

**IMPROVING STUDENTS' WRITING SKILLS OF ANALYTICAL
EXPOSITION TEXTS THROUGH MIND MAPPING STRATEGY AT
THE SECOND GRADE OF SMAN 9 BANDAR LAMPUNG**

(A Script)

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ABSTRACT

IMPROVING STUDENTS' WRITING SKILLS OF ANALYTICAL EXPOSITION TEXTS THROUGH MIND MAPPING STRATEGY AT THE SECOND GRADE OF SMAN 9 BANDAR LAMPUNG

Indah Puspita S.

Learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that is very complex and difficult to learn. Majority of students of senior high school did not develop their ideas in a paragraph writing well especially in analytical exposition writing text. With reference to this background, the study was intended to promote mind mapping as a strategy of teaching analytical exposition text writing skill.

The aim of this study was to find out the effect of mind mapping on students' writing analytical exposition text achievement at the second grade of SMAN 9 Bandar Lampung. This research was quantitative research with the experimental design. The sample was XI IPA 2 chosen randomly by using lottery. The data were in forms of scores which were taken from the pretest and the posttest and were analyzed by using Repeated Measure t-test.

The result of the research showed that there was a statistically significant effect of mind mapping on students' analytical exposition text writing skill ($0.00 < 0.05$) with the significant level 0.05 from pretest to posttest after they were taught through mind mapping strategy. Mind Mapping helped the students to associate ideas, thought creatively, and made connection in sentence. This suggests that mind mapping can be used as a strategy to improve the students' writing achievement.

Keywords: writing, analytical exposition, mind mapping

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EXPOSITION TEXTS THROUGH MIND MAPPING STRATEGY AT
THE SECOND GRADE OF SMAN 9 BANDAR LAMPUNG**

By
Indah Puspita S.

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in
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The Language and Arts Education Department of
Teacher Training and Education Faculty



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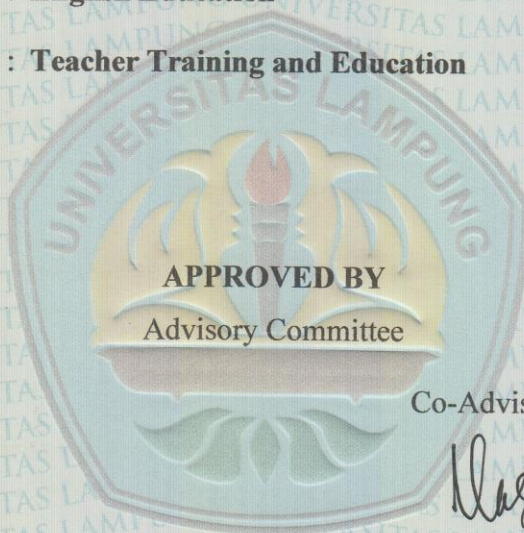
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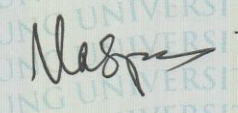
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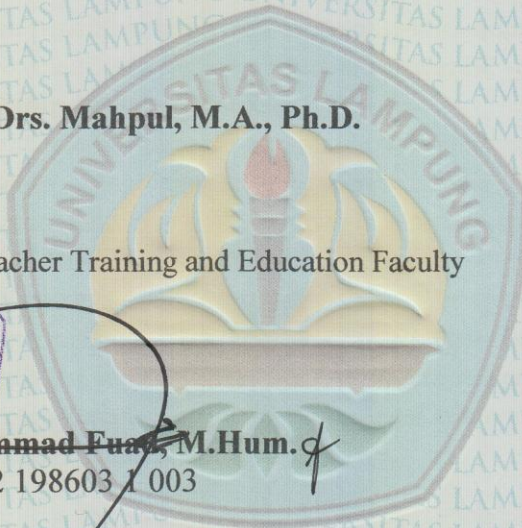


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CURRICULUM VITAE

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DEDICATION

This script is fully dedicated to:

- ❖ Alm. Letkol Bontor Sitompul and Irma Suryani Simanjuntak
- ❖ My Beloved Sister and Brother, Taty Tamariska Sitompul and Eros Paniroi
Sitompul
- ❖ My Baby Nephew, Eithan Yoel Sotarduga Samosir
 - ❖ English Department 2012
 - ❖ My Almamater, University of Lampung

MOTTO

“He has made everything beautiful in its time, He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end.”

