

**THE EFFECT OF GRAMMAR WHEEL AND MIND MAPPING  
ON THE STUDENTS' WRITING OF NARRATIVE TEXT  
OF THE EIGHTH GRADE OF SMPN 10 MUARA TEWEH**

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**Abstract**

Junior high school students like those in the eighth grade of SMPN 10 Muara Teweh still have difficulty in writing narrative text. This is because they are still weak in terms of writing and channeling ideas to be poured in narrative texts. The purpose of the study is to know whether or not there is a significant difference of the use of grammar wheel and mind mapping in students' ability to write narrative text as the media. The method was an experimental method with design of One-Shot Case Study design; the independent variable was grammar wheel and mind mapping, and the students' writing narrative text as the dependent variable. The population and sample were taken from the eighth grade students of SMPN 10 Muara Teweh. The data were analysed using SPSS 16.0 for Windows program. The result shows that there was a significant difference of the use of grammar wheel and mind mapping as media and without them. The use of Grammar Wheel media affected more significant than that of Mind Mapping in the students' writing ability in narrative text.

**Key Words: Grammar Wheel, Mind Mapping, Narrative text**

## A. INTRODUCTION

As the first foreign language in Indonesia, English becomes one of the compulsory subjects in Elementary School, Junior High School, Senior High School, and University. As compulsory subject, English becomes very important subject in school. Indonesian students as a part of society absolutely need English. As the result, the government always made effort to improve the quality of English teaching. By improving the quality of teachers and other components in educational process, hopefully English teaching can be improved.

Writing is another form of communication besides speaking, the learners expect to be given writing practice to improve their all-round English; that is ability to solve problems through complex linguistic and cognitive ability such as organizing, structuring, and revising (Zemach, 2003:2). The ability for coping with all

problems above shows that writing becomes the difficult skill for students and teacher. Sometimes the students face a problem finding the ideas to write, do not know what to do when they want to start writing. And many students feel frustrated when they could not find the appropriate word to write.

Based on the observation, the eighth grade students of SMP 10 Muara Teweh have problems in writing. They feel difficult in writing especially when they have to write a text based on generic structure of narrative text. The teacher should find suitable method/ technique and media in teaching writing to the students (Harmer; 2007: 83) in order to improve students' writing skills and to change the students' perception on the difficulties in writing. In this research, the researcher takes method and media as the way to help the teacher and students improve the students' writing ability of narrative text. Media

offers different situation, which can increase students' interest in the lesson. Both teacher and students can use media.

Media give more detail information and focus the students to be involved in teaching and learning process. They give the teachers and students opportunity to do activity together. For this reason, the teacher has to know the appropriate media for the students. One of the media used in writing teaching is grammar wheel. Grammar wheel as a three or more wheel (words) are arranged and matched grammatically, and has to be in appropriate arrangement to form correct and complete sentences according to the grammatical sentence.

As the technique in this research, the researcher takes mind mapping as the technique to help students write narrative text based on generic structure of narrative text. Mind mapping is a

graphic representation of ideas, it shows the ideas which are generated around a central theme and how they are interlinked. It is a tool primarily used for stimulating thought. It is very useful for educational system especially for writing, to encourage their skill ability and brainstorming.

In this research, the researcher will use a grammar wheel and mapping as the media and technique. The grammar wheels in this research are used to help students arranging sentences into narrative text according to be grammatical. The writer also uses mind mapping for writing narrative text to help the students find and combine the ideas and make sequence.

To support the research, the following presents several previous research results. The first was conducted by Chambers and Yunus (2017) on the use of grammar wheel with the purpose to strengthen students' foundation

of grammar in constructing sentences. The problem statement was that students were unable to perform well in the English language classes, particularly in constructing simple sentences. The research used mixed-method design where quantitative data from pre-and post-tests were used to measure the outcome. The students' response reflects the improvement in sentence construction. They were able to apply correct basic rules of Subject-Verb Agreement, the right usage of tenses and Verbs-To-Be in the tasks. Grammar lessons became less stressful as they could easily search for answers in a fun and creative way.

