

**THE USE OF MIND-MAPPING TECHNIQUE TO IMPROVE  
THE STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXTS**  
(Classroom Action Research at Eighth Grade Students of *SMPN 3  
Ciawigebang Kuningan* in the Academic Year of 2015/2016)

**A THESIS**

Submitted as Partial Fulfillment of the Requirements for  
a Magister Degree of Language Education Programme



By  
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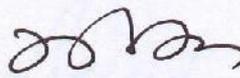
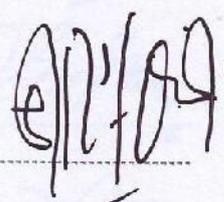
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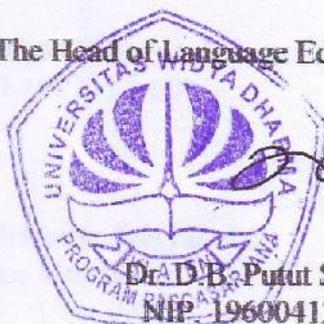
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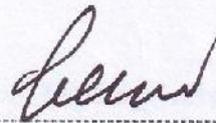
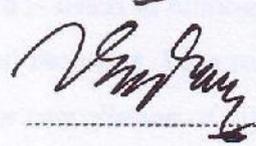
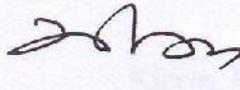
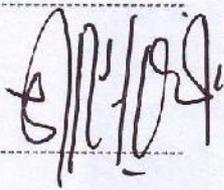
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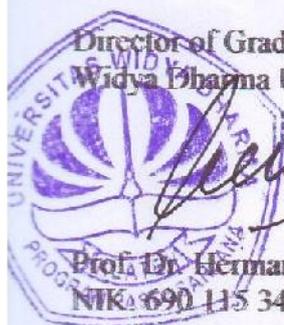
**ACCEPTANCE**

**THE USE OF MIND-MAPPING TECHNIQUE TO IMPROVE  
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It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed in bibliography.

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

Klaten, November 4<sup>th</sup> 2016

The Writer



## **DEDICATION**

*To:*

*Aris Muttaqin, M.Pd, my beloved husband*

*Perdana Rosyid Muttaqin, my beloved oldest son*

*Salsabila Latifah Azhari, my beloved youngest daughter*

*The big family of SMPN 3 Ciawigebang Kuningan*

## **MOTTO**

*The Seeking of Knowledge is Obligatory for every Muslim*

*(The Prophet Muhammad SAW)*

*“Without pain, there would be no suffering, without suffering we would never learnt from our mistakes, to make it right pain and suffering is the key to all windows, without it, there is no way of life”*

*(Angelina Jolie)*

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In doing this study, the researcher realized that it is impossible to finish it without contributions, helps, suggestions, and comments from many people, so in this chance the researcher would like to express her thanks and appreciation to:

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7. Her Family, who have supported financially given spirit and prayed continuously for her success.
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Klaten, November 4<sup>th</sup> 2016  
The Writer,

Umi Saebani

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## ABSTRACT

Umi Saebani. NIM 14PSC01610. The Use of Mind Mapping Technique to Improve the Students' Writing Skill on Descriptive Texts (Classroom Action Research at Eight Grade Students of SMPN 3 *Ciawigebang Kuningan* in Academic Year of 2015/2016). Thesis. Language Education Programme, Magister Programmed, Widya Dharma University *Klaten*, 2016.

The aim of this research is to improve the students' writing skill of the eight grade students at SMPN 3 *Ciawigebang* by using the mind mapping technique. The research was in form of an action research. In conducting the research, the researcher involved the English teacher, the principal, and the students of grade 8B. The subject of the study were 34 students of grade VIII B of SMPN 3 *Ciawigebang* in Academic Year of 2015/2016. The data of this research were qualitative and quantitative. The qualitative data were data were obtained by observing the teaching learning process during the implementation of the action. The qualitative data was in the interview transcript; meanwhile, the quantitative data were gained by accessing the students writing skill trough the pre-test and the post-test. Therefore, the quantitative data were in the form of students' writing scores in the pre-test and the post-test. The result of this research showed that the use of mind-mapping was effective to improve the students' writing skill. The use of colourful pictures of mind-mapping in the BKOF and MOT stages was effective to make the students more enthusiastic and respond to the researcher instruction and explanations. The activities in JCOT stage for using the mind mapping at a pre-writing planning strategy were successful to help the students generate or organize their ideas. They could also use the appropriate words they learnt to make the mind-mapping. The activities in the ICOT stage to write the descriptive text were effective through the mind-mapping. The students could imagine and generate their ideas using the mind mapping and they could produce the descriptive text with the correct generic structure.

