indicators unity and completeness on pre-test and post test were presented in the table below:

Table 4.1 The Improvement of Content in the Students' Writing Skill

No.	Indicators	Pre-test	Post-test	Improvement (%)
1.	Unity	17.66	25.33	43.58
2.	Completeness	17.56	25.1	42.88
X		17.61	25.21	43.15

Table 4.1 above showed that the students' mean score of unity was improved (43.58%); from the mean score 17.66 in pre-test become 25.33 in post test. The students' mean score of completeness was also improved (42.88%); from the mean score 17.56 in pre test become 25.1 in post test. It indicated that the mean score of post-test was greater than the mean score of pre-test. The students' content score was improved until 43.15% after using Mind Mapping Method in teaching writing at the classroom. It is clearly shown in the graphic below:

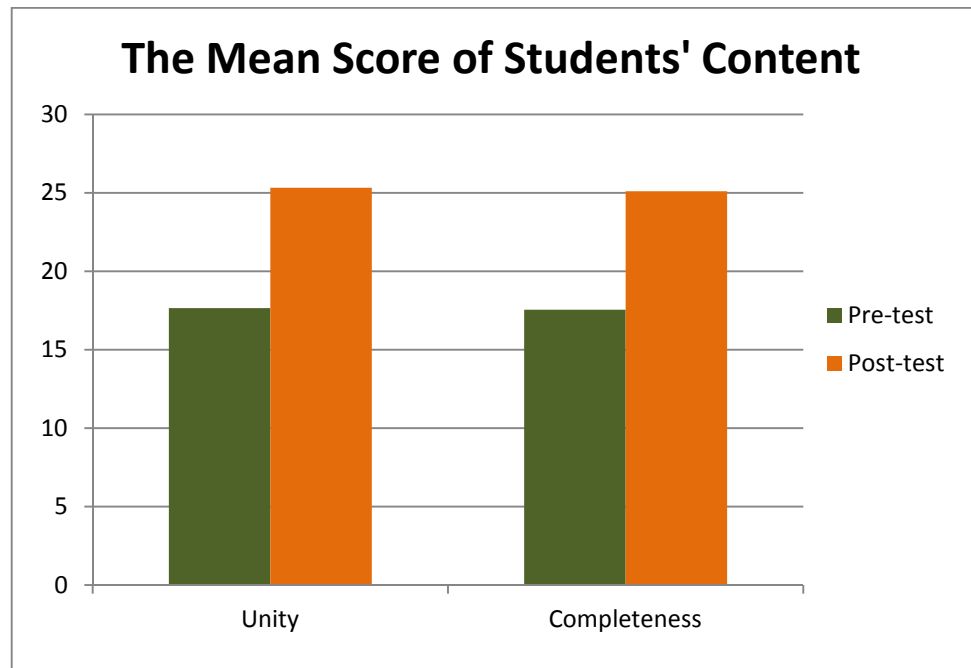


Figure 4.1: The Mean Score of Student' Content

Figure 4.1 showed that students' mean score in post-test was higher than the students' mean score in pre-test of content both unity and completeness score after conducted the treatments. It proved that applying Mind Mapping Method has significant effects in improving students' writing skill.

2. The Improvement of Organization in the Students' Writing Skill

The result of the students' skill in organization whose indicators coherence and spatial order on pre-test and post-test were presented in the table below:

Table 4.2 The Improvement of Organization in the Students' Writing Skill

No.	Indicators	Pre-test	Post-test	Improvement (%)
1.	Coherence	10.66	16.3	52.81
2.	Spatial Order	10.36	15.93	53.69
	X	10.51	16.11	53.25

Table 4.2 above showed that the students' mean score of coherence was improved (52.81%); from the mean score 10.66 in pre-test become 16.3 in post test. The students' mean score of spatial order was also improved (53.69%); from the mean score 10.36 in pre test become 15.93 in post test. It indicated that the mean score of post-test was greater than the mean score of pre-test. The students' organization score was improved until 53.2% after using Mind Mapping Method in teaching writing in the classroom. It is clearly shown in the graphic below:

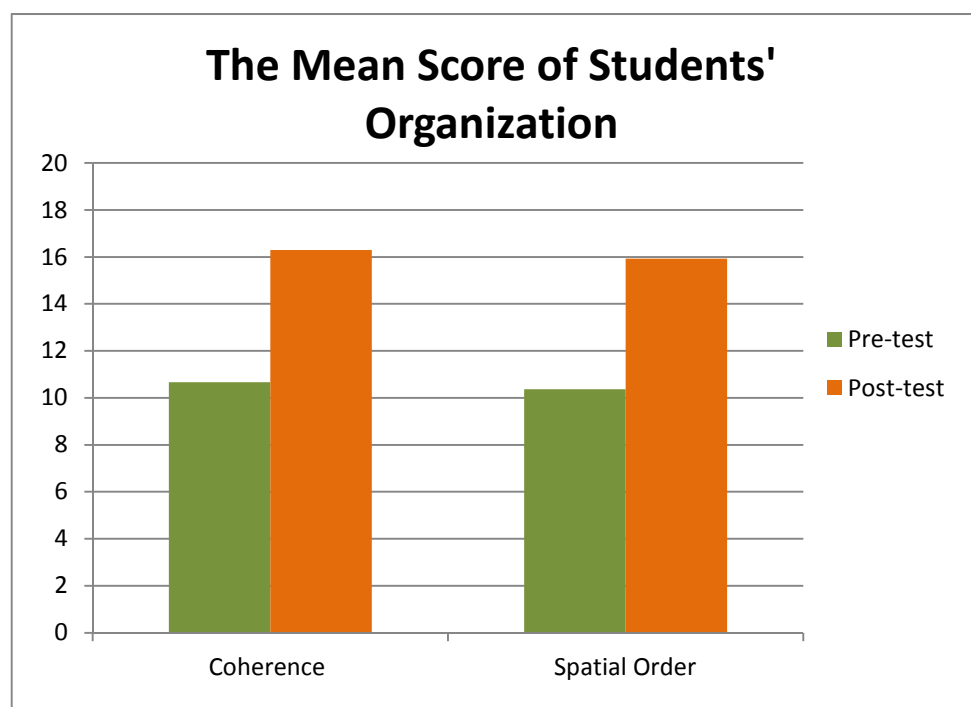


Figure 4.2: The Mean Score of Students' Organization

Figure 4.2 showed that students' mean score in post-test is higher than students' mean score in pre-test of organization both coherence and spatial

order score after conducted the treatments. It proves that applying Mind Mapping Method has significant effect in improving students' writing skill.

3. Hypothesis Testing

If the t-test value was greater than t-table at the level of significance 0.05 and degree freedom 30, thus the alternative hypothesis (H_1) will be accepted and null hypothesis (H_0) will be rejected. In contrary, if the value was lower than t-table at the level of significance 0.05 and the degree freedom 30, thus the alternative hypothesis would be rejected and null hypothesis will accepted.

4. The T-test Value of The Student's Content and Organization In Writing by Using Mind Mapping Method

The result of data analysis t-test of the student's content and organization in writing by mind mapping method is showed by the table below:

Table 4.3 T-test Value of the Student's Content and Organization in Writing by Using Mind Mapping Method

Variables	t-test	t-table	Comparison	Classification
Content	18.58	2.045	t-test>t-table	Significance
Organization	13.16	2.045	t-test>t-table	Significance

The table 4.3 above showed that the value of the t-test was higher than the value of t-table. It was indicated that there was a significance difference

between the result of the students' content and organization in writing by using mind mapping method after treatment.

B. Discussions

The description of data collected from recount test as explained in the previous section showed that the students' skill in content and organization in writing skill was improved. It was supported by the frequency and percentage of the result of the students pre-test and post-test. Based on the finding above in applying mind mapping method in the class, the data is collect through the test to explain in the previous finding section shows that the improvement student's writing skill in term content and organization are significantly. Improvement the students' writing skill score after giving mind mapping method is better than before the treatment given to the students.

Before the giving treatment, the students' writing skill in content and organization was categorized poor. After giving the treatment, their skill was significance improved.

1. The Improvement of Content in the Students' Writing Skill

Based on the finding above in applying mind mapping method in the class, the data was collected through the test as explained in the previous finding section shows that the students' writing skill in terms content is significantly improvement.

The data on Table 4.1 showed that the score of unity improved 43.58% from the mean score 17.66 on pre-test to be 25.33 on post-test. The score of

completeness improved 42.88% from the mean score 17.56 on pre-test to be 25.1 on pos-test.

The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, mind mapping method can improve the students' writing skill in terms of content.

