USING MIND MAPPING TECHNIQUE TO ENHANCE STUDENTS' WRITING ON NEWS ITEM TEXT OF THE TWELVE GRADE STUDENTS AT AL-KAUTSAR SENIOR HIGH SCHOOL

Undergraduted Thesis

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ABSTRACT

USING MIND MAPPING TECHNIQUE TO ENHANCE STUDENTS' WRITING ON NEWS ITEM TEXT OF THE TWELVE GRADE STUDENTS AT AL-KAUTSAR SENIOR HIGH SCHOOL

By

Rafika Vinkan Dwi Hafsari

The objectives of this research were to find out whether there was a significant improvement of students' ability in writing news item text and which aspect of writing improved the most after using Mind Mapping Technique. This study used a quantitative approach that is a one group pre-test and post-test design. The population of this research was the twelve-grade students of Al-Kautsar Senior High School Bandar Lampung in the first semester of academic year 2023/2024. The research took one class as the sample and it was XII IPA 1 which consisted of 32 students. Writing tests in the forms of pretest and postest of news item text were applied to collect the data. The data were analysed by used Paired Sample T-test in which the significance was determined by $p<0.05$. The improvement in students' writing news item text skills is proven by the results of students' writing scores. In the pretest the average score of students' writing skills was 70.81 and in the post test was 78.41. The increase is 7.60 from pretest to post test. This means that there is an increase in students' ability to write news texts after using the Mind Mapping Technique. The aspect which improved the most after treatment was content aspect of writing since the gain of the aspect improved up to 15.33 points. In short, referring to the results above, it can be concluded that Mind Mapping Technique can be implemented in improving students' writing ability especially in news item text.

Keywords: Mind Mapping Technique, News Item Text ,Writing Ability.

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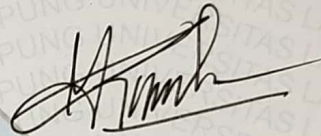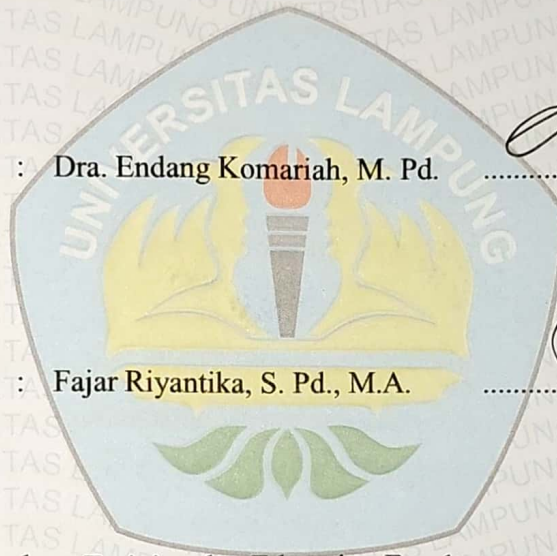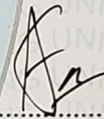NIP 19700318 199403 2 002

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Dengan ini menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Dari apa yang saya tahu, materi yang ditulis dalam skripsi ini tidak didapatkan dari karya orang lain, tetapi pada beberapa bagian tertentu memuat kutipan yang bersumber dari penulis lainnya yang saya jadikan sebagai acuan untuk menunjang penyelesaian karya ini. Jika pernyataan ini tidak benar adanya, sepenuhnya akan menjadi tanggung jawab saya nantinya.

Bandar Lampung, 20 Februari 2024

Yang membuat pernyataan,

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CURRICULUM VITAE

Rafika Vinkan Dwi Hafsari was born on January 29th 2002 in Tulang Bawang Barat. She is the second child of Dulhafid and Arini. She has two siblings namely Dimas Panji Nugroho and M. Luthfie Bagus Wibawanto.

She started study by attending TK Al-Furqon 2006. Then, she continued education at SD Islam Al-Furqon in 2008. After she graduated from elementary school in 2014, she went to SMP Al-Kautsar Bandar Lampung. She then finished her junior high school in 2017 and decided to pursue her study at SMA Al-Kautsar Bandar Lampung. She graduated from senior high school three years later in 2020. In the same years, she successfully passed as a student of English Education Study Program of University of Lampung.

During her time in the University of Lampung, she joined the *Asistensi Mengajar* program at SDN Pinang Jaya and also she conducted PLP at SMA Mutiara Natar. From June to August 2023, she did KKN in Way Lima, Pesawaran. To complete her study, she undertook a research related to student's writing news item text using mind mapping technique at Al-Kautsar senior high school Bandar Lampung.

MOTTO

"You only live once, but if you do it right, once is enough."