Keywords: Mind Mapping, Writing, Descriptive Text

## ABSTRAK

*Umi Saebani. NIM 14PSC01610. The Use of Mind Mapping Technique to Improve the Students' Writing Skill on Descriptive Texts (Classroom Action Research at Eight Grade Students of SMPN 3 Ciawigebang Kuningan in Academic Year of 2015/2016). Tesis. Program Studi Pendidikan Bahasa, Program Pasca Sarjana, Universitas Widya Dharma Klaten, 2016.*

*Penelitian ini bertujuan untuk meningkatkan keterampilan menulis pada siswa kelas 8 di SMPN 3 Ciawigebang dengan menggunakan teknik mind mapping. Penelitian ini adalah suatu tindakan kelas. Dalam melaksanakan penelitian ini, peneliti melibatkan guru bahasa inggris, kepala sekolah dan siswa kelas 8. Subyek penelitian ini adalah siswa kelas 8B SMPN 3 Ciawigebang, yang berjumlah 34 siswa tahun ajaran 2015/2016. Data dari penelitian ini adalah data qualitative dan data quantitative. Data qualitative merupakan data yang didapat dari penerapan tindakan kelas selama proses belajar mengajar. Data quantitative diperoleh dari hasil penilaian ketrampilan menulis siswa melalui pre-test dan post-test. Untuk itu, data quantitative merupakan bentuk nilai dari pre-test dan post-test. Hasil penelitian ini menunjukkan bahwa penggunaan mind-mapping sangat efektif untuk meningkatkan keterampilan menulis siswa. Penggunaan gambar mind-mapping yang berwarna warni dalam kegiatan BKOF dan MOT sangat efektif untuk membuat siswa lebih antusias dan tertarik terhadapap keterangan dari peneliti. Pada kegiatan JCOT penggunaan mind-mapping dalam pembelajaran menulis sangat berhasil untuk membantu siswa mengembangkan ide atau gagasan mereka. Mereka dapat menggunakan kata-kata yang tepat yang mereka pelajari untuk membuat mind-mapping. Dalam kegiatan ICOT yaitu dalam penulisan teks deskripsi lebih efektif dengan menggunakan mind mapping. Siswa dapat memikirkan dan membangkitkan ide mereka dengan menggunakan mind-mapping dan mereka bisa menuliskan teks deskripsi dengan menggunakan struktur bahasa yang benar.*

*Kata kunci: Mind Mapping, Writing, descriptive Text*

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

English as an international language is used in communication, an activity which people deal with every time. People need to communicate in doing daily activities and making an interaction to other people in their lives. English is used as a medium of communication in all aspects of relationship with other countries such as diplomatic, social, cultural, international commerce and also in education.

In learning English, students have to be able to achieve the language skills, namely listening, reading, writing, and speaking. The objective of teaching English is to enable students to communicate in English spoken and written. Accuracy and fluency are aspects of language proficiency; accuracy refers to mastering of language components, pronunciation, vocabulary and grammar, while fluency refers to the mastering of language skills, listening, speaking, reading and writing.

Wallace (2004:15) states that writing skill for beginning students can benefit from learning and practicing one skill at a time. So it can also give benefit for students to learn another aspect of language at once. Moreover Nunan (2000:86) states that for many years the teaching of writing has been focused on the written product rather than the writing process. In other words, the students' attention was directed to the rather how of the text construction.

There are many reasons that cause the students' achievement is low in writing. In this study, the writer chooses writing as the topic because based on the observation and interview at SMP Negeri 3 *Ciawigebang Kuningan*, it was found that learning writing is still a problem especially on the producing descriptive text. Most of the students were unable to complete descriptive text successfully. Their grammar and vocabulary were not good, and also they were not confident to use their own language. Based on the observation, the teacher's notes about the original scores of her students showed that only 50% of students got their achievement of standard criteria minimum (KKM = 75) in a class whereas they were able to write a descriptive text well. Moreover, the most students feel that teaching learning process is monotonous and uninteresting.

The conventional learning method that teacher applied in teaching writing skill is not effective. During learning activities in the classroom, the teacher only asked students to read the text, translated it by using dictionary, and rewrote the translation. The students were not asked to practice their writing ability, actually the teachers should have responsibility to improve students' achievement in writing, they have to create interesting atmosphere in the classroom so that the students can develop their ideas in writing.

Based on the preliminary research, the writer could identify some problems as follows:

The problems related to the students, there were many problems faced by the students in learning writing. Most of the students had difficulties in

expressing their ideas into written language since they had limited background knowledge and also vocabulary. The difficulty in generating ideas also led them into confusion in organizing their ideas. They tended to write disorganized paragraphs when they did not know what they were going to write. The next problem was the influence of their mother tongue. In this case, they wrote in English but in Indonesian structure.

