

IMPROVING STUDENTS' WRITING SKILL THROUGH
MIND MAPPING TECHNIQUE

(A Classroom Action Research in Eleventh Grade of SMA Negeri 6 Surakarta in
the Academic Year of 2014/2015)



THESIS

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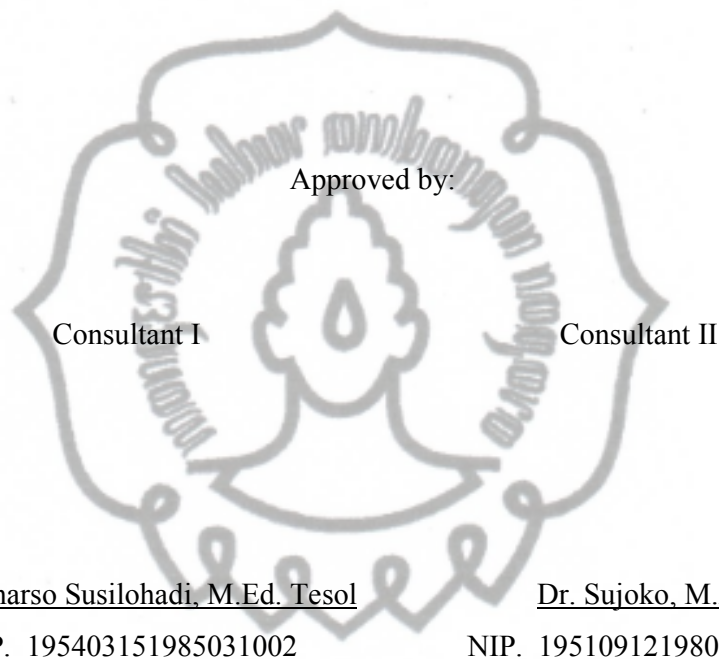
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APPROVAL

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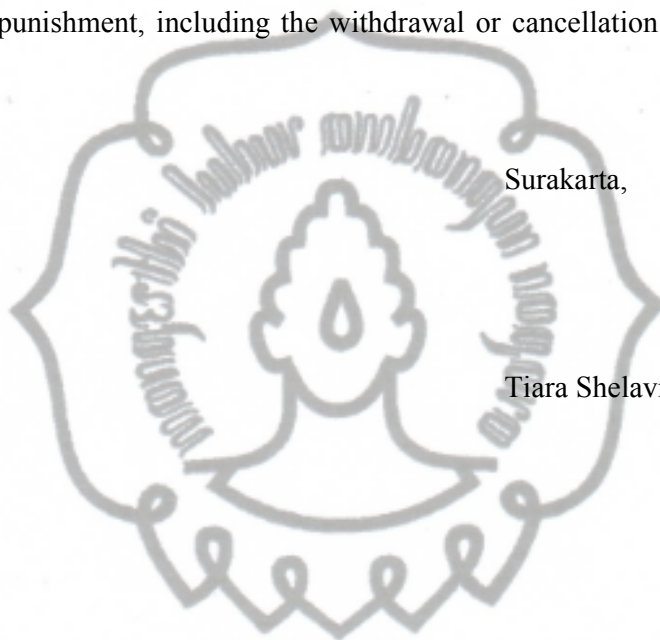
PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "IMPROVING STUDENTS' WRITING SKILL THROUGH MIND MAPPING TECHNIQUE (A Classroom Action Research in Eleventh Grade of SMA Negeri 6 Surakarta in the Academic Year of 2014/2015)". It is not plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, October 2015

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ABSTRACT

Tiara Shelavie. K2211087. **IMPROVING STUDENTS' WRITING SKILL THROUGH MIND MAPPING TECHNIQUE (A CLASSROOM ACTION RESEARCH IN ELEVENTH GRADE OF SMA NEGERI 6 SURAKARTA IN THE ACADEMIC YEAR OF 2014/2015)**. Thesis. Surakarta: Faculty of Teacher Training and Education Sebelas Maret University. October. 2015

This research aims to know to how mind mapping technique can be implemented effectively in improving students' writing skill and to know to what extent mind mapping can improve students' skill.