(Mae West)

DEDICATION

The Writer Dedicates this Script to:

Her beloved parents – Dulhafid and Arini

Her brothers – Dimas Panji Nugroho and M. Luthfie Bagus Wibawanto

Her Almamater – University of Lampung

Her friends in English Education Study Program

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Finally, the writer realizes that this work is still not perfect, because there may be flaws in it. Therefore, comments, suggestions, and constructive feedbacks will be accepted for the sake of better research. The author hopes that this will make a good contribution to the development of education for readers and future researchers.

Bandar Lampung, 23 January 2024.
The Author

Rafika Vinkan Dwi Hafsari
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APPENDICES

I. INTRODUCTION

This section contains important points for a brief explanation of the research. Those point are background of the research, research question, objectives and the use of the research, scope of the research and definition of key terms**.**

1.1 Background

English is very important in Indonesian education. Besides that, it is important to master English because it is a medium of instruction in seeking knowledge globally. If we are faced with a situation where we need to access one of these information and we are still unable to speak English, then we will also have difficulty absorbing the available information.

There are 4 skills that must be mastered by language learners, such as listening, speaking, reading and writing. Writing in a foreign language such as English is even more difficult. In Indonesia, where English is learned as a foreign language, students have difficulties in writing (Emilia, 2010). This condition may happen because the language learning in Indonesia has not emphasized on writing skill. Where writing is grouped into several types of text. One of the most well known types of text is the news item text which refers the daily life that is usually done.

According to Wahidi (2010), who stated in his book "Text Forms and Features", news item is a text which informs readers about events of the day. The events are considered newsworthy or important. In witing news item text, the learners must be able to know what events that can be used as news items but only events that are considered newsworthy. However, the genre of News Item Text has not commonly discussed by experts. It is because the News Item text is not the basic genre of text, but it is a multi-generic text which is sometimes not explained in language books (Knapp & Watkins, 2005).

Students have difficulties in their writing skill. Students have difficulties in writing news items, that expresses their ideas in writing, and students have a lack of vocabulary. According to previous research conducted by Zahrotul (2013) The students need improvement in building the cohesion of the text, especially in choosing appropriate conjunctions to combine clauses. Moreover, the students also made some grammatical errors, mainly in applying Material Process in writing News Item Text. The factor that drives students' difficulties in their writing skills is the lack of practice. Another previous research conducted by Fitriyani (2021) from the results of research at Twelve grade SMAN 12 Bandar Lampung, the problem they face is that many of them are confused about what to write/what they will write, many of them are willing to get ideas or thoughts about what they are going to write, hardness in composing words or sentences that are good and right, and they have not enough vocabulary in making a sentence.

Therefore, this problem needs to be resolved with a development in students' understanding of writing news item text.

Various lessons through learning strategies have been carried out. One of the learning strategies considered effective for improving text writing skills is to use mind mapping techniques. Mind mapping is a creative note-taking method that makes it easier for us to remember a lot of information. The use of this mind mapping strategy is intended so that students can see what will be done. By expressing ideas and forming notes into an interrelated pattern, students can provide an overview of their writing news items. From previous research. First researcher, Karim (2018) revealed that mind maps can be used in many ways, for example to generate, to visualize, to structure, and also to organize ideas. In addition, mind mapping techniques can be used to learn and gather new information, solve difficulties, make decisions, and finally write purposefully. And previous research by Widowati (2013) in her research revealed that the use of mind mapping helps students in composing texts properly and paying attention to grammar and choosing words that are effectively used in writing news item text. And another similiar research results by Silvia (2018) revealed that at first, students were lazy to participate in class. However, after applying the mind mapping technique, students' understanding and their learning motivation increased. The results above also proves that the mind mapping technique is able to improve the students' writing.

In conclusion, mind mapping was chosen as a technique in teaching writing news item text because students can provide an overview of the information they get and pour it into their writing text news item. And this technique is recommended for teaching news item text because it covers all the necessary steps in effective learning orders.

1.2 Research Questions

Based on what is displayed in the background, the researcher formulates the research problem as follows :

1. Can Mind Mapping Technique enhance students' writing ability in news item text?

2. What aspect is enhanced the most from the use of Mind Mapping technique in news item text?

1.3 Objectives

In line with the problems faced and the formulation of the problem, the purpose of this study is :

1. To find out whether Mind Mapping Technique can enhance students' news item text writing skills.

2. To find out what aspect is enhanced the most from the use of Mind Mapping technique in news item text.

1.4 Uses

This research expect to have both theoretically and practically benefits as follows :

1. Theoretically, this research can help previous research to prove and strengthen the findings about students' improvement of news item text writing after being taught using Mind Mapping Technique and can serve as a reference in future research on this topic.

2. Practically, it can help the English teacher in applying attractive technique for students to teach writing good News Item text.

1.5 Scope

Quantitative research is used in obtaining the Data. This research is was conducted on the twelve grade students at Al-Kautsar Senior High School Bandar Lampung, which is in accordance with existing basic competence. Researchers was only focus on composing written news item text. Mind mapping is used as a technique that can encourage students to learn to write news item text. The type of mind map that was focused on here is the bubble map. These kind of maps serves the main purpose of clarifying the whole concept or an idea as short as possible. It aims to see the use of mind mapping in teaching news item text in a structured way. Teaching and learning activities are carried out by describing key words or main ideas into mind mapping.

