



THE INFLUENCE OF MIND MAPPING TECHNIQUES AND VERBAL ABILITY TO POETRY WRITING CAPABILITY TO THE EIGHT YEARS STUDENTS OF SMPN 43 PALEMBANG

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Abstract

This study is aimed at revealing the difference of the ability to write poetry between the students who learned by using mind mapping techniques and the students who learned by using conventional techniques. This study is a quasi experiment. The technique of data analysis used in this study is T test, Wilcoxon, and Mann-Whitney test using SPSS 21. The samples are taken by using Cluster Sample from class VIII 1 as many as 40 students and considered as the experimental group and from class VIII 2 as many as 40 students and considered as the control group. The results of the f_0 hypothesis test indicate that there is a difference in the ability to write poetry between the students who learned with mind mapping techniques and those who learned by using conventional techniques. The mind mapping technique and verbal skills influence the students ability to write poetry.

Keywords: *Mind Mapping Techniques, Verbal Ability, Poetry Writing Capability*

INTRODUCTION

The Indonesian and Literature Subject is one of important subject which taught in Junior High School. In Indonesian curriculum SMP/Mts (2006:231) explained Indonesian and Literature aimed for increase the students' ability to communicate using Indonesian properly, in oral or writing and develop appreciation to Indonesian literary. One of the goals of Indonesian subject that relate with literature is to enjoy and to use literature for enlarge insight, refine manners, increase knowledge, and speaking capability. From the two objectives above, can be explained that through learning language and literature process can be developed literature appreciation, creativity literature by way of enjoying, utilizing literature and refine manners.

Related with create activity, Rusyana (1982:6) explained that the purpose of teaching literature is to get experience and knowledge about literature. Both of goals are same important. But the objective to get experience is more important that that one. The objective to get experience can be divided into two : (1) to get experience in literary appreciation. (2) to get experience in literary expression. Literary expression activity can be painting, dancing, playing music, arranging poetry, and role play.

Expression and appreciation activity support each other in achieving the goals of teaching literature. With two activities, students are expected to get literary experience. By the experience, students are expected to have a good sense values and creative attitude. By having creative attitude students directed to make literature, namely to write poetry. The reality turns out fom the creative process that should be owned by the student.

According to Alfansyah (2010:2) learning poetry in school, the poetries that written by students are rewwrite poetries that they have ever read from many sources being before.



Triani quoted Suharti and friends (2010:3) states that poetry writing learning, teacher only reads one of poetry in handout book and ask students to write and read it in front of class. The students aren't given opportunity to write poetry using their own words and ability. Certainly, that learning is not appropriate because there is not activity and creativity of students in poetry writing. The fact is not appropriate with the scope and purpose of teaching Indonesian.

Teacher accused to motivate students to increase reading interest of literature, as by studying literature the students expected to take various benefits of their life. Therefore, according to Suharti (2010:2), teacher must direct students to have literature that appropriate with their interest and soul. Many ways can be done one of them by giving task to make literature, that is poetry writing.

Triani quoted Suharti and friends (2010:2-3) explains poetry writing capability must be given to students since they are in elementary school so that they have skill to appreciate poetry properly. To appreciate a poetry is not only intended for the appreciation and understanding of the poetry, but rather to influence and sharp the sensitivity of feeling, reasoning, and sensitivity to the problems of humanity. The ability determined by some types, method, and the right technique, also the teacher's role in teaching process.

Based of the first observation results with the teacher in SMPN 43 Palembang can be concluded that the grade eight years students of SMPN 43 Palembang have difficulties in poetry writing. Generally the students are unfamiliar to express their imagination in poetry and less of motivation to follow the poetry writing learning because the technique that used by the teacher not attract students interest.

In poetry writing learning at SMPN 43 Palembang, teacher usually uses lecture method and ask the students to explain the meaning of free poetry shortly and to write a free theme poetry. By the two of method that used the students are still difficult to express their imagination in poetry, as explanation without the example how to express the imagination will complicate the students to write poetry.

According to Djamarah (2010:372), technique is a tactic in learning. One of techniques that can be used by teacher in poetry writing learning is mind mapping techniques.

Buzan (2011:103) explains that mind mapping is creative thinking instrument which reflect of nature brain working. Mind mapping enable brain to use all pictures and application in radial type and internal network of brain programme.

Moreover, Wycoff quoted Hernowo (2003:121) expresses that there are imagination and creativity in mind mapping.

Base on the analysis above, can be explained that using mind mapping technique learning and education language of students influence poetry writing capability. That is way, the writer needs to do the study using mind mapping technique and measure the students' education. As by way the title of the research is "The Influence of Mind Mapping Technique and Verbal Skills to Poetry Writing Capability to The Grade Eighth Years Students of SMPN 43 Palembang".

