

The Effect of Mind Mapping Method on the Ability of Writing Narrative Writings for Class VII Students of Madrasah Tsanawiyah Al-Fatah Cileungsi Bogor

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Abstract—This study aims to determine the effect of the use of mind mapping method on the ability to write narrative essays for students of class VII Al-Fatah Cileungsi Bogor Madrasah Tsanawiyah. This study uses the form of Pre-experimental design with One-Group pretest-posttest design research design. The population in this study were all seventh graders of Al-Fatah Cileungsi Bogor Madrasah Tsanawiyah with a total of 112. The sampling technique used probability sampling. Probability sampling technique used is simple random sampling and obtained a sample of 42 students. Research instruments in the form of tests. Data collection techniques in this study use tests to make narrative essays. The results of the research data analysis concluded that the calculation of the normality test with the formula chi square and homogeneity with the F test at the pretest and posttest data were normally distributed and homogeneous, then hypothesis testing using parametric statistical t-test obtained $11.70 >$, ($\alpha = 5\%$ and $dk = 40$) 2,021. The students' scores before being treated were an average of 62.83 with the number of students completing 3 students, and the non-complete students were 14 students, after the treatment was an average of 73.25 with the number of students completing 23 students, and that is not complete as many as 2 students. From the results of the t-test, it was concluded that there was an influence in the use of mind mapping methods on the ability to write narratives in class VII students of MTs Al-Fatah Cileungsi Bogor.

Keywords—ability to write narrative essays, mind mapping methods

I. INTRODUCTION

Learning writing today is no longer interesting. One of the causes is the entry of devices in the current technological era. There is a habit that has been lost since the entry of technology, namely writing conventionally, people prefer to type the device rather than looking for stationery and pens [1]. These habits have been widely imitated by children. Introducing children who are so early causes learning to write is not an interesting thing anymore. It is very unfortunate even though according to Noviyanti in [1] a psychologist from India stated that "Belief in writing can increase critical power including sharpening memory quite reasonable". The reason, writing requires a mindset, observation, and introspection. The more writing, the easier

it is to recognize letters, by recognizing the letter marked the reading ability will be smooth.

Reading habits make people become more focused in critical thinking. In addition, reading habits will usually be flexible in speaking in writing (writing skills). Reading passion makes readers have an unlimited "stock" of vocabulary when writing [2]. However, it is unfortunate that the reading culture in Indonesia is still lacking or can be categorized as apprehensive. The United Nations Educational, Scientific and Cultural Organization (UNESCO 2012) noted that the reading interest index in Indonesia had only reached 0.001. That means, in every 1,000 people there is only one person who has an interest in reading [2]. Indonesian people read an average of zero to one book per year. Compared to countries in the ASEAN region, the average reading of two to three books per year is still lagging behind. Based on the "Most Littered Nation In the World" study conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 61 countries about reading interest. Indonesia is exactly below Thailand 59 and above Bostwana 61 [2].

Whereas the infrastructure rating to support Indonesia's reading ranks at number 34 over Germany, Portugal, New Zealand and South Korea. Indicators of assessment of reading interest cannot be judged by the number of library centers in Indonesia. This means that facilities are available but are simply ignored without any real action to love reading. For the growth of interest in reading or culture reading small steps that can be done is to teach children to read, to get used to reading so that they become characters, after that it turns into culture. So the reading culture is present because of reading habits. Furthermore, the writing culture will grow together.

Togatorop in [3] says that writing is a difficult skill. Writing is very monotonous and does not teach students in language learning so that the students' skills are relatively low. This is reinforced by the statements of some experts who say that writing is a very complex activity for complex components such as the development of ideas, syntax, grammar, organization, vocabulary, content, coherence and cohesion paragraphs, as well as the use of punctuation. Another opinion in [4] argues that writing is a special form

of practical expression and communication to quickly identify, deal with aspects of practice, form the most critical, confidential, and reliable discussions. Alfred, *et al.* in [5] argues, writing can be said to be successful not only as a result of inspiration, not just words spoken and changed for later printing, but writing is the result of the process of knowing the structure of information by describing text and forms to achieve goals clearly stated in describing it to the reader. Komaidi in [6] says writing is the activity of the entire brain that uses the right brain hemisphere (emotional) and the left hemisphere (logic). So good writing activity is utilizing both hemispheres of the brain.