1.6 Definition of Terms

    1. **Writing**

Writing demonstrates the ability to communicate in such a way that the reader is completely satisfied with the situation. It shows an excellent logical organizational structure that makes it easy to follow the messages. The relevant argument is presented in an interesting way, the main ideas begin clearly and precisely with highly effective supporting material, and the arguments are effectively linked to experiences or opinions. There are errors in vocabulary, punctuation, spelling or grammar, and writing demonstrates the ability to manipulate language systems precisely and appropriately.

    2. **News Item Text**

News item text as a text which informs readers about the events of the day. The events are considered newsworthy or important. Donsbach (2004) stated that "the events should consider with newsworthy or important aspects." It means this genre is used to provide information of the events about daily news like business, sports, national politics, health and etc. News item is usually found in any written media in daily life for example, newspaper, magazine, and the internet.

    3. **Mind Mapping**

Mind mapping is a way of growing activities in all directions, capturing various thoughts from various angles by cultivating a way of thinking from one center to being comprehensive and rooted.

Mind mapping can solve problems effectively and can help us in many ways such as planning problems, formulating attention, compiling and explaining thoughts, remembering well, learning faster and more efficiently.

Further explanation of the theories on the background, research questions, objectives, uses, scope, and definition of terms used in this study will be explained in the next chapter.

II. LITERATURE REVIEW

This chapter provides several theories related to the framework that have been described in the previous chapter. The theories that will be discussed are as follows : definition of writing, components of writing, process in writing, types of writing, steps for writing news item text, teaching writing, concept of mind mapping, mind mapping technique in news item text, advantages and disadvantages, theoretical assumption, and hypotheses.

2.1 Definition of Writing

One of the productive skills that must be mastered by English learners is writing. Writing has the goal of providing information to the reader that has been written in such a way that the reader can take the gist of the text. As according to (McCrimmon (2008: 141), writing is an activity of exploring thoughts and feelings about a subject, choosing things to write about, determining how to write them so that readers can understand them easily and clearly.

Writing is also still related to other skills, because reading definitely requires a writing process, as well as speaking and listening. As according to Djuharie (2005, p 126) the biggest benefit of writing activities is as a tool to explore various knowledge that is still hidden.

This benefit can be used as motivation to start reading and writing as well as increasing one's self- confidence because writing activities cannot be separated from other activities suchas reading, listening and speaking.

Writing can help students think critically and express their thoughts. Because writers will express their ideas into writing through a thinking process. Writers must also know how to organize their thoughts to be poured into appropriate writing. By paying attention to the thinking process, it will improve the writing skill of the writer.

As according to Brown (2001: 335) that the process of composing written text is the result of thinking, drafting, and revising where all the steps are related to achieving the purpose of writing.

From the explanation above, it can be concluded that writing is a process of critical thinking and expressing ideas and thoughts that are arranged into writing according to the form. Writing aims to provide information or arguments to the reader. For this reason, writing must be well communicated so that readers understand the contents of the writing.

2.2 Aspects of Writing

In writing, it is necessary to have aspect that support in order tp achieve a proper composition. According to Jacob (1981:90) state that there are five aspects in the process of writing that should be considered in order to make the writers successful in their writing. Those five aspects are :

1. Content

It contains ideas from writer which are developed into productive communiative information which is then channeled into written form. All ideas are related to the relevance of the topics that have been made. This can be described implicity or explicity with each paragraph containing the main idea and supporting details explaining the writer's purpose.

2. Organization

The ideas that have been created are then expressed into a series of cohesive and logical paragraphs so as to produce a writing that is clearly understood by the readers. Writing that is not sequental can cause the reader to misunderstood about the intended meaning.

3. Vocabulary

The right choice of words are very necessary in conveying meaning to the reader through writing. The writer must be able to master the formation of words and also string words effectively. Therefore, writers are required to have a lot of vocabulary so that the process of writing can be allocated properly.

4. Language use

This refers to the use of appropiate language by paying attention to tenses with several time sequence, grammatical patterns and choosing the right syntactic patterns. How to structure sentence correctly by knowing the best grammatical elements is a skill that a writer mus have in writing.

5. Mechanics

Correct mechanism includes spelling, puncuation, capitalization and paragraphs. All of these mechanism aspects are combined in a paragraph that is intendedto make the reader interested and easy the reader interested and easy to read the writing. The writer are required to write based on the five aspects above, so that the writing becomes a coherent and clear paragraph. This aspect can also be a standard of consideration for assessing in a writing.

From the explanation above, it can be conclude that there are five aspects in the process of writing that should be considered in order to make the writers successful in their writing, there are content, organization, vocabulary, language use and mechanics.