2. The Improvement of Organization in the Students' Writing Skill

Based on the finding above in applying mind mapping method in the class, the data was collected through the test and explained in the previous finding section shows that the students' writing skill in term organization is significantly improvement. The data on table 4.2 showed that the score of coherence improved 52.81% from the mean score 10.66 on pre-test to be 16.3 on post-test. The score of spatial order improved 53.69% from the mean score 10.36 on pre-test to be 15.93 on post-test.

The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, mind mapping method can improve the students' writing skill in terms of organization.

3. Testing Significant Improvement

Mind mapping method was effective to enhance the students' writing skill in terms content. It also supported by the result of the data analysis on the table 4.3 showed that from the level significance (α) = 0.05 and degree freedom (df) = 30 which got from formula $df = N - 1$ with t-table 2.045, the value t-test of meaning of words higher than t-table (18.58 > 2.045). Thus,

content through mind mapping method was significance. It's mean that mind mapping method could improve the students' writing skill in terms of content.

Mind mapping method was effective to enhance the students' writing skill in terms organization. It also supported by the result of the data analysis on the table 4.3 show that from the level significance (α) = 0.05 and degree freedom (df) = 30 which got from formula $df = N - 1$ with t-table 2.045, the value t-test of meaning of words higher than t-table (13.16 > 2.045). Thus, organization through mind mapping method was significance. It's mean that mind mapping method could improve the students' writing skill in terms of organization.

Based on the result, hypothesis test showed that H_0 was rejected and H_1 was accepted. So, the researcher concludes that there was significant improvement of the improving the students' writing skill by using mind mapping method at the eleventh grade students of SMAN 19 Gowa. It was concluded that mind mapping method was effective to enhance the students writing skill.

BAB V

CONCLUSSIONS AND SUGGESTIONS

This chapter consists of two sections, which are conclusion based on the research findings and the suggestion, which is based on the conclusion.

A. Conclusions

Based on the findings in the previous chapter, the following conclusions were presented:

1. Mind Mapping Method was effective to enhance the students' writing skill in terms of content. It was proved by the students' writing skill in terms content that covers unity was improved 43.15% from the mean score of students in pre-test was 17.16 become 25.2. It indicated because the students' content both unity and completeness score in post-test was greater than in pre-test.
2. Mind Mapping Method was effective to enhance the students' writing skill in terms of organization. It was proved by the students' writing skill in terms organization that covers coherence was improved 53.2% from the mean score of students in pre-test was 10.51 become 16.11 in post test. It indicated because the students' organization both coherence and spatial order score in post-test was greater than in pre-test.

B. Suggestions

Based on the conclusion above, the researcher addresses the following suggestion.

1. For the English Teachers
 - a. The teachers should be more creative to arrange teaching material to made students interesting in learning English.

- b. It was recommended for the teachers to use Mind Mapping Method in teaching English in order to enhance students' writing skill.
2. For the Students
 - a. The students should be active and focus on studying English, especially in content and organization because it was important to improve the English in writing skill.
 - b. The students should be increase the writing exercise in order to enhance their writing skill.
3. For the Next Researchers
 - a. The result of this research also can be used as an additional reference or further research with different discussion for the next researchers.

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List of Appendix

Appendix A. Data Analysis

Appendix B. Instrument Pre-Test and Post-Test

Appendix C. Teaching Material

Appendix D. Lesson Plan

APPENDIX A: DATA ANALYSIS

DATA ANALYSIS

A. Data Analysis of Pre-test

1. The Students' Content Score of Pre-test (X_1)

Code	Content		Σ	X	Classification
	Unity	Completeness			
S1	16	16	32	16	Very Poor
S2	16	17	33	16.5	Very Poor
S3	16	18	34	17	Poor
S4	17	17	34	17	Poor
S5	17	16	33	16.5	Very Poor
S6	17	16	33	16.5	Very Poor
S7	16	17	33	16.5	Very Poor
S8	18	19	37	18.5	Poor
S9	20	19	39	19.5	Fair
S10	16	16	32	16	Very Poor
S11	17	17	34	17	Poor
S12	20	19	39	19.5	Fair
S13	19	19	38	19	Fair
S14	20	19	39	19.5	Fair
S15	18	17	35	17.5	Poor
S16	17	16	33	16.5	Very Poor
S17	17	17	34	14	Very Poor
S18	17	16	33	16.5	Very Poor
S19	16	16	32	16	Very Poor
S20	21	20	41	20.5	Fair
S21	20	19	39	19.5	Fair
S22	20	19	39	19.5	Fair
S23	17	17	34	17	Poor
S24	16	17	33	16.5	Very Poor
S25	19	19	38	19	Fair
S26	22	22	44	22	Good
S27	17	17	34	17	Poor
S28	17	16	33	16.5	Very Poor
S29	15	17	32	16	Very Poor
S30	16	17	33	16.5	Very Poor
ΣX	530	527	1057	528.5	
X_1	17.66	17.56		17.61	

