Using Mind Mapping Strategy to Improve 8th Graders' Abilities to Summarize and Retell Stories

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Abstract

This research aimed at investigating whether or not there were significant differences in summarizing and retelling achievements between the eighth graders who were exposed with Mind Mapping strategy and those who were not. The population was the eighth graders of one of the Junior High Schools in Palembang. Sixty students were taken as the sample and were put into control and experimental groups. Both control and experimental groups were given pre and post tests, but only the experimental group that was given the exposure of Mind Mapping strategy. To collect the data, writing and speaking tests were given and then were analyzed by using paired sample t-test and independent sample t-test. The results showed that there were significant improvements in the students' summarizing and retelling achievements in the experimental group after the treatment was given. There were also significant improvements in summarizing and retelling achievements between the experimental and control groups.

Keywords: *Summarizing, Retelling, Mind Mapping*

Abstrak :

Penelitian ini bertujuan untuk menyelidiki apakah ada perbedaan signifikan dalam meringkas dan menceritakan kembali prestasi antara siswa kelas delapan yang terpapar dengan strategi Pemetaan Pikiran dan mereka yang tidak. Populasi adalah siswa kelas delapan di salah satu SMP di Palembang. Enam puluh siswa diambil sebagai sampel dan dimasukkan ke dalam kelompok kontrol dan eksperimen. Kedua kelompok kontrol dan eksperimen diberi tes sebelum dan sesudah, tetapi hanya kelompok eksperimen yang diberi paparan strategi Pemetaan Pikiran. Untuk mengumpulkan data, tes menulis dan berbicara diberikan dan kemudian dianalisis dengan menggunakan paired sample t-test dan independent sample t-test. Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan dalam meringkas dan menceritakan kembali prestasi siswa dalam kelompok eksperimen setelah perawatan diberikan. Ada juga peningkatan signifikan dalam meringkas dan menceritakan kembali pencapaian antara kelompok eksperimen dan kontrol.

Kata Kunci ; *Meringkas, Menceritakan Kembali, Pemetaan Pemikiran.*

1   INTRODUCTION

Retelling and summarizing are beneficial for students. The ability of retelling and summarizing will help students thrive in school as well as outside the school. In relation to that, Kissner (2006) states that retelling and summarizing are important skills for students of all levels especially for those in college and beyond. When reading a narrative text, retelling becomes important because it demonstrates what the students understand and remember about the story and the students' vocabulary as well as spoken language improvement (Rog, 2003), while summarizing, includes the content standards and tested on yearly evaluations, but it is also used as a skill used in everyday life (Kissner, 2006). John (2001) states that retelling a story enhances students' ability to summarize, which is essential for school success and positive social exchange. Therefore, retelling and summarizing are substantial for students of all ages, and when taught at a young age, has the capacity to help students with comprehension as they get older and read more intricate texts as well as communicate better as it becomes a skill used daily.

Stoutz (2011) explains that a lot of students could read and assimilate a narrative text but unable to recall the story when they are asked any questions about it. Stoutz then states that this disability of remembering the story is frequent in students of all ages and abilities, and has extensive effects. For instance, students who do not understand may not see the objective of reading a story and then try to summarize and retell the story to others.

Retelling and summarizing require background knowledge of a story. Stoutz (2011) later adds that retelling decribes all story events, details, and even story language and phrases, while summarizing decreases story length and only describes main ideas or topics. Retelling and summarizing might have been used in the classroom, but not as frequent as the use of comprehension questions.

Stoutz (2011) states that retelling is a skill that calls on students to be able to paraphrase the story in the accurate order. In order to do this, students have to remember the story, select the important parts, and tell the story again in the accurate order.

Buckley (2004) describes that summarizing decrease the length of the text into one third or one quarter it's initial length and articulate the main ideas clearly. So, it is important to write a good summary as one of the ways to show how clearly students understand a story or a text by using their own choice of words without deviated from the original ones.

