ENHANCING STUDENT'S WRITING COMPETENCE USING MIND MAPPING TECHNIQUE

(A Classroom Action Research at Eighth Year Students of SMP Negeri 3 Bulakamba,Brebes,Academic Year 2017/2018)

THESIS

Presented as Partial Fulfillment of the Requirements for the Magister Degree of Language Education Program

By

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NIM 1681100020

GRADUATE PROGRAM

UNIVERSITY OF WIDYADHARMA KLATEN

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APPROVAL

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The thesis has been approved by the supervisors of Graduate Program
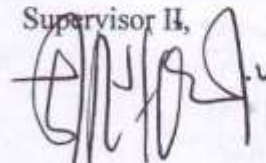
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ACCEPTANCE

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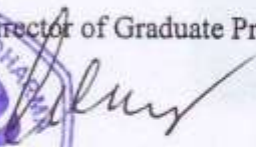By

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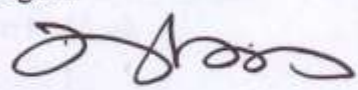
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STATEMENT LETTER

The undersigned below :

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Hereby declare in truth that this thesis entitled :

: ENHANCING STUDENTS'S WRITING
COMPETENCE USING MIND MAPPING TECHNIQUE

Is really product of my own work and free from plagiarism. Things that are not my work in this thesis have been marked with sitasindan and are written in the bibliography.

If the future proven that my statement is incorrect, I am ready bear the academic sanctions in the form of a certificate and revocation of the degree that I obtained from this thesis.

Klaten, 12 Agustus 2018

My Sincerely

Khuro Ma'fiyah

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MOTTOAND DEDICATION

Motto :

1. Happiness is not how much money we have but how much time we can be thankful.
2. All our dreams can come true, if we have the courage to pursue them (Walt Disney)
3. There are no regrets in life, just lessons (Jennifer Aniston)
4. Develop an 'Attitude of Gratitude', Say thank you to everyone you meet for everything they do for you (Brian Tracy)

Dedicated to :

1. My beloved husband and my sweety daughter
2. My beloved mother
3. My brothers and my sisters
4. All my freinds

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Alhamdulillahirobbil'alamin,all praise be to the Almighty Allah SWT, the Most Gracious and Most Merciful. Because of His guidance, blessing and love so that I could finish this thesis. This thesis withentitled "Enhancing Student's Writing Competence using Mind Mapping Technique"presented as partial fulfillment of requirements for Magister Degree of Language education Program, Widya Dharma University Of Klaten.

During the process of the thesis writing. The writerrealized certaintly not free from obstacles and difficulties. Thank to all parties especially tomy supervisors thus could resolve it. Therefore,in this opportunity, the writer would like to express my deepest appreciation and sincere gratitude to :

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Brebes, Agustus 2018

Khuro Ma'fiyah

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ABSTRACT

MA'FIYAH, KHURO, 2018, "Enhancing Student's Writing Competence Using Mind Mapping Technique" (A Classroom Action Research at Eighth Year Students of SMP Negeri 3 Bulakamba BrebesAcademic Year 2017/2018). Thesis. Graduate of Language Education Program, Widya Dharma University of Klaten.

The aim of this research is 1) to describe thes student' activity when mind mapping used in writing at the grade VIIIB students ofSMP Negeri 3 Bulakambain academic year 2017/2018and 2) to know whether through mind mapping canenhance writing competenceat the grade VIIIB students ofSMP Negeri 3 Bulakambain academic year 2017/2018

In conducting the study, this research involved the 31 students of class VIII B of SMP Negeri3 Bulakambain the academic year of 2017/2018 and the English teacher as the research collaborator. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing during the implementation of the actions and interviewing the students of class VIII Band the collaborator about the implemented actions. Meanwhile, quantitative data was obtained by giving test in the end of cycle.

The research findings showed that the use of the mind mapping was proven could to improve the students' writing ability. The use of colorful pictures of mind mapping asmodelof teaching was making students more enthusiastic in the writing activities. It could get students' attention and increased their learning motivation.The students could developing and generate their ideas using the mind mapping. Moreover, they could produce the recount text with the correct generic structure. Result of the research obtained that mean score increased from 63,94 in precycle to 75,16 in the second cycle.