2.3 Process in Writing

The process is a series of interrelated to convert input into an output. Likewise with writing, there are several processes that are carried out before producing a writing. There are four main process in writing, as said by Dziak. M. (2018), writing is viewed as the resut of a complex process of planing, drafting, reviewing, revising, editing, and publishing.

1. Planning

Planning is the first step in the process for writes. At this stage, the author makes a series of ideas related to the topic to be written, then it will all be developed into the first draft.

2. Drafting

This second stage is a further process after planning. Ideas related to the topic are written and developed according to do a list that has been made previously. Drafting allows authors to clarify any points that need elaboration and can help organize ideas into a structure that makes logical sense.

3. Reviewing

A review of the draft text that has been made can be done by checking whether tis text needs to be expanded with new ideas, or whether there are parts that need to be removed or deleted, as well as re-correcting grammar and spelling that are still not in accordance with what they should be.

4. Revising

After conducting a review, the next step is the revision stage. Revision in writing is the process by which the author rewrites or makes changes based on how it will affect your overall composition after review, to correct errors, or to update it.

From the explanation above, it can be conclude that the writing process goes through a long step, such as planning, drafting, reviewing,and revising. All these steps must be done sequently to produce a good and appropiate writing result.

2.4 Teaching English Writing for Senior High School Student

Teaching writing to senior high school students is not an easy thing for teacher. High school students sometimes pay less attention to the explanations or lessons given by the teacher. This problem makes teachers have to be able to create and provide learning conditions that make them more motivated, such as making learning fun and providing new experiences so that students pay more attention to lessons. Problems like this are also discussed by Harmer (2003), high school students lack motivation and they present outright discipline problems.

The conclusion from the explanation above, the teacher becomes one of the main actors in student learning. Therefore, the teacher must find an effective way to make learning to write more interesting for students, providing motivation is also an important thing that must be done by the teacher.

2.5 Concept of News Item Text

News is the report of an event that is fresh, unusual and which is interesting to a greater number of people. News is anything that people talk about. The more it excites the greater its value. For Donsbach (2004) news values necessarily involved subjective judgements and can never be truly objective criteria.

News item text is a text that relates to the news. This text also has generic structure. Those are newsworthy event, sources and background events. News Item Text is used to inform readers about events of the day which are considered newsworthy or important.

2.6 Generic Structure in News Item Text

There are three generic structures of news item text, based on Gerot and Wignell 1994:200, which are as follows :

1. Main Event / Newsworthy Event: is the main story, the part that tells a summary of an event or important events that occurred.

2. Background Event/Elaboration: tells in detail the background of the incident or events that occurred, who was involved, where and how the incident occurred.

3. Source: the last part of the news item text structure, is a news source which can be in the form of statements from sources, witness comments, expert opinions, or statements from parties related to an event.

From the explanation above, it can be conclude that there are three generic structure of news item text, such as main event, background event, and source.

2.7 Language Features in News Item Text

The news item text has several language features. As according to Gerot and Wignell 1994:200, language features used in the news item text as follows :

1. Focusing on circumstances (using a simple language in writing the text)

2. Using saying verbs (She said, informed, told, reported).

3. Sometimes at the beginning of news, the scene is mentioned

4. Using Past tense in explaining news events. But if it is a fact that until now still happen or still in the form of fact, then can use simple present tense.

5. Short, telegraphic information about story captured in headline

6. Using adverbs: time, place and manner.

7. Uses of material processes to retell the event.

From the explanation above, it can be concluded that the language features contained in the news item text include, focusing on circumstances, using saying verbs, using past tense, Short, telegraphic information about the story captured in headlines, using adverbs, and Uses of material processes to retell the events.

2.8 Types of News Item Text

According to Gerot and Wignell 1994:200, there are two kinds of news item text :

1. Written

News that we read in newspaper is written text form.

2. Spoken

News that we hear in radio or television is spoken text form.

From the explanation above, it can be concluded that there are two kinds of news item text, the first is written news item text and spoken news text.

2.9 Concept of Mind Mapping Technique

A Mind Map is an easy way to brainstorm thoughts organically without worrying about order and structure. It allows author to visually structure their ideas to help with analysis and recall. A Mind Map is a highly effective way of getting information in and out of author brain - it is a creative and logical means of note-taking and note-making that literally 'maps out' their ideas.

According to Tony Buzan, Mind Mapping is a two-dimensional note-taking technique with which a mind map is made using all the relevant knowledge about a specific subject. Is a useful technique that helps you learn more effectively. It improves the way in which information is recorded and it supports creative problem-solving. Plan projects becomes easier with the use of this tool. Which means that you can use mind mapping on any subject.

And specifications, the type of mind mapping used is a bubble map. These kinds of maps serve the main purpose of clarifying the whole concept or an idea as short as possible. Bubble maps tend to use adjectives to describe any kind of phenomena, which is highly crucial to choose those adjectives very careful carefully. This map helps in utilizing a good wordlist and enhances the knowledge about various forms of vocabulary.