2. The Students' Organization Score of Pre-test (X_1)

Code	Organization		Σ	X	Classification
	Coherence	Spatial Order			
S1	9	10	19	9.5	Very Poor
S2	9	9	18	9	Very Poor
S3	9	8	17	8.5	Very Poor
S4	10	9	19	9.5	Very Poor
S5	10	10	20	10	Poor
S6	8	8	16	8	Very Poor
S7	9	8	17	8.5	Very Poor
S8	15	16	31	15.5	Good
S9	15	14	29	14.5	Good
S10	11	9	20	10	Poor
S11	8	8	16	8	Very Poor
S12	12	12	24	12	Fair
S13	12	14	26	13	Fair
S14	13	13	26	13	Fair
S15	8	9	17	8.5	Very Poor
S16	9	8	17	8.5	Very Poor
S17	10	10	20	10	Poor
S18	9	9	18	8	Very Poor
S19	10	9	19	9.5	Very Poor
S20	14	15	29	14.5	Good
S21	13	12	25	12.5	Fair
S22	11	10	21	10.5	Poor
S23	13	13	26	13	Fair
S24	11	11	23	11.5	Poor
S25	9	8	17	8.5	Very Poor
S26	14	13	27	13.5	Good
S27	13	11	23	11.5	Poor
S28	9	9	18	9	Very Poor
S29	9	8	17	8.5	Very Poor
S30	8	8	16	8	Very Poor
ΣX	320	311	630	323	
X_1	10.66	10.36		10.76	

B. Data Analysis of Post-Test (X_2)

1. The Students' Content Score of Post-test (X_2)

Code	Content		Σ	X	Classification
	Unity	Completeness			
S1	23	22	45	22.5	Good
S2	21	22	43	21.5	Good
S3	24	24	48	24	Good
S4	21	20	41	20.5	Good
S5	23	22	45	22.5	Good
S6	26	25	51	25.5	Good
S7	26	25	51	25.5	Good
S8	28	27	55	27.5	Very Good
S9	26	25	51	25.5	Good
S10	23	22	45	22.5	Good
S11	24	25	49	24.5	Good
S12	27	26	53	26.5	Good
S13	28	28	56	28	Very Good
S14	28	29	57	28.5	Very Good
S15	25	25	50	25	Good
S16	27	28	55	27.5	Very Good
S17	27	28	55	27.5	Very Good
S18	28	28	56	28	Very Good
S19	22	22	44	22	Good
S20	28	28	56	28	Very Good
S21	26	28	54	27	Very Good
S22	27	25	52	26	Good
S23	24	28	52	26	Good
S24	23	26	49	24.5	Good
S25	23	19	42	21	Good
S26	28	27	55	27.5	Very Good
S27	27	25	52	26	Good
S28	24	23	47	23.5	Good
S29	27	26	53	26.5	Good
S30	27	25	52	26	Good
ΣX	761	753	1.514	757	
X_2	25.33	25.1		25.23	

2. The Student's Organization Score of Post-test (X_2)

Code	Organization		Σ	X	Classification
	Coherence	Spatial Order			
S1	14	16	30	15	Good
S2	17	17	34	17	Good
S3	14	15	29	14.5	Good
S4	14	13	27	13.5	Good
S5	19	18	37	18.5	Very Good
S6	19	18	37	18.5	Very Good
S7	14	14	28	14	Good
S8	19	18	37	18.5	Very Good
S9	16	17	33	16.5	Good
S10	14	15	29	14.5	Good
S11	17	17	34	17	Good
S12	17	15	32	16	Good
S13	14	14	28	14	Good
S14	19	17	36	18	Very Good
S15	13	15	28	14	Good
S16	16	16	32	16	Good
S17	16	17	33	16.5	Good
S18	14	15	29	14.5	Good
S19	16	15	31	15.5	Good
S20	17	17	34	17	Good
S21	15	14	29	14.5	Good
S22	19	17	36	18	Very Good
S23	17	17	34	17	Good
S24	18	16	34	17	Good
S25	15	16	31	15.5	Good
S26	19	18	37	18.5	Very Good
S27	19	17	36	18	Very Good
S28	14	13	27	13.5	Good
S29	18	16	34	17	Good
S30	16	15	31	15.5	Good
ΣX	489	478	967	483.5	
X_2	16.3	15.93		16.11	