The second Previous research was conducted by Rosa (2014) which used a story wheel in form of spin-a-story writing prompt. It concluded that the media was a good writing media in developing junior high school students' writing ability. It was very easy to be applied in writing narrative text. This media would

make reluctant students want to write because the story wheel was fun to be used and offered them with many interesting choice of story elements. So, the students would be more creative in combining and developing the ideas of the story in written form. Moreover, the students could figure out that it was simple to develop the ideas into good paragraphs and got more understanding about the structure of narrative text because of the story chart and steps that they followed. In summary, the problem that the students face in writing could be solved by this media.

It can be stated that using grammar wheel and mind mapping as learning media in writing effective narrative text may also be used in this research to help the students easily increase their ability to write narrative text.

## LITERATURE REVIEW

### Writing

Writing is a method of communication as a crucial part of foreign language learning and teaching. It uses marks that the people see and understand. The marks, which people use to write English, are the letters and alphabets for other people to understand them. Writing is a functional communication; making learners possible to create imagine worlds of their own design (Kern, 2000:172).

### Writing Process

The writing process is the stages that a writer goes through in order to produce something in its final written form. According to Harmer (2007) the process of writing activity in classroom are (1) pre-writing; (2) Planning; (3) Drafting; and (4) post-writing.

Pre-writing is the first stage in the writing process. The experiences, observations and interactions of the students have prior to entering the writing process. It is important for the students to explore ideas to

finding topics using variety of pre-writing strategies; such as (1) brainstorming; (2) interviewing persons who know about the topics; (3) engaging in peer to teacher-student discussion and make a conference; (4) free writing about the topic; (5) viewing media such a picture or television program; and (6) asking 5 wh-s-who, what, where, when, and why.

The second stage is Planning, i.e. organizing for drafting. After the students have generated some ideas, they must decide what they will say about their chosen topic. Students develop an initial plan for the product they will compose. To develop the initial plan for drafting, students organize the information they have generated during pre-writing by using such a structure as outline, story frames, maps, etc.

To do this process, the writer will use some considerations of part of relating the planning namely: (1) considering purpose; students write to express (ideas, feelings, emotions and options, and they must ask themselves); (2) considering audience, students must consider

who they are writing for and must ask themselves; (3) considering point of view, students must determine from which point of view their ideas or information will be expressed, so they need ask themselves; and (4) considering format, students will use audience and purpose to determine format and genre. They will have the opportunity to write in a variety of narrative, descriptive, expository, and poetic.

The next stage is Drafting. This stage is a time to correct and share, and at this point of process the students get down the ideas and thoughts composing rough drafts based upon pre-writing and planning activities and considerations. After that the next stage is Post-writing, in which the students have an authentic audience and purpose, they want to rework their written drafts, polishing them for the presentation. They may encourage students to share certain pieces or determine the number of pieces that students required to share.

### **Narrative text**

Narrative text is a kind of genre that has social function to

amuse, entertain and to deal with actual or vicarious experience in different ways. It deals with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution. Narrative is a text, which contents about a story like a story of citizen (folktale), the story of animals (fable), legend, etc. that a narrative text contain story by presenting the sequence of events and actors, which are characterized as heroes or cowards. According to Harmer (2007) "A nonfactual text used in a variety of modes to amuse entertain and to deal with actual or vicarious experience in different ways". From the definition above, It can be concluded that narrative text is a story which tells us about something interesting that has purpose to amuse, entertain for the readers of viewers. You are using narrative text when you tell a friend about something interesting.

### **Generic Structure and Language Features of Narrative Text**

According to Anderson & Anderson (2003), the steps for

constructing the narrative including (1) an orientation in which the narrator tells the audience about who is in the story, when the story is taking place, and where the actions is happening, (2) a complication that sets off a chain of events that influence what will happen in the story, (3) a sequence of events where the characters react to the complication, (4) a resolution in which the characters finally sort out the complication, (5) a coda that provides a comment or moral based on what has been learned from the story.

