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PROSIDING

Seminar Nasional Multidisiplin Ilmu

**"Inovasi Teknologi dan Produk Penelitian
Pengabdian Masyarakat Berbasis
Revolusi Industri 4.0
di Era New Normal"**

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KATA PENGANTAR

Assalamu'alaikum Warahmatullahi Wabarakatuh Alhamdulillah segala puji bagi Allah SWT erkat Rahmat dan HidayahNya Webinar 1st Jabal Ghafur Conference on Research Community Service Seminar Nasional Multidisiplin ilmu telah terlaksana dengan baik dan lancar. Seminar Nasional Universitas Jabal Ghafur yang pertama ini bertema "Inovasi Teknologi dan Produk Penelitian, Pengabdian Masyarakat Berbasis Revolusi Industri 4.0 di Era New Normal" yang telah diselenggarakan pada tanggal 7 November 2020 secara virtual melalui zoom meeting.

Seminar Nasional ini dihadiri oleh Dr. Muhammad Dimyati (Plt Deputy Bidang Penguatan Riset dan Pengembangan, Kemenristek/Badan Riset dan Inovasi Nasional) dan Dr. Ir. Muhammad Ilham Maulana, M.T (Sekretaris Pelaksana LLDIKTI Wilayah XIII- Aceh) sebagai Keynote Speaker.

Pada seminar ini hasil penelitian dan pengabdian masyarakat telah dipresentasikan oleh para peneliti dari Dosen dan Mahasiswa berbagai Universitas dan dengan bidang ilmu yang beragam. Selanjutnya hasil seminar tersebut dibukukan dalam prosiding ini. Seminar Nasional Universitas Jabal Ghafur yang pertama ini dapat terlaksana dengan sukses atas bantuan dan partisipasi berbagai pihak. Oleh karena itu kami mengucapkan terimakasih banyak kepada banyak pihak yang telah membantu terselenggaranya Seminar Nasional ini.

Penyusunan prosiding ini masih banyak kekurangan, oleh sebab itu kami sangat mengharapkan saran yang membangun untuk dapat menyempurnakan prosiding ini. Semoga prosiding ini dapat bermanfaat bagi Dosen, Mahasiswa, Peneliti dan Masyarakat.

Wassalamu'alaikum Warahmatullahi Wabarakatu

Sigli, 7 November 2020

Prof. Dr. Bansu Irianto Ansari, M.Pd

PROSIDING
SEMINAR NASIONAL MULTI DISIPLIN ILMU
JABAL GHAFUR CONFERENCE ON RESEARCH AND COMMUNITY SERVICES
(JGCR+)

**"Inovasi Teknologi dan Produk Penelitian Pengabdian Masyarakat Berbasis
Revolusi Industri 4.0 di Era New Normal"**

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PENGARUH INTENSITAS PENGGUNAAN *SMARTPHONE* TERHADAP KUALITAS
TIDUR PADA SISWA DI SMA NEGERI 1 SIGLI KABUPATEN PIDIE

Risna⁽¹⁾, *Wahyuni*⁽²⁾ 467-479



THE USE OF MIND MAPPING TEHNIQUE TO IMPROVE THE STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT

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ABSTRACT

This study is entitled the use of Mind mapping to improve student's writing skill. This research is an experimental research and uses quantitative methods. The authors conducted this study in class X MIPA 1 as a control class and class X MIPA 2 as an experimental class. To obtain data, the researcher conducted experimental teaching for five meetings. The instrument used was 11 questions. pre-test and post-test as a research instrument. The results showed that there were a significant difference between students who were taught by using Mind mapping and students who were taught by another method. This was found that by comparing pre-test and post-test. Based on the data obtained, the authors concluded that their writing skill improved after being taught using Mind mapping, then choosing Mind mapping can greatly help students to improve their writing skills. The calculation of the data showed that the experimental class had the total score 4050, meanwhile in the control class had the total score 2770. The mean score of experimental class was 78,4 and the mean score of control class was 38,0 . It showed the mean of difference score of experimental class was higher than control class ($78,4 > 38,0$). While, the result of was 78,4. Because of that, higher than ($78,4 > 1,70$). It means that was accepted