C. The Students' Achievement

1. The Students' Content Score of Pre-Test (x_1), Post-Test (x_2), Gain (D), and Square of the Gain (D^2)

Code	Unity				Completeness			
	Pre-test X_1	Post-test X_2	D (X_2-X_1)	D^2	Pre-test X_1	Post-test X_2	D (X_2-X_1)	D^2
S1	16	23	7	49	16	22	6	36
S2	16	21	5	25	17	22	5	25
S3	16	24	8	64	18	24	6	36
S4	17	21	4	16	17	20	3	9
S5	17	23	6	36	16	22	6	36
S6	17	26	9	81	16	25	9	81
S7	16	26	10	100	17	25	8	64
S8	18	28	10	100	19	27	8	64
S9	20	26	6	36	19	25	6	36
S10	16	23	7	49	16	22	6	36
S11	17	24	7	49	17	25	8	64
S12	20	27	7	49	19	26	7	49
S13	19	28	9	81	19	28	9	81
S14	20	28	8	64	19	29	10	100
S15	18	25	7	49	17	25	8	64
S16	17	27	10	100	16	28	12	144
S17	17	27	10	100	17	28	11	121
S18	17	28	11	121	16	28	12	144
S19	16	22	6	36	16	22	6	36
S20	21	28	7	49	20	28	8	64
S21	20	26	6	36	19	28	9	81
S22	20	27	7	49	19	25	6	36
S23	17	24	7	49	17	28	11	121
S24	16	23	7	49	17	26	9	81
S25	19	23	4	16	19	19	0	0
S26	22	28	6	36	22	27	5	25
S27	17	27	10	100	17	25	8	64
S28	17	24	7	49	16	23	7	49
S29	15	27	12	144	17	26	9	81
S30	16	27	11	121	17	25	8	64
Total	$\sum X_1=$ 530	$\sum X_2=$ 761	$\sum D=$ 231	$\sum D^2=$ 1.903	$\sum X_1=$ 527	$\sum X_2=$ 753	$\sum D=$ 226	$\sum D^2=$ 1.892

a. Mean score of students' pre-test in unity

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{530}{30}$$

$$\bar{X}_1 = 17.56 \text{ (Poor)}$$

b. Mean score of students' post-test in unity

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{761}{30}$$

$$\bar{X}_2 = 25.33 \text{ (Good)}$$

c. The improvement of students' score in unity

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$= \frac{761 - 530}{530} \times 100\%$$

$$= \frac{231}{530} \times 100\%$$

$$= \frac{23100}{530}$$

$$= 43.5 \%$$

d. Calculating the T-test Value

$$\bar{D} = \frac{\sum D}{N} = \frac{231}{30} = 7.7$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$= \frac{7.7}{\sqrt{\frac{1903 - \frac{(231)^2}{30}}{30(30-1)}}$$

$$= \frac{7.7}{\sqrt{\frac{1903 - \frac{53361}{30}}{30(29)}}$$

$$= \frac{7.7}{\sqrt{\frac{15052 - 1778.7}{870}}}$$

$$= \frac{7.7}{\sqrt{\frac{124.3}{870}}}$$

$$= \frac{77}{014}$$

$$= \frac{7.7}{037}$$

$$t = 20.81$$

e. Mean score of students' pre-test in completeness

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{527}{30}$$

$$\bar{X}_1 = 17.56 \text{ (Poor)}$$

f. Mean score of students' post-test in completeness

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{753}{30}$$

$$\bar{X}_2 = 25.1 \text{ (Good)}$$

g. The improvement of students' score in completeness

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{753 - 527}{527} \times 100\%$$

$$= \frac{226}{527} \times 100\%$$

$$= \frac{22600}{527}$$

$$= 42.8 \%$$

h. Calculating the T-test Value

$$\bar{D} = \frac{\sum D}{N} = \frac{226}{30} = 7.53$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{T(N-1)}}}$$