From the theoretical framework described above, it can be concluded that the mind mapping technique is a strategy whose use relies on thought and creativity. With this mind mapping, it can improve students' way of thinking about news items.

2.10 The Purpose of Mind Mapping in Teaching News Item Text

Writing in a foreign language such as English is even more difficult. In Indonesia, where English is learned as a foreign language, students have difficulties in writing (Emilia, 2010). This condition may happen because the language learning in Indonesia has not emphasized on writing skill.

And the mind mapping technique was chosen to teach writing news texts because it can improve students' ability to design and construct texts and this technique is recommended for teaching news texts because it includes learning sequences. According to research conducted by Aini (2013) students also need improvement in building text cohesion, especially in choosing the right conjunctions to combine clauses. The use of mind mapping is to improve students' ability in writing news item text. Mind mapping is a good way to teach a writing of news item text. This is because students can designing and determining in more detail about the points they will write so that they are more structured and the purpose of the writing is more on point so that students understand better in writing news item text. Therefore, it can assume that using mind mapping can be used as an effective way to increase the students' writing in news item text.

2.11 The Advantages and Disadvantages of Mind Mapping

Mind Mapping is chosen in writing news item text because students can be more detailed in compiling their news texts. This technique is recommended for teaching writing news item text because it is effective in applying it.

This mind mapping provides an opportunity for students to express their ideas and points to write a news item text. The advantage of this mind mapping is to make it easier to see the overall picture, make it easier to add new information, and reassessment can be done more quickly. Meanwhile, the disadvantage of this mind mapping are the wasted time looking for reminder keywords, because the reminder keywords are separated by distance.

2.12 The Procedures of Teaching News Item Text Through Mind Mapping

In order to create a mind-mapping, usually start in the middle of the page with the central theme or main idea. Murley (2007) explains that mind-maps graphically show ideas in a relational context, with the main topic at the center of the map, major subtopics on branches radiating from the main topic, and sub-subtopics around each subtopic that can be created with paper and pens or with one of several computer applications.

According to Huda (2016), the steps for learning mind mapping consist of seven steps, including: are as follows:

a) Record the results of listening to the points or keywords from material delivered by the teacher

b) Shows relationships between various things. These points/ideas/keywords are related to the subject matter.

c) Brainstorm all the things you already know about the topic.

d) Planning the initial stages of idea mapping with visualize all aspects of the topic discussed.

e) Organize ideas and information by making them accessible on just one sheet.

f) Stimulate creative thinking and solutions to problems related to the topic of discussion.

g) Review lessons to prepare for tests.

The following are the procedure for implementing the teaching of news item text through mind mapping in detail :

1. Pre-activity

Students are asked to give their opinion about the news item text before starting learning. then the teacher will explain about the news item text starting from the structure, language, and examples of the text itself. And the teacher also gives a glimpse of knowledge about mind mapping and what the steps are.

2. While activities

After getting a more detailed explanation about news item text and mind mapping, students began to choose news topics that they would make writing news items for. Students are also asked to describe it in a mind map before putting it into perfect writing.

3. Post-activity

After they write the news item text, students are asked to present it and the teacher will give feedback. And from the feedback they get, students will revise their work to correct news item text.

2.13 Previous Study

Dealing with this, the researcher takes several relevant studies that have been investigated from previous research, concerning mind mapping techniques to enhance students' writing in news item text, which as follows :

Previous research conducted by Widowati (2013) revealed that the use of mind mapping helps students in composing texts properly and paying attention to content, grammar and choosing words that are effectively used in writing news item text.

Similiar research results by Silvia (2018) revealed that at first, students were lazy to participate in class. However, after applying the mind mapping technique, students' understanding and their learning motivation increased. The results above also proves that the mind mapping technique is able to improve the students' writing.

From the those studies that have been carried out by taking the same topic, the researcher intended to discuss students' writing performance after being taught through Mind Mapping. Therefore, the researcher raised the same theme to be implemented for students at the twelve grade Al-Kautsar Senior High School to prove whether the Mind Mapping will have the same results as the previous research at this school.

2.14 Theoretical Assumption

The theoritical framework that has been explained believes that the use of mind mapping is the right technique in enhance students writing skill in news item text. According to Tony Buzan, said that A Mind Map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. The mind mapping also developes interest in the students and motivates them for their active participation. Because the learners are usually confused between what to write and how to start to create an appropriate text and the organization of the structure and paragraphs of the text. And from its use, mind mapping is very helpful in terms of learning especially writing. Because mind maps can make it easier for students to connect between concepts into appropriate text.

As in the previous study by Bukhari (2016), the learners are usually confused between what to write and how to start to create an appropiate text and the organization of the structure and paragraphs of the text. Then the researcher recommend that teacher should use Mind maps in the pre-writing phase during the teaching-writing process.