Summarizing and retelling are important for the EFL learners. Chimbganda (2010) finds out that the majority of 'low-proficiency' and 'mediocre' university students of first year science in Bostwana find it challenging to deliver the necessary information and to avert mislead the information. So, students need to be exposed to summarizing as early as possible. Summarizing also accommodates inculturation into the field of study the students desire to join as well as improves academic literacy (Bhatia, 2002). As for retelling, Lin (2010) proves that retelling undoubtedly increased the Chinese students' text comprehension and understanding and able to possess a summary of the story in their mind after reading. The students also did improve in depicting connections among chunks of information proposed at separate parts of the text.

The study conducted by Gibson, Gold and Sgorous (2003) showed that the

students who have some issues with memorizing problems might have problem retelling story with enough detail. The story whether it is a novel or a short story has its own story elements, which consists of character, setting, plot, conflict and theme. Another study done by Winograd (1983) showed that some students were less adept at using their perceptions in choosing which ideas to include in their summaries. The other students who were able to summarize knew which part of story that were considered important while the less adept ones were confused on which element of the story should be included.

The findings found by Gibson et al. (2003) and Winogard (1983) are also in line with what have been found by the writer in this present study. The writer did an initial interview with the English teacher and later found out that most of the eighth graders were not proficient enough in retelling and summarizing stories. Some of them knew what was important and needed to be put in either their retelling or summarizing section but were unable to put it in a good order while others still did not have any clue what to put. Students included the less important part of the story but left the more important ones, the story elements.

Since retelling assists students not only arrange and analyze information that they have received, but also summarize it (Beers, 2003). Retelling is valuable for students of all ages, and when taught at a young age, it has the ability to help students with comprehension as they get older and read more intricate texts (Stoutz, 2011). In order to do these, students must memorize the story, pick out the important pieces, and tell the story once again in the accurate order.

As previously stated, based on the findings of the interview with the English teacher, the 8th grade students' ability in summarizing and retelling were not that

outstanding. Besides, looking at the sample of the study's English achievement scores, the average score was 65 while the standard minimum is 75.

Therefore, the writer was interested in the use Mind Mapping in improving students' retelling and summarizing ability of short stories. Mind Mapping was created to utilize both right and left sides of the brain to boost memory recollection and productivity (Buzan, 1993). It is first used for taking notes and exhibiting facts in an appealing way without the formality nor restrictions of standard written text. Note taking is definitely needed for students in summarizing and retelling stories.

Meier (2007) also finds out that mind mapping is very useful when the essential target is to deepen an all-inclusive comprehension of all the essentials involved. Thus, Mind Mapping will help students comprehend text then improve their ability in summarizing and retelling.

Literature Review

Buzan and Buzan (1995) explain that a mind map is a multicolored figure that symbolizes information of learned material. Biktimirov and Nilson (2006) state that Mind Mapping is a depiction of ideas and their connections. According to Bennett and Rolheiser (2001), Mind Mapping can be used as a way to take notes, to study before a test, to discuss ideas, and create connections between those ideas. Therefore, Mind Mapping is made to show the connections of some ideas, in this case are the aspects of the story.

According to Writing Centre Learning Guide of University of Adelaide (2014) Mind Mapping is created to be an effective means for producing ideas by association. Mind Mapping can be utilized in essay writing and tasks particularly in primary levels. It can also be an ideal strategy for

students to adopt. Mind Mapping can also be utilized for producing, arranging, taking notes, visualizing, revising, making decision, problem solving, and clarifying ideas, therefore students can start with assessment.

Mind maps can help teachers provide several learning styles. The learning styles are particularly beneficial for the learners who prefer visual learning to understand ideas more when it is showed via visual supports than over written text.

Mind Mapping can help the process of learning in various ways. Mind Mapping is appealing and engaging because Goodnough and Woods (2002) discover that learners perceived Mind Mapping as an enjoyable, motivating, and interesting way of learning. Some of these students associated the enjoyable aspect to the ability to be imaginative and creative when making mind map with a lot of options in symbols, color, design, and key words.

