**CHAPTER IV**

**FINDINGS AND DISCUSSION**

 This chapter includes the Research Findings and Discussion.

**4.1 Research Findings**

**4.1.1 The Result of Interview**

 The type of interview was semi-structured interview. There were six kinds of question that are asked to the teachers. It was about students’ interest in writing skill. Teachers as sources of information could gave answers based on the questions given and it was flexible. The teacher said that students were still lack interest in writing, especially, writing English language. Students had not gotten yet the significance of writing itself. It affected students to have no interest in writing. Teacher said that students still had to be given motivation to increase their ability in writing English language.

 Here were the list of participants that the researcher conducted interview with. There were fourteen participants in this interview, and all of them were student of SMKN 1 Lubuk Pakam. The name of participants were not revealed as their true name, the researcher used initial of their names. And here were the participants: HW, RPA, RBA, YEY, AH, SN, MY, RS, KS, NA, CAS, RAZ, ST, HK. The interviews were conducted via mobile phone and recorded by using smartphone recorder due to this covid-19 pandemic. The result of the interview can be seen in the following table:

**Table 4.1**

**The Results Of Interview**

|  |  |  |
| --- | --- | --- |
| **No.** | **Respondents name** | **Explain** |
| 1. | HW | It helps the students to know the points of the information from the textbook. |
| 2. | RPA | Mind mapping makes the students easier in getting detail information. |
| 3 | RBA | It can give a clear definition of the teacher explanation by providing some branches in mind mapping. |
| 4. | YEY | Using mind mapping as a media communication in giving presentation is very useful especially. |
| 5. | AH | It helps some students in considering some points and keywords. |
| 6. | SN | This media is very useful because it can make student remember what they want to learn about the concept and if they have obstacle in remember it, so they can see the mind map. |
| 7. | MY | Mind mapping is very useful for students when they do not have good mood to read all the text, so they can use mind mapping to make them easy. |
| 8. | RS | Students can grab the point which is explained by teacher by using mind mapping. |
| 9. | KS | This media helps the students to search the core topic of reading. |
| 10. | NA | It helps student more focus and ready before reading all the topics |
| 11. | CAS | Mind mapping makes students easy understand the content of the reading from general to specific. |
| 12. | RAZ | It helps students remember what they have learned about the topics. |
| 13. | ST | It is very useful because we can find the context specific ideas from media |
| 14. | HK | It makes student easy in elaborating the idea of the topics by writing the points of the text or mapping it. |

In this section, the researcher analyzed the interview obtained from the participants and parted into each topic below:

Most of Students’ perception on the implementation of mind mapping strategy Most of students never heard about mind mapping strategy before research conducted. They believed by implementing this strategy they can improve their writing ability because this strategy helped them to generate and organize ideas, enrich vocabulary, and more fluently in writing English. In contrast, some of students faced some obstacles when they used mind mapping strategy such as lack of idea, forgot what they have written in the map and nervous to express their idea based on their map. Thus, all of those statements based on the question: “have you ever heard about mind mapping strategy before?”, “does mind mapping strategy improve your writing ability?”, and “did you faced any obstacles in using mind mapping strategy?”

Students’ difficulties in learning writing. Generally, students shared the same experience when they perform writing. Some students were lack of confidence in writing English especially when they have to speak in public because they believed that they are have not enough vocabulary to speak effectively. The students tended to use body language to replace words when they could not express it in verbal language in order to let the idea conveyed. In addition, the students suggest other students who find it difficult in writing English to practice more in order to improve their writing ability. Thus, all of those statements based on the question: “what are the difficulties you faced in writing English?”, “how do you overcome your writing problem?” and “what are your solution to other students who still difficult to express their ideas?”