The language features that are usually found in a narrative, according to Anderson & Anderson (2003), are specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, descriptive words to portray the characters and setting. In addition, Gerot and Wignell (2000) stated that the language features of a narrative text are specific and individualized participants, material process to shows what happen and what

someone do or what is done, relational process to identify something or to assign a quality of something, mental process as a process of sensing, temporal conjunction and temporal circumstances that describe time and place also past tense.

### **Grammar Wheel**

It is stated in Teachers Pay Teachers

(<https://www.teacherspayteachers.com/Product/The-Grammar-Wheel-1-2150721>) that Grammar wheel is one of the instructional materials that can be used in teaching junior high school students. The grammar wheel creates a stimulus for getting responses from the learners; they are motivated to engage in the activity since it is like learning while playing. The students will be able to learn the tenses of verb, how and when to use them, and will also make the atmosphere in the classroom lively and engaging for learning. There is a big possibility that the students will remember the lesson since they are enjoying the process of learning.

This kind of game-like activities can be used not just to introduce new topic, but also to review past learned lessons that can integrate to the present lesson.

The most important element of a functioning Grammar Wheel is the concentric rotation of all three wheels. They must be perfectly centered so they turn in nice even circles. This step has been made simple by designing that common axis into the logo on every wheel. Two wheels (words) may fit together grammatically, but all three words must match to form a correct and complete sentence. For example, a student may form the trio, I is happy. While "is" and "happy" do match together, the pronoun "I" does not go with "is".

Learning gaps in all basic grammar are addressed through 10 separate Grammar Wheels. English language learners can focus on their areas of weakness at their own pace, checking and verifying their individual progress without ongoing teacher supervision. An example of Grammar Wheel is presented as follows:

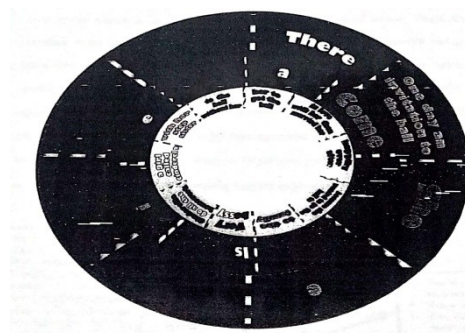


Figure 1. Example of Grammar Wheel

### **Mind Mapping**

Mind mapping is a technique that helps the teacher teach the students with grammar, vocabulary, genres of text, i.e. in organizing social function, generic structure, and language features, and also in organizing their ideas or opinions. It helps students to organize the topic so they can use it for writing narrative text. Based on Zemah & Ramisek (2007), mind mapping strategy is a teaching technique that requires students to draw a diagram used to outline information represented by pictures and color. The concept of this strategy is putting one word in a center which is as the general idea from the mind of writer. Then, there is another word surrounding this one word which intended to specify the general idea.



These enable students to write down many words as it is top specify the previous words. Those are still general. The visualization of this concept is like spider diagrams or mind webs. Buzan (2006) stated that the advantage of using this strategy is enabling students to think what to write by having word visualization as their reference. Word visualization that are written in mind map give the students the idea what to write. An example of mind mapping and its explanation are presented as follows:

drawing a picture as a central image in the middle of the paper describing the main idea, folowed by drawing curve lines which are also known as branches around the central image called the main branches or *Basic Ordering Ideas*, with the aim to radiate ideas that have tight relationship with the main idea. The next step is drawing pictures or symbols in every tip of the branches to strengthen the writing of key words and to make them easy to understand. And the last is creating the next branches that radiate from the main branches. It is to present ideas that am related to the ideas presented in the main branches. At the tips of the second branches, pictures and symbols must be drawn. Then, the next branches can be created and images/symbols can be drawn over and over again.