Al-Jarf (2009) finds out that Mind Mapping increased students' achievement as they become more adept in producing and putting the ideas together in writing. Learners also showed a good outlook in utilizing Mind Mapping as pre-writing activity. In summarizing, Mind Mapping will contribute a better performance and more enthusiastic attitude.

When students or teachers want to make a mind map, there are two ways that they can choose: online mind map or paper based mind map. Online mind map can be made with some software that is available online for example on www.mindmup.com; bubbl.us; www.mindmeister.com and many other websites. Douma and Ligierko (2009) believe that with innovative advances in internet-based technologies, students and teachers collect the advantages of an electronic canvas as well as the ability to connect to other resources online, with the availability of a browser-based environment.

Paper based mind map is the one that students use in order to help them in retelling and summarizing stories. Murley (2007) recommends the students to use a piece of white blank paper with a landscape orientation. He also suggests to use colorful pen and the thickness of the line drawn is better be in various thickness.

Here are the steps of creating mind map:
a. Draw a box/ circle and write the title and the author(s).
b. Create some branches out of the title and the author(s) box. The numbers of branches depend on the elements that are mentioned in the story. The elements can be characters, setting, main events, conflict, climax and resolution.
c. In the conflict box, there might be other branches come out. Those branches will display the problems and solutions that occur in the story.
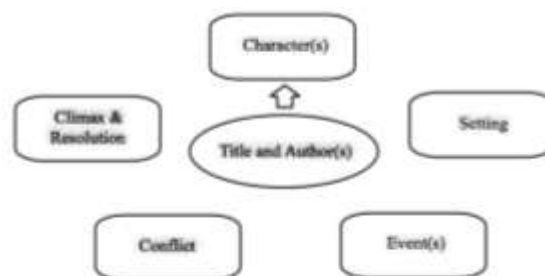

Figure 1: Mind map sample

Now that Mind Mapping emerges on a bigger extent, an ever-growing body of research provides astounding proof that Mind Mapping is working. One of the astonishing results documented in academic papers and depicted from informal studies is one of the reason why the writer choose Mind Mapping.

Mind Mapping can boost students' memory according to Toi (2009). Toi's research exhibits that Mind Mapping can

assist young kids recognize words better than using lists, with the advancement in recollection up to 32%. This result shows that making a mind map before retelling the story will help students retell more complete details of the story.

Mind Mapping helps students foster their creativity. Al-Jarf (2009) states that mind maps encourage creativity and enable the students to produce concepts/ ideas in discussion periods. The design assists students acquire a better understanding as well as creates links/ connections more apparent therefore they are able to construct immense ideas, associations, links and thoughts on any topic.

Mind Mapping also improves students' presentation skills. According to Mento, Martinelli and Jones (1999), students' ability to manage given material in a compelling way was applied to remember the information better because it had been rounded up as well as accumulated in a unified manner. Students were able to understand it better because it was their one-of-a-kind representation of the information. So, the retelling process will run smoothly.

An experiment done by Ratnasari (2015) shows that Mind Mapping improved the students' comprehension by letting them concentrate on the main ideas as well as on the examples and elaborations that are mentioned in the story. Nurlaila (2013) also states that mind mapping method is appropriate in assisting students when preparing their writing as the method that boosts students to adapt and reach for a more profound level of comprehension.

Related to summarizing, Mind Mapping can improve writing skills because it is an effective instrument in assisting any kind of writing. Chan (2004) reveals that a lot of students found Mind Mapping very useful as a pre-writing strategy and they assumed that it enabled them to create more systematic and organized points, and produce more ideas.

The astonishing outcomes showed in formal as well as academic papers and depicted from informal studies is not the only reason the writer conducting this research. It is also rarely used in classroom activities at SMP Negeri 54 Palembang and most students found Mind Mapping difficult to create for the first time. Therefore, the writer introduced its use since there are so many advantages that are offered through Mind Mapping which can be useful for retelling and summarizing.