Writing is a creative process of moving ideas in writing symbols. In this sense, writing has three main aspects. First, the existence of a specific purpose or purpose to be achieved. Second, there is an idea or something to be communicated. Third, the existence of the idea transfer system, which is in the form of a language system [7].

Writing is a process carried out by students to master one of the skills in language. A good writing process usually starts from pre-writing, writing, and rewriting, or revising and editing which is done systematically and structured so that it can be managed properly. The main purpose of students in writing is to inform, persuade, or entertain, and define the goals or objectives to be conveyed to the readers.

The first step in writing is to determine a narrow topic enough to be explained in general. Continued to write a thesis. Unlike topics, the thesis is a single statement containing arguments that make a statement about a topic in an essay clearly illustrated. Often, a thesis in the form of a sentence will give a clear picture of the essay that students make by stating the main idea. Generally, if students can choose interesting topics, the reader will feel the same way.

Speaking writing, the following steps will be presented in writing as follows:

(1) Determine the topic, (2) Explore ideas about topics through thinking, reading, listening, and observing (3) Formulate a thesis or main idea and decide which points you want to make to support it (4) Choose details and look for examples (from reading, research, and personal experience), (5) Determine the order in which you will present the idea (6) Write the first draft, edit and revise the content, style, and mechanical writing; write the final draft.

It can be concluded that in writing we can take several steps in writing. An educator should give a theme or topic not to limit the creativity of students. Educators should give a free theme in writing skills, so students can determine their own themes that they master. Because when we determine the theme that must be written, it will make it difficult for students when the students have not or have never experienced it [8].

With good writing skills, students can express ideas, ideas, convey facts, arguments, even persuasive actions can be done with writing skills. Therefore, writing skills are considered very important. However, the skill to write narrative essays is considered very difficult for students to master. Apart from internal factors external factors also contribute to students' writing skills. Some students often complain about the monotony in the learning process. In addition, educators who teach Indonesian language subjects

are not Indonesian graduates so they lack mastery of learning material. So that the process of learning to write narrative essays is not running optimally and the results are lacking.

Writing can be divided into sub-skills such as descriptive, narrative and expository writing skills [9]. What style is written automatically will be influenced by the recipient's status, age, profession and relationship with the author. Meanwhile, duplicates sub-writing skills includes descriptive skills (description of people, places and things), narrative skills (telling stories, incidents, events in the right order in chronological order) and expository skills (writing with the aim of justifying, explain, define, classify, compare and contrast).

Narrative is writing that aims to tell the chronology of human life events [7]. Based on the formula, the characteristics of the narrative writing are as follows: (1) The writing contains stories about human life; (2) the events of human life that are told may be real life, imagination, and may be a combination of both; (3) the story has a beauty value, both the beauty of its contents and its presentation; (4) In the event there is a conflict, namely conflict of interests, crisis, or a gap between hope and reality. Without conflict, the story is not interesting; (5) In it there is often a dialogue to bring the story to life; (6) Writing is presented in a chronological manner. Then, according to Alek and Achmad in [10], narrative essays are writing that are storytelling, both based on observation and recording and the aim is to collect more, classified as a narrative category. A form of writing in which it is narrated both based on observations and fiction.

Narrative text is one of the texts that is popular or often read as common and is most popular with students. In writing text such as text retelling and retelling it needs to need good writing skills. Grammatical Structure of Narrative Texts (1) When telling characters, events (grooves) in space and time (background), usually use action verbs, (2) Using temporal conjunctions (time), (3) Tells and stories are usually written in past tense, (4) In the sequence of actions, especially the action verb is used (bold), while in reflection / evaluation, mental verbs dominate (italicized), (5) Playing with the structure of sentences is a common feature of other narratives. Often sentences consist of one short word or phrase [11].

