

## THE INFLUENCE OF THE MIND MAPPING MODEL ABILITY TO WRITE EXPOSITIONAL TEXT BY TENTH GRADE STUDENTS OF SMA N 1 PAKKAT

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### ABSTRACT

This research aims to determine the effect of the Mind Mapping Model ability to write exposition text of tenth grade SMA Negeri 1 Pakkat. The population of this study were all students of SMA Negeri 1 Pakkat with 164 students. The sampling uses random sampling technique consisting of one class namely with 30 students. The method in this research is experimental method with one group pre-test post-test design. The instrument used was an essay test. From data processing, obtained pre-test results with an average = 67, standard deviation = 7.44. The result of post-test mean = 80.66 standard deviation = 7.95. From the pre-test and post-test results, both results were normally distributed. From the homogeneity test it was found that the sample of this study came from a homogeneous population. After the normality and homogeneity test, the  $t^o$  value was obtained at 6.79 with  $t$  table at a significant level of 5% with  $df = N-1 = 30-1 = 29$ , the  $t$  table value was 2.04. These results indicate the  $t$ -count value is  $6.79 > 2.04$ , then the hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. So it can be concluded that there is an effect of the Mind Mapping Model ability to write exposition.

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### 1. Introduction

In accordance with the basic competencies of Indonesian Language lessons in the 2013 curriculum, one of which is understanding the structure and rules of the exposition text both oral and written. Text is a unit of language that contains complete meanings, thoughts and ideas. Text is not always in the form of written language, it can also take the form of spoken language. The text used by the writer to measure students' writing ability is exposition text.

Mahsun (2013: 31) argues, "Expositional text is a type of text that functions to express ideas or propose something based on strong arguments". The text structure of the exposition consists of a statement of opinion, argumentation and reaffirmation of opinion. the statement section contains the author's opinion on the topic being discussed in the argumentation section there are explanations that serve to strengthen the argument in question, and in the section reaffirmation of the opinion is a reaffirmation of the opinion of a thesis that has been put forward at the beginning of the text and accompanied by facts or supporting evidence. According to Tarigan (1985: 3) "writing is not merely to select and produce language, but how to express ideas using written language facilities appropriately." In line with that opinion, Tarigan (2008: 4) also says that, "writing skills are needed in this modern era because writing skills are the characteristics of educated people or educated nations." But in fact, this aspect of writing skills that is considered important is not in line with the ability and requires students to learn to write. In other words, writing gives students the opportunity to

not only think in the right language, but also think about what ideas to put forward. Therefore, writing skills need to be taught because it is useful for improving intellectual aspects.

One learning model that is able to make exposition text writing activities easier to understand by students is the Mind Mapping learning model (mind map) which is expected to be able to achieve learning success in school and can be used as an alternative problem-solving to improve student learning outcomes.

**2. Research Metodology**

Every study has specific objectives and uses. According to Arikunto (2010: 160) states that "The research method is the method used by researchers in collecting data in their research". According to Sugiyono (2017: 3), "The research method is a scientific way to obtain data with specific purposes and uses." Based on this explanation, it can be seen that research methods generally have research objectives which are divided into three types, namely those that are discovery, proof, and development. Discovery means that the data obtained from the research are completely new data that had not previously been known. Evidence means that the data obtained is used to prove doubts about certain information or knowledge. And development means deepening and expanding existing knowledge.

The method used in this research is an experimental method with quantitative research types. Sugiyono (2017: 11) says, "The experimental research method is a research method used to find the effect of certain treatments". Then, quantitative research methods can be interpreted as a research method based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative / statistical data analysis, with the aim of testing predetermined hypotheses (Sugiyono, 2017 : 14). The research location is a place that has been determined by the researcher to carry out research in accordance with the learning year and the material to be taught to students. Based on observations this research was carried out at SMA Negeri 1 Pakkat.

**3. Result And Discussion**

**3.1 The Student's Ability to Write Expository Text Before Using Mind Mapping Model**

Based on observations in tenth grade of SMA N 1 Pakkat, it was found that some students were less able to write exposition texts. In addition students are less concentrated and less enthusiastic in carrying out writing activities. In fact writing is a basic activity in 4 aspects of language. The results of writing exposition text are low with an average score of only 67.

**Table 1**  
The students' Ability to Write Expository Text Before Using Mind Mapping Model

No	Partisipants	Assessment Indicator					Total Score
		1	2	3	4	5	
1	Abraham Simamora	20	15	20	10	10	75
2	Arif Simanjuntak	20	10	10	10	15	65
3	Benri Sihotang	20	10	10	10	10	60
4	Charolin Pardosi	20	10	20	10	10	70
5	Chosindy Simarmata	20	10	10	10	15	65
6	Cindy Silitonga	20	10	20	10	10	70
7	Cindy Simanullang	20	15	10	10	15	70
8	Daniel Sitorus	20	10	10	10	15	65
9	David Simanullang	20	10	20	10	10	70
10	Desro Simanullang	20	10	10	10	15	65
11	Doli Sigalingging	10	10	10	10	10	50

