

**THE EFFECT OF USING PICTORIAL MIND MAPPING TOWARD THE
SENIOR HIGH SCHOOL STUDENTS' ABILITY IN WRITING AN
ANALYTICAL EXPOSITION TEXT**

Thesis

*Submitted as Partial Fulfillment of the Requirements to
Obtain the Strata One (S1) Degree*



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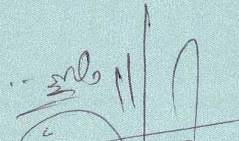
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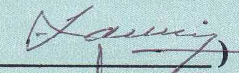
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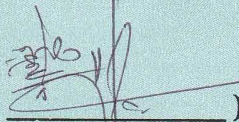
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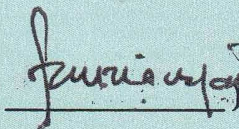
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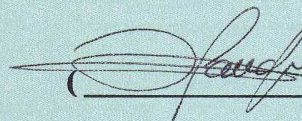
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Dengan ini menyatakan, bahwa Skripsi saya dengan judul *The Effect of Pictorial Mind Mapping Toward The Senior High School Students' Ability in Writing an Analytical Exposition Text* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan Negara.

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ABSTRAK

Ramadhoni, Afdhol Rizky. 2015. "The Effect of Using Pictorial Mind Mapping toward the Senior High School Students' Ability in Writing an Analytical Exposition Text". *Skripsi*. Program Sarjana. Universitas Negeri Padang, Sumatera Barat.

Kemampuan menulis siswa kelas XI SMAN 3 Batusangkar cukup bagus, tapi masih lemah dalam beberapa bagian dan perlu peningkatan. Salah satu kesulitan yang dihadapi siswa ketika menulis sebuah teks adalah mengembangkan ide-ide menjadi kalimat yang benar secara tata bahasa dan menyusun ide-ide tersebut menjadi kalimat yang bagus. Membuat kalimat yang lengkap dan benar secara tata bahasa merupakan hal yang penting dalam menulis. Dalam penelitian ini, peneliti mencoba untuk mengatasi masalah tersebut dengan menggunakan *Pictorial Mind Mapping*.

Penelitian ini bertujuan untuk melihat dampak dari penggunaan *Pictorial Mind Mapping* terhadap kemampuan menulis teks *analytical exposition* siswa kelas XI SMAN 3 Batusangkar. Jenis penelitian ini adalah penelitian eksperimental yang dilaksanakan di SMAN 3 Batusangkar. *Pictorial Mind Mapping* merupakan penggabungan antara media dengan strategi. Dalam hal ini, siswa tidak hanya dibantu dengan kata-kata dalam bentuk mind mapping, tapi siswa juga dibantu dengan gambar yang bisa membuat siswa lebih memahami dan lebih membantu apa yang akan mereka buat menjadi kalimat dan paragraph yang benar dan lengkap.

Hasil penelitian menunjukkan bahwa nilai rata-rata yang dihasilkan kelas eksperimen lebih tinggi dibandingkan kelas kontrol yaitu 74,43 : 67,27. Dengan menggunakan rumus t-test, diperoleh t-hitung sebesar 2,98 dan t-tabel sebesar 1,70. Hasil tersebut menyatakan bahwa t-hitung > t-tabel pada taraf signifikan 0,05, yang dapat disimpulkan bahwa penerapan *Pictorial Mind Mapping* terhadap pengajaran *analytical exposition* text memberikan dampak yang baik terhadap kemampuan menulis siswa dibandingkan dengan metode pembelajaran yang biasa digunakan guru di sekolah.

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In the first place he would like to express his gratitude and appreciation to his advisors, Drs. Saunir Saun, M.Pd as the first advisor, he also become his academic advisor and Delvi Wahyuni, S.S, M.A and also Rusdi Noor Rosa, S.S, M.Hum as the second advisors, who have patiently given their ideas, suggestions, corrections, beneficial opinions, great willingness and time to support this thesis. It is a pleasure to be allowed to pay tribute to my Reviewers in thesis proposal seminar as well as the Examiners in thesis comprehension test, Dr. Refnaldi, M.Litt, Dra. An Fauzi Rozani Syafei, M.A and Havid Ardi, M.Hum, for their beneficial time, contribution of thoughtful ideas toward the development and the improvement of this thesis.