Keywords: Writing, mind mapping, descriptive text

ABSTRAK

Penelitian ini berjudul penggunaan Mind mapping untuk meningkatkan skill menulis siswa pada pembelajaran. Penelitian ini adalah penelitian eksperimental dan menggunakan metode kuantitatif . penulis melakukan penelitian ini pada kelas X MIPA 2 sebagai kelas kontrol dan kelas X MIPA 1 sebagai kelas eksperimen. Untuk memperoleh data, penulis melakukan pengajaran eksperimen selama enam pertemuan. Instrumen yang digunakan adalah 10 pertanyaan . Penelitian ini dilakukan untuk mengetahui sejauh mana pengertian siswa dalam menulis atau writing dengan menggunakan Mind mapping. Penulis menggunakan 1 jenis pengajaran eksperimental yaitu, pre-test dan post-test. Hasilnya menunjukkan bahwa adakah perbedaan yang signifikan antara siswa yang diajarkan menulis atau writing menggunakan Mind mapping dengan siswa yang diajarkan menulis atau writing dengan metode lain. Hal itu ditemukan dengan membandingkan pre-test dan post-test, Berdasarkan data yang diperoleh, penulis menyimpulkan bahwa pemahaman menulis siswa meningkat setelah diajarkan dengan menggunakan Mind mapping, mereka juga tertarik dan termotivasi dalam proses pembelajaran. Kemudian dengan memilih tehnik mind mapping bisa sangat membantu siswa dalam meningkatkan kemampuan menulis mereka. Perhitungan data menunjukkan bahwa di kelas eksperimen memiliki skor total 4050, sedangkan di kelas kontrol memiliki skor total 2770. Skor rata-rata kelas eksperimen adalah 78,4 dan skor rata-rata kelas kontrol adalah 38,0. Ini menunjukkan rata-rata skor selisih kelas eksperimen lebih tinggi dari kelas kontrol ($78,4 > 38,0$). Sementara, hasilnya adalah 78,4. Karena itu, lebih tinggi dari ($78,4 > 1,70$).

Artinya, diterima. Ini menunjukkan bahwa kemampuan siswa dalam menguasai writing atau menuliskan telah meningkat setelah penulis mengajarkan tehnik Mind mapping.

Kata Kunci : Menulis, Pemetaan Pemikiran, Teks Deskriptif

INTRODUCTION

English is an international language. Most of people or even nations use this language in international communication. Many fields of human life, such as in politic, economic, education, cannot be separated from it. Based on the fact above, it becomes one foreign language wich has to be mastered by all people in the worlrd.

There are four skills language in English, there is Listening, Speaking, Reading, and Writing, According to (Raimes, 1987: 76), writing is a skill in which we express ideas, feeling, and thought which are arranged in words, sentences, and paragraph using eyes, brain and hands. During the researcher experience when she had training program (PPL), the writer observed that a lot of students find some difficulties and make some mistakes in writing. They cannot well, even they cannot write words that they have read correctly. This happens because of some factors such as limited vocabulary, knowledge about grammar, and writing technique. Besides that, the researcher found the students ability of writing skill was very low. When they wrote a paragraph, they wrote everything without focusing in the coherence, they did not know the element of a good paragraph. In our country some English teachers still use traditional or conventional such as to teach writing.

Considering the explanation above, the teacher must create a strategy and material to be applied in the classroom in teaching English, including in teaching writing. The researcher used the Mind mapping technique

LITERATURE REVIEW

Writing is an activity to create a note or information on a media by using letters. Writing is usually done on paper using tools such as pens or pencils. But with the development of technology like today, writing can also be done using a computer or laptop.

Writing based on expert

In writing all elements of language skills must be fully concentrated in order to get really good results

1. Henry Guntur Tarigan (1986: 15) states that writing can be interpreted as an activity of pouring ideas / ideas using written language as the delivery media.
2. According to Djago Tarigan in Elina Syarif, Zulkarnaini, Sumarno (2009: 5) writing means expressing in writing ideas, ideas, opinions, or thoughts and feelings.
3. Elina Syarif, Zulkarnaini, Sumarno (2009: 5) also expressed his opinion about writing, namely: putting graphic symbols that represent the language understood by others

Steps of writing

Writing is a process that involves several steps. There are three steps in the writing process by Karen, et, al (2003) in their book ;

Step one ; prewriting

Step two ; writing

Step three ;Revising what you have written.

MIND MAPPING

A mind map is an easy way to brainstorm thoughts organically without worrying about order and structure. It allows you to visually structure your ideas to help with analysis and recall.

Research Instrument

In collecting data, the researcher apply test. The kinds of the test are pre test and post test.

1. Pre Test

Pre test is given to know students skill in mastering writing at the first meeting. The researcher use an oral test which is given toward students before the researcher apply the test. The exercise of pre test is essay which consist 11 questions, there are two kind of question model, that is the first model is the question answer and the fill in the blank on thats question.

2. Post Test

Post test is given to know students skill in mastering writing at the last meeting after the researcher apply the test. The exercise of post test is essay which consist 11 questions, .there are two kind of question model, that is the first model is the question answer and the fill in the blank on thats question. Post-test in this research has a purpose to know the result of the treatment and the improvement of students' writing skill. The result of the post-test is used to determine whether the technique is better for teaching writing or not?