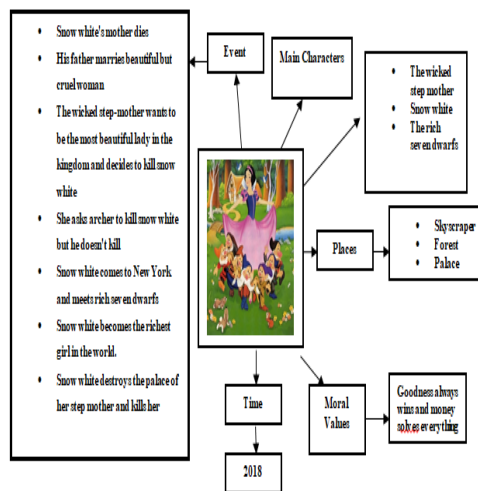


Figure 2. Example of mind mapping

According to Eppler (2006) and Buzan (2006), there are four steps in creating mind mapping. They are

Mind mapping gives many advantages. Anything can be mind-mapped, such as; a birthday party, a book one is reading, one's plans for the day, notes taken in a class or lecture, flower arranging, the economy, the meaning of life, or

one's experience of a place of music (Buzan, 2006).

Based on the above statement, mind mapping may help students to; planning, communicate, be more creative, solve the problem, concentrate attention, arrange and explain the ideas, remember well, learning quickly and efficient.

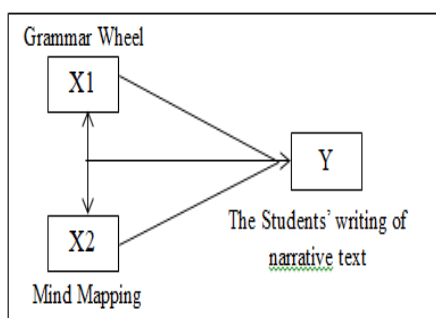
## **METHOD AND PROCEDURE**

The study began with the pre test of writing narrative text in the sample class as an experimental class. In the study, observation was done on the students' narrative text writing ability using grammar wheel and mind mapping. Furthermore the experimental class was given a post test to determine student learning outcomes. Then the data were analyzed and a conclusion was made. This study was conducted directly in the learning activities of the students of the eighth grade of SMPN 10 Muara Teweh. The design of this study was One-Shot Case Study design based on Sugiyono (2012) who explains that there is a group treated and then the effect of Grammar Wheel and Mind Mapping

on the students' writing of narrative text was measured. In this study the independent variables were grammar wheel and mind mapping, while the students' writing narrative text was the dependent variable.

Two tests were used in collecting the data to answer the research questions, i.e. pre test and post test. The purpose of posttest will be to test whether there is a significant difference between the use of grammar wheel and mind mapping in students' ability to write narrative text.

Based on Sugiyono (2012), Tavakoli (2000), Toendan (2009), and Alaga & Gybdersin (2000), the variables of this research consisted of two independent variables, they were Grammar Wheel and Mind Mapping, and one dependent variable, it was the students' writing of narrative text. it can be explained in the following picture:



In which:  
 X1 : Grammar Wheel  
 X2 : Mind Mapping  
 Y : The Students' writing of narrative text  
 R1 : The effect of X1 to Y  
 R2 : The effect of X2 to Y  
 R3 : The effect of X1 and X2 to Y

## RESULT AND DISCUSSION

### The Use of Grammar Wheel

Grammar wheel is a medium that encourages students to write narrative text so that the desired goal can be achieved. The data were obtained through a test consisting of 10 questions with the number of sample of 24 students. There was an alternative score of answers where the highest score was 100 and the lowest was score 0. Based on data analysis using SPSS 16.0 for Windows program, the highest score of 80 and the lowest score of 60 were obtained, with the value of Mean (M) of 72.50; Median (Me) of 70; Mode

(Mo) of 70 and Standard Deviation (SD) of 7.372. They are drawn in the following figure.