Gibson et al. (2003) mention that retelling requires the listener or reader to reconstruct and integrate pieces of a story. They show what listeners or readers recognize and what they know about the story. Retellings construct story comprehension. In retelling stories, listeners or readers narrate things they recognize orally or via writing, drawing, or dramatization (Owocki, 1999).

Retelling is different from memorizing—retelling is narrating the story with the readers' choice of words. Retellings expect people to see the bigger picture rather than answering some questions related to the story. Retelling also assists learners understand concepts and information, for example story structure and vocabulary (Brown & Cambourne, 1987).

Retelling is also different from recalling. Recalling facts or selected events from an informational text or a story is different from retelling (Rhodes & Shanklin, 1993). Retellings are not only about telling story but also helping students focus on a profound comprehension of the text. When students retell stories comprehensively, they make differentiations between the meaning

behind them and the words written on the page and reflect on the text (Gambrell, Koskinen & Kapinus, 1991).

Summarizing takes retelling a step further, in that it asks the reader to construct, combine, and determine ideas on the level of importance. A summary does not contain every detail from the story; instead it provides a summary of key ideas.

Writing a summary enables students to see the story in a whole new way. When students read the whole text too fast, they may miss some important parts. A good summary needs careful attention to the plot and meaning of the text. As students become more adept at summary writing, they will become familiar of just how easy meaning can be misleading in a summary that is created in a rush. Students will also become aware of how much ideas they can express in just a few words if they write precisely.

2.   METHOD

In conducting the study, the researcher applied quasi-experimental research method while the non-equivalent control group design was used as the research design. There were two kinds of variables; dependent variable and independent variable. The independent variable was the use of Mind Mapping and the dependent variables were retelling and summarizing ability.

The population of this study was the 8th Graders of one of the Junior High Schools in Palembang. There were 7 classes for the 8th graders, but the school only allowed the writer to have 2 classes to be involved in this study. Purposive sampling technique was used in this study. According to Wallen and Fraenkel (1991), purposive sampling was preferred when the researchers personal judgment were used for a

particular purpose of the study. The characteristics of the chosen samples were the ones, that were taught by the same English teacher in their learning activity in the classroom and they were also exposed with the same materials and teaching techniques. In selecting the sample of which students would be in the experimental and control group, the researcher chose the 60 students who belonged to three different levels (low, average, and high achievement level in English) based on their semester test results. Finally, they were put into experimental and control group evenly.

In this study, a written test was administered to the experimental and control groups at the beginning and at the end of the treatment as pre-test and post-test. The written test was intended to know the students' ability in summarizing. The pre-test was used to determine the students' initial knowledge on summarizing before they were exposed by the treatment. The post-test was used to evaluate students' achievement in summarizing after the treatment. In scoring the students, the results of students' summary were scored based on the rubric from Gallegos (2012) because the rubric covered the elements that were needed in writing a summary. The elements that are scored include the introduction of the story, the events that happened in the story, the climax and resolutions, the use of transitional words and phrases and also the grammar use.

Speaking test was administered by the writer to the experimental and control groups at the beginning and at the end of the treatment as the pre-test and post-test. The speaking test was designed to know the students' ability in retelling. The pre-test was used to find out the students' initial knowledge on retelling before they were exposed to the treatment. The post-test was

used to measure students' achievement in retelling after the treatment. In scoring the students, the results of students' retelling performances were scored based on the storytelling rubric from K 5 Chalkbox (2009). The elements that are scored include the story structure, voice intonation, gestures, projections and eye contact.

To check the reliability of the students' tests, inter-rater reliability was used. There were 2 raters involved in scoring the writing and speaking tests. The result shows that there was a significant correlation, which means that the measurement was reliable. In data analyses, to see whether there was significant difference in the pre-test and post-test of writing and speaking achievements of experimental and control groups, the researcher applied the paired sample t-test. Meanwhile the independent sample t-test was used to see the significant difference in post-test between experimental and control group in both writing and speaking achievements.

