

**THE EFFECTIVENESS OF USING DIGITAL MIND MAPPING
TOWARD THE STUDENTS' ACHIEVEMENT IN WRITING
DESCRIPTIVE TEXT TO THE FIRST GRADER AT MAN 2
TULUNGAGUNG IN ACADEMIC YEAR 2015/ 2016**

THESIS

Presented to

**State Islamic Institute of Tulungagung in Partial fulfillment of
The requirements for the degree of Sarjana Pendidikan Islam in
English Education**



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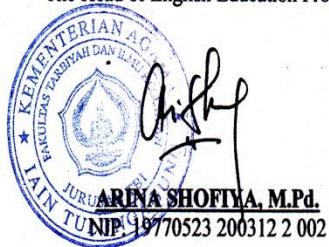
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"If there is a will, there is away"

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State that the thesis entitled "*The Effectiveness Of Using Digital Mind Mapping Toward Students' Achievement In Writing Descriptive Text To The First Grader At Man 2 Tulungagung In Academic Year 2015/ 2016*" is truly my original work. It does not any material it previously written or published by another person except those indicated in quotations and bibliography. Due to the fact, I am the only person responsible for the thesis if there are any objections or claim for other.

Tulungagung, June 27th 2016

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ABSTRACT

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The Effectiveness of Using a Digital Mind Mapping Toward the Students' Achievement in Writing Descriptive Text to the First Grader at MAN 2 Tulungagung in Academic Year 2015/ 2016. Sarjana Thesis. English Educational Departement. Faculty of Tarbiyah and Teacher Training. State Islamic Institute of Tulungagung.

Advisor: Nanik Sri Rahayu, M.Pd.

Keywords: Effectiveness, Digital Mind Mapping, Descriptive Text

There are many strategies provided in English writing instruction. One of the strategies can be used in teaching writing is Digital Mind mapping. Digital Mind Mapping is a tool for students to conceptualize the knowledge, brainstorm and categorize the ideas, construct knowledge, and address the problems more logically. It is a tool to activate the students, stimulate their creativity and collaboration, and improve their confidence in contributing ideas in class. In this strategy, the students ask to make a map before the students write something.

The formulation of the research problem is: Is there any significant different on the student's writing achievement in descriptive of the students before being taught using digital mind mapping and after being taught using digital mind mapping?

The purpose of this study is to find out whether there is significant different between the students achievement who are taught before and after using digital mind mapping in writing descriptive text.

Research Method: 1) this study used pre-experimental research design with quantitative approach, 2) the population of this study was student in first grade of MAN 2 Tulungagung academic year 2015/ 2016, 3) the sample of this study was first students of X-MIA 1 that taken in purposive sampling, 4) the instrument use in this study is tests, there are two types of test, they are pre-test and post-test, 5) the technique to analyze the data is SPSS 18 paired sample T-test

From the finding, it revealed that pre-test score is 52.5357 and the post-test score is 64.7500, it shows a difference between the two means. The mean score of posttest was bigger than the mean score of pretest and by calculated using SPSS Statistics 18 in the significant of two tails shown the result was 0,000, it means that the result of the significant level < the standard significant level ($0,00 < 0,05$). Based on data analysis, the T_{count} is bigger than T_0 . It means that the alternative hypothesis (H_a) is not rejected and the null hypothesis is rejected. There is significant different achievement before and after being taught by using a digital mind mapping in teaching writing descriptive text. It means that using digital

mind mapping was effective and improves the students' achievement in writing descriptive text.

From on the result of this research, the writer suggests that a digital mind mapping can be used as alternative strategy in teaching writing especially in teaching writing descriptive text at the first grade of MAN 2 Tulungagung in academic year 2015/ 2016.

ABSTRACT

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The Effectiveness of Using a Digital Mind Mapping Toward the Students' Achievement in Writing Descriptive Text to the First Grader at MAN 2 Tulungagung in Academic Year 2015/ 2016. Sarjana Thesis. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung.

Pembimbing: Nanik Sri Rahayu, M.Pd.

Kata Kunci: Effectiveness, Digital Mind Mapping, Deskriptif Text.

Ada beberapa strategi yang disajikan dalam pengajaran menulis di Bahasa Inggris. Salah satu strategi yang digunakan dalam pengajaran menulis adalah Digital Mind Mapping. Digital Mind Mapping adalah alat bagi siswa untuk mengonsep pengetahuan, bertukar pikiran dan mengkategorikan gagasan, membangun pengetahuan, dan mengatasi masalah yang lebih logis. Ini adalah alat untuk mengaktifkan siswa, merangsang kreativitas dan kolaborasi mereka, dan meningkatkan kepercayaan diri mereka dalam memberikan kontribusi ide-ide dalam kelas. Dalam strategi ini, siswa diminta untuk membuat peta sebelum siswa menulis sesuatu.

Rumusan masalah dalam penelitian ini adalah: Apakah ada perbedaan yang signifikan terhadap prestasi siswa dalam menulis teks deskriptif sebelum diajarkan menggunakan digital mind mapping dan setelah diajar menggunakan digital mind mapping?

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara prestasi siswa yang diajar sebelum dan sesudah menggunakan digital mind mapping dalam menulis teks deskriptif.

Metode penelitian: 1) penelitian ini menggunakan desain penelitian pre-eksperimental dengan pendekatan kuantitatif, 2) populasi penelitian ini adalah siswa kelas I MAN 2 Tulungagung tahun ajaran 2015/2016, 3) sampel penelitian ini adalah siswa kelas X-MIA 1 yang diambil secara purposive sampling, 4) penggunaan instrumen dalam penelitian ini adalah tes, ada dua jenis tes yaitu pre-test dan post-test, 5) teknik untuk menganalisis data adalah SPSS 18 untuk menganalisis paired sample T-test.

Dari hasil penelitian, nilai pre-test adalah 52,5357 dan nilai post-test adalah 64,7500, hal itu menunjukkan perbedaan antara dua nilai rata-rata. Nilai rata-rata post-test lebih besar dari nilai rata-rata pre-test dan dengan dihitung dengan menggunakan SPSS Statistics 18 di signifikan dari dua ekor ditampilkan hasilnya adalah 0,000, artinya bahwa hasil dari tingkat signifikan < tingkat signifikan standar ($0,00 < 0,05$). Berdasarkan analisis data, T_{count} lebih besar dari T_0 . Ini berarti bahwa hipotesis alternatif (H_a) tidak ditolak dan hipotesis nol ditolak. Jadi

ada perbedaan yang signifikan antara nilai sebelum dan setelah diajar dengan menggunakan digital mind mapping dalam mengajar menulis teks deskriptif. Hal ini berarti bahwa menggunakan digital mind mapping itu afektif dan dapat meningkatkan nilai siswa dalam menulis teks deskriptif.

Dari hasil penelitian ini, penulis menyarankan bahwa digital mind mapping dapat digunakan sebagai strategi alternatif dalam pengajaran menulis terutama dalam mengajar menulis teks deskriptif di kelas satu MAN 2 Tulungagung pada tahun pelajaran 2015/ 2016.