Ecclesiastes 3:11

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Bandar Lampung, December 2016
The writer,

Indah Puspita S.

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I. INTRODUCTION

This chapter focuses on the problem of this research. It consists of background, research question, objective, uses, scope, and definition of term that are used in this research.

1.1. Background

In basic competence of 2013 Curriculum for senior high school, writing is one of the language skills that should be mastered in studying English besides listening, speaking and reading. Writing skill is the most complex language skill to master because writing skill involved knowledge of sentence structure, diction, organization of ideas and mechanics.

Based on 2013 Curriculum for senior high school, the students must be able to communicate in oral and written text, mainly in the narrative, recount, explanation, discussion, commentary and review by stressing on the interpersonal complex meaning and variety of textual meaning. Raimes (1987:76) says that writing is a skill in which we express the ideas, feelings and thought arranged in words, sentences and paragraphs using eyes, brain and hand. But in fact, most of students complain that they do not even know how to write and they cannot link the sentence into coherent ideas. Furthermore, most of students know or have ideas to write but they do not know how to put it into the words. It means that most of students still have difficulties to express their idea in a written forms, especially in paragraph writing. The prove was taken from researcher's teaching practice program experience at senior high school 2 Ulubelu in 2015. It was found

that most of students complained that they did not know how to write their ideas in paragraph. For example, they could not write a paragraph coherently and cohesively when they were given a topic. They have difficulties to connect the sentence to the other sentence and also they still lack of vocabulary.

Writing skill is also very important for students to learn since it is one of productive skills, which is frequently used to convey the ideas to communicate with others. Students are expected to be able to express their ideas in written form, especially in form of effective passage or text. Since writing analytical exposition text is included in the 2013 Curriculum for senior high school, all the second grade students of the senior high school must accomplish it well. However many students still lack of vocabularies, it can be seen when the teachers ask them in English and they do not understand and still confused.

To improve students' writing skill in analytical exposition text writing, this study will apply mind mapping strategy to help students in their writing. In relation to those problems, mind mapping is naturally one of the strategy in teaching the target language. In other words, it helps the students to associate ideas, think creatively, and make connection in sentence (Buzan, 2007:27). As Buzan asserts that mind mapping works well as the visual design enables in students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed as well. Apparently, mind mapping strategy can be used to explore almost any topics in writing and also used in analytical exposition, for example: phenomena that occurred in environment, modern technology and so on.

To strengthen this research, the researcher provides three previous studies that are related to this research. Purnomo (2014) conducted a research in MTs Muhammadiyah 1 Cekelan in second grade to find out the improvement of

descriptive writing skill through mind-mapping technique. The finding showed that mind mapping improved students' descriptive writing. As a result, the researcher of this research will try to apply mind mapping strategy in writing analytical exposition text.

Another previous study by Nugrahini (2012), who has done observation in Writing Class At STKIP PGRI Tulungagung In Academic Year 2012/2013. The research was about how mind mapping improve students' writing ability of descriptive paragraph in writing class at STKIP PGRI Tulungagung in academic year 2012/2013. Based on the result of her research, it can be concluded that the use of mind mapping technique improved the students writing ability at university level. Since the previous research has taken in university level, the researcher will try to conduct further research in senior high school level.

Mind mapping will be implemented in teaching writing to the eleventh grade students since the eleventh grade students are learned by many kinds of genre. This study will take analytical exposition text to be applied to mind mapping. By using mind mapping, the students will easier to organize and generate their ideas for four english skills, especially writing. In Novilasari (2014), there were studies which conducted by Nadifah (2007) which analyses mind mapping as a technique to teach speaking and Musdalifah (2008) which uses mind mapping to read report text. Mind mapping not only to help them well organized and generate their ideas, but also to help their brain more concentrate to structure and arrange the ideas into cohesive and coherent paragraph. Another reason why the researcher chooses analytical exposition is a text that elaborates the student's idea about the phenomenon surrounding, while mind mapping is a technique of arranging and exploring ideas. By using mind mapping to analytical exposition, the students are directed to persuade by presenting argument in details systematically.

Those previous studies above show that the students had difficulties in choosing best words, developing ideas, organizing grammar, and using appropriate verbs. To solve those problems, Purnomo (2014), Nugrahini (2012) and Novilasari (2014), implemented mind mapping technique. In short, those previous studies also show that mind mapping technique is effective in improving junior high school students' writing ability in descriptive text, students' writing ability in university level and also students' speaking and reading ability. To justify the research question of this research, the researcher uses those previous studies as turning point for a better research. The first difference between this research and those previous studies lies on focus. Based on the statements above, the researcher is interested in investigating the study to promote mind mapping as a strategy of teaching writing aimed at improving students' achievement in writing analytical exposition text at the second grade students of SMAN 9 Bandar Lampung.