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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing as a productive skill is one of the four skills that is very important in learning English. By writing, people can communicate with others indirectly or without meeting them. Because of its importance, in Indonesia writing skill has to be acquired by senior high school students. They are demanded to produce the language in written form. Through writing, the students are supposed to produce the text as the result of their thought, ideas, and feeling by concerning on generic structure and language features of the text, then it can be used by teacher as a measurement of their understanding about the lesson.

However, if it is compared with other skills such as listening, speaking and reading, writing is considered as the most difficult skill because of some reasons. In writing, the first important thing is that the students must have ideas to write. Besides, they also have to consider several aspects of writing such as punctuation, grammar, and vocabulary. In addition, they need to have knowledge about text organization, cohesion and coherence to produce a well-organized text so that the readers can achieve logical meaning about the text.

In learning english, there are three kinds of texts learnt by the students. They are transactional-interpersonal text, functional text and monolog text. The monolog texts include narrative, recount, spoof, report, descriptive, hortatory exposition, analytical exposition, discussion, explanation, news item, and review text. Some of them are taught at Junior High School and some others are taught at

Senior High School like analytical exposition text. It is a kind of text that presents one side of an issue in a form of arguments.

Writing an analytical exposition text is not easy for students. They have to decide the topic before they start to write, and then they have to provide their arguments in the text. In addition, the logical meaning of the students' arguments must be achieved by the readers.

Based on the preliminary observation in SMAN 3 Batusangkar, there were several problem found related to students' writing problem. *First*, they did not know what they were going to write about. The topics which had been given made them mnot know how they started to write. *Second*, they did not know how to develop their ideas. *Third*, they had difficulties in arranging their ideas into written form well. *Fourth*, they had difficulties to stimulate their background knowledge about the topics that were going to be discussed before they write an analytical exposition text.

In addition, students got difficulty in finding the ideas and organizing them into a good text. Moreover, they did not understand the generic structure and language features of the text. *Then*, they also found it hard to express their arguments into good sentences, and they sometimes did not have strong enough arguments. Furthermore, lack of vocabulary become one of the problems that made them get hard to practice their English in written form. *Last*, lack of media in the process of learning writing could be one of the problems that made the students have difficulties on it.

Actually, the teachers as facilitator and motivator in the class should find a good strategy to make students be able to write the analytical exposition well. There are many strategies in teaching writing that can be done by the teachers. They should make the students understand the lesson. However, not all strategies or methods can be done successfully. One of the strategies that can be applied is using pictorial mind mapping.

In this pictorial mind mapping strategy, the teacher will apply some pictures about what happening recently. Besides, kind of pictures which are put in mind mapping are related to the issues or phenomena. Regarding to the analytical exposition text, the issue pictures have to have a correlation to the topic of the analytical exposition text. By displaying the pictures into mind mapping students will be guided easily in elaborating and arranging in writing an analytical exposition text. Besides, this strategy can help the students to develop their ideas in writing. It guides them to organize their ideas about pictures to be written down in analytical exposition text. By using pictorial mind mapping, the students become more active in learning writing. In addition, the pictures provided on mind mapping can help students know what they are going to write. They can focus on what the pictures describe or tell to guide them to write. It can also help them to express their arguments by looking at the pictures on mind mapping. Furthermore, they can organize the sentences into a good paragraph by looking at the pictures that have been arranged on mind mapping.

There are some considerations why students' ability in writing analytical exposition text should be increased. Analytical exposition text is one of the

persuasive texts which make students express their arguments, elaborate their ideas, and develop their opinion about the topic in the text. The text demands the students to generate their ideas well and elaborate and develop their arguments in order to make the readers understand about the text. In addition, analytical exposition text is chosen in this research because it is one of the genres of text learned by the students in the second year of senior high school so that this genre of text is familiar for them.

