

## **The Effect of Using Mind Mapping Technique towards Students' Ability in Using Causative Verbs**

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**Abstract) :** *It is known that teaching grammar can help students to improve their language skill. The ability to use causative verbs becomes the important things that should be mastered. Therefore, this research was purposed to know the effect of using Mind Mapping Technique towards students' ability in using causative verbs. This research was true experimental method which control and experimental class were employed. The participants were 53 students of eleventh grade of Public Senior High School 1 Pesawaran. It is found that t-observed was 7.48 and t-critical was 1.66. The average score of the pre-test and post-test of the students are 65.33 and 69.54. Therefore, it can be concluded that Mind mapping technique has significant influence towards student's ability in using causative verbs.*

**Keywords:** *Grammar, Causative Verbs, Mind Mapping Technique.*

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### **I. Introduction**

To master English language, it must be followed by some skills. The skills include speaking, listening, writing, reading, and grammar. Teaching grammar skill has certain difficulties since harmer (2007) states that grammar is not just concerned with syntax. However, The way words are formed –and can change their form in order to express different meaning – is also at the heart of grammatical knowledge. Thus, for example, the word have in sentence I have many assignments and word have in sentence I have the servant clean the table has different meaning. In the first sentence, have means own something. But, in the second sentence, have means make someone do something or it is called as causative.

A “causative” verb carries the meaning that something/someone produces (causes) a result Azar (2001). In other words, if a sentence has causative verb, the sentence means that someone produces or causes a certain result. So, in sentence I have the servant clean the table, it means that subject ( I ) causes a result (servant cleans the table).

There are 5 kinds of causative verbs. They are have, get, make, let and help. For causative have and get, they have two forms. One of them is active form and the other is passive form. So there are many different forms on the causative verbs.

Today, Mind Mapping technique is a popular technique. Windura (2013) states that Mind Mapping technique is learning and thinking system which is the most widely used around the world because more than three hundred million people have ever made, used, seen or read Mind Map's book. Mind Map is not only used for education but also it is used for business. Moreover, In Indonesia, Mind Map has been introduced in the early 1980. So, this amount will increase day by day.

Tony Buzan introduced Mind Mapping technique in the early 1970s. It was first applied to foreign language teaching in 90's as an aid to activate prior knowledge on a certain topic and help learners brainstorm associations which the teacher writes on the board creating a collective map. When Mind Mapping technique is used in teaching causative form, students will recall kinds of causative form easily and dynamically because it will be drawn more attractive than usual.

From this learning technique, the writer assumed that Mind Mapping technique can minimize the student problem in language especially in using causative verbs. Starting from this problem, the writer held research about how is the influence of using Mind Mapping technique towards students' ability in using causative verbs at second semester of the eleventh grade of SMAN I Tegineneng Pesawaran.

### **II. Review Related Literature**

#### **2.1 Causative Verbs**

In daily activities, there are activities that someone can do by himself and he can't do by himself. He needs someone to do this activity. The structure which is used to show that someone asks other to do certain activity is causative structure. Djauharic states that causative is a sentence pattern which states that someone or

subject causes someone do something. In other words, it is a form which states that subject make object do something. In this case, the subject does not do a certain activity, but he causes the object to do certain activity for the subject.

According to Pradiyono (2006), causative verbs function is to point out that someone wants anyone do something or an activities for him/her. Causative form is different with imperative form. Unlike causative, the subject of imperative is just you. For example, (you) close the door please (imperative). I have servant close the door (causative).

There are 5 causative verbs which were known in English Language. They are:

1. Causative “make”

'Make' as a causative verb expresses the idea that the person forces another person to do something. Examples: *She made the baby take a nap* and *The Doctor made the medicine work*.

2. Causative “have”

'Have' as a causative verb expresses the idea that the person gives another person responsibility to do something.

Examples: *The lecturer had us do our exercise* (Active) and *I have my hair cut* (Passive).

3. Causative “get”

'Get' as a causative verb expresses the idea that the person convinces or trick another person to do something

Examples: *I will get him to clean the room* (Active) or *I will get the car repaired* (Passive).