3.   FINDING AND DISCUSSION

The finding of the study was the results of the pre-test and post-test of writing and speaking tests in the experimental and control groups.

The descriptive statistics of students' writing and speaking achievement of the pre-test and post-test in the experimental and control groups is presented in Table 1.

Table 1: Descriptive Statistics of Pretest and Posttest on Writing and Speaking Achievement in Experimental and Control Groups

		Min	Max	Mean	Std. Deviation
Experi mental	Pre Test	9	15	11.33	1.493
	Post Test	10	19	14.60	2.006
Control	Pre Test	8	16	12.02	2.011
	Post Test	8	17	12.08	1.848
Valid N (listwise)					
		Min	Max	Mean	Std. Deviation
Experi mental	Pre Test	6	13	8.78	2.020
	Post Test	9	17	12.00	1.885
Control	Pre Test	6	13	9.22	2.116
	Post Test	7	12	9.79	1.493
Valid N (listwise)					

The pretest was given to the students of both experimental and control groups right before the treatment and the posttest was given to both groups as well after the treatment. In the experimental group, the mean score of students' writing achievement of the pretest was 11.83 and the standard deviation was 1.493. It was also found that the maximum score in pretest was 15 and the minimum score was 9. Meanwhile, after the treatments had been completed, the mean score of posttest was 14.60. It was also found that the maximum score in posttest was 19 and the minimum score was 10. Meanwhile, in control group, the mean score of pretest of writing achievement was 12.02 and the standard deviation was 2.011. It was also found that the maximum score was 16 and the minimum score was 8. Then, the mean score in the posttest was 12.08. It was also found that the maximum score in posttest was 17 and the minimum score was 8.

The speaking achievement in the experimental group showed that the mean score of the pretest was 8.78 and the standard deviation was 2.020. It was also found that the maximum score in pretest

was 13 and the minimum score was 6. Meanwhile, after the treatments had been completed, the mean score of posttest was 12. It was also found that the maximum score in posttest was 17 and the minimum score was 9. Meanwhile, in control group, the mean score of pretest of speaking achievement was 9.22 and the standard deviation was 2.116. It was also found that the maximum score was 13 and the minimum score was 6. Then, the mean score in the posttest was 9.79. It was also found that the maximum score in posttest was 12 and the minimum score was 7.

The score distribution of students' writing and speaking results of the pre-test and post-test in the experimental and the control groups is presented in Table 2 and Table 3

Table 2. The Score Distribution of Writing and Speaking Achievement in the Experimental Groups

Writing					
Score Interval	Category	Experimental Group			
		Pretest		Posttest	
		Freq	%	Freq	%
17-20	Very Good	-	-	4	13%
13-16	Good	7	23%	22	74%
9-12	Average	23	77%	4	13%
5-8	Poor	-	-	-	-
1-4	Very Poor	-	-	-	-
Total		30	100%	30	100%

Speaking					
Score Interval	Category	Experimental Group			
		Pretest		Posttest	
		Freq	%	Freq	%
17-20	Very Good	-	-	1	3%
13-16	Good	-	-	9	30%
9-12	Average	17	57%	20	67%

5-8	Poor	13	43%	-	-
1-4	Very Poor				
Total		30	100%	30	100%

Table 3. The Score Distribution of Writing and Speaking Achievement in the Control Groups

Writing					
Score Interval	Category	Control Group			
		Pretest		Posttest	
		Freq	%	Freq	%
17-20	Very Good	-	-	-	-
13-16	Good	14	47%	11	37%
9-12	Average	14	47%	18	60%
5-8	Poor	2	6%	1	3%
1-4	Very Poor	-	-	-	-
Total		30	100%	30	100%

Speaking					
Score Interval	Category	Control Group			
		Pretest		Posttest	
		Freq	%	Freq	%
17-20	Very Good	-	-	-	-
13-16	Good	-	-	-	-
9-12	Average	19	63%	25	83%
5-8	Poor	11	37%	5	17%
1-4	Very Poor	-	-	-	-
Total		30	100%	30	100%

In terms of writing, the tables show that in the pretest of the experimental group, 23 students (77%) were in average category, 7 students (66%) were in good category, and none of the students were in the very poor, poor or very good categories. In the posttest, none of the students were in very poor and poor categories, 4 students (13%) were in average category, 22 students (74%) were in good category, and 4 students (13%) were in very good category.