The problem of this study, is there any difference in the ability to write poetry between the students who learn with mind mapping technique and they who learn by using conventional technique and also is there any an interaction between learning technique with verbal skill to poetry writing capability. Generally, the purpose of this research is to know the influence mind mapping techniques and verbal skill to poetry writing capability. This research result is expected to give some simple benefits.

According to Tarigan (1994:3), Writing is a productive and expressive activity.

According William Miller such quoted Komaidi (2007:7), writing is creative process which started from some steps namely, preparation, incubation, inspiration, writing, and revise.

Relate with poetry , Hedge quoted Nurhayati (2008:115) explains many students like creative writing process and enjoy the ability to more creative writing. Include writing poetry and short story.

The steps to write poetry as expressed by Komaidi (2007:207) are before to write a poetry, to understand the poetry , to look for inspiration, to bring a small note, to write the words in poetry freely and after after finished writing sent to the media or ask valuation from others.

The poetry consists of two major parts, namely the nature and methods of poetry. I.A. Richards quoted Waluyo (1991:24) calls both of them with method and the nature of poetry. The nature of poetry to replace the inner form or content of poetry while poetry to change their methods of physical poetry. The inner form includes feeling, sense, tone, and intention. As for the physical poetry or method poetry consist of diction, the concrete word, figurative language and tone which produce rhyme and rhythm.

In mind mapping techniques, Buzan (2011:15) uses seven steps, namely (1) start from the middle part of empty paper, (2) use pictures, (3) use colours, (4) connect the main branches to the central image, (5) make curved line connecting, (6) use one key for each line, (7) use pictures.

METHOD AND DESIGN OF THE STUDY

This study uses a quasi experiment with factorial design 2x2. The population of this study is the grade eighth years students from nine classes that explained in the following table.

Table 1 The Data of Students SMPN 43 Palembang in Academic Year 2012-2013

No.	Class	Male	Female	Total
1	VIII 1	20	20	40
2	VIII 2	17	23	40
3	VIII 3	16	21	37
4	VIII 4	16	21	37
5	VIII 5	16	22	38
o6	VIII 6	14	24	38
7	VIII 7	14	24	38
8	VIII 8	18	20	38
9	VIII 9	16	23	39
Total		143	202	345

(Source : SMPN 43 Palembang)

The Sample of this study uses cluster group or cluster sample. This study, the writer takes the sample of the study that explained in the following table

Table 2 Sample of the Study

No	Name	Class	Male	Female	Total
	Group				
1	Experiment	VIII 1	20	20	40
2	Control	VIII 2	17	23	40
Total			37	43	



In determining the class that is used as a group experiment with mind mapping techniques and the control group with conventional techniques done by lottery. From the lottery got the result that as experiment group is class VIII 1 and as control group is class VIII 2.

Based on the data of the table above, the total students of the two classes are 80 which consist of 40 students in experiment group and 40 students in control group that done verbal ability test. The score of the test is ranked 30% of higher group stated as a group has higher verbal ability, while 30% of lower group stated as a group has low verbal ability. Determination of higher and lower activity of learning about 30 % reference to the opinion of Nitco (quoted Wardarita, 2010:88).

Technique for Collecting the Data

Technique for collecting the data of the study was pretest and posttest to both sample, experiment and control group. Experiment group was class that taught using mind mapping techniques and control group was class that taught using conventional techniques. There were two tests which given: verbal test for measure verbal activity and poetry writing capability test.

The Formality of Analysis Data Test

The Normality test sample used Shapiro-Wilk test and Q-Q Plots. The normality of data used Q-Q plots when a normal data is around the line.

The homogeneity test used Levene technique. If the data does not fill the normality test, the homogeneity test would not be done.

Technique for Analyzing the Data

First, The data was collected by doing the formality of analysis test with normality test and population homogeneity using SPSS 21 version at the significance level $\alpha = 0.05$. After the normality test was done, if the data was not normal, the homogeneity would not be done. Furthermore, the data of the study was analyzed by using Paired Sample T Test and Independent-Sample T Test, if the data was normal. If the data was not normal used other alternative test of Paired-Sample T Test namely Wilcoxon and alternative test of Independent-Sample T Test is Mann-Whitney Test. The fourth hypothesis analyzed using variants analysis technique at the significance level $\alpha = 0.05$.