4. Causative “let”

'let' as a causative verb expresses the idea that allows another person to do something. Examples: *My mother lets me go hiking* and *They let the children play in the yard*.

5. Causative “help”

'Help' is a causative verb also. Examples; *My father helps me (to) do my homework* and *I help my mother (to) wash the dishes*.

## **2.2 Mind Mapping Technique**

### **2.2.1 Concept of Mind Mapping Technique**

Mind Mapping Technique was created first by Tony Buzan. He is skilled at brain developing, creativity, and educational revolution in early of 1970. He is founder of many methods such as speed reading, brain trust charity, Mind Map, and world memory. He has written 82 books about brain and learning. His books have been translated into one hundred states in thirty languages. He also created software to make Mind Map which name is IMind Map. This software is easy to be operated. He is not only an educator but also an Advisor in governments and business.

Buzan (2007) states that mind mapping technique is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. This technique uses graphic which contains of many colors. In the graphic, the universal key is used too. It means that all words will not be the written but just the key word. So, by this key word and colors, the graphic will able to optimize the unlocking potential of the brain.

Mind mapping technique is easiest technique to put information into brain and take information from brain – Mind Mapping technique is the way to write creatively, effectively, and will literally map our ideas. Buzan (1994) sees that Mind Mapping is creative technique because it will make the user draw the ideas in a picture. Furthermore, this technique will be affective in teaching many ideas because Buzan compares it to map of a city. The center city represents the main idea; the main roads, leading from the center city, represent the main thoughts; the secondary roads or branches represent secondary thoughts, and so on. This technique, also, will literally map our ideas because our ideas will be represented by picture.

Windura (2013) states Mind Mapping technique as learning and thinking system that utilize both of right and left brain according their natural design, optimize the hidden potential and capacity of user's brain, and reflect visually what happens in our mind when learning process. This technique will utilize both of right and left brain according their natural design because right and left brain has different design. Out left brain is designed for short term memory while our right brain is design for long term memory. By optimizing both of our right and left brain, the potential and capacity of user's brain will be enhanced. What happens in our mind will be reflected visually when the way both right and left brain work is known.

In teaching process, it will be more effective when students use both of right and left brain because brain has characteristic to balance the load of both sides. Balancing properties of the brain looks when brain felt bore by writing or calculating. Of course, the brain needs to be relaxed by listening to music, watching television, or looking to our hand phone. This is the same case that happens in classroom. When listening to teacher, writing with right hand, calculating, discussing with friends, or, reading book by one color, left brain

works. This is the fact that happens in classroom. Windura said if child use both sides of his brain, his brain's ability not only will be doubled but also will be unlimited.

Mind mapping technique will optimize right and left brain. By this technique, students will easy to memorize ideas by coloured text. In Mind Mapping technique, pictures are used in every idea because the way our brain memorize the idea is by picture. It will be difficult for brain to memorize texts, tables, or numbers. But, when playing video game, reading comics, watching cartoon, or playing football, both of right and left brain work. So, this is the reason why students don't feel sleepy when watching cartoon, playing video game, or reading comics. Buzan (1994) states that Mind Mapping technique will use brain ability by visual recognition to get maximum result. With a combination of colors, images, and curved branches, Mind Map will stimulate visually better than traditional recording technique. Presentation characteristic of Mind Map makes Mind Map able to improve brain creativity.

### **2.2.2 Teaching Causative Using Mind Mapping Technique**

The first step, teacher asked students to prepare blank paper and arrange it in landscape orientation. Windura (2013) says that the paper must be positioned in landscape orientation. Then, the teacher wrote the main topic, causative verbs, in the center of white board and asked them to write what on the white board. The teacher wrote this main topic interestingly. So, in this case, the teacher used many colors in every branch to make this main topic more interesting.