Meanwhile, in the pretest of the control group, 2 students (6%) were in poor category, 14 students (47%) were in average category, 14 students (47%) were in good category, and none of the students were in very poor or very good categories. In the posttest, 1 student (3%) was in poor category, 18 students (60%) were in average category, 11 students (37%) were in good category, and none of the students were in very poor or very good categories.

In terms of speaking, in the pretest of the experimental group, there were 13 students (43%) in poor category, and 17 students (57%) were in average category, and none of the students were in very poor, good or very good categories. In the posttest, 20 students (67%) were in average category, 9 students (30%) were in good category, 1 student was in very good category and none of the students were in very poor or poor categories. Meanwhile, in the pretest of control group, 11 students (37%) were in poor category, 19 students (63%) were in average category, and none of the students were in very poor, good or very good categories. In the posttest, 5 students (17%) were in poor category, 25 students (83%) were in average category, and none of the students were in very poor, good or very good categories.

Therefore, the results of posttest for both writing and speaking from the experimental group show satisfying result.

Normality and Homogeneity
Shapiro-Wilk test was applied to analyze the normality of the data. Based on the result of Shapiro-Wilk test, the p-value of students' writing pretest was .094 and the p-value of students' writing posttest was .093 in the experimental group. Meanwhile, the value of students' writing pretest was .332 and the value of students' writing posttest was .696 in the control group.

Then, the p-value of speaking pretest in the experimental group was .035 and in speaking posttest was .050. On the other hand, the value of speaking pretest in control group was .031 and in speaking posttest was .037. From the explanation above, it could be concluded that not all the data of writing and speaking tests were normal since some of the p-values of the normality tests were lower than 0.05. The non-normal p-values did not influence the data and the researcher was still able to analyze it because according to McDonald (2014, p. 135), many data that are significantly non-normal distribution would be perfectly appropriate for t-tests and other parametric tests. The summary can be seen on Table 4 below.

Table 4. The Results of Normality of Writing and Speaking

Variables		Normality Shapiro-Wilk Sig.	
		Experimental	**Control**
Writing	Pre-test	.094	.332
	Post-test	.093	.696
Speaking	Pre-test	.035	.031
	Post-test	.050	.037

Levene test was used to assess the homogeneity of students' writing and speaking pretest and posttest scores in the experimental and control groups. Based on the result of Levene test, the p-value of students' writing pre and post test in the experimental group was .429, students' writing pre test-post test in the control group was .416, students' writing pretest between the experimental and control group was .133 and students' writing posttest between the experimental group and control group was .795. Likewise, the significant value of students' speaking pre and post test in the experimental group was .705, students' speaking pre test-post test in the

control group was .021, students' speaking pretest between experimental and control group was .562 and students' speaking posttest between the experimental group and control group was .201. It could be concluded that all the data of writing and speaking tests were homogeneous since all the p-values of the homogeneity tests were higher than 0.05. The details can be seen below on Table 5.

Table 5. The Results of Homogeneity of Writing and Speaking

Variables	Groups	Levene Statistic	Sig.
Writing	Experimental -> PreTest-PostTest	.635	.429
	Control -> PreT-PostT	.671	.416
	EG-CG -> PreT-PostT	2.234	.133
	EG-CG -> PreT-PostT	.068	.795
Speaking	Experimental -> PreT-PostT	.144	.705
	Control -> PreT-PostT	5.63	.021
	EG-CG -> PreT-PostT	.341	.562
	EG-CG -> PreT-PostT	1.676	.201

To know the significant improvement in the students' summarizing achievements and its aspects before and after the treatment, the paired sample t-test was applied.