$$= \frac{7.53}{\sqrt{\frac{1892 - \frac{(226)^2}{30}}{30(30-1)}}}$$

$$= \frac{7.53}{\sqrt{\frac{1892 - \frac{51076}{30}}{30(29)}}}$$

$$= \frac{7.53}{\sqrt{\frac{1892 - 1702.5}{870}}}$$

$$= \frac{7.53}{\sqrt{\frac{189.5}{870}}}$$

$$= \frac{7.53}{0.21}$$

$$= \frac{753}{046}$$

$$t=16.36$$

2. The Students' Organization Score of Pre-Test(x₁), Post-Test(x₂), Gain(D), and Square of the Gain(D²)

Code	Coherence				Spatial order			
	Pre-test X ₁	Post-test X ₂	D (X ₂ -X ₁)	D ²	Pre-test X ₁	Post-test X ₂	D (X ₂ -X ₁)	D ²
S1	9	14	5	25	10	16	6	36
S2	9	17	8	64	9	17	8	64
S3	9	14	5	25	8	15	7	49
S4	10	14	4	16	9	13	4	16
S5	10	19	9	81	10	18	8	64
S6	8	19	11	121	8	18	10	100
S7	9	14	5	25	8	14	6	36
S8	15	19	4	16	16	18	2	4
S9	15	16	1	1	14	17	3	9
S10	11	14	3	9	9	15	6	36
S11	8	17	9	81	8	17	9	81
S12	12	17	5	25	12	15	3	9
S13	12	14	2	4	14	14	0	0
S14	13	19	6	36	13	17	4	16
S15	8	13	5	25	9	15	6	36
S16	9	16	7	49	8	16	8	64

S17	10	16	6	36	10	17	7	49
S18	9	14	5	25	9	15	6	36
S19	10	16	6	36	9	15	6	36
S20	14	17	3	9	15	17	2	4
S21	13	15	2	4	12	14	2	4
S22	11	19	8	64	10	17	7	49
S23	13	17	4	16	13	17	4	17
S24	11	18	7	49	11	16	5	25
S25	9	15	6	36	8	16	8	64
S26	14	19	5	25	13	18	5	25
S27	13	19	6	36	11	17	6	36
S28	9	14	5	25	9	13	4	16
S29	9	18	9	81	8	16	8	64
S30	8	16	8	64	8	15	7	49
Total	$\Sigma X_1=$ 320	$\Sigma X_2=489$	$\Sigma D=$ 169	$\Sigma D^2=$ 1.109	$\Sigma X_1=$ 311	$\Sigma X_2=478$	$\Sigma D=$ 167	$\Sigma D^2=$ 1.094

a. Mean score of students' pre-test in coherence

$$\bar{X}_1 = \frac{\Sigma X_1}{N}$$

$$\bar{X}_1 = \frac{320}{30}$$

$$\bar{X}_1 = 10.56 \text{ (Poor)}$$

b. Mean score of students' post-test in coherence

$$\bar{X}_2 = \frac{\Sigma X_2}{N}$$

$$\bar{X}_2 = \frac{489}{30}$$

$$\bar{X}_2 = 16.3 \text{ (Good)}$$

c. The improvement of students' score in coherence

$$P = \frac{\lambda_2 - X_1}{\lambda_1} \times 100\%$$

$$= \frac{109 - 320}{320} \times 100\%$$

$$= \frac{169}{320} \times 100\%$$

$$= \frac{16900}{320}$$

$$= 52.8 \%$$

d. Calculating the T-test Value

$$\bar{D} = \frac{\sum D}{N} = \frac{169}{30} = 5.63$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$= \frac{5.63}{\sqrt{\frac{1109 - \frac{(169)^2}{30}}{30(30-1)}}$$

$$= \frac{5.63}{\sqrt{\frac{1109 - \frac{28561}{30}}{30(29)}}$$

$$= \frac{5.63}{\sqrt{\frac{1109 - 952.03}{870}}}$$

$$= \frac{5.63}{\sqrt{\frac{156.97}{870}}}$$

$$= \frac{5.63}{\sqrt{0.18}}$$

$$= \frac{563}{042}$$

$$t = 13.40$$

e. Mean score of students' pre-test in spatial order

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{311}{30}$$

$$\bar{X}_1 = 10.36 \text{ (Poor)}$$

f. Mean score of students' post-test in spatial order

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{478}{30}$$

$$\bar{X}_2 = 15.93 \text{ (Good)}$$

g. The improvement of students' score in spatial order

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{478 - 311}{311} \times 100\%$$