Secondly, according to Buzan (1994), in the main topic must be drawn thick branches with different color. So, the teacher asked students to make branches from the main topics. Each branch must use different color than others. Each branch must be written one causative verbs. Then, the teacher asked students to put the example from every causative verb. When they tried to make an example, the teacher asked one of them to draw in the white board. After that, teacher analyzed his/her example with all students in experiment class and concluded the form from each causative verb. The teacher did this activity in every causative verb.

Finally, the teacher took a conclusion and definition about causative in a branch. The teacher discussed and gives opportunities for students to ask questions about causative verbs. By this way, the writer assumed that this would help students to understand the material better. This is the example of the diagram mind mapping of causative verbs.

In this application, teaching and learning causative using Mind Mapping technique required students to be more active, creative, and keep exploring their potential. This technique also makes students to be subject in learning. They had to make examples, and draw the ideas by themselves. It was different when they were only being object in learning process. They only receive what teacher gave and wrote them.

## **III. Research Method**

To conduct this research, the writer used true experimental method. The main characteristic of this method was having control group and the sample was chosen randomly. In this research, the writer used two classes. One of them was control class and the other was experimental class. In the experimental class, the writer taught causative verbs using Mind Mapping technique but, in the control class, the writer taught causative verbs using lecturing technique. This technique was usually used by English teacher of SMAN 1 Tegineneng to teach Grammar. The writer conducted pretest first in control class and experimental class. After that, the writer conducted posttest.

The aim of this research was to find out the result of using Mind Mapping technique towards student's ability in using causative verbs. As described before, the writer has conducted the pretest to know how their ability in using causative verbs before the treatment was. This is because, if there was significant difference between control class and experimental class, the treatment that has been given would not influence significantly. The writer also has chosen randomly the control class and experimental class because this was the main characteristic of true experimental research. After conducting the treatment to control class and experimental class, the writer runs the posttest. This posttest has been given to measure the progress made by the students in both of two classes. After finding out the result experimental class and control class, the writer would compare the result both of them to make sure whether Mind Mapping technique could give significant influence to student's ability in using causative verbs or not. There are two variables in this research. They are independent variable and dependent variable. The independent variable was the use of Mind Mapping technique and the dependent variable was the students' ability in using causative verbs.

Setiyadi (2006) states that population is all individuals which can be target in research. While Sugiyono (2010) sees that population was generalization area of object/subject which has certain characteristic and quality to be examined and concluded by the researcher. In other words population is a complete set of individuals or subject which has same and observable characteristics. Considering that, population of this

research was all students at the eleventh grade of SMAN 1 Tegineneng in 2014 which consist of 82 students in three classes.

Since there were many individuals in this population's research, the writer took sample from the population's research. Sample was a part or representation of the population's research. The writer took two classes from eleventh grade of SMAN 1 Tegineneng. In this reserach, class XI IPA 1 was control class and XI IPA 2 was experimental class.

After being tried out to check the validity, the pre-test consisted of 25 items. In first step there were 11 items which were invalid. They were items number 1, 3,5,6,7, 11, 24, 30, 32, 34 and 40. In the second step there were 4 items. They were number 26, 29, 36 and 39. In the last step, all items were valid. The specification of pretest after validation was described in table 4 below.

According to Arikunto (2010), validity is a measurement which shows the levels of validity or shows the reality of the instrument. A valid instrument, of course, has a high validity. In the other hand, the lack instrument has a low validity. According to Sudijono (1996), the test is valid if the achievement test correctly can measure or reveal student's learning out comes after learning process in certain duration. In other words, the test must measure what must be measured. For the example, a researcher measures students' ability in using causative verbs using test. It is not valid if a researcher measures students' ability in using causative verbs using interview, or questioner.

In this research, the test has been considered by several aspects to measure validity of test. They were:

Content validity concerned whether the test reflected the materials that need to be tested or not. So, if a measurement has represented all of ideas which were related to the material that would be measured, the measurement has filled up aspect from the content validity. It implies that the test had to be designed based on the current curriculum in the school.