1.2. Research Question

Related to the limitation of the problems stated before, the research questions formulated:

What is the effect of mind mapping strategy on the students' analytical exposition text writing skill by the second grade of SMAN 9 Bandar Lampung?

1.3.Objective

Related to the background stated before, the researcher tries to formulate the objectives are to find out the effect of mind mapping strategy in improve the students's writing skill, especially in analytical exposition text and whether mind mapping strategy can effectively be used to improve students' writing skill,

especially in analytical exposition text at the second grade of SMAN 9 Bandar Lampung.

1.4. Uses

The findings of this research might be beneficial both theoretically and practically.

1. Theoretically, the result may be used to support the existing theory on the teaching of English as a Foreign Language.
2. Practically, the findings of this study are expected to give some advantages for the students, the teacher, the researcher and other researchers.
 - a. For the students, they will know how to learn writing by the implementation of mind mapping strategy in classroom.
 - b. For the teacher, they will have a consideration in terms of teaching mind mapping strategy in classroom.
 - c. For the researcher, by doing this research the writer hopes that she may study and get more information to identify the problems in mastering vocabulary and speaking comprehension. Beside that the researcher may get new experience and knowledge for the future of her life.

1.5. Scope

This research was intended to investigate the effect of mind mapping strategy towards students' writing skill achievement at the second grade students of Senior High School. This class has chosen because the students have already studied vocabulary, grammar, structure, and writing in the previous semester according to curriculum of senior high school. In this case, mind mapping strategy would be investigated deeper to find out whether the seven steps of making mind mapping work well or not meanwhile in the students' writing skill, the focus of this research is on improving students' writing aspects in term of content,

organization, vocabulary, grammar and mechanics. To collect the data, the researcher used writing test. The writing test was conducted as an instrument to measure the students' writing skill. The students' achievement of writing skill was evaluated in relation to the terms of content, organization, vocabulary, grammar and mechanics.

1.6. Definition of Term

In order to avoid misunderstanding, some terms used in this research were defined as follow:

1. Writing is a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system. (Florian, 1999:560)
2. Mind mapping is a diagram used to represent concepts, ideas, tasks or other items linked to a central theme. The concept of the modern mind mapping is developed by Tony Buzan, a British psychologist and businessman, who argues that the radial structure of mind mapping, reinforced by the use of lines, symbols, word, color, and images, is much more in line with the brain natural way of processing information than the traditional linear approach.
3. Influence is a natural process that can cause a significant difference in the students' language achievement after implementing a strategy in teaching learning process.
4. Analytical Exposition is a type of English text to persuade the reader or listener that there is something that, certainly, needs to get attention.

This chapter has discussed about background, research question, objective, uses, scope and definition of term.

II. LITERATURE REVIEW

This chapter consist of writing skill, teaching writing, analytical exposition text, mind mapping, teaching writing analytical exposition text through mind mapping strategy, procedure of teaching writing analytical exposition text through mind mapping strategy, the advantages and disadvantages of mind mapping, theoretical assumption and hypothesis.

2.1. Writing Skill

Writing is one of the language skills which important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn.

In Word reference (2010), Writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.

Jim A.P in Fitriani (2009/2010), explains that writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas

and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter.

Therefore the researcher conclude that writing is making a hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. A writer has to be able in using written language to give an idea or message.

2.1.1. Aspects of Writing Skill

To have good handwriting, writers can be said successful in their writing contains some aspects of writing according to Jacobs et al (1981: 90), they are classified as follows:

1. *Content* refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
2. *Organization* refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.
3. *Vocabulary* refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.
4. *Grammar / Language Use* refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. *Mechanics* refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

In addition, the following are varied skills necessary for writing good prose as suggested by Heaton (1991: 135):

1. Language use: the ability to write correct and appropriate sentences.
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling.
3. Treatment of content: the ability to think creatively and develop thoughts, including all irrelevant information.
4. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
5. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an activity to select, organize, order the relevant information.

In order to make a good writing composition there are five aspects of writing that should be considered in process of making a good writing composition; content, organization, grammar, vocabulary, and mechanics. In short, we have to know and understand well about how to implement each aspects of writing well.