$$= \frac{167}{311} \times 100\%$$

$$= \frac{16700}{311}$$

$$= 53.6 \%$$

h. Calculating the T-test Value

$$\bar{D} = \frac{\sum D}{N} = \frac{167}{30} = 5.56$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$= \frac{5.56}{\sqrt{\frac{1094 - \frac{(167)^2}{30}}{30(30-1)}}$$

$$= \frac{5.56}{\sqrt{\frac{1094 - \frac{27889}{30}}{30(29)}}$$

$$= \frac{5.56}{\sqrt{\frac{1094 - 929.63}{870}}}$$

$$= \frac{5.56}{\sqrt{\frac{164.37}{870}}}$$

$$= \frac{5.56}{\sqrt{0.18}}$$

$$= \frac{556}{043}$$

$$t = 12.9$$

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df)=N-1, df= 30-1,df=29. So, t-value = 2.04523, it can be seen in distribution of t-table below

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256

38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

(Subana, et al, 2005: 206)

APPENDIX B: INSTRUMENT PRE-TEST&POST-TEST

INSTRUMENT (PRE-TEST)

Name : _____

Reg. number : _____

Class : _____

Instruction:

Write a recount text about one of these topics bellow:

1. Holiday
2. Beautiful place
3. Unforgettable moment
4. Dreams
5. Close friend

INSTRUMENT (POST-TEST)

Name : _____

Reg. number : _____

Class : _____

Instruction:

Write a recount text about one of these topics bellow:

1. Family
2. An accident
3. Favorite subject
4. Horrible experience
5. Travelling

APPENDIX C: TEACHING MATERIAL

TEACHING MATERIAL

RECOUNT TEXT

1. Definition of Recount Text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

2. The Generic Structure of Recount Text

Generic structures are the special characteristic of language in the text.

The generic structures of recount text are as follow:

- a. Orientation: An introduction that provides the setting and introduce participant; tells who was involved, what happened, where the events took place, and when it happened.
- b. Events: Telling the event in a sequence (event 1, 2, 3 and so on).
- c. Reorientation: Optional-closure of events/ending (containing conclusion of the story).

3. The Language Feature of Recount Text

Language Feature of Recount

- a. Introducing personal participant; I, my group, etc.
- b. Using chronological connection; then, first, etc.
- c. Using linking verb; was, were, saw, heard, etc.

- d. Using action verb; look, go, change, etc.
- e. Using simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- f. Using temporal sequence; On Saturday, On Monday, On Sunday etc.

4. Types of Recount Text

- a. Personal recount : retelling of an activity that the writer/speaker has been personally involved in, such as: biography, autobiography
- b. Factual recount : recording the particulars of an accident, such as : report of a scientific experiment, police report , news report, historical account
- c. Imaginative recount : talking on an imaginary role and giving detail of events.

d. Example and Structures of the Text

Vacation to the Beach



Orientation:

Last week, I and my friends went to the beach after school. We used public transportation. We reached the beach at 4 p.m. The beach was beautiful and clean.

Events:

At the beach, it was fun. We played football in the coast line. After that, we built a castle from sand. In the night, we made bonfire together. We roasted fishes and squites then we ate them. In the midnight, it was time to share our scary stories. One by one, we told our story.

Reorientation:

At the morning, we went home. It was a moment i never forgot.

My experience met with taufik hidayat**Orientation:**

Last sunday, there was Thomas cup badminton championship between Indonesia and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my Brother, Andi.

Events:

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we

wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because He was my old friend when I was senior high school, he was Andre. After that, he let me in, finally i could meet Taufik Hidayat and got his signature.

Reorientation:

Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporter was very crowded. They shouted “IN-DO-NE-SI-A” during the match.

APPENDIX D: LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMAN 19 Gowa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X1/1 (ganjil)
Alokasi Waktu	: 4 x 45 menit (2x Pertemuan)
Aspek/skill	: Writing

A. Kompetensi Inti

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.14 Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian Kompetensi

- 3.9.1 Mengidentifikasi makna dalam teks *recount* sederhana tentang pengalaman/kejadian/peristiwa.
- 4.14.1 Membuat karangan berbentuk teks *recount* dengan menggunakan tata bahasa, kosa kata yang beragam dalam menuliskan teks *recount* sesuai konteks dengan memperhatikan organization dan content sebuah paragraph *recount* teks.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Mengidentifikasi makna dalam teks *recount* sederhana tentang pengalaman/kejadian/peristiwa.
- Menuliskan teks *recount* dengan menggunakan struktur teks, dan unsure kebahasaan yang benar sesuai dengan konteks.