The problems related to the teacher, the teachers and how they teach the students also became one of the problems here. Writing was considered as one of the most difficult skills in English. Therefore, the teachers' personality also influenced the students' attitudes toward the teaching and learning process.

The problems related to the learning media, the use of the learning media in the teaching and learning process probably could be the greatest thing to attract the students' interests to the topics. It could make the students more active to participate in the activities in the classroom. Besides, the use of media could also motivate the students so that they can pay more attention to do the tasks. In the teaching writing activities, the teacher usually used LCD as a learning media in the classroom, but it did not seem enough to make all students active and interested on the tasks. The teacher should be creative to use various media to make the teaching and learning process more interesting for the students. It was better if the teacher uses other learning media such as games to make the activities more interesting.

The problems related to the teaching and learning activities, classroom activities also influenced the students' writing skills. The students might be bored with the same activities in the classroom. It could make them to be motivated, so they might not be serious in doing the tasks. The activities in learning writing in class VIII B lacked variation. The teacher usually asked the students to do tasks in the LKS. It was better if the teacher give various activities using the learning media to make the students attracted to the activities in the classroom. The use of learning media could be a way out to avoid repetition in the classroom activities. The teacher could add variations in the classroom activities by developing the use of learning media. Besides, when they were required to make a piece of writing, sometimes they could not get the ideas automatically. They needed some activities that can encourage and help them to write, such as group work.

The problem related to techniques, actually the techniques that were used by the teacher are good, but for teaching writing it was better to use a technique that can give stimulus for the students to generate their ideas easily. Mind mapping was an appropriate technique to solve this problem. This technique offers simplicity for the teacher and also the students. Mind mapping could help the students visualize their ideas so that they would be easy to generate their ideas. It could make the students easy to determine the topic that they were going to write and also choose the sub topics that they want to develop. Besides, they would easily find and understand the link between the main topic and sub topic that they want to explore more. It also

could encourage them to be creative because it is allowed them to use colours and pictures in the process. In addition, it was also very useful in recalling the students' memory about the topic.

Based on the current School- based Curriculum that writing is one of the language skills that must be thought at junior high school/Islamic junior high school (SMP/MTS) . The teaching of writing aims at enabling students to master the functional texts and monologue texts or paragraphs in the form of descriptive , narrative, recount, procedure, and report. In addition, based on the Competency Standard– *Standar Kompetensi* (SK) and Basic Competency – *Kompetensi Dasar* (KD), the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and recount to interact with people in their nearest environment.

In reality, many students have difficulties in writing descriptive even though they had learned the descriptive text theoretically. The difficulty is caused by the technique which is used in teaching learning process is not suitable. The writer chooses technique because the technique is taking place in classroom and can help teacher to improve the students' ability in teaching learning process. And the writer will use mind-mapping technique because this technique indeed, can be regarded as the original reflection of what is in the individual's mind. The individual creativity forms the basis: however, how the individual structures the information must be taken to consideration.

According to the research that has been done by Ozgul Keles, Turkey “Elementary Teachers’ Views on Mind-Mapping “and Brett D Jones Georgia “the effect of Mind-Mapping Activities on Students’ Motivation“. There was a significant result of the students’ achievement through using mind-mapping technique because this is useful, interesting, easier to understand and successful to increase students’ scores. Furthermore, Afriani (2012) focuses on the learning of key words to compose the descriptive text by using mind-mapping technique in writing. She found that mind-mapping technique makes the students more creative, from the key words they can explore the word to much, first they think about nouns of the object and then after that they must think about adjectives from the nouns more than one, all students free to complete their mind mapping, there is no wrong or right answer to make mind map of words, they will free write until they haven’t an idea anymore.

Keles (2012) believes that mind maps are effective tools in learning and improving students’ creativity and in providing permanent learning than teaching English writing without mind-mapping technique. This technique can facilitate the teaching of writing to the students because mind mapping technique does not only help the teacher to connect the materials to the students’ but also motivates them in teaching to apply mind-mapping technique to the students writing descriptive text.

Based on the problems which are faced by the teachers and students in the teaching and learning especially writing, the writer would like to conduct a research by applying mind-mapping technique to improve the students’

writing skill of the second grade students in class 8<sup>th</sup> of SMPN 3 *Ciawigebang Kuningan* in the academic year of 2015/2016.

## **B. The Identification of the Problem**

There were five factors that influence students' writing skills. Those factors came from the students, the teacher, learning media, teaching and learning activities, and learning techniques. The problem of the research is focused on the learning techniques.

## **C. The Limitation of the Problem**

In line with the identification of the problems, there are some problems that I found in the process of teaching and learning. Those problems had different impacts to the students' writing skills. However, in this research the English teacher and tried to clarify the problems that influenced the students' writing skills by considering the importance level of those problems. From the five factors above, we thought that one of the most important aspects was the use of technique. The right technique would be very helpful for the teacher to make the students understand the right way to learn writing. Besides, the students would pay more attention to the topic because they may find it interesting. A good result in writing could be achieved when the students have a good motivation in learning the skill and also know the right steps in generating their ideas.