2.2. Teaching Writing

Teaching writing is intended to develop students' competence in constructing sentences and paragraphs. It is also to train students compose short texts or essay grammatically. The responsibility lies on the teacher's shoulders to enhance their students' abilities to express themselves effectively. Teacher is hoped to guide the students to organize their ideas during the process of writing. Celce-Murcia (2001:

219) states that teachers cannot adequately serve their students armed simply with a general understanding of methods and materials, but teachers need to familiarize themselves. Similarly, Richards and Renandya (2002:350) add that teacher's correction may lead to the students' improvement on writing work and may make writing interesting, challenging, and enjoyable. Responding and giving feedback to the students' writing can be both oral and written form.

Moreover, Nunan (2003:88) delivers an idea that teaching writing is the process of delivering ideas and thoughts into sentences and paragraphs. Thus, teacher is hoped to enable students to organize the ideas, sentences and paragraphs correctly. A writer selects the topic to write, organize the ideas, write a draft, read, and revise it. So, the process of writing needs long time. It means a teacher should let the students to use the time longer in writing a task.

Harmer (2005: 4) suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version. The elements will be described as follows:

1. Planning

Before starting to write or type, they try and decide what it is they going to say. When planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

Refer to the first version of a piece writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process procedure into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final versions

Once writers have edited their draft, making the changes they reader being necessary, they produced their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

It can be said that teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly. In practicing their writing, the students have to follow the steps to make their writing more effective.

2.3. Analytical Exposition Text

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Communicatively, analytical exposition aims to

convince the reader that the topic presented is an important topic to discuss or get attention by providing arguments or opinions that support the main idea or topic. Analytical exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report and so on. Analytical exposition text is popular among science, academic community and educated people.

The generic structure of analytical exposition will be mentioned as follows:

1. Thesis. In thesis, the author introduces ideas about a topic or subject that will be discussed. Thesis is always in the first paragraph of analytical exposition text.
2. Arguments. In this section the author presents arguments or opinions that support the main idea of the author, usually in an analytical exposition text there are more than two arguments. More and more arguments that appear increasingly believe the reader that the topics covered by the authors is a very important topic or need attention
3. Reiteration. This section is the concluding part of an analytical exposition text is always located at the end of the paragraph. Reiteration contains the rewriting or redeployment of the main ideas contained in the first paragraph. Reiteration is also commonly called the conclusion or conclusions and sometimes advice.

2.4. Mind Mapping Strategy

Mind mapping is a highly effective way of getting information in out our brain. It is a creative and logical means of note-taking and note-making that literally “maps out” our ideas. It is the external mirror of radiant thinking facilitated by a powerful graphic process which provides the universal key to unlock the dynamic potential of the brain. Mind mapping method is a new method to record the

operation adapted to the operation of the two sides of the brain (the left brain and right brain).

Originated in the late 1960s by Tony Buzan mind maps are now used by millions of people around the world – from the very young to the very old – whenever they wish to use their minds more effectively. A mind map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, colors and spatial awareness – in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.

Specifically, in Buzan (2009:15-16) he points out that there are seven steps for making mind mapping, namely;

1. Start in the center of a blank page turned sideways.

Starting in the center gives your Brain freedom to spread out in all directions and to express the mind more freely and naturally.

2. Use an image or picture for your central idea.

It is because an image is worth a thousand words and helps you use your Imagination. A central image is more interesting, keeps you focused, helps you concentrate, and gives your brain more of a buzz.

3. Use colors throughout

Colors are as exciting to your Brain as are images. Color adds extra vibrancy and life to your mind map, adds tremendous energy to your creative thinking, and is fun.

4. Connect your main branches into the other branches

It is needed since your brain works by association. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily.

5. Make your branches curved rather than straight-lined

Using straight lines is not only having nothing but also boring to your Brain.

6. Use one key word for every line

Single key words will give your mind map more power and flexibility.

7. Use images throughout

Each image, like the central image, is also worth a thousand words. So if you have only 10 images in your mind map, it's already the equal of 10,000 words of notes.

From the explanation above, the example of mind mapping in writing a paragraph is briefly arranged as follows:



Since the diagram above indicates that clearly mind mapping is like a tree which has several branches, this strategy is more practical and workable teaching strategy, especially in teaching writing skill.