**4.2.1 Observation**

There were problems arose during the teaching and learning process. When conducting this class observation, the researcher also found some common problems appeared.Through questionnaires and interview distributed, some students were sharing the problems they have faced during the implementation of mind mapping at their learning and teaching writing activity. They said that they can’t utter some of their ideas (involved comment, question and suggestion). Other problems that appeared during the class observation were, grammatical errors done by some students. This fact supported by the teacher‘s answer of interview session related to the problems arise in the implementation of mind mapping in teaching writing. Meanwhile, for the students, mind mapping was so helpful to find such number of expressions and responses of both Congratulation and Praise. Then, its brief form also makes easy to remembered and easy to understand. Mind mapping was helping them in regulating their ideas and guiding them in explaining their thought. Besides, makes them get fully attention from other, and easy to utter their ideas when presenting the material. In addition, students teaching students were able to help reinforce higher order thinking and problem solving

**4.3.1 Analysis of Writing-test**

After conducting some treatments, the students’ ability in writing was measured by giving them a post-test.Before doing the post-test, I reviewed the lesson that I gave briefly. I asked once more to the students if they had difficulties in writing a descriptive text, they could ask me and I would explain once more. They were asked to produce a descriptive text using mind mapping method with the topic “Your Own Ideas”. The results of the test can be seen below as follow:

The average of the students’ test result (**post-test**):

(Harmer J, 2008)

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**Table 4.2**

**Result of the writing-test**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Name****( Initial)** | **organization; introduction, body and conclusion,** | **logical development of ideas: content** | **grammar** | **punctuation, spelling, and mechanics** | **TOTAL SCORE** |
| 1. | HW | 22 | 21 | 24 | 23 | 90 |
| 2. | RPA | 16 | 18 | 17 | 17 | 68 |
| 3. | RBA | 20 | 20 | 18 | 18 | 76 |
| 4. | YEY | 22 | 21 | 19 | 19 | 81 |
| 5. | AH | 20 | 18 | 17 | 18 | 73 |
| 6. | SN | 19 | 18 | 21 | 19 | 77 |
| 7. | MYS | 21 | 20 | 19 | 18 | 78 |
| 8. | RS | 20 | 20 | 22 | 20 | 82 |
| 9. | KS | 20 | 18 | 18 | 19 | 75 |
| 10. | NA | 20 | 20 | 19 | 19 | 78 |
| 11. | CAS | 20 | 19 | 19 | 19 | 77 |
| 12. | RAZ | 22 | 19 | 20 | 19 | 80 |
| 13. | ST | 19 | 21 | 18 | 20 | 78 |
| 14. | HK | 19 | 18 | 17 | 18 | 72 |
| **TOTAL SCORE MARK** | 1085 |

The average of the students’ test result:= **77.5**

**4.3.3 Analysis of Questionnaires**

In this activity, I distributed a questionnaire to support the primary data. The purpose of giving the questionnaires was to add the qualitative data in this study. I gave fifteen questions for the students. They were ordered to answer the questionnaires by crossing the choice a, b, or c in multiple choice questions.

The techniques in analyzing the questionnaires were discussed in the following section.

1. Grading the items of questionnaire

The questionnaire consisted of fifteen (15) questions. The descriptions of the questionnaire were: number 1 – 7 about students’ interest, number 8 – 10 about the relevance, number 11 – 13 about the advantage, number 14 about students’ achievement and number 15 about sustainability. Each option was given a score that showed the quality of each indicator. The score ranges from 1 to 3 as shown in the table below:

**Table 4.3**

**The Scoring Range of Questionnaire**

|  |  |
| --- | --- |
| **Option** | **Score** |
| A | 1 |
| B | 2 |
| C | 3 |

The score that ranges from 1 to 3 was explained below:

1. If the students chose a, the score was 1.
2. b) If the students chose b, the score was 2.
3. c) If the students chose c, the score was 3.

2) Tabulating the data questionnaire

The researcher tabulated the questionnaire data in order to make the result of grading clearly readable. The table consisted of these columns: name (students’ code), score per item, total scores, mean of each item and the average of each indicator based on the guidelines of the questionnaires. The result of the tabulated questionnaire can be seen in appendix 9.