2.15 Hypotheses

Hypothesis is made referring to the formulation of the problem that has been mentioned previously. Based on the previous research question :

H^1 : There is enhancement in students writing news item text because students become more structured in writing news item text.

H^2 : The aspect that enhance the most from using mind mapping on news item text is content.

In content, students can develop their ideas through mind mapping into productive communicative information which is then channeled into written form.

Thus, the theories that have been explained above, include : the cncept of writing, the definition of writing, aspects of writing, the process in writing, teaching english writing of senior high school, concept of news item, generic structure in news item text, types of news item text, concept of mind mapping technique, the purpose of mind mapping technique, the advantages and disadvantages of mind mapping, previous study, theoritical assumption, and hypotheses.

III. METHODS

This chapter is the method used to support the researcher in obtaining result includes several sub-chapters : design, variable, population and sample, the technique of data collection, research instrument, research procedures, scoring technique, test of validity and reability, the technique of data analysis, treatment of the data and hypothesis testing.

3.1 Design

The design of this research is the pre-post-test design proposed by Setiyadi (2018). At the first meeting, the student was asked to do a pretest, then the student was given treatment using the Mind mapping technique, and the students was given a post-test at the end of the treatment.

T1	X	T2

Explanation :

T1 : Pre-test (before being given treatment)

X : Treatment (using mind mapping technique)

T2 : Post-test (after being given treatment)

3.2 Variable

In this research that uses mind mapping as this technique has two variables

in it, namely as follows :

1. Independent Variable

This variable is related to something being experimented with changes within

the specified range. The independent variable in this research is the use of mind

mapping in the teaching and learning process for both phases, the group that

wrote the news item text through mind mapping while the group wrote the news

item text without the mind mapping given in the pre-test.

2. Dependent Variable

This variable measures the effect on the independent variable, then what is

related in this research is student achievement of their writing ability in news

item text in test scores.

3.3 Population and Sample

According to Nursalam (2003), the population is the whole of the variables related

to the problem under study. The total of Al-Kautsar Senior High School at the

twelve grade are the population in this study. While sample is the subject of

individuals. According to Widiyanto (2010), sampling is a portion of the

population to be studied and is considered representative of the population. A

class XII IPA 1 was chosen as a sample in this research, with a total of around 32

students.

3.4 The Technique of Data Collection

Data collection is a process of collecting and measuring information about the targeted variables, which then follows one to answer relevant questions and evaluate the results. So that, the tests are needed to determine students' abilities. In this study, the researcher make a writing test before and after being given treatment in order to see if there is a significant improvement in the effect of the mind mapping technique on their writing news item text. Students writing result was examined with aspects of vocabulary, language use, mechanics, content and organization. The two test was compared to find out the significant difference.

1. Pre-test

   The test is carried out at the first meeting. The researcher only explains the material briefly about news item text without any strategy. Then the students was asked to write their own news item text. The researcher records the scores that students produce in this first test. Giving a pre-test to students is used as a benchmark for success of the mind mapping technique later.

2. Post-test

   The last stage of this research is to conduct a post-test. The students are asked to write a news item text again from the selected topic to measure their writing ability based on the treatment that had been previously. The students' writing must be based on appropiate aspects of writing.

3.5 Instrument

The written test are divided into two, pre-test and post-test. The first test was given before students get the mind mapping treatment to measure and find out the students' abilities at the beginning. The test of writing news item text is then carried out by students to re-measure their abilities after receiving treatment through mind mapping. Both of these activities have the aim of knowing the increase in students achivement obtained by the presence of the test result.

3.6 Procedures

The procedures on this research are :

1. Determining the problem

The researcher found a problem from the previous study where students had difficulty and were lazy in participating in writing class, then the researcher identified the problem by interviewing one of the students at Al-Kautsar senior high school to ask questions related to students writing skill, especially in writing news item text. The researcher take the role of helping students to face the problems with help of the mind mapping technique which give them the freedom to formulate ideas to compose their writing.

2. Selecting the sample

After interviewing, class of XII IPA 1 was chosen as the sample in this research.

3. Determining materials

The text news item material given is based on the twelve grade senior high school syllabus which is then was explained to students about the generic structure, language features and how to properly structure the news item text.

4. Doing Pre-test

The students was asked to do a pre-test to write a news item text after being given a brief explanation of the news item text material.

5. Conducting The Treatment

The students was given a strategy that can support them in learning news item text. The treatment by using mind mapping. The next stage, students was given a mind mapping technique. The students are required to take attention to be able to arrange the news item text that they will make later.

Mind mapping is carried out for three meetings and this treatment is carried out directly in face-to-face classes with students.

6. Doing Post-test

This test is administered after treatment using mind mapping in helping students compose their news item text. The purpose of this test is to find out whether there is a significant difference in students' writing ability.