2.5. Teaching Writing Analytical Exposition Text through Mind Mapping Strategy

After implemented a pretest, it is possible to the teacher for reviewing about analytical exposition text in the treatment. Then, the teacher tells the students that they will make an analytical exposition text through mind mapping strategy. It will help the students to encourage their knowledge in paragraph writing.

The teacher takes the topic about the thing that almost of the students has it. The topic is laptop for the students. For the first, the teacher asks if students have laptop themselves, what they usually use it for. After that, the teacher will stick on the picture of laptop in the center of the board and ask the students what they can do with the laptop.

Next, the teacher sticks on two pictures of entertain applications in laptop and people studying with laptop and tells the students that the pictures has similarity in function. Since the pictures have similarity in function, the students conclude their idea and the teacher marks it with the same color (Blue). The blue color applies the main branches.

Then, the teacher takes main branches (entertain applications in laptop and people studying with laptop) and asks the students to develop what does laptop functioning for. While the students develop their idea, the teacher captures their idea and notes it as the sub- main branches and colors them red.

While the process is running, the teacher tells if it is better to make the branches curved rather than straight-lined since straight-lined branches is totally boring. As long as the note is created, the teacher uses single keyword for every main branch and also the sub-main branches.

The map expand, the teacher also adds pictures for each sub-main branches since each image is also worth of a thousand words. Once the students are familiar with the idea of making mind mapping, they should begin their compositions in paragraph writing of an analytical exposition text about laptop for the students by support their arguments based on the mind map they have made. By this, the students can be encouraged to use this skill for further writing activities.

2.6. Procedures Teaching Writing Analytical Exposition Text through Mind Mapping Strategy

Here are the steps that introduce the topic of Laptop using mind mapping according to the steps of mind mapping by Buzan in 2009, the steps will be described as follows:

1. Planning
 - a. The teacher reviews about analytical exposition text in the treatment and tells the students that they will make an analytical exposition text through mind mapping strategy.
 - b. The teacher takes the topic about the thing that almost of the students has it. The topic is laptop for the students. For the first, the teacher asks if students have laptop themselves, what they usually use it for and also stick on the picture of laptop in the central of the board.
 - c. The teacher sticks on two pictures of entertain applications in laptop and people studying with laptop and tells the students that the pictures has similarity in function then let the students conclude by themselves and marks it with blue color as the main branches.
 - d. The teacher takes main branches (entertain applications in laptop and people studying with laptop) and asks the students to develop their ideas what does laptop functioning for then captures it as the sub-main branches with red color.

- e. The teacher tells the students if it is better to make the branches curved rather than straight-lined since straight-lined branches are totally boring.
 - f. The teacher uses single keyword for every main branch and also the sub-main branches as long as the note is created.
 - g. After the mind map expand, the teacher also adds pictures for each sub-main branches since each image is also worth of a thousand words.
2. Drafting
- a. Once the students are familiar with the idea of making mind mapping, they should begin their compositions in paragraph writing of an analytical exposition text about laptop for the students by support their arguments based on the mind map they have made.
3. Editing (Reflecting and Revising)
- a. The students exchange their works to their pairs then return their own works to each other.
 - b. The students revise their own works.
4. Final Version
- a. The final answer sheets are collected.

Hopefully, with the implementation this strategy, there will be a significant improvement of students' writing skill.

2.7. The Advantages and Disadvantages of Mind Mapping

Mind mapping tools have their own advantages and disadvantages. However, this doesn't mean that these few drawbacks can make mind mapping less useful. The advantages of mind mapping will be mentioned as follows:

1. Speed

You can develop ideas fast. This is because you draw your ideas in the form of keywords, shapes, and arrows. You can review your ideas fast, too, as you

don't have to skim through different pages of notes. All information is in one page, a single sheet of paper.

2. Remember more

It is widely accepted that a mind map can greatly stimulate your brain in new ways than normal linear notes can't. Using mind mapping tools enable you to generate a lot more new ideas, identify the right relations among the information stored in your brain and ultimately improve your retention. Mind maps give you the freedom to think out of the box and stay creative all day long. Ultimately, you will be able to remember up to six times more thanks to the use of both images and words.

3. Eases the study process and makes it fun

One of the biggest advantages of mind mapping is that you can use them to make studying a breeze. Not only that you will learn faster, but you will also be able to have fun along the way. The use of colors, keywords and images can boost your creativity while giving you a feeling of happiness and self-content. Once you begin to like your new activity, you will become more motivated to remember all those important details.

