



The Use of Mind Mapping in Increasing the Eleventh Grade Students' Ability in Writing Analytical Expositions Text of MAN 2 Payakumbuh

Hesty Rahmadhani¹ and Carbiriena solusia²

¹²Universitas Negeri Padang

Email : hestyrhmdhn21@gmail.com

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Abstract

This study focuses on students ability in writing analytical exposition text in eleventh grade students of man 2 Payakumbuh. The purpose of this study is to see the students ability in writing analytical exposition text before using mind mapping technique. The researcher use quantitative technique by taking experiment method. The population of this research is all of the students of eleventh grade man 2 Payakumbuh registered in the 2023/2024 academic year with total 350 students in twelve classes. The sample of this reserach is the students of F2 as experimental group with 31 students and F4 as a control group with 31 students. This study used assessment rubic adapted from the Hamp-lyons theory.the result of this study shows that mind mapping technique is effectivein increasing students ability in writing analytical exposition text of students in Man 2 Payakumbuh..

Keywords:

Mind mapping technique, writing ability, analytical exposition text.

INTRODUCTION

In studying English we need to have good ability in writing, speaking, reading and listening. Safa (2013) statement that writing skill is important, an exhausted skill and has role in determining students' academic successful. This is in line with Huy (2015) in her research say that the importance of studying English not because it is an academic skills but also essential skills for pursuing career in any aspect. Having a good writing skill is important to student, because there are many aspects in global literature. Global literature means that literary works that have been created, distributed and circulated outside of the country itself. Some other common features of global literature are folklore, legends, fable and mythology. Based on the curriculum 2013, English is text-based subject which means students must be able to understand and produce many kinds of text. That is why writing skill is important to be mastered by students.

In MAN 2 Payakumbuh, students' writing ability is still low. Researcher has conducted some interviews with the students of eleventh grade in MAN 2

Payakumbuh and they mentioned that there were several problems they faced in writing. First, students think writing is a difficult skill so they did not have motivation and feel lazy to write. Second, students found difficulties to put idea into writing because the lack of knowledge. Third, students writing still have many incorrect grammatical forms. Fourth, teacher used conventional technique while they are teaching in class, it made students not exited in learning. Fifth, the lack of vocabularies that students had makes writing process difficult because they could not express the idea into the paper. Sixth, when the teacher gave writing task, most of the students copied the text from the internet. Hence, students did not understand what they were writing.

RESEARCH METHOD

In this study, researcher conduct a quantitative research. This research use nominal to get the result that is the score of students writing analytical exposition text skills before and after use mind mapping techniques. The score will get after they do a test in writing analytical exposition text. Arikunto (2013) said that quantitative research is using number in collecting data, interpretation data, and appearance of the results.

The method use in this research is experiment. This method use to know the effect of mind mapping technique in writing analytical exposition text of students of grade XI Man 2 Payakumbuh.

RESULT AND DISCUSSION

Research Finding

1. The score of the control group for the pre-test and post test

SCORE	CRITERIA	Pre test		Post test	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
86-100	Very good	0	0 %	2	6 %
76-85	Good	0	0 %	3	9 %
51-75	Adequate	7	22 %	16	50 %
10-50	Poor	25	78 %	11	35 %
	total	32	100 %	32	100 %

The table shows that almost all of the students in the control group of pretest get a poor category in writing analytical exposition text. There are 25 (78%) students get a score range 10-50 in poor category, 7 (22%) students get a score range 51-75 for adequate category. In conclusion the general quality of the students writing belong to poor category. In the posttest shows that the students get a score range 10-60 decrease to be 11(35%) students in poor category, 16 (50%) students get a score range 61-75 in adequate category, 3(9%) students get a score range 76-85 in good category, and 2(6%) students get a score range 86-100 in very good category.

2. The score of the experiment group for the pre-test and posttest

SCORE	CRITERIA	Pre test		Post test	
		FREQUENCY	PERCENTAGE	FREQUENC Y	PERCENTAG E
86-100	Very good	0	0 %	9	28 %
76-85	Good	0	0 %	6	19 %
51-75	Adequate	12	38 %	16	50 %
10-50	Poor	20	62 %	1	3 %
		32	100 %	32	100 %

Based on the data above the pre test of students writing analytical exposition text shows that 20(62%) get score range 10-50 in poor category, 12 (38%) students get a score range 51-75 in adequate category. While in posttest 1 (3%) students get a score range 10-50 in poor category, 16 (50%) students get a score range 51-75 in adequate category, 6 (19%) students get a score range 76-85 in good category, 9 (28%) students get a score range 86-100 in very good category.

Discussions

Findings in this research is there is a significant different on writing skills analytical exposition text of eleventh grade students of man 2 payakumbuh. During the process of learning, the students do the pretest before the treatment in the class. It shows that the students ability in writing analytical exposition text is generally poor category in their pre test both in experimental group and control group. In the experimental group, the researcher using mind mapping technique in teaching analytical exposition text, this is in line with Silberman (2009) statement that mind mapping is creative way to generate idea or plan into note which mean mind mapping technique is relate to the topic for the students in eleventh grade, writing analytical exposition text. Due to the learning process, the students become an active learner because they imagine and develop their idea into mind mapping. Mind mapping technique also helped the students in experiment group increase their ability in writing analytical exposition text.

Based on the data analysis and discussion above, the researcher conclude that the mind mapping technique is effectively increase students ability in writing analytical exposition text of eleventh grade students of man 2 payakumbuh. There is a significant difference between the students of eleventh grade in increasing writing skill between those who are taught using mind mapping technique and those who are taught without mind mapping technique

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