In order to determine the scores, the researcher formulated the criteria that suggested by Arikunto (2009:272) as follow:

1. Excellent : 81-100
2. Good : 61-80
3. Sufficient : 41-60
4. Insufficient : 21-40
5. Bad : 0-20

Mean

Mean is avarage from divisi between sums of students' scoring a total number of responden. The formula is:

$$M_x = \frac{\sum}{N}$$

M_x : Mean

X : Number of Score

$\sum$: Sum or Add

a. Calculate t Test Score

To calculate the statistical significance of ratio observed, the research used this following formula shown by Arikunto Suharsimi (2014: 356)

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1 + 1}{Nx + Ny}\right)}}$$

In other to know how far group discussion technique could improved student's writing skill, the writer determined the whole score obtained. In order to determine the writer formulated the criteria,

After the researcher gives the score on the student's answer sheet, the researcher categorizes the value in that suggested by Arikunto (2009: 272) as follow:

Excellent : 81-100

1. Good : 61-80

2. Sufficient : 41-60
3. Insufficient : 21-40
4. Bad : 0-1

- Determining mean controlled class score with the formula:

$$M_x = \frac{\sum d_x}{N} = \frac{195}{15} = 38,0$$

- Determining mean experimental class score with the formula:

$$M_y = \frac{\sum d_y}{N} = \frac{280}{15} = 78,4$$

- Determining the deviation of controlled class:

$$\begin{aligned} \sum x^2 &= \sum d_x^2 - \frac{(\sum d_x)^2}{N} \\ \sum x^2 &= 4050 - \frac{(38025)}{15} \\ \sum x^2 &= 4050 - \frac{2535}{15} \\ \sum x^2 &= 4050 - 169 \\ \sum x^2 &= 3,8 \end{aligned}$$

- Determining the deviation of experimental class:

$$\begin{aligned} \sum y^2 &= \sum d_y^2 - \frac{(\sum d_y)^2}{N} \\ \sum y^2 &= 2770 - \frac{(78400)}{19} \\ \sum y^2 &= 2770 - \frac{41261}{19} \\ \sum y^2 &= 2770 - 2,171 \\ \sum y^2 &= 2,7 \end{aligned}$$

Description of Data

This chapter discusses the result of the classroom of experimental research. It was done by the writer to find out the students' skill in mastering the writing use Mind mapping by administering pre-test and post-tests both experimental class and the control class.

The data below are the scores that are gathered from the pre-test and post-test of both classes as follow:

No	Controlled Class					Experimental Class				
	Subject initial	Pre-test (x_1)	Post-test (x_2)	Gain (d_x)	$(d_x)^2$	Subject initial	Pre-test (y_1)	Post-test (y_2)	Gain (d_y)	$(d_y)^2$
1	HZ	70	90	20	400	FZ	60	80	20	400
2	AB	60	70	10	100	MK	70	80	10	100
3	KL	70	75	5	25	IS	65	70	15	225
4	AH	65	80	15	225	MZ	75	80	5	25
5	MH	50	70	20	400	RM	70	90	20	400
6	KH	85	80	5	25	RR	80	90	10	100
7	NI	60	75	15	225	NU	70	80	10	100
8	NF	50	60	10	100	PD	70	40	30	25
9	AS	50	60	10	100	SF	60	80	20	400

10	NY	45	50	5	25	RM	80	90	10	100
11	MA	60	80	20	400	AH	70	80	10	100
12	MF	85	90	5	25	IK	80	85	5	25
13	SN	50	60	10	100	LD	60	75	15	225
14	MJ	60	70	10	100	MN	90	30	60	120
15	YB	45	76	30	900	ATF	60	70	10	100
						MD	80	80	0	0
						FT	70	85	15	225
						ML	80	87	0	0
						AU	80	80	0	0
Σ	N=15	965	1085	195	X ₁ =40 50	N=19	1440	1607	280	X ₂ =27 70

The scores above shows that 35 students of second years students of SMAN 2N Delima got varieties scores, it showed the ability of the second years students in writing also varieties.