The results indicated that there was a significant improvement in students' summarizing achievement in the experimental group after the treatment given. The results of paired sample t-test showed that the t-value was 14.981 and sig.

Value (2tailed) was lower than 0.05. In summarizing aspects, all five aspects gave significant improvement after the treatment with sig. Values (2 tailed) of five aspects were lower than 0.05. On the contrary, there was no significant improvement in control group with .736 in total value (2 tailed) but one aspect, which was Introduction, improved with .003 in value (2 tailed).

Furthermore, the results of independent sample t-test in the writing pretest show that there was no significant difference between the experimental and control groups in writing total and its five aspects since the t-value was -1.494 and sig. value (2tailed) was higher than 0.05 except *events*. After the treatment, the results of independent sample t-test in summarizing total in the experimental and control groups show that t-value was 5.054, and sig. value (2tailed) was lower than 0.05. All of summarizing aspects show significant differences with sig.Values (2 tailed) were lower than 0.05 except *transitional words & phrases*.

To know the significant improvement in the students' retelling achievements and its aspects before and after the treatment, the paired sample t-test was applied.

The results indicated that there was a significant improvement in students' retelling achievement in the experimental group after the treatment given. The results of paired sample t-test showed that the t-value was 10.788 and sig. Value (2tailed) was lower than 0.05. In retelling aspects, all five aspects gave significant improvement after the treatment with sig. Values (2 tailed) of five aspects were lower than 0.05. The control group also showed improvement at post test with sig. value (2tailed) at .003 but looking at each aspect in retelling, three out of five aspects showed no sign of improvement with only

story structure and fluency with sig. value (2 tailed) were lower than 0.05.

Furthermore, the results of independent sample t-test in the retelling pretest showed that there was no significant difference between the experimental and control groups in speaking total and its five aspects since the t-value was -.811 and sig. value (2tailed) was higher than 0.05. After the treatment, the results of independent sample t-test in retelling total in the experimental and control groups showed that t-value was 4.980, and sig. value (2tailed) was lower than 0.05. All of retelling aspects showed significant differences with sig.Values (2 tailed) were lower than 0.05 except *projection*.

Discussion

According to the descriptive statistics of students' writing achievement in the posttest of both experimental and control groups, it was found that there were 4 students in very good category, 33 students in good category, 22 students in average category, 1 student in poor category and none of the students were in very poor category. Based on the distribution, all 4 students in the very good category were from the experimental group, while 22 out of 33 students in the good category were from the experimental group as well. In the average category, 18 out of 22 students were from control group with only 4 students from experimental group and 1 student in the poor category was from the control group. This fact indicated that the students who were exposed to Mind Mapping in the experimental group showed better writing achievement than the students in the control group.

The students' speaking achievement in the posttest of both experimental and control groups showed that there was 1 student in very good category, 9 students in good category, 45 students in average category, 5 students in poor category and none of the students were in very poor category. Looking at the distribution, all the students in very good and good categories were from the experimental group, while 20 out of 45 students were from the experimental group and the other 25 students were from the control group. In the poor category, all 5 students were from the control group. This fact also indicated that the students who were exposed to Mind Mapping in the experimental group showed better speaking achievement than the students in the control group.

Based on the result of paired sample t-test in summarizing achievement, there was an improvement between the students who were taught by using Mind Mapping and those who were not. The improvement can be seen from the mean score in experimental group after being given the treatments. The students could reach average, good or even very good level of achievements in the posttest, since the result of the pretest in summarizing achievement was dominated mostly by average level. In other words, Mind Mapping used by the researcher in the experimental group for 30 meetings worked well to improve the students' summarizing ability. The features of Mind Mapping, which contained of colored squares or circles and the story elements inside the squares or circles connected with some arrows could help the students to stimulate their brain and help them find the idea and inspiration about what they are going to write in the summary and later delivered into retelling easily. A research conducted by Toi (2009) showed that Mind Mapping was able to assist students remember ideas better than using lists, with the improvements in memorizing up to 32%. Furthermore, the story elements that were

put into Mind Mapping helped the students compose the summary and present the story orally when it's being retold in front of the classroom.