To measure the content validity of the test, the writer has arranged the materials based on teaching objective in school for the eleventh grade students of SMAN 1 Tegineneng. This teaching objective was based on the recent curriculum. The writer asked the English teacher, Ms. Puspita Indah Anggreini S.Pd at SMAN 1 Tegineneng to check content validity of this test. She said that the tests were valid.

Construct validity concerned on whether the test is actually in line with the theory or the material. In other words, it focuses on the kind of the test that is used to measure certain ability. Construct validity, also, is linked to the abstract object. Abstract object cannot be measured but it can be identified by the characteristics of this object. For the example, in measuring student's ability in using causative verbs, their ability cannot be measured but it can be known by several characteristic.

Because this test intends to measure student's ability in using causative verbs at eleventh grade students of senior high school, the test measured the characteristic of student's ability in using causative verbs. The characteristics were ability to use causative verbs in active form, ability to use causative verbs in passive form, understanding the causative sentence, and mastery every causative verbs' form. The items of the test have been discussed by the expert English teacher in SMAN 1 Tegineneng and she said that the tests were valid.

Point biserial correlation was one of technique analysis correlation commonly in use to find correlation between two variables. It was found that the reliability of pre-test score was 0.92 which means excellent. It was also found that the reliability of post-test score was 0.86 which means excellent.

Instrument that was used to collect the data was test. The test consisted of 40 items. The writer used multiple choices with 4 options a,b,c and d. The test consisted of 11 items for causative have,11 items for causative get, 6 items for causative make, 6 items for causative let and 6 items for causative help. in causative have and get, there were 6 items of active form and 5 items of passive form. In this case, verbs which used active form were "make", "let", "get", "help" and "have". The verbs which used passive form were "have" and "get".

#### **IV. Finding And Discussion**

In this research, there were four treatments. in the first treatment, students had not idea about causative verbs, the purpose and usage of causative verbs. They also looked confused of some causative verbs like get, make and have in a sentence. In the second treatment, it was better than first since the students did not look nervous. In this treatment, the writer told the rules to draw mind map. In the third treatment, students had known about mind mapping technique and causative verbs. So the learning process was more efficient than before. Then, in the last treatment, the writer used I mind map 7 software to teach causative verbs. The students looked interested to see how ideas presented. Finally, they did the post test well without many obstacles. As a result, they got good score in posttest.

Based on the analysis of the data and the testing of Hypothesis, the result of the calculation found that null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted since tobserved > tcritical. The writer got tobserved was 7.48 and t-critical was 1.66. The average score of the pre-test and post-test of the

students are 65.33 and 69.54. From the analysis above, it can be concluded that students who got high frequency of using mind mapping technique got better result than the students who used lecturing technique in teaching and learning process. In conclusion, Mind mapping technique has significant influence towards student's ability in using causative verbs.

## V. Conclusion

### 5.1 Conclusion

Based on analyzed data and hypothesis tested that has been explained by the writer at chapter IV, it can be concluded that there is significant influence of using mind mapping technique towards student's ability in using causative verbs at eleventh grade of SMAN 1 Tegineneng at second semester in academic year 2013/2014. It can be seen that the result of the T-test was 7.48. However, the mean of students who learned causative verbs was 69.38 and the mean of students who used lecturing technique was 65.33.

### 5.2 Suggestion

In reference to conclusion above, it is suggested to use mind mapping technique as an alternative technique for teaching English, especially teaching causative verbs. For the future researcher, the result of the study can be used as references to conduct further study about the effectiveness of using mind mapping technique towards student's ability in teaching causative verbs.

#### 5.2.1 Suggestion for Teacher

- a. Mind mapping technique can be alternative technique to teach grammar especially in teaching causative verbs.
- b. The students are likely shy to make sentences using causative verbs. So, it is better for teacher to habituate students making sentence using grammar rules.
- c. The teacher should make his presentation more attractive using certain media.

#### 5.2.2 Suggestion for the Students

- a. The students should learn and be more serious in learning English to develop their ability in using causative verbs.
- b. The students should practice the causative verbs pattern with their friends or their teacher to minimize mistake.

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