Other than that, Keraf in [12] narrative essays are defined as a form of discourse whose main goal is actions that are woven and arranged into an event that occurs in a unitary time. Narrative essays are a form of discourse that attempts to describe clearly to the reader an event that has occurred. Based on the opinions of some linguistic experts, there are several things that relate to the notion of narrative. This includes the form of stories or narratives, highlighting actors, according to developments over time (chronological order), and systematically arranged. From the identification, it can be concluded that narrative essays are essays which tells of an event (event) arranged systematically by highlighting the perpetrators from time to time. The events told by the author can start from the beginning to the end of the event or the writer starts from the end and returns to the beginning, and perhaps the story starts from conflicts that

make the writer feel the need to put it in writing, so that the reader can enjoy it.

Teachers have an important role in learning activities to encourage student interest and motivation. Especially in the use of methods in the learning process. However, teachers often ignore it. Teachers often still use conventional methods that make students feel bored and monotonous in learning, especially Indonesian language learning, namely writing narratives. Basically learning to write narration can run actively and innovatively when choosing the right or appropriate learning method so that it can create enjoyable learning. The method that can be used in learning narrative writing is the Mind Mapping method.

Mind Mapping in French called *des cartes heuristiques* was developed by Toni Buzan, a researcher from England who applied knowledge about the brain and thought processes in various fields of life. He developed knowledge about the brain in the early 70s and just got the formulation in the decade of the 90s. Through his book *Mind Mapping*, he describes how the brain processes the information and data. After understanding this work process, then applying it in various human activities.

Mind Mapping is an easy way to dig information from inside and outside the brain, as well as new ways to learn and practice that are fast and effective which are made in the form of words, colors, lines, and images, so that the making is not boring. Mind Mapping is also a way of recording that is creative, effective, and literally will "map" our thoughts [13].

Swadarma in [14] says Mind Mapping is a writing method that works by using the principles of brain management, so that it can unlock all the potential and capacity of the brain that is still hidden. Mind Mapping can also be said to be an effective, efficient, creative, interesting, easy and efficient way of recording, because it is done by mapping our thoughts. In addition, Mind Mapping is a powerful graphic, which provides a universal key to unlocking the potential of the brain. Mind Mapping uses cortical skills - words, pictures, numbers, logic, rhythm, color, and awareness space - in one unique, powerful way. Thus, it can give students freedom to explore the unlimited area of their brain. Mind Mapping can be applied to every aspect of life where increasing learning and thinking more clearly will improve human performance.

Olivia in [15] says Mind Mapping is a more efficient way of recording, and can write ideas in the form of keywords. This principle is actually used to combine the left and right hemispheres simultaneously. The left brain works on things that are regular, related to grammar, formulas, rules, mathematics, logic, and things are linear. While the right brain hemisphere tends to work on creative things, such as imagination, music, drawing, role playing, making summaries, and something that is dynamic. Tools to make simple Mind Mapping. The tool is very small, so you can carry it everywhere. The tools needed are very few. To complete Mind Mapping, all you need is paper, colored pens, and your brain.

Based on his description of the Mind Mapping method is a method of learning that is creative, effective, and efficient in mapping the mind, which is made in the form of words,

colors, lines and drawings, so it is not boring, because it deals with the use of two hemispheres, the right brain and the left brain which has various benefits.

Buzan in [13] there are several benefits or uses of Mind Mapping for self-development, among others, 1) Collecting data that will be used systematically for various needs. 2) Develop and analyze ideas or knowledge as is usually done during the teaching and learning process, workshop meetings, or meetings. 3) Make it easy to look back at the same time to repeat ideas and ideas. 4) Make many choices from various possible decision routes. 5) Facilitate the brainstorming process because ideas and ideas that have not been easily recorded have become easy to write on a piece of paper. Besides having usefulness or benefits, according to Buzan in [13] Mind Mapping also has several advantages, including: 1) Improving knowledge management performance. 2) Maximizing brain work. 3) Interrelated with each other, so that more ideas and information can be presented. 4) Referring to creativity, simple and easy to do. 5) At any time, it can easily recall existing data.