3) Finding the mean

The formula used for computing the mean was as follows:

$$Mean= \frac{sum of the scores}{Number of the students}$$

1. Determining the graded scores

Providing value of graded scores was very important, since the result of the mean was not in round figure but in decimal. The result of the questionnaire data analysis of each issue could be classified into a range of mean below:

**Table 4.4**

**Classification of Graded Sources of Questionnaires**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Range of Mean** | **Student’s Interest** | **The Relevance** | **The Advantage** | **Students’ Achievement** | **Sustainability** |
| 0.00-1.00 | Low | Not Relevant | Not helpful | Low | Not necessary |
| 1.01-200 | Medium | Relevant | Helpful | Medium | Necessary |
| 2.01-3.00 | High | Very relevant | Very helpful | High | Very necessary |

1. Matching the mean criterion

To get the additional information about the students’ response in this study, the mean of each issue was matched to the criterion. Based on the range of mean above, the result of the data of the questionnaire could be analyzed by referring it to the following criterion:

**Table 4.5**

**Questionaires Mean Criterion**

**Questionnaires Mean Criterion**

|  |  |  |
| --- | --- | --- |
| **Issue** | **Mean** | **Category** |
| Students’ interest | 2.21 | High |
| Relevance | 2.18 | Very relevance |
| Advantage | 2.39 | Very helpful |
| Students’ achievement | 2.36 | High |
| Sustainability | 2.45 | Very necessary |

1. Concluding the Questionnaire Result
2. The students’ interest in using mind mapping method in writing descriptive text was high.
3. Mind mapping method was very relevance for the students’ in writing a descriptive text.
4. The mind mapping method could help the students’ in writing a descriptive text.
5. The students’ achievement in producing descriptive text using mind mapping method was high.
6. Mind mapping method was very necessary for the students in constructing descriptive text.

**4.2 Discussion**

The research was intended to know how well the application of mind mapping method as a teaching writing strategy in improving the students’ ability in writing a text. Based on the analyzed data, the research finding showed some important points that need to be discussed. The first point related to the first research question of this study, the question was about does mind mapping strategy improve students’ writing ability. The result showed that using mind mapping strategy improved students’ writing ability. It was accordance to the result of post-test control class and post-test experiment class.

According to the data from interview analysis, almost all students had the positive responses toward mind mapping strategy to improve their writing ability. Students easier to organize their idea, they would get new vocabulary and perceived that they speak more fluent. Besides, they thought that mind mapping strategy assisted them to improve their writing ability. Broadly writing, most of big problems in teaching writing class were reduced through this technique. But, one significant problem that still follows was grammatical errors, the researcher consider that teacher’s act was already good enough to anticipate it. Anyway, it just need more frequent action to get an optimum result.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

**5.1 Conclusion**

Based on the result of the research, it is concluded that mind mapping has positive effect toward students’ writing ability. The result of the data analysis indicated that the students’ writing skill in terms of pronunciation, grammar, mechanic, and vocabulary has increased from the pretest to posy-test. The result of post-test in experimental class was higher than in control class. The mean score of the students’ writing skill in experimental class is also higher than in control class. Mind mapping made students more active and creative in shared their ideas by writing in English.It indicated the treatment by using mind mapping has positive affect for students’ writing skill.

**5.2 Suggestion**

Having analyzed the result of this research, it is found that mind mapping helped the students to develop students’ writing skill in terms of pronunciation, grammar, mechanic and vocabulary. The researcher gave some suggestions were as follow

1. English teacher was suggested to use mind mapping as an alternative way in teaching writing. So mind mappingcan encourage the students to be more active in learning process.
2. The English learner were suggested to be more active, creative and enjoy in exploring their ability in writing by applying mind mapping technique in order make them more easier in expressed their ability in writing English.
3. The readers were suggested to read the findings to widen and broaden their horizon in the theory of learning English and the decision makers were suggested to read the findings of this study as one of the considerations in making decision for the policy of the teaching learning process