Keywords: mind mapping technique,writing competence

ABSTRAK

MA'FIYAH, KHURO, 2018, "Enhancing Student's Writing Competence Using Mind Mapping Technique" (A Classroom Action Research at Eighth Year Students of SMP Negeri 3 Bulakamba BrebesAcademic Year 2017/2018). Thesis. Program Pascasarjana Pendidikan Bahasa, Universitas Widya Dharma Klaten.

Tujuan Penelitian ini adalah 1) untuk mendeskripsikan aktifitas siswa ketika *mindmapping* digunakan dalam menulis pada siswa kelas VIIIB SMP Negeri 3 Bulakamba Tahun Pelajaran 2017/2018 dan 2) untuk mengetahui apakah melalui *mindmapping* dapat meningkatkan kemampuan menulis pada siswa kelas VIIIB SMP Negeri 3 Bulakamba Tahun Pelajaran 2017/2018.

Pada pelaksanaan penelitian ini melibatkan 31 siswa kelas VIIIB di SMP Negeri 3 Bulakamba tahun pelajaran 2017/2018 dan guru bahasa Inggris sebagai kolaborator. Penelitian ini menggunakan data kualitatif dan kuantitatif. Data kualitatif diperoleh dengan pengamatan selama pelaksanaan tindakan dan wawancara dengan siswa kelas VIIIB dan kolaborator tentang pelaksanaan kegiatan. Sementara itu data kuantitatif diperoleh dengan test yang dilaksanakan pada akhir kegiatan.

Hasil penelitian ini menunjukan bahwa penggunaan mind mapping mampu meningkatkan kemampuan siswa dalam menulis.Penggunaan gambar yang berwarna dalam mind mapping sebagai model pembelajaran membuat aktifitas siswa dalam kegiatan menulis lebih antusias, perhatian dan meningkatkan motivasi dalam belajar.Mereka dapat mengembangkan dan menyatukan idenya dengan menggunakan mind mapping.Mereka dapat memproduksi teks recount dengan struktur yang benar. Hasil penelitian ini memperoleh nilai rata rata dari 65,94 di prasiklus meningkat menjadi 75,16 di siklus kedua.

Kata kunci: teknik mind mapping,kemampuan menulis

CHAPTER I

INTRODUCTION

A.   Background of the Study

Education is accepted worldwide as a measure of international development. English is acknowledged as necessary language to enable the Indonesian community to involve in global communication, people are expeceted to master English. As a tool of an international communication, it should be learned by people who live in a country whiich uses English as a foreign language including Indonesia. Indonesia government incorporates English into its educational curriculum as one of its compulsory subjects strating from junior high school. Hence, it wss hoped thet there will be a great chance for Indonesian learners improve their English competenece. The students must be able to understand all skills in English. There are four skills in learning English, namely listening, speaking, reading and writing.

Writing is important as teaching speaking, reading, and listening because the learners can express their ideas, feeling, and experiences in certain place, time, and situation in written form. Therefore, writing skill need to be taught to the student. It is supported by Harmer (2014: 79) that writing as a skill: by far the most important reason for teaching writing, of course, is that it is a basic language skill,   just   as   important   as   speaking,   listening   and   reading

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to to write some texts for example short functional text and essay such as descriptive text, recount text, announcement or notice. However, most language learners realized the learning to write fluently and expressively are difficult. It was because writing needs simultaneous control of number variables. The students' skills in writing were still far from what was beingexpected. This condition was found in SMPN 3 Bulakamba, where many students still hardly wrote in English. They could not write grammatical sentences, spelling, punctuation, and limited vocabulary. It made the students fell bored and they did not interest in joining the lesson. In fact, many students failed to reach the standard score (minimal completeness criterion score) for the daily tests. There were only 10 students pass the standard score and the others were not yet.