[13] in making Mind Mapping very easy. Just remember the following five easy steps: 1) Use a blank sheet of paper without lines and some colored pens. Make sure the paper is placed sideways. 2) Make an image that summarizes the main subject in the middle of the paper. The image symbolizes the main topic. 3) Make a few thick curved lines that connect from the image in the middle of the paper, each for each of the main ideas that exist on the subject. The main branches symbolize the main sub-topic. 4) Name each of the ideas above and if you want, make small drawings about each of these ideas, this uses both sides of the brain. Every word in Mind Mapping will be underlined. This is because words are key, and giving an underscore, as in ordinary notes, shows the level of importance. 5) From every idea that exists, another link can be drawn, which spreads like tree branches. Add thoughts to each of these ideas. These additional branches symbolize the details that exist. From the description above, it is clear that the way to make Mind Mapping is not too difficult, because in the making it focuses more on the creativity of each student, which will create exciting results, full of warrants. , so it's easy to remember. With this learning method it is expected that students will not feel bored in the learning process, unlike the lecture method (conventional) which tends to be monotonous. The hypothesis in this study is

H1: There is an effect of using the Mind Mapping method on the ability to write narrative essays for students in class VII of Al-Fatah Cileungsi Bogor Madrasah Tsanawiyah.

H0: There is no effect of using the Mind Mapping method on the ability to write narrative essays for students in class VII of Al-Fatah Cileungsi Bogor Madrasah Tsanawiyah.

The rest of this paper is organized as follow: Section II describes the proposed research method. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this work.

II. PROPOSED METHOD

This research is a quantitative research with Pre-Experimental design (non-design) approach. The experimental design was in the form of One Group Pretest-Posttest Design, which was a research design involving one group that was given a pre-test, given a treatment, and given a post-test. The success of the treatment was determined by comparing the value of the pre-test and post-test [16]. The research design can be described as follows (see Table I).

TABLE I. RESEARCH DESIGN OF ONE GROUP PRETEST POSTTEST DESIGN

Group	Pre-test	Treatment	Post-test
Experiment	R1	X	R2

Where:

R1 = Pretest value (before treatment)

X = Treatment (mind mapping learning method)

R2 = Posttest value (after treatment)

As for the population in this study were all seventh grade students of Al-Fatah Cileungsi Bogor Tsanawiyah Elementary School which consisted of four classes, namely class VII A, VII B, VII C and VII D which totaled 112 students. Sampling in this study uses Nonprobability sampling method, namely class VII A Al-Fatah Cileungsi Bogor Tsanawiyah Islamic School, with a total of 42 students consisting of 18 male students and 24 female students who will be made into the experimental group. Data collection instruments in this study are tests. The test used in this study is a test in the form of a test about the description of making narrative essays. The test was carried out twice as long as before treatment (pre-test) and after treatment (post-test). Data analysis techniques consist of prerequisites for analysis and testing hypotheses that are carried out manually. In the analysis prerequisite stage, the data distribution normality test (chi squared) is used with the formula.

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i} \tag{1}$$

After that, homogeneity analysis is done with the formula:

$$F = \frac{\text{Varian Besar}}{\text{Varian Kecil}} \tag{2}$$

Then proceed with the t-test of one group to test the hypothesis, the t-test formula used is as follows.

$$t = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}} \tag{3}$$

III. RESULT AND DISCUSSION

To find out the effect of mind mapping method on narrative essay writing skills VII Al-Fatah Cileungsi Bogor Madrasah Tsanawiyah is used to calculate the analysis prerequisite test, and the results of statistical calculations have been obtained (see Table II).

TABLE II. RESEARCH DESIGN OF ONE GROUP PRETEST POSTTEST DESIGN

Value score	Value of pre-test	Value of post-test
Total grade of students in class	1133	1359
Average	62,83	73,25
SD	8,26	7,41
The number of students completed	3	2
Number of students not complete	14	23

Normality Test Results

Experiment class

Value x_{tabel}^2 to $\alpha = 0,05$ and $dk - 1 = 6-1= 5$ is 11,070

so $x_{count}^2 \leq x_{table}^2$

3,8518 \leq 11,070, it can be concluded that the data is normally distributed

Control class

Value x_{table}^2 to $\alpha = 0,05$ and $dk - 1 = 6-1= 5$ is 11.070

Hence, $x_{count}^2 < x_{table}^2$

Since 4.174 < 11.070, then it can be concluded that the data is normally distributed