Hence, in this action research the writer will try to improve students' writing skills using mind mapping as the learning technique. This study will focus on how mind mapping as the learning technique improve the students' writing skill of the second grade students in class eighth of SMPN 3 *Ciawigebang Kuningan* in the academic year of 2015/2016.

#### **D. Problem Statement**

In line with limitation of the problem above, the problem of this research is formulated as follows:

1. How can the use of mind mapping improve the students' writing skill of the eighth grade students of SMPN 3 *Ciawigebang Kuningan* in the academic year of 2015/2016?
2. How is the teaching and learning situation when mind mapping implemented to the eighth grade students of SMPN 3 *Ciawigebang Kuningan* in academic year of 2015/2016?

#### **E. Objectives of the Study**

The objectives of the research are:

1. To know whether the use of mind mapping can improve the students' writing skill of eighth grade students of SMPN 3 *Ciawigebang Kuningan* in the academic year of 2015/2016.

2. To know the situation of teaching and learning mind mapping to the eighth grade students of SMPN 3 *Ciawigebang Kuningan* in academic year of 2015/2016.

#### **F. Benefit of the Study**

The writer hopes that the result of the research can inform about the students' writing skill mastery. The writer will know the students understanding about how to make descriptive text easily. The writer hopes that the research by using mind-mapping strategy in teaching and learning writing skill on descriptive texts will be beneficial for teacher and students.

##### 1. For the teachers

This research can support the teacher to develop students writing skill. Teachers will be easy to teach descriptive text. They will get the simple way to teach it. They can use new technique to teach the students. In order students skill will be more interested in learning process.

##### 2. For the school

Practically this research is very significant for students' experience in learning writing. Mind-mapping technique helps students in increasing their ability to be a good writer. They can build a descriptive text easily using mind-mapping strategy. The students can improve the students' ability in writing skill by using mind-mapping.

### 3. For other researcher

The writer will understand more about using mind-mapping to improve descriptive writing skill deeply. The result of study can be a reference for other writers to investigate the use of mind-mapping technique for other teaching contents.

## CHAPTER V

### CONCLUSION, IMPLICATION AND RECOMMENDATION

In this last chapter the writer presents conclusion and suggestions. The conclusion and suggestions are taken from the result which discussed in the previous chapter.

#### **A. Conclusion**

Based on the results in previous chapter, the writer concludes of action research progress during teaching writing procedure text using mind mapping technique.

1. The use of mind mapping can improve the students' writing skill of eighth grade students of SMPN 3 *Ciawigebang Kuningan* in the academic year of 2015/2016. It can be said that mind mapping was appropriate for them to maximize their ability in exploring ideas and using their imagination while they produce a descriptive text.
2. The situation of teaching and learning mind mapping to the eighth grade students of SMPN 3 *Ciawigebang Kuningan* in academic year of 2015/2016. According to the tabulation of the questionnaire that was given to the students, it indicated that application of mind mapping technique in teaching learning written descriptive text was appropriately applied. It was helpful for the students to find related ideas and develop the chosen topic sentences from the main topic to be a real descriptive text.

## **B. Implication**

The conclusions have described the use of mind is effective to improve students' writing skill. The implications of the research are presented as follow:

1. The use of mind mapping as a teaching technique can improve the students' writing skill. The special features of mind mapping can make the students cashier to generate and develop their ideas. This implies that teachers should use this technique to improve the students' writing skill. By using mind mapping, they can produce well organized texts since the mind maps will be used as a frame work of their writing. Besides, their vocabulary mastery will also be increased because mind maps require them to write key words of the topics.
2. The grammar exercises were proven to be able to increase the students' grammar mastery. Those exercises were served together with texts so that the students could also increase their knowledge about the language feature vocabulary, and also generic structure in descriptive texts this implies that teachers should give more grammar exercises to the students as a practice regularly to help them increase their grammar mastery.

## **C. Recommendation**

From this research, the writer expects that the result of this research finding can be useful for some elements of school developers and other members of education centre, they are:

1. For the teachers

Teachers can solve their problem of teaching and learning process. In writing skill, students should be able to have some practices to get the ability of writing itself. However, the teachers have the most important role to make students usual in writing the text, especially descriptive text.

2. For the students

Students are as important subjects in teaching and learning process so they have to be competent in the education world. In fact, students who are not motivated need teachers who motivate them well until they reach the objective of the subject. Positive encouragement will give positive attitude to the students so that they will get some positive achievements.

3. For the researchers

This research can be a reference for the next research for the researchers who want to build the research like this research process about applying the techniques in English teaching and learning process.

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