THE RESULTS OF THE STUDY AND DISCUSSION

The Results of the Study

The data was obtained from trying instrument test on March 9th 2013 at VIII 9 class of SMPN 43 Palembang to 40 students. The class is not include in the sample of the study group. The test instrument is intended to know the validity, reliability, level of difficulty, and the distinguishing instrument.

Validity

In validity was obtained of df is 38 at the significance level $5\% = 0.312$. From the data of validity test questions got information that from 56 questions were tested there were 48 questions were valid and 8 questions were not valid. It is showed in table 3.

Table 3 The Validity of Instrument

Valid	Unvalid
1, 2, 3, 5, 6,	4, 9, 19, 32
7, 8, 10, 11,	34, 37, 40, 48,
12, 13, 14, 15,	
16, 17, 19, 20,	
21, 22, 23, 24,	
25, 26, 27, 28,	
29, 30, 31, 33,	
35, 36, 38, 39,	
41, 42, 43, 44,	
45, 46, 47, 49,	
50, 51, 52, 53,	

Reliability

The reliability of the test in this study with single test approachment and using the Spearman-Brown formula. The results of score r_{11} is 0.946

The Calculation of The Difficulty Test

The total of students in the test was 40 and they were divided into two. 50 % students in the highest group and 50% in the lowest group .

From the data in enclosure of the calculation index difficulty level of questions that were tested, obtained the information from 56 questions, there were 16 questions were easy (28, 57), 28 question were moderate (50%), and 12 question were difficult (23,43%).

The Calculation of the Difference Questions Capacity

The calculation of the difference questions capacity can be explained in the following table.

Table 4 The Calculation of the Difference Questions Capacity

No.	Criteria	Total
1.	Negative and bad	10
2.	Negative and valid	3
3.	Bad and unvalid	1
4.	Unvalid and fill the difference capacity	6
5.	Valid and not fill the difference capacity	6

Discussion

The Difference Poetry Writing Capability Between Students Who Were Learned by Using Mind Mapping Techniques and Conventional (A₁ and A₂)

Based on the analysis results is known that there was the difference poetry writing capability between the students who were learned mind mapping techniques with the students who learned by using conventional technique. The mean score of poetry writing capability that studied with mind mapping techniques is 21.4625 and the mean score of poetry writing capability with conventional technique is 18.4 .



The Difference Poetry Writing Capability in High Verbal Ability Between Students Who Were Learned by Using Mind Mapping Techniques and Conventional ($A_1 B_1$ and $A_2 B_1$)

Based on the analysis shows that there is the difference score of poetry writing capability for a writing poetry group between students who studied using mind mapping technique in high verbal ability and who studied using conventional technique. The mean score of poetry writing capability with mind mapping in high verbal ability is 25.04 and the score of poetry writing capability with conventional technique is 22.

The Difference Poetry Writing Capability in Low Verbal Ability Between Students Who Were Learned by Using Mind Mapping Techniques and Conventional ($A_1 B_2$ and $A_2 B_2$)

Based on the analysis shows there is the difference score of poetry writing capability for poetry writing group between students who learned using mind mapping technique in low verbal ability and who learned by using conventional. The mean score of poetry writing capability with mind mapping technique in low verbal ability is 17.4583 and the mean score of poetry writing with conventional is 14.

The students group who were learned using mind mapping who own low verbal have the mean score higher than who were learned using conventional techniques.

The Interaction Influence between Learning Conventional Techniques and Verbal Ability (High and Low) to Students' Poetry Writing Capability (A_1, A_2, B_1, B_2 and Y)

Based on the analysis shows there is the interaction between mind mapping techniques and conventional and verbal ability (high and low) to poetry writing capability. It means that verbal ability level and learning technique give significance difference to poetry writing capability.

Based on explanation above, can be concluded that to motivate creativity of the grade eighth students of SMPN 43 Palembang, mind mapping techniques more suitable used to students who have high and low ability compared with conventional techniques.

CONCLUSION

The results of study proves that there is the difference poetry writing capability to students who have high and low verbal ability that learned using mind mapping techniques with students that learned using conventional techniques. Beside that, there is interaction learning techniques (mind mapping and conventional techniques) and verbal ability (high and low) that give significant influence to poetry writing capability score increased. From two lines Anova calculation obtained $f = 4.413$ is bigger than $F = 3.204$ with significance value $(p) = 0.017$ ($P < 0.05$)

SUGGESTION

Because poetry writing capability of students who are learned using mind mapping techniques is better than learned using conventional techniques, the writer advice to teachers to use mind mapping techniques as one of alternative to motivate the creativity of students in writing poetry and the knowledge of students to verbal ability level will help to increase poetry writing capability through mind mapping techniques.



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