Moreover, the significant improvement can be seen from all five aspects of summarizing. The use of Mind Mapping helped the students to develop their ideas in writing narrative stories. It is in line with the statements from previous studies by Al-Jarf (2009) which reveals that the writing composed with the use of Mind Mapping include better details and organization. The writing also improve the students' performance as they show improvement in organizing and generating ideas for their writing as well as display a good outlook towards utilizing Mind Mapping as a pre-writing activity.

Dealing with retelling achievement, there was a significant improvement made by the students in experimental group from the result of paired sample t-test, since 13 students were in poor level and 17 students were in average level. Yet, no more students in poor level and there are 9 students were in good level, even 1 student was rocketing to very good level. Although, there were still some students in average level. Mento, Martinelli and Jones (1999) state that students created compelling presentations with Mind Map.

The result of independent sample t-test in the pretest of summarizing achievement showed that there was no significant difference in total. It means that both experimental and control groups had the same ability in summarizing when the study began. However, the results of independent sample t-test in the posttest of summarizing achievement showed a significant improvement in total but unfortunately in only 4 aspects of summarizing. The one aspect that did not show significant improvement was *transitional words &*

phrases. Lim and Morris (2009) state that the instruction and motivation are important in order to influence learning outcomes. During the teaching and learning activities, a lot of things can happen. It was either the instructions and the explanations given by the researcher were not clear or lack of students' motivation at the time transitional words and phrases were become the main focus of the study. Those factors were resulting insignificant improvement in *transitional words & phrases* aspect.

The result of independent sample t-test in the pretest of retelling achievement showed that there were no significant differences in retelling. It means that both experimental and control groups had the same ability in retelling when the study began. Yet, the result of independent sample t-test in the posttest of speaking achievement showed that there were significant differences between the post-test in experimental and control groups. It was shown by students' scores after being given a treatment in experimental group which were higher than students' scores in control group. However, the results of independent sample t-test in the posttest of retelling achievement showed a significant improvement in 4 out of 5 aspects of retelling. The one aspect that did not show significant improvement was *projection.* Astuti (2013) states that most of the Indonesian students feel self-conscious, insecure and anxious to speak in English because they are worried to make mistake in speaking English. These things resulted insignificant improvement in *projection* aspect. Students try to avoid judgments of making mistakes by speaking in a low volume with an expectation that if their friends couldn't hear what they were saying, their friends would not notice the mistakes they have created. The raters highlighted this specific aspect. The raters

mentioned that students' voices were not clear enough to be heard.

4.   CONCLUSION

Based on the findings and discussions, some conclusions are drawn. First, Mind Mapping successfully improved students' summarizing and retelling achievements. Second, Mind Mapping improved students' achievement in most aspects of summarizing and retelling.

Furthermore, there are some suggestions offered to English teacher, students, school and other researchers who are interested in conducting similar research. First, the researcher suggested that English teachers integrate Mind Mapping in their teaching and learning process in order to improve students' summarizing and retelling achievements. By integrating Mind Mapping in the class, the students will be able to put the essential story elements into their summary. The story will also be easier to retell because all the important elements of the story are included in their summary and it is easy to follow.

Second, for the eighth grade students, they are suggested to practice their writing and oral communication not only in the classroom but also out of classroom. By practicing, they can improve their ability both in written and spoken. The students also should be more active and creative in developing their ideas that they have in mind. Therefore, they will find writing and speaking interesting activities to do.

The researcher would like to encourage the school to hold annual activities related to summarizing and retelling activities that can motivate students to improve their performance in summarizing and retelling. These activities will hopefully increase students' motivation in English.

Last but not least, there are some suggestions for other researchers. Before carrying out a research, the researchers should consider the level of population, the texts used and also the different approach of teaching in order to cope with the lack of improvement in transition words used.

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