4. Easy to add ideas later on

Mind mapping tools make it easy to add new ideas. It's as simple as adding more branches to a virtual tree.

5. Connected facts

Mind mapping tools teach you how to focus on relationships and links that exist between ideas in order to help you get connected facts. This way you won't have to deal with disconnected facts that can stop you from reaching your goal.

6. Adaptable

Mind mapping can easily adapt to a wide variety of tasks, from lectures to reading from books and writing essays or business plans.

7. Perfect overview of your ideas

Probably the biggest advantage of mind maps is that they help you create a deeper understanding of the topic of interest, which means you will get a perfect overview of all related ideas, concepts and thoughts.

However, mind maps also come with their set of drawbacks. Here are some of the most notable ones.

1. Takes time

The truth is that creating a mind map can take a lot of precious time. Unfortunately, time is an asset most of us lack.

2. Might be difficult for others to understand

Once you have created and personalized your map, it might be difficult for those around you to understand all your ideas and concepts.

2.8. Theoretical Assumption

Writing is counted as the most difficult skill since the students need to consider five aspects of writing; they are content, organization, vocabulary, grammar and mechanics. From the frame of theories, the researcher assumes that mind mapping is good strategy in teaching writing, particularly in increasing students' writing achievement. By implementing mind mapping, it will make brain active, help students' mind from mental problem, make them focus on the mind subject, help them to show the connection between information that separated, give the clear picture in whole, possible to make students classify the concept, and help to compare it.

From this explanation, the researcher assumes that vocabulary aspect improved more significantly than the other aspects. This stands to reason for relevant with the mind mapping order used many keywords in every branches. The students

were expected to have many vocabularies in making their mind mapping. As a result, the students could enlarge their vocabulary knowledge after practicing their mind mapping exercises. The students were able to write some words in their branches that related to the topic given. Therefore, students' writing skill will be increased.

2.9. Hypothesis

Based on the explanation in basic assumption above the hypothesis of this research is formulated as follows:

There was a statistically significant effect of mind mapping on students' analytical exposition text writing skill by the second grade of SMAN 9 Bandar Lampung.

This chapter has discussed about writing skill, teaching writing, analytical exposition text, mind mapping, teaching writing analytical exposition text through mind mapping strategy, procedure of teaching writing analytical exposition text through mind mapping strategy, the advantages and disadvantages of mind mapping, theoretical assumption and hypothesis.

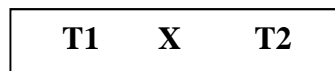
III. RESEARCH METHOD

This chapter discusses about research design, population and sample, data collecting technique, procedures of data collecting technique, scoring criteria, research instrument, validity, reliability, data analysis, data treatment, hypothesis testing.

3.1. Research Design

This research was quantitative research. In conducting the research, the researcher applied one group pretest-posttest, pre-experimental design. The researcher used one class where the students received pretest before treatments and they received posttest after the treatment. The pretest was to find out the students' preliminary ability and posttest used to see how far the increase of the students' writing achievement after the treatments is. The treatment was given to the students by using mind mapping as the strategy.

In doing this research, the data was taken by having pretest (T1) and posttest (T2) on the sample. It could be demonstrated as follow:



T1 : Pretest

X : Treatment (mind mapping)

T2 : Posttest

(Setiyadi, 2006:131)

3.2. Population and Sample

The population of this research was the second grade of SMAN 9 Bandar Lampung. There were 10 classes of the second grade XI Science 1-6 – XI Social 1-4 and each class has the same opportunity to be chosen as the subject. The researcher used one class as the experimental class by using lottery and the class was XI IPA 2. The name of each class was written on a small piece of paper. Then the paper rolled up and put into a box for shaking. The lottery was used to make sure that all classes have the same chance to be selected.

3.3. Data Collecting Technique

The data was collected by administering three stages of activities. There are pretest, treatment and posttest. The activities can be described as follows:

1. Pretest

The researcher gave the pretest before the treatment. It was used to measure the basic ability of students' writing skill before treatment and also the mean score of students' writing skill.

2. Posttest

Posttest was given after the treatment done. It showed the final result of students' writing skill after being taught by mind mapping strategy.

3.4. Procedures of Data Collecting Technique

The procedures of this research are;

1. Determining the sample and population

The population of this research was the second grade students of SMAN 9 Bandar Lampung. There were ten classes of second grade students, which were six science classes and four social classes.

2. Administering the Pretest

The researcher gave the pretest for the experimental class. It was done before treatment. Writing test was chosen since it was required by the students to express their own idea.