These problems were caused by some factors, such as; first, the implementation of teacher central learning. Students had a little chance to express their opinion because the teacher only spoke all the time. They got knowledge just from the teacher's explanation. The students focused all attention upon the teacher and discouraged communication among students. All that they had to do is just listen their teacher and made notes for useful information. The students only received the knowledge from their teacher: they did not explore the knowledge themselves yet. Second, students was still lack of vocabularies which made them difficult to compose any writing text. The lack of the vocabularies could be seen when the teachers asked them in English and they did not even understand. Third,

the students had lack interest in English. Therefore, many students considered it as the hardest subject to learn. It shown at the daily test.

The technique used in teaching writing was important in writing mastery. It could be the fourth factor The use of an appropriate technique wasneeded. It wolud help the students to get good acquisition. However, the technique used by the teacher of grade VIII at SMPN 3 Bulakamba in teaching writing was less attractive and effective. The writer would try o find interesting and effective way for the students and the teachers so that they could do their writing activity well. One of the techniques which was available was the mind mapping technique. It expected can resolve the writing problem. This technique gave enough opportunity for the students to be good writer.Through mind mapping technique, students were supported during the different stages of the writing process.Buzan (2002) states Mind mapping is the easiest way to develop information in a human mind and take information from out of brain. It is a creative and an effective way that map our ideas. As an addition, the present study aimed at enhancing the student's writing ability using mind mapping at the eighth grade students of SMPN 3Bulakamba in academic year 2017/2018.

B.   Identification of the Problem

There were a number of prominient problems related to the student's writing skills. These problems might be solved so that the students writing skills in class VIIIB in SMPN 3 Bulakamba could be enhanced. There were some problems which caused these problems. Those problems did not only come from

the students but also from other components of teaching process. All of the factors were related to each other.

The researcher had observed the class of VIIIB in SMP N 3 Bulakamba to identify the problems.The researcher decided on a specific question to be answered and stated precisely what be done to reach an answer. In order to fully discover the implementation of mind mapping, the researcher needed to take the time to examine each technique and evaluated whether each is successful in enhancing student's writing ability.

Based on the background and facts above, the reseacher indentified some problem in teaching writing they are :

1. The students still got problem in writing. It influenced in their writing ability. They got difficulties to express their ideas, feeling and experiences.

2. The students had a liitle chance to express their opinion

3. The lack of the vocabularies could be seen when the teacher asked them in English and they did not understand yet.

4. They felt bored and they were not interested in joining the lesson

5. Needed various technique used by teacher in learning process.

C.   Limitation of the Problem

The researcher needed to narrow down the area of this study because writing has a lot of things to be observed with various methods. This action was very important in order to get focused in specific area, especially in writing which is useful to give a general boundary. The researches discussed with the English teacher in that school to solve problems. This techinque was expected will

encompass most of the problems that would be identitfied. In this case, the researcher limited the research on implementing mind mapping to enhance writing skill of the eighth grade students at SMPN 3 Bulakamba in academic year 2017/2018.

D.   Problem Statement

Based on the background of the problem, identification of the problem, and limitation of the problem, the problems of the research was formulated as follows :

1. How does the use of the mind mapping technique enhance the students's activity of grade VIIIB students in SMP N 3 Bulakamba in academic year 2017/2018?"

2. How does the use of the mind mapping technique enhance the writing competence of grade VIIIB students in SMP N 3 Bulakamba in academic year 2017/2018?"

E.   Objective of the Study

To be able to answer the statement of research question above, the objective of study was :

1. To describe the student's activity when mind mapping used the grade VIIIB students of SMPN 3 Bulakamba in academic year 2017/2018.

2. To describe whethermind mappingcan enhance writing competence at the grade VIIIB students of SMPN 3 Bulakamba in academic year 2017/2018.

F.   Significance of the Study

The significances of this research was expected to provide some advantages for english teaching and learning process. The significances of this research are :

1. For the students as the subjects of the research, it is expected that the students will be more motivated to increase their motivation,desire,and interesting learning writing and they would learn how to enhance their English writing ability.Thus, the students will enjoy learning language

2. For the teachers, it is expected that the teachres could improve their technique of writing interestingly and effectively so that the students would enjoy the study.