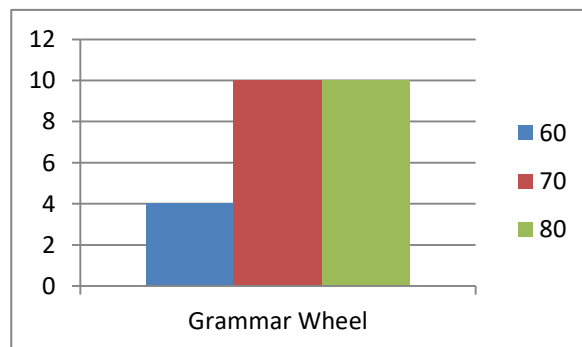


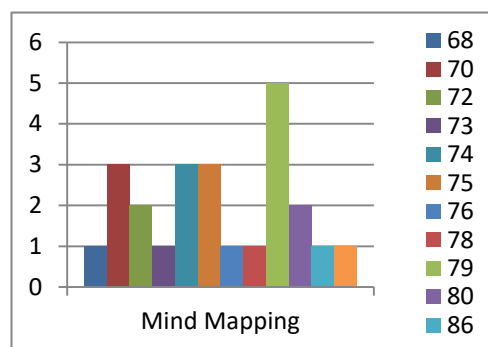
Figure 1. Result of the use of Grammar Wheel

Based on the data gained, it can be seen that the frequency distribution of grammar wheel usage at intervals 60 were 4 respondents (16.7%), interval 70 were 10 respondents (41.7%), interval 80 were 10 respondents (41.7%).

### The Use of Mind Mapping

The method of writing using mind mapping is the means by which the teacher helped students write narrative text so that the desired goal could be achieved. The data were obtained through writing test of narrative text with the number of sample of 24 students. There was an alternative score of the answer where

the highest score of 100 and the lowest score of 0. Based on data analysis using SPSS 16.0 for Windows program the highest score of 87 and the lowest score of 68 were obtained, with the value of Mean (M) of 76; Median (Me) of 75; Mode (Mo) of 79 and Standard Deviation (SD) of 4.80. They are shown in the following picture.



Picture 2. Result of the use of Mind Mapping

Based on the data gained, this shows that the frequency distribution of the use of mind mapping method at interval of 68 was 1 respondent (4.2%), interval of 70 were 3 respondents (12.5%), intervals of 72 were 2 respondents (8.3%), interval of 73 was 1 respondent (4.2%), interval of 74 were 3 respondents (12.5%), interval of 75 were 3 respondents (12.5%), interval of 76

was 1 respondent (4.2%), interval of 78 was 1 respondents (4.2%), interval of 79 were 5 respondents (20.8%), interval of 80 were 2 respondents (8.3%), interval of 86 was 1 respondent (4.2%). Interval of 87 was 1 respondent (4.2%).

Based on the results of data analysis it can be raised three conclusions related to this research, as follows:

There was a positive and significant effect of Grammar wheel on the ability to write narrative text of students of the eighth grade students of SMPN 10 Muara teweh. This is indicated by the value  $r_{x1y}$  of 0.352 and  $r_{2x1y}$  of 0.124; the value of  $t_{count} > t_{table}$  at the level of significance of .06 of  $1.764 > 1.717$  with  $N = 24$ . This shows that the better (positive) learning to write using grammar wheel media had a higher ability to write narrative text of students of the eighth grade of SMPN 10 Muara Teweh.

Second, there was negative and not significant effect of Mind Mapping method on the ability to write narrative text of he eighth grade students of SMPN 10 Muara

Teweh. This is shown by the value of  $r_{x2y}$  of 0.285 and  $r_{2x2y}$  of 0.081; the value of  $t_{count} > t_{table}$  at .05 significance level is  $1.397 < 1.717$  with  $N = 24$ . This shows no effect of using mind mapping method in the ability of writing narrative text of students of the eighth grade students of SMPN 10 Muara Teweh.

At last, there was a positive and significant effect of Grammar wheel and Mind mapping on the ability to write narrative text of the eighth grade students of SMPN 10 Muara Teweh. This is shown by the value of  $R$  of 0.462 and  $R^2$  of 0.213, the value of  $F_{count} < F_{table}$  at the .05 significance level of  $28.43 < 3.44$  with  $N = 24$ . It can be concluded that the grammar wheel has an effect on the students' ability to write narrative texts, while mind mapping has no effect on the ability of students to write a narrative text.

## CONCLUSION

From the results of the study, it can be concluded that the use of Grammar Wheel media affects more significantly than that of Mind

Mapping on the students' writing ability in narrative text.

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