7. Analyzing The Research Result

Analyzing the data obtained from the pre-test and post-test aims to determine the increase that occurred in this study.

3.7 Scoring Technique

The writing assessment can be used most effectively with instruction

when the criteria for scoring written products are clear to the students.

Assessment aspects in writing by Jacobs et al. (1981) which consist of

content, vocabulary, grammar, language use, and mechanics.

Table 3.1 Scoring Technique by Jacob (1981)

Aspects of Writing	Score	Criteria
Content	30-27	**Excellent to very good**: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	**Good to average:** some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	21-17	**Fair to poor:** limited knowledge of subject, little substance, inadequate development of topic.
	16-13	**Very poor:** does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate
Organization	20-18	**Excellent to very good:** fluent expression, ideas clearly stated or supported, succinct, well- organized, logical sequence, cohesive.
	17-14	**Good to average:** somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	**Fair to poor:** non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	**Very poor:** does not communicate, no organization or not enough to be evaluated.
Vocabulary	20-18	**Excellent to very good:** sophisticated range. effective word/ idiom choice and usage, word form mastery, appropriate register.
	17-14	**Good to average:** adequate range occasional errors of word idiom choice and usage but meaning not obscured.

	13-10	**Fair to poor:** limited range, frequent errors of word idiom choice and usage. The meaning is confusing and obscured.
	9-17	**Very poor:** little knowledge of English vocabulary.
Language Use	25-22	**Excellent to Very good:** Almost no errors in of tense, number word order or function, agreement, preposition, pronouns, and etc. Effective complex construction
	21-18	**Good to Average:** Effective but simple construction, several errors of agreement, tense, preposition, pronouns, number word order.
	17-11	**Fair to Poor:** Many errors of tense, agreement, number word order or function, pronoun, and prepositions. Major problems simple complex construction
	10-5	**Very Poor:** No mastery of sentence construction. Dominated by errors of tense. preposition, and etc. Not enough to be Evaluated
Mechanic	5	**Excellent to Very good:** Almost no errors in spelling capitalization, punctuation, and paragraphing
	4	**Good to Average:** Occasional errors in punctuation, spelling. capitalization, paragraphing but the meaning is not obscured.
	3	**Fair to Poor:** Frequent errors in spelling, capitalization.punctuation, paragraphing. The meaning confusing and obsacred.
	2	**Very Poor:** Dominated by errors in spelling. capitalization, punctuation, and paragraphing Poor handwriting and not enough to he evaluated

3.8 Test Validity and Reability

    1. Validity

The validity of an instrument has to show how well that instrument measures what is supposed to be measured (Setiyadi, 2018). Validity depends on the amount and type of evidence available support the interpretation that the researcher wants to make about the data that has been collected. The researcher is used content and construct validity in this study:

a. Content validity as described by Brown (2000) includes all validity strategies that focus on test content. The provide material must be appropiate for the curriculum in order to be considered valid content. To compile the material that the researcher compiled based on the syllabus made by the teacher. The researcher get the data from the syllabus to make judgments about the degree to which the test items matched the test objectives or specifications of news item text. The test was considered valid in terms of content validity since the writing provided a representative sample of language ability and structure, and the material was selected based on the 2013 English Curriculum and the objective and the objectives in the curriculum of the twelve grade students at Al-Kautsar senior high school.

b. Construct validity is a matter of determining whether the content contained in the instrument is an adequate sample of the content domain, which it is supposed to represent, this refers to the content

and format of the instrument. The test items or tasks should be written based on the theory of what is being tested (Nurweni, 2018). In this research, the researcher asked the students to write a news item text to measure the students writing achievement. The researcher measured the result of students' writing with the scoring proposed (Jacobs, et al(1981). The scoring rubric consist of five aspect of writing, they are content, organization, language use, vocabulary, and mechanics. Those aspects are things that the test had been covered with construct validity.

2. Reliability

The consistency of the writing test can be seen from the use of inter-rater reliability. It means that there are two raters who examine the students' writing test. The assessment is based on that proposed by Jacobs et al. (1981). The results of the two raters are compared to determine reliability. Therefore, the researcher used *Rank Spearman Correlation* to identify the correlation between the two raters. Statistical formulation by (Hatch and Farhady, 1982:206) isused as follows :

$$\rho = 1 - \frac{6 \sum_{i=1}^{n} D_i^2}{n\left(n^2 - 1\right)}$$

Note :

 P : coefficient of rank order

d : difference of rank correlation

n : number of students

1-6 : constant number

The reliability coefficient can be analyzed with the reability standar

a. A very low reliability (range from 0.00 to 0.19)

b. A low reliability (range from 0.20 to 0.39)

c. An average reliability (range from 0.40 to 0.59)

d. A high reliability (range from 0.60 to 0.79)

e. A very high reliability (range from 0.80 to 0.100)

(Arikunto, 2005)

According to the above reliability standard, it can be concluded that the writing text will be considered as reliable if they achieve at least 0.60 (high reliability). The explanation that follows shows how realiable this research is.