Homogeneity Test Results

Homogeneity test using Fisher / F test

$$F = \frac{\text{varians terbesar}}{\text{varians terkecil}}$$

$$F = \frac{68,22}{54,87}$$

$$F = 1,243$$

With $\alpha = 0.05$ dan $dk_1 = 6 - 1 = 5$ as a numerator and $dk_2 = 6 - 1 = 5$ as a denominator, it is obtained $F_{table} = 5.05$

With the following testing criteria

So $F_{count} > F_{table}$, means not homogeneous

So $F_{count} < F_{table}$, means homogeneous

$$F_{count} 1.083 < F_{table} 5.05$$

So it can be concluded that the data is homogeneous data

Research Hypothesis Testing

Data analysis in the study was done by comparing the data of two sample groups, or comparing the data between the experimental group and the control group, then comparative hypothesis testing can be done with the t-test as follows [17].

- a. Calculates the combined standard deviation using a formula

$$s_{gab} = \sqrt{\frac{(n_A-1)s_A^2 + (n_B-1)s_B^2}{n_A+n_B-2}}$$

$$s_{gab} = \sqrt{\frac{(24-1)54,87 + (18-1)68,22}{24+18-2}}$$

$$= \sqrt{\frac{1262,01 + 1159,74}{40}}$$

$$= \sqrt{\frac{2421,71}{40}}$$

$$= \sqrt{60,54}$$

$$= 7,78$$

- b. Determine t_{count} with formula

$$t = \frac{\bar{x}_A - \bar{x}_B}{s_{gab} \sqrt{\left(\frac{1}{n} + \frac{1}{n}\right)}}$$

$$t = \frac{73,25 - 62,83}{7,78 \sqrt{\left(\frac{1}{24} + \frac{1}{18}\right)}}$$

$$t = \frac{10,42}{7,78 \sqrt{0,047}}$$

$$t = \frac{10,42}{7,78 \times 0,21}$$

$$t = \frac{10,42}{1,63}$$

$$t = 6,392$$

Refuse H_0 if $t_{count} > t_{table}$
 Accept H_0 if $t_{count} < t_{table}$
 From the distribution table t to $\alpha = 0,05$ and $dk = n_1 + n_2 - 2 = 40$ value will be obtained t_{table} is 2,021.

Because $6.392 > 2.021$ or $t_{count} > t_{table}$ so H_0 Refuse, it means that the use of the Mind Mapping method on the ability to write narrative essays is significantly higher than that of students who use the lecture method, which means that there is a significant influence of the Mind Mapping method on the ability to write narrative essays for students of class VII Madrasah Tsanawiyah Cilungsi Bogor. Based on the data analysis above the writer interpreted that there were significant differences in the ability of students to write narrative essays between those who used the Mind Mapping method and the class VII lecture method of Al-Fatah Madrasah Tsanawiyah.

The average value obtained by the variable X1 (experimental class) 73.25. This figure in the rating scale is in good category, because it is in the range of 70-75. This means that the ability to write narrative essays that use the Mind Mapping method for students in class VII of the Tsanawwiyah Madrasah Al-Fatah Cileungsi Bogor is good.

The average value obtained by variable X2 (control class) 62.83. This figure in the rating scale is categorized as

sufficient, because it is in the range of 60-65. This means that the ability to write narrative essays that use narrative methods for students in class VII of Al-Fatah Cileungsi Bogor Tsanawwiyah Madrasah is sufficient

Based on the value t test $t_{count} > t_{table}$ ($6.392 > 2.021$) so H_0 rejected which means the use of the Mind Mapping method on the ability to write a description is significantly higher than that of students who use the lecture method.

IV. CONCLUSION

Based on the data obtained by the researcher, the following conclusions can be drawn: (1) The ability to write narrative essays for students in grade VII of Al-Fatah Cileungsi Bogor Madrasah Tsunami in the experimental class is higher than the control class, seen from the average score $73,25 > 62,83$; (2) There is the influence of the Mind Mapping method on the ability to write narrative essays for students in grade VII of Al-Fatah Cileungsi Bogor Madrasah Tsanawiyah, judging from the value $t_{count} > t_{table}$ ($6.392 > 2,021$). Thus, this study can be concluded that there is a significant effect of the Mind Mapping method on the ability to write narrative essays for students of class VII Al-Fatah Cileungsi Bogor Madrasah Tsanawiyah.

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