The method used in this paper is a classroom action research. This research has been implemented within two cycles at the eleventh grade of SMA Negeri 6 Surakarta in the second semester of the academic year 2014/2015. The research data were collected through questionnaire, observation, and test. The qualitative data were analyzed by using descriptive technique. For the quantitative data, the researcher analyzed the mean scores of the tests to compare differences between pre-test and post-test.

The result shows that mind mapping technique can be implement effectively if: (1) the teacher gives clear explanation and examples of mind mapping, (2) the teacher guide and monitor the students during the process of writing, (3) the teacher gives adequate exercise of grammar, and (4) the students keep motivated in writing. Another results are the mind mapping technique can improve the students' writing skill which can be describe through numerical data. Students' mean score on pre-test is 72.56, then improves in cycle 1 to 81.56. The latest score on post-test 2 in cycle 2 is 85.56 which shows the best mean score of the students during the research.

Considering the result of this study, the researcher suggests that English teacher had better implemented mind mapping in writing activity in order to help the students improve their writing skill.

Keywords: mind mapping, mind maps, writing skill, classroom action research

ABSTRAK

Tiara Shelavie. K2211087. **MENINGKATKAN KEMAMPUAN MENULIS SISWA MELALUI TEKNIK *MIND MAPPING* (PENELIITIAN TINDAKAN KELAS DI KELAS SEBELAS SMA NEGERI 6 SURAKARTA TAHUN AJARAN 2014/2015)**. Skripsi. Surakarta: Pendidikan Bahasa Inggris Universitas Sebelas Maret Surakarta. Oktober. 2015.

Penelitian ini bertujuan untuk mengetahui bagaimana *mind mapping* dapat diimplementasikan secara efektif dalam meningkatkan kemampuan menulis siswa, dan untuk mengetahui sejauh mana *mind mapping* dapat meningkatkan kemampuan menulis siswa.

Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas. Penelitian telah dilaksanakan dalam dua siklus di kelas sebelas SMA Negeri 6 Surakarta pada semester genap 2014/2015. Data penelitian dikumpulkan melalui kuesioner, observasi, dan tes. Data kualitatif dianalisis menggunakan teknik deskriptif. Untuk data kuantitatif, peneliti menganalisis nilai rata-rata dan membandingkan antara *pre-test* dan *post-test*.

Hasil penelitian menunjukkan bahwa teknik *mind mapping* dapat diimplementasikan dengan efektif jika: (1) guru memberikan penjelasan dan contoh yang jelas tentang *mind mapping*, (2) guru memandu dan memonitor siswa selama proses menulis, (3) guru memberikan latihan yang cukup tentang *grammar*, dan (4) siswa tetap termotivasi untuk menulis. Selain itu, teknik *mind mapping* dapat meningkatkan kemampuan menulis siswa yang dapat dideskripsikan dengan data angka. Rata-rata nilai siswa pada *pre-test* yaitu 72.56, kemudian meningkat pada siklus I menjadi 81.56, dan meningkat lagi pada siklus II yaitu 85.56 yang menunjukkan nilai terbaik siswa pada saat penelitian.

Berdasarkan hasil tersebut, peneliti menyarankan agar guru bahasa Inggris mengimplementasikan *mind mapping* pada aktivitas menulis agar membantu meningkatkan kemampuan menulis siswa.

Kata kunci: *mind mapping*, *mind maps*, kemampuan menulis, PTK

MOTTO

“If you’re lucky enough to be different, don’t ever change.”

Taylor Swift



DEDICATION

With the deepest love, I dedicate this thesis to:

- My beloved mother and fathers who always love me and support me. My success comes from your pray.
- My lovely brothers; Dhika, Rio, and Tegar who always cheer me and make me laugh.
- My best friends who always be wherever and whenever I need them.



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2. Teguh Sarosa, SS., M.Hum, the Head of English Education Department, who gave me permission to write the thesis.
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9. My beloved family who always support me.

