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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

Written by:

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Submitted to Teacher Training and Education Faculty of Sebelas Maret University
as a Partial Fulfillment of the Requirements for Obtaining
the Undergraduate Degree of Education in English

TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2015

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APPROVAL

This thesis has been approved by the consultants to be examined by the Board of Examiners of Teacher Training and Education Faculty of Sebelas Maret University.

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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

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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

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MOTTO

"If you're lucky enough to be different, don't ever change."

Taylor Swift

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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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1. Prof. Dr. Joko Nurkamto, M.Pd, the Dean of Teacher Training and Education Faculty, who approved this thesis.
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3. Drs. Gunarso Susilohadi, M.Ed. Tesol, the first consultant for his patience, guidance, and suggestions.
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8. All my friends in English Education Department '11 who always accompany me from begin until now.
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

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