3. Giving Treatment

There were two times for treatment that was done by the researcher. It consisted of two meetings with ninety minutes for each meeting.

4. Administering Posttest

After conducting the treatment, the researcher gave the posttest as the final result of this research. It was used to find out whether the students' writing skill increase or not after being taught by mind mapping strategy.

5. Analyzing the test result

The researcher analyzed the data from pretest and posttest result by using T-test through SPSS program. It showed the result whether or not mind mapping strategy was able to increase students' writing skill.

3.5. Scoring Criteria

The students can success in writing if their writing includes five aspects of writing. Therefore, the aspects of writing are evaluated in the students' paragraph writing in the form of analytical exposition text. They are content, organization, grammar, vocabulary, and mechanics. The scoring criteria are modified from ESL composition profile designed by Jacobs et al (1981) (See Appendices 3 and 4).

The score of the test in writing analytical exposition text derived as follows:

Content : 30%

Organization : 20%

Vocabulary : 20%

Grammar : 25%

Mechanic : 5%

3.6. Research Instruments

The instrument of this research was writing analytical exposition text test in forms of pretest and posttest. Writing test was chosen as the instrument because it was required by the students to express their own ideas. The researcher administered writing test to find out whether there is an improvement of students' analytical exposition text writing ability after the implementation of mind mapping as the strategy or not. That was why the students were asked to write an analytical exposition text for about 90 minutes.

3.7. Validity

Validity is the extent to which an instrument really measures the objective to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). A test can be considered to be valid if it can precisely measure the quality of the test. Validity indicated how deep the instrument was valid when it capable to provide the output accord with the researcher's need of data.

In teaching English as Foreign Language, there are five kinds of validity: face validity, content validity, predictive validity, construct validity, and concurrent validity (Setiyadi, 2006: 22). This research instrument will be analyzed based on content and construct validity.

3.7.1 Content Validity

Based on the name, content validity found out the validity of what instrument containing. Content validity was used to analyze the writing test that was applied to measure students' writing skill. According to Setiyadi (2006: 23) to fulfill this type of validity the researcher should be aware of all the indicators of the test items and analyze whether the instrument has represent the material which will be measured. This study used analytical exposition text writing test which is

supposed to be comprehended by the second grade of senior high school students. The test was considered as valid in content validity since the test of writing constitutes a representative sample of the language skill and structure and also the material used is chosen based on English Curriculum of 2013 Curriculum for second grade of senior high school.

3.7.2. Construct Validity

Construct validity was about the instrument form. It investigated the research instrument appropriateness to the research object. Since this research needed the data of writing score, the instrument must truly examine the students' ability in writing a paragraph. It means that the test construction is already in line with the objective of learning (Hatch and Farhady, 1982: 251). Related to this research, the test items should involve the aspects of writing such as content, organization, vocabulary, grammar and mechanic.

3.8. Reliability

Reliability was a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of particular examination. In measuring the reliability of this test, the researcher uses the formula of Shohamy (1995: 70) since in measuring the reliability of writing test, inter-rater reliability is the most appropriate way. A research instrument must have the consistency in giving the result. This reliability was used when the test score is independently estimated by two or more judges or raters.

In achieving the reliability of the pretest and posttest of writing, inter-rater was used in this study. The first rater was English teacher in SMAN 9 Bandar Lampung and the second rater was the researcher. All of this was discussed and put in mind of the writing criteria in order to obtain the reliable result of the test.

To measure how reliable the scoring is, this study used *Rank – order Correlation* with the formula as follow:

$$p = 1 - \frac{6\sum d^2}{N(N^2 - 1)}$$

Where:

- p : Coefficient of rank order
 d : Difference of rank correlation
 N : Number of students
 1-6 : Constant number

(Hatch and Farhady, 1982: 206)

After finding the coefficient between raters, then the researcher analyzed the coefficient of reliability with the coefficient of rank correlation below:

1. 0.80000 - 1.0000 : very high reliability
2. 0.60000 - 0.7900 : high reliability
3. 0.40000 - 0.5900 : medium reliability
4. 0.20000 - 0.3900 : low reliability
5. 0.0000 – 0.1900 : very low reliability

After calculating the result of student's analytical exposition text writing, the researcher calculated the data by using the formula above (see Appendices 10 and 11). The result of the reliability could be seen in the following tables:

Table 3.1. Reliability of the Test in Experimental Class

	Pretest	Posttest	Criteria
Reliability	0.997434	0.999633	Very high reliability

From the criteria of reliability and calculation, it can be concluded that the reliability of the raters in the experimental class was very high. It meant that the researcher's way of scoring the data was similar to the second rater. They had almost the same scoring system therefore there was no subjectivity in scoring the students' writing. Beside that the scoring criteria helped the raters in scoring the students' writing accurately. In addition, the result showed that both raters scored the students' writing consistently and fairly.