E. Materi Pembelajaran

Teks recount lisan dan tulis sederhana, tentang pengalaman/kejadian/peristiwa

F. Metode Pembelajaran

Pendekatan : Cooperative Learning

Metode/strategy : Mind Mapping Method.

G. Media dan Sumber Pembelajaran:

Media : Kertas, spidol warna.

Sumber Belajar : buku paket SMA kelas X yang relevan dan internet.

H. Langkah-langkah Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ol style="list-style-type: none">Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>)Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>)Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu tentang <i>recount text</i>.Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.Guru menjelaskan metode Mind Mapping yang akan digunakan dalam proses belajar.	10 Menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none">Siswa menyimak contoh teks recount.Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya. <p>Mempertanyakan</p> <p>Siswa mempertanyakan gagasan pokok,</p>	10 Menit 5 Menit

	<p>informasi rinci dan informasi tertentu dari teks recount.</p> <p>Mengeksplorasi Siswa belajar menentukan informasi rinci dan informasi tertentu dari teks recount.</p> <p>Mengasosiasi</p> <ol style="list-style-type: none"> Siswa menganalisis teks recount tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa mendiskusikan informasi rinci dan informasi tertentu dari teks. Siswa memperoleh penjelasan dari guru mengenai unsur-unsur yang ada dalam teks recount tersebut. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> Guru membagi siswa menjadi 7 kelompok. Guru menunjukkan contoh teks recount dan menjelaskan langkah- langkah dalam membuat teks recount dengan generic structure yang benar. Guru menyiapkan 3 topik/tema berbeda tentang teks recount yang familiar bagi siswa. Berkelompok, siswa membuat Mind Map ping dari kata kunci yang telah didiskusikan dengan kelompoknya tentang topik yang dipilih. Tiap-tiap kelompok terlebih dahulu diminta untuk menafsirkan dan menggambarkan rangkaian kejadian sesuai dengan konteks kemudian menulis ide apa saja yang mereka pikirkan. Siswa membuat karangan berbentuk recount text berdasarkan topik yang dipilih dari hasil diskusi kelompoknya. Guru memberikan koreksi terhadap kesalahan siswa dalam membuat karangan berbentuk teks recount dan kesimpulannya. 	<p>10 Menit</p> <p>10 Menit</p> <p>40 Menit</p>
Penutup	<ol style="list-style-type: none"> Guru memberikan umpan balik pembelajaran yang telah dilakukan. Guru bersama siswa menyimpulkan materi pembelajaran. Guru dan siswa berdoa bersama dan mengucapkan salam penutup. 	5 Menit

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I. Penilaian

1. Teknik Penilaian: Written Test

2. Instrumen Penilaian

a. Content

Content	
30 – 27	Excelent to very good: knowledgeable – substantive – etc.
26 - 22	Good to average: some knowledge of subject – adequate range – etc.
21 - 17	Fair to poor: limited knowledge of subject – little substance – etc.
16 – 13	Very poor: does not show knowledge of subject – non substantive – etc.

b. Organization

Organization	
20 – 18	Excelent to very good: fluent expression – ideas clearly stated – etc.
17 - 14	Good to average: somewhat choppy – loosely organized but main ideas stand out – etc.
13 - 10	Fair to poor: non fluent – ideas confused or disconnected – etc.
9 – 7	Very poor: does not communicate – no organization – etc.

Makassar, 2017

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Peneliti

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(Erma Sulistianingsih)
NIM: 10535 5430 13

DOKUMENTASI





CURRICULUM VITAE



Erma Sulistianingsih was born on April 25th, 1994 in Solo. She is the 1th child from three brothers from the marriage of her parents Ansori and Susemi. She started her education, first was in kindergarten at TK DarmaWanita and graduated in 2000. Then she continued in elementary school at SDN 203 Bongkamanu and she graduated in 2006. The next in the same year the writer registered as a student in SMPN 1 Angkona and graduated in 2009. Then the writer registered in senior high school, SMAN 1 Angkona and graduated in 2012. Then, in 2013 she entered to the English Education Department at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with title: **The Use of Mind Mapping Method to Enhance the Students' Writing Skill (A Pre-Experimental Research at the Eleventh Grade Students of SMAN 19 Gowa).**