I.   **Result of reliability of pretest**

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

$$P = 1 - \frac{6.1092}{32(1024 - 1)}$$

$$P = 1 - \frac{6552}{32736}$$

$$P = 1 - 0.20014663$$

$$P = 0.79985337 \text{ (Very High Reliability)}$$

II.   **Result of reliability of posttest**

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

$$P = 1 - \frac{6.1852}{32(1024 - 1)}$$

$$P = 1 - \frac{11112}{32736}$$

$$P = 1 - 0.33944282$$

$$P = 0.66055718 \text{ (High Reliability)}$$

Based on the result abpve, it shows that pretest have a very high reliability by getting score 0.79985337 and post test have high reliability by getting score 0.66055718.

3.9 The Technique of Data Analysis

The steps to analyze the data have been collected are below (Hatch & Farhadi, 1982) :

3.9.1   Scoring of all pre-test and post-test using inter-rater

3.9.2   Calculating the mean from the result of the test using this formula :

$$Md = \frac{\sum d}{N}$$

Md : mean (average score)

Σ d : total students' score

N : number of students

3.9.3 Knowing significant difference of students writing before and after being taught using Mind Mapping using the formula below:

$$I = M2 - M1$$

I : The improvement of students' writing news item text achievement.

M1 : Students' averagescore of pre-test

M2 : Students' score of post-test

Discussing the results that have been obtained to answer the reaserch question.

3.10 treatment of The Data

According to Setiyadi (2018), there are three basic assumptions that should be fulfilled in using Repeated Measures T-test analysis to examine the hyphoteses :

1. The data are an interval

2. The data are taken from random sample in population (non-absolute)

3. The data are distributed normally.

The hypostheses by Shapiro-Wilk Formula stated below :

H0 : The distribution data is normal

H1 : The distribution of the data is not normal

If the result of the normality test is higher than 0.05 (sign > α), the hypothesis will be accepted. To determine whether the data are distributed normally or not, the researcher used the level of significance of 0.05. the test normally was used as follows :

Table 3.4 Test of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PRETEST	.144	32	.090	.975	32	.639
POSTTEST	.155	32	.048	.943	32	.091

Those data have been proven to be considered distributed normally. As can be seen that the pretest result is 0.639 while the value of normally of posttest is 0.091. So, H0 is accepted as the data from both test are higher than 0.05. which indicated that the test have normal distribution.

3.11 Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis in this study is accepted or not. There are two hypotheses. The first hypothesis is drawn as follow:

H^1 : There is significant improvement of students' writing achievement from pretest to posttest after using Mind Mapping Technique in writing News Item text. The hypothesis are analyzed using Repeated Measure T-test of Statistical Package for Social Science (SPSS). The analysis was computed using SPSS 29.

In short, this methodology chapter includes: design, variable, population and sample, the technique of data collection, research instrument and procedure, scoring rubric, test of validity and reliability, data analysis and treatment and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This chapter consists of the conclusions of the research and suggestion for english teachers who wants to use the same technique and for those who want to conduct similar research.

5.1 Conclusion

The use of mind mapping technique can improve students' writing skills, especially in news item texts. Students got higher score receiving treatment using mind mapping where the posttest average (78.41) is higher than the pretest average (70.81). Teaching writing by using mind mapping technique can make it easier for students to generate and organize ideas when they write.

This increase was also due to the processes experienced by students. During the process, the students faced some grammatical errors, the use of inappropriate words, or repetitive words have decreased during the post-test. Students have experienced a reduction in errors during the post-test and also experienced an increase in writing news item texts using mind mapping technique, hence the post-test results got a higher average score than the pre-test. Therefore, the researcher claims that the mind mapping technique is a good alternative in teaching writing, especially for teaching writing news item text.

5.2 Suggestion

In consideration of the research finding, the researcher would like to make some suggestion as follows :

5.2.1 Suggestion for English Teachers

1. English Teacher can use mind mapping as a writing teaching technique because the research results have provided evidence that mind mapping technique can be effective for improving students' writing in news item text.

2. Mind mapping technique is very useful for students. Researchers suggest students to use mind mapping in everyday life in addition to writing mutiple types of texts in order to improve students' critical thinking.

5.2.2 Suggestion for Future Researchers

1. Future researchers are advised to continue and improve the application of mind mapping by giving students more opportunities and more time to write several types of texts.

2. It is important for future researchers to examine other aspects that can improve the use of mind mapping technique in writing texts.

3. Future researchers are advised to use classes below grade 12, because the meeting time is shorter than classes below so that research can be more conditioned.

4. Future researchers are advised to manage their time better, especially when applying mind mapping techniques so that learning continues to run effectively.

After all, those are the conclusion of this study after implementing mind mapping technique on writing news item text. Moreover, the suggestion can be accounted to conduct further research with mind mapping technique.

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