3.9. Data Analysis

The researcher analyzed the students' score in order to find out the students' increasing in writing achievement by using mind mapping strategy by using the following steps:

1. Scored the pretest and posttest. Each rater scored the students' writing of pretest and posttest. Then, the average scores between two raters was taken to be the final score
2. Tabulated the result of the test and calculated the score of pretest posttest.
3. Made conclusion from the tabulated-result of the pretest and posttest administered, that used statistical computerization Repeated Measured T-test of Statistical Package for Social Science (SPSS) to test whether the increase of students' gain is significant or not, in which the significance was determined by >0.05 .

3.10. Data Treatment

According to Setiyadi (2006:168-169), using T-Test for hypothesis testing has three basic assumptions that can be described as follows:

- a. The data is an interval.
- b. The data is taken from random sample in population.
- c. The data is distributed normally.

Therefore before testing the hypothesis using T-test, it was necessary to find out whether the data in experimental class normally distributed or not. Since the objective of this study had to find out the improvement of students' writing ability, the data is treated only using normality test.

This test used to measure whether the data normally distributed or not. The data tested by *One-sample Kolmogorov-Smirnov* Formula (SPSS). The criteria of normal distribution are:

H₀ : the distribution of the data is normal

H₁ : the distribution of the data is not normal

The hypothesis accepted if the result of the normality test higher than 0.05 (sign >). In this case, the researcher used the level of significance of 0.05.

3.11. Hypothesis Testing

The hypotheses are stated as below:

1. H₀: There is no a statistically significant effect of mind mapping on students' analytical exposition text writing skill by the second grade of SMAN 9 Bandar Lampung.

H ₀ : X1 X2

- H₁: There is a statistically significant effect of mind mapping on students' analytical exposition text writing skill by the second grade of SMAN 9 Bandar Lampung.

H ₁ : X1 X2

The first hypothesis testing concluded that mind mapping gave statistically significant effect on students' analytical exposition text writing skill by the second grade of SMAN 9 Bandar Lampung after seeing the comparison between the mean score of pretest and posttest. The hypothesis would be accepted if students' posttest result has the highest gain score whereas the hypothesis would be rejected if students' posttest result has not the highest gain score.

This chapter has discussed about research design, population and sample, data collecting technique, procedures of data collecting technique, scoring criteria, research instrument, validity, reliability, data analysis, data treatment, hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use mind mapping as a strategy in teaching writing and for those who want to conduct similar research.

5.1. Conclusion

The objective of this research was to find out whether there was a difference of students' writing ability in analytical exposition text after the implementation of mind mapping as a strategy. In relation to results of the study, it was concluded that mind mapping can significantly improve students' ability in all aspects of writing. Statistically, it could be seen from the gain of the students' writing mean score in the pretest and the posttest (64.86 to 76.79). Mind mapping strategy could also improve the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the posttest in each aspect.

In addition, the reason why mind mapping can improve the students' achievement in writing analytical exposition text was because it can be used to help the students clarify their thoughts in order before they begin to draft. The students will develop their ideas first then make a relations among the information that stored in their brain. So it will help them to write the analytical exposition text easily.

5.2. Suggestions

In reference with the conclusions above, the writer gives some suggestions as follow:

1. Suggestions for English Teachers

- a. English teachers are suggested to use mind mapping as a strategy that can be used to improve students' writing ability in analytical exposition text effectively because the researcher found that through mind mapping, students become more active and autonomous in the learning process.

2. Suggestions for Further Researchers

- a. This study was conducted in the senior high school level. Therefore, the further researchers can try to find out the effect of using mind mapping strategy in different level.
- b. In this study, analytical exposition text was employed as the media to measure the improvement of students' writing ability after the implementation of mind mapping strategy. Further researchers can try to apply mind mapping with another kind of text, descriptive, narrative and report text for instances.

This final chapter has presented the conclusion of the research findings and suggestions for English teachers who want to use mind mapping as a strategy in teaching writing and for those who want to conduct similar research

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