Based on the facts above, this research is going to find out the effect of using pictorial mind mapping to increase students' writing ability in writing analytical exposition text.

B. Identification of the Problem

In writing analytical exposition text, there are some ways to help the students arrange their ideas. The first is using an appropriate strategy. A good strategy can be one of the solutions to decrease students' difficulties in writing analytical exposition text. The strategy which is related to writing has to be understood by the students. If the strategy is not understood by the students, the good product of writing can not be achieved. So, teachers have to consider the strategy that they are going to apply in the classroom especially in teaching writing.

The next way is using media as guidance to write an analytical exposition text. By using media, students can stimulate their background knowledge, create their ideas, and arrange their ideas into a good text. Besides that, by using interesting media the students get to be more motivated. So, using media can be a successful way to improve students' ability in writing analytical exposition text.

C. Limitation of the Problem

There are several strategies that focus on increasing students' ability in arranging and organizing their ideas. One of them is by using pictorial mind mapping. Related to the identification of the problem above, the problem of the research was limited to the effect of using social issue pictures on the mind mapping in increasing the senior high school students' ability in writing analytical exposition texts.

D. Formulation of the Problem

The problem in this research was formulated as follow: "does pictorial mind mapping give a significant effect toward the second year of senior high school students' ability in writing analytical exposition texts?"

E. Purpose of the Research

The purpose of this research was to find out whether there is a significant effect in using pictorial mind mapping toward the second year of senior high school students' ability in arranging and organizing their ideas in writing analytical exposition texts in writing.

F. Significance of the Research

It is expected that this research theoretically provides useful information to the readers about the effect of using pictorial mind mapping to organize students' ideas and to help them write in the writing process. This research can also be useful for the readers to increase their knowledge about the strategy related to

organizing ideas. In addition, practically this research will give contribution to other researchers and teachers. The teachers will be able to guide the students in arranging and organizing their ideas in writing analytical exposition text. Besides that, the other researchers can use this research as a reference to develop their researches.

G. Definition of the Key Terms

- Effect : The result of students' ability in writing analytical exposition text after an action or treatment of pictorial mind mapping strategy.
- Writing : a process where the writers express their ideas, feeling, opinion, and ideas about something into written form by paying attention to the aspects of writing in order to make the readers understand about their text.
- Pictorial Mind Mapping :A medium which applies a map with some pictures to brainstorm the students' mind or idea about a topic. In this research they were about *Smoking, Rubbish Recycling and Social Media*.
- Analytical exposition text : one of the persuasive texts that has function to persuade and convince the readers that something is the case.

Writing Ability : Score that is found or gotten from students' writing of an analytical exposition text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Related to the research finding that has been explained before, it can be concluded that using pictorial mind mapping in teaching writing an analytical exposition text toward the second grade students at SMAN 3 Batusangkar gave a significant effect to their writing skill. It could be seen from the hypothesis testing where the value of t_{observed} was bigger than the value of the t_{table} at the level of significance 0.05 ($t_{\text{observed}} > t_{\text{table}}$). Consequently, it can be concluded that the difference of the students' writing an analytical exposition text between the two groups was considerably significant.

From that result, it was decided that null hypothesis was rejected while alternative hypothesis was accepted. Therefore, it can be stated that using pictorial mind mapping gives significant effects towards students' writing skill in writing an analytical exposition text.

B. Suggestions

Based on the research findings and discussions, the researcher gives numbers of suggestions:

1. The next researchers who are interested in conducting the similar topic, using *Pictorial Mind Mapping* as English teaching to conduct

experimental research more than 8 meeting, so that the students can develop their knowledge/ability in writing.

2. The teacher should try to apply *Pictorial Mind Mapping* not only for teaching an analytical exposition text, but also for teaching other kinds of texts. To get maximal research findings, try to do research at the beginning of the school learning process.
3. For the teacher or the researcher, it is suggested to introduce the new strategy clearly to the students in order to create an effective teaching and learning process.
4. The teacher should motivate the students to participate in the learning process actively to get an effective result.

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