I realize that this thesis is far from being perfect. However, I hope that this thesis can provide contribution to the improvement of teaching English.

Surakarta, October 2015

Tiara

TABLE OF CONTENTS

COVER PAGE	i
THE APPROVAL OF THE CONSULTANTS	ii
THE APPROVAL OF THE BOARD EXAMINERS	iii
PRONOUNCEMENT	iv
ABSTRACT	v
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	x
LIST OF APPENDICES	xii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF CHARTS	xv
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Problem Statements	2
C. Objectives of the Study	2
D. Significances of the Study	3
E. Definitions of the Key Term	3
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Review of Writing Skill	5
1. Definitions of Writing	5
2. The Writing Process	6
3. Purposes of Writing	7
4. Teaching Writing	7
5. Micro and Macro Skills of Writing	13
6. Assessing Writing	14
B. Review of Mind Mapping	17
1. The Definitions of Mind Mapping	17

2. The Benefits of Mind Mapping	18
3. The Use of Mind Mapping	21
4. The Basic Rules of Mind Mapping	27
5. Stages of Drawing Mind Maps	28
CHAPTER III METHODOLOGY OF THE RESEARCH	
A. Context of the Research	31
1. Setting of the Research	31
2. Time of the Research	31
3. Subject of the Research	32
B. The Method of the Research	32
1. The Nature of Action Research	33
2. The Procedure of Action Research	34
C. Techniques of Collecting Data	36
1. Qualitative Technique	36
2. Quantitative Technique	36
D. Techniques of Analyzing Data	37
1. Qualitative Data Analysis	37
2. Quantitative Data Analysis	37
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Research Findings	39
1. Before the Research	39
2. Implementation of the Research	42
3. Result of the Research	54
B. Discussion	58
CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION	
A. Conclusion	62
B. Implication	62
C. Suggestion	63
BIBLIOGRAPHY	65
APPENDICES	68

LIST OF APPENDICES

Appendix 1. Pre-research Observation and Analysis	68
Appendix 2. Pre-research Questionnaire.....	70
Appendix 3. Sample of Pre-research Questionnaire.....	72
Appendix 4. Pre-research Questionnaire Result and Analysis.....	76
Appendix 5. Sample of Pre-test.....	77
Appendix 6. Pre-test Score	79
Appendix 7. Lesson Plan of Cycle 1	80
Appendix 8. Sample of Students' Worksheet.....	94
Appendix 9. Field Notes of Cycle 1	98
Appendix 10. Sample of Post-test 1	104
Appendix 11. Post-test 1 Score	106
Appendix 12. Lesson Plan of Cycle 2	107
Appendix 13. Sample of Students' Worksheet	123
Appendix 14. Field Notes of Cycle 2	129
Appendix 15. Sample of Post-test 2	132
Appendix 16. Post-test 2 Score	134
Appendix 17. List of Students' Presence	135
Appendix 18. Documentation.....	136
Appendix 19. Permission Letter	138

LIST OF TABLES

1. Table 2.1 Summary of the principal perspective in L2 writing teaching.....	12
2. Table 2.2 A sample of analysis scale for rating composition task by Brown and Bailey	15
3. Table 3.1 Research Timeline.....	32
4. Table 4.1 The Result of Preliminary Research.....	40
5. Table 4.2 The Students' Mean Score of Writing Aspect in Pre-test.....	42
6. Table 4.3 Problems in Cycle 1 and the Plans for Cycle 2	49
7. Table 4.4 Students' Improvement of Participation in Learning Activity	55
8. Table 4.5 The Description of the Students' Improvement of Writing Skill.....	56
9. Table 4.6 The Students' Mean Score of Writing	57

LIST OF FIGURES

Figure 2.1 A Process Model of Writing Instruction.....	10
Figure 2.2 Example of a Mind Map	17
Figure 3.1 Cycle of CAR.....	35



LIST OF CHARTS

Chart 4.1 The Improvement of the Students' Writing Score	57
Chart 4.2 The Students' Improvement of each Writing Indicators	58