Afterwards, from the table above the reseachergots the calculation using that formula designed by Arikunto (2014:350) as follow:

a. Determining mean controlled class score with the formula:

$$M_x = \frac{\sum d_x}{N} = \frac{195}{15} = 38,0$$

b. Determining mean experimental class score with the formula:

$$M_y = \frac{\sum d_y}{N} = \frac{280}{19} = 78,4$$

c. Determining the deviation of controlled class:

$$\sum x^2 = \sum d_x^2 - \frac{(\sum d_x)^2}{N}$$

$$\sum x^2 = 4050 - \frac{(38025)}{15}$$

$$\sum x^2 = 4050 - \frac{2535}{15}$$

$$\sum x^2 = 4050 - 169$$

$$\sum x^2 = 3,8$$

d. Determining the deviation of experimental class:

$$\sum y^2 = \sum d_y^2 - \frac{(\sum d_y)^2}{N}$$

$$\sum y^2 = 2770 - \frac{(78400)}{19}$$

$$\sum y^2 = 2770 - \frac{41261}{19}$$

$$\sum y^2 = 2770 - 2,171$$

$$\sum y^2 = 2,76$$

Hypothesis testing

The Steps will be continued by calculating or comparing both the calculation results of the previous calculation result. It is obtained by mean and deviation score each class as follows:

$$M_x = 38,0 \quad \sum x^2 = 3,8$$

$$M_y = 78,4 \quad \sum y^2 = 2,76$$

the value of t-test obtained:

$$t = \frac{My - Mx}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1 + 1}{N_x + N_y}\right)}}$$

$$t = \frac{78,4 - 38,0}{\sqrt{\left(\frac{3,8 + 2,76}{15 + 19 - 2}\right) \left(\frac{1 + 1}{15 + 19}\right)}}$$

$$t = \frac{40,4}{\sqrt{\frac{6,56}{32} \times \frac{2}{34}}}$$

$$t = \frac{40,4}{\sqrt{0,21 \times 0,05}}$$

$$t = \frac{40,4}{\sqrt{0,010}}$$

$$t = \frac{40,4}{0,1}$$

$$t = 4,04$$

Based on significance level $\alpha = 0.05$ degrees of freedom $d.f = (N_x + N_y - 2) = (15 + 19 - 2) = 32$, then from the distribution list t with probability 0.95 and $df = 32$ to obtained by interpolation $t_{0,95(48)} = 2,68$. Hypothesis testing is done on a significant level level $\alpha = 0.05$ degrees of freedom $d.f = (N_x + N_y - 2) = (15 + 19 - 2) = 32$, with the odds $(1 - \alpha)$.

To test the hypothesis that the statistics used are the t -test, and for the formula that will be tested as follow:

$$H_a : \mu_1 > \mu_2$$

$$H_o : \mu_1 = \mu_2$$

It mean that sounds:

- H_a : There was a significance different between the students who are taught by using Mind mapping technique in writing skill and who are do not taught with using Mind mapping technique was accepted
- H_o : There was no significance different between the students who are taught by using Mind mapping and who are not taught with Mind mapping was rejected.

Based on the results above, it is obtained $t = 4,04$ and $t_{table} = 2,68$, so $t_0 > t_{table}$ ($78,4 > 2,68$). H_a is accepted with significant level $\alpha = 0,05$. It can be concluded that "THE USE OF MIND MAPPING TEHNIQUE TO IMPROVE THE STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT" was accepted and the null hypothesis (H_0) was rejected.

Discussion

After treating the research at SMAN 2 Delima, the researcher could find the result of this study showed that the students writing skill was improved. During the treatment in experimental group by using Mind mapping, the students gave positive response by showing their interest, anthusias and motivation. The use of Mind mapping in experimental class gave good result compared to the control group. The students who were taught by using group discussion technique get higher score in post-test than the students who were not taught by using Mind mapping. The result of the research showed in the experimental class had the total score 2650. Meanwhile, the

control class had the total score 3150. It can be said that the writing skill of experiment class is higher than the control class on the other hand, the test of hypothesis

CONCLUSION

After applying Mind mapping at first year students' of SMAN 2 Delima and according the result of any tests, could be summarized that "there was a significance different between the students who were taught by using Mind mapping in improving students' writing skill and those who were taught by another technique".

It means that using Mind mapping in teaching writing is helpful, especially in improving student's writing skill. It can be shown from the result of pre-test and post-test in both class experimental class and control class. Based on the data analysis, in experimental class had the total score 2770, meanwhile, in the control class had the total score 4050. The mean score of experimental class was 78,4 and the mean score of control class was 38,0. It showed the mean of difference score of experimental class was higher than control class ($78,4 > 38,0$). While, the result of t_0 was 4,04. Because of that, t_0 higher than t_{table} ($4,04 > 1,70$). It means, H_a was accepted. The statistical analysis showed that the experimental group got higher score than the control group, in short, applying Mind mapping in teaching writing develops the students' writing skill. It is clear that the experimental group that was treated with Mind mapping obtained better result than control group which was taught without Mind mapping.

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