No	Partisipants	Assessment Indicator					Total Score
		1	2	3	4	5	
12	Elfrida Manalu	10	10	20	10	10	60
13	Elvi Purba	20	10	10	10	15	65
14	Eri Situmorang	20	15	10	10	15	70
15	Erlinton Siringo-ringo	20	10	10	10	10	60
16	Fatricya Sianipar	20	10	10	25	15	80
17	Febrino Tanjung	10	15	10	10	10	55
18	Gabriella Rambe	20	10	10	10	15	65
19	Greasty Napitupulu	20	15	20	10	10	75
20	Hanspran Limbong	10	10	10	10	10	50
21	Hasanah Purba	20	15	10	10	15	70
22	Jelita Simanullang	20	15	20	10	10	75
23	Juliarti Simamora	20	10	20	10	10	70
24	Lyra Putri	20	10	10	10	15	65
25	Maria Pinayungan	20	10	10	10	15	65
26	Mely Manalu	20	15	10	10	15	70
27	Rikardo Sihotang	20	10	10	10	15	65
28	Sartika Marbun	20	15	20	10	10	75
29	Sofia Simbolon	20	15	10	10	15	70
30	Yuyun Sihombing	20	10	10	10	15	80
Total Score						2010	
Mean						67	

### 3.2 The Student's Ability to Write Expository Text Before Using Mind Mapping Model

Based on observations it was found that students were more concentrated and their enthusiasm for learning increased. The results of writing the exposition text after using the mind mapping model reached an average score of 80.66.

**Table 2**  
The Students' Ability to Write Exposition Text After Using Mind Mapping Model

No	Partisipants	Assessment Indicator					Total Score
		1	2	3	4	5	
1	Abraham Simamora	20	15	20	25	10	90
2	Arif Simanjuntak	20	10	20	10	15	75
3	Benri Sihotang	20	15	10	10	15	70
4	Charolin Pardosi	20	10	20	25	10	85
5	Chosindy Simarmata	20	10	10	25	15	80
6	Cindy Silitonga	20	15	20	10	15	80
7	Cindy Simanullang	20	15	20	10	15	80
8	Daniel Sitorus	20	10	20	10	15	75
9	David Simanullang	20	15	20	10	15	80
10	Desro Simanullang	20	15	20	10	15	80
11	Doli Sigalingging	20	15	10	10	10	65
12	Elfrida Manalu	20	10	20	10	10	70
13	Elvi Purba	20	15	20	10	15	80
14	Eri Situmorang	20	15	10	25	15	85
15	Erlinton Siringo-ringo	20	15	20	10	10	75
16	Fatricya Sianipar	20	15	20	25	15	95
17	Febrino Tanjung	20	15	10	10	15	70
18	Gabriella Rambe	20	15	10	10	15	80
19	Greasty Napitupulu	20	15	20	25	10	90
20	Hanspran Limbong	20	10	10	10	15	65
21	Hasanah Purba	20	15	10	25	15	85

No	Partisipants	Assessment Indicator					Total Score
		1	2	3	4	5	
22	Jelita Simanullang	20	15	20	25	10	90
23	Juliarti Simamora	20	10	20	25	10	85
24	Lyra Putri	20	10	20	10	15	75
25	Maria Pinayungan	20	10	10	25	15	80
26	Mely Manalu	20	15	10	25	15	85
27	Rikardo Sihotang	20	15	20	10	15	80
28	Sartika Marbun	20	15	20	25	10	90
29	Sofia Simbolon	20	15	10	25	15	85
30	Yuyun Sihombing	20	15	20	25	15	95
Total Score						2010	
Mean						67	

### 3.3 The Effect of Using a Mind Mapping Model on the Ability to Write Expository Text

After the research was carried out, finally a study was obtained whose results were in the form of accurate data used to answer the problem formulation. This can be proven from the results before and after using the mind mapping model. The following is the effect of the mind mapping model ability to write exposition text it can be seen in the following table.

**Table 3**  
The Effect of Using a Mind Mapping Model on the Ability to Write Expository Text

No	Partisipants	Score	
		Pre-test	Post-test
1	Abraham Simamora	75	90
2	Arif Simanjuntak	65	75
3	Benri Sihotang	60	70
4	Charolin Pardosi	70	85
5	Chosindy Simarmata	65	80
6	Cindy Silitonga	70	80
7	Cindy Simanullang	70	80
8	Daniel Sitorus	65	75
9	David Simanulang	70	80
10	Desro Simanullang	65	80
11	Doli Sigalingging	50	65
12	Elfrida Manalu	60	70
13	Elvi Purba	65	80
14	Eri Situmorang	70	85
15	Erlinton Siringo-ringo	60	75
16	Patricya Sianipar	80	95
17	Febrino Tanjung	55	70
18	Gabriella Rambe	65	80
19	Greasty Napitupulu	75	90
20	Hanspran Limbong	50	65
21	Hasanah Purba	70	85
22	Jelita Simanullang	75	90
23	Juliarti Simamora	70	95
24	Lyra Putri	65	75
25	Maria Pinayungan	65	80
26	Mely Manalu	70	85
27	Rikardo Sihotang	65	80
28	Sartika Marbun	75	90
29	Sofia Simbolon	70	85

No	Partisipants	Score	
		Pre-test	Post-test
30	Yuyun Sihombing	80	95
Total Score		2010	2420
Mean		67	80,66

From the table above it can be seen that the highest score achieved by students in writing the exposition text before using the mind mapping (pre-test) model was 80 and only two people, and the lowest score was 50 with an average (mean) of 67 and included in the enough category. Meanwhile, the highest score achieved by students in writing an exposition text after using the mind mapping (post- test) model was 95 and the lowest score was 65 with an average (mean) of 80.66 and included in the good category. using a mind mapping model in writing exposition text can influence and improve student scores.

#### 4. Conclusion

Based on the research results it can be concluded that: The ability in writing exposition text before applying the mind mapping model is classified as sufficient is evidenced by the average score of the students of 67. The ability in writing exposition text after applying the mind mapping model is classified as good category is proven by the student's average score of 80.66. The mind mapping model is proven to have a significant effect ability to write exposition text with the hypothesis that  $t^o > t$  table, namely  $6.79 > 2.04$  has proven that the alternative hypothesis ( $H_a$ ) received.

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