3. For the other researchers, this study can be useful as the reference for other researchers who want to conduct a research in same topic and purpose. It can be used to show that using mind mapping can enhance students' writing skills.

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

A. Conclusion

From the discussions mentioned in the previous chapter, researcher draws some conclusions as the result of the study in the eight grade of SMP N 3 Bulakamba in academic year of 2017/2018 on the improving students' skill in writing using mind mappong technique. There were the conclusions of this study:

1. The using of mind mapping as a technique to improve students skill in writing was an alternative way. Mind mapping was the technique that can make students more interest with the material of writing recount text. By using mind mapping technique, teacher can stimulate the students to write their experience in a worksheet. Mind mapping is an excellent learning aid, the students got easily arranging it in the simple paragraph of recount text. Images and colours made mind mapping more attractive. Colours also enhanced students' creativity. The use of mind mapping is also believed to be effective in improving vocabulary mastery. The using mind mapping technique was interest and motivated students to learn English writing easily. Furthermore the mind mapping was in good design and good theme, so the students more motivated and enjoyed in the learning process. In short, mind mapping could make the students be active to join the process of teaching and learning, mainly in writing learning of VIIIB students of SMP N 3 Bulakamba Brebes.

2. Based on the results of writing test after pre cycle, cycle 1 and cycle 2, it could be concluded that the use of mind mapping could enhance students' writing competence. The enhancement could be seen from students' mean score and completeness in the second cycle .Their better achievement toward writing achievement also could be seen based on the scores of the posttest which were higher than the scores of the pretest and the first cycle. It could be seen from the standard mean score in second cycle, that was 'good' (M=75.16) and 'excellent' for 1 student ,'good' for 26 students and compared with their mean score in the pre cycle (M=63.49) and the first cycle (M=67,55).The results achieved the target score that was required in this research. This means that the application of mind mapping could improve students' writing achievement. In short, mind mapping could improve students' achievement in writing of the VIIIB students of SMP N 3 Bulakamba Brebes.

B.   Implication

Based on the resultsresearch,it is implied that the students should bemore active in the teaching and learning activities of writing so that their writing skills could be improved. The use of mind mapping can help the teaching and learning process run well. The students are able to gain the ideas in writing by looking and understanding the mind mapping which are given by the teacher. In addition, it also helps them with the vocabularies.They should be more familiar with the English words which they learnt. It is also implied that the teacher should use various technique in the teaching and learning process of writing since they can give some benefits. First, they can improve the students' writing skills. Secondly,

they can increase their involvement in the writing teaching and learning process. Thirdly, they can increase the students' enthusiasm.

Furthermore, the teacher should be able to control the students who working in pair. Both of them should participate equally because each of them has different responsibilities in the activities. It is implied that the teacher should be able to manage the class so that the process of implementing themind mapping technique could run well. Therefore, they were able to focus on the lessonand more attention to the lesson, as it is an interesting object for them. In short that mind mapping could be used to improve the writing ability of grade VIIIB students at SMPN 3Bulakamba.

h) **Recommendation**

After covering up the conclusions and implications of the research, the researcher has some suggestions for the English teacher and further researchers to be considered.

1. For English Teachers

a. The English teachers need to try to keep on applying the other technique such as mind mapping technique so that the students will be more motivated in the English teaching and learning process.The use of the mind map technique is one of the way to enrich the students' writing skills in order to facilitate them when they face problems in writing activity.

b. Besides, it is necessary for the English teachers to improve the quality of their English teaching in order that it matches the goal of communicative language

teaching by having various kinds of activities which enable the students to produce the language both written and spoken.

2. To the Other researchers

a. This study is mainly intended to describe how the mind mapping technique is implemented to improve the teaching of writing skills of grade VIIIB students SMP N 3 Bulakamba.The other researchers may follow up this study in different contexts and different grade of education in order to see the effectiveness in improving students' writing skills.

b. This study may be used as one of the reading sources before the researchers do an action research related to the development of the students' writing skills.

3. For Students

a. Students should find an environment that can support their learning process.

b. They should also motivate their selves to study hard also they can reach better achievement.

c. Students should be more interested in English study.

d. Students should improve their ability in English.

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