

**THE USE OF MIND MAPPING TECHNIQUE
TO IMPROVE WRITING ACHIEVEMENT OF ELEVENTH GRADERS
AT MA DARUL LUGHAH WAL KAROMAH**

UNDERGRADUATE THESIS

Submitted to State Institute of Islamic Studies of Jember in Partial fulfillment of
the requirement to obtain a bachelor's degree of Sarjana Pendidikan (S.Pd)
Faculty of Education and Teacher Training English Education Program



By:

Imroatin Nabila
SRN T20166071

**STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIAH AND TEACHER TRAINING
MAY 2021**

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Approval by Advisor



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MOTTO

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ نَكْرِمْ ﴿٣﴾
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

“1. Read! In the Name of Your Lord, who has created (all that exists),2. has created man from a clot (a piece of thick coagulated blood), 3. Read! and Your Lord is the Most Generous, 4. who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)]”¹(Q.S Al-Alaq:4)



¹ Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an*, terj (Medina Dar-us Salam Publication, 1996), 842.

DEDICATION

This thesis is dedicated for everyone who cares and love me. I proudly dedicate
this thesis to:

1. My beloved Father and Mother

A big thanks to Mr. Idris, as my beloved father and Mrs. Sriyani, as my beloved mother for their support, love and every prayer for me to finish my thesis, especially for my beloved mother who always supports me.

2. My beloved brother Mr. Mohammad Adi Irfan who always supports and prays for me.

3. All of my families who always support me.

4. My friends Nury, Ima, Rofa, Mymoon, Sumin, Eva, Nayli, Uul, Citra, Hani, Ferin, Diana, Aita. Thanks for your support, love and advice.

5. My beloved friend, the big family of Universe Class.

IAIN JEMBER

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I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticisms and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, 28th May 2021

Researcher

IAIN JEMBER

ABSTRACT

Imroatin Nabila, 2021: *The Use of Mind Mapping Technique to Improve Writing Achievement of Eleventh Graders at MA Darul Lughah Wal Karomah.*

Writing is a way to express ideas in a written form using letters, words, art or media. Writing skills are an important part of communication. Good writing allows people to communicate message with clarity and easy. In the preliminary study, the researcher found that students at eleven grade of MA Darul Lughah Wal Karomah had problems in writing. The students' problems in writing were they still lacked of vocabulary, difficult to start writing, and translating into English. Besides, the students were not really excited because they thought that writing was difficult. Based on the data from English teacher, there were only 20% of students reached the passing grades and 80% of students did not achieve passing grades. It means that the students need something new in teaching and learning process. Mind mapping is a technique that represented the ideas. Mind mapping could help the students in guiding them before they start writing. This technique would guide the students to develop their ideas by writing the vocabularies as keywords in the mind mapping. Therefore, the researcher and English teacher collaboratively used Mind Mapping technique to improve the students' writing achievement.

The research question in this research was, "How could Mind Mapping technique improve students' narrative text writing at eleventh grade of MA Darul Lughah Wal Karomah?". The objective of research was to describe how mind mapping technique could improve the students' narrative text writing at eleventh grade of MA Darul Lughah Wal Karomah.

This research is Classroom Action Research (CAR). The classroom action research design of this research was a collaborative classroom action research. The participants of this research were twenty five students of eleventh graders of MA Darul Lughah Wal Karomah. This research was conducted in one cycle with four meetings. In this cycle, there were some steps that include planning, action, observation, and reflection. The data of this research was completed by using writing test, interview, observation and document review.

After using mind mapping technique, students' writing achievement was improved. The result of the students' writing test score showed that the mean score was 74,6. There were 18 students' or 72% of the total students who got score above passing grade meanwhile 7 students' were under the criterion. This research could be said as successful research if the research was reached the criteria of success. the criteria of success in this research is the number of students who reach the minimum score (75) is equal to or higher than 60% of total students. It can be concluded that the result could achieve the criteria of success. The element of writing which got improvement since teaching and learning process was vocabulary, grammar (tenses), and mechanic.

The researcher gave suggestion to the English teacher to implement mind mapping technique as an alternative in writing class to help the students' improvement on their writing. The researcher also gave suggestion to the other researcher to conduct better research on other skill.

Key words: *mind mapping technique, students' writing achievement.*

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CHAPTER I

This chapter discussed some points related to the topic of the research. Namely, backgroundkey of the study, problem of the research, objective of the research, significance of the research, limitation of study/scope of study and definition key term.

A. Background of the Research

Writing is an activity to create a note or information on a media using characters. Writing is usually done on paper media using tools such as pens or pencils. It relates to Qur'an surah Al Alaq verse 4:

الَّذِي عَلَّمَ بِالْقَلَمِ

*"Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)]"*²

From the surah above Allah teaches humans how to write using a pen and this shows the importance of the science of writing. If there is no written culture of writing, surely that knowledge will be lost. Here Allah SWT reminds us of the importance of writing, writing is very useful, the sciences are all written, guarded by written means. The wisdom of the scholars is also written, history is also written, even the scriptures are written.

Writing ability is one of skill in language learning that must be mastered by students, include learning English. Writing ability is an ability to produce writing or express idea and written form. Writing skills are abilities that are still considered supportive by students.

²Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an, terj* (Medina Dar-us Salam Publication, 1996), 842.

Writing is the way to express ideas in a written form using letters, words, art or media, and it requires mental process in order to express the ideas.³ This means that as the foreign learners, they should be able organized the ideas to produce a good text or information. Fachrurrazy stated that writing is a productive skill which means producing something not receiving it. In different professions and academics, writing is considered as an important skill taught in any level of education from a kindergarten until a University.⁴

Writing as one of the skill in English has always been formed as a part of the syllabus in the teaching of English.⁵ Based on Competency Standard in 2013 curriculum, the students are expected to be able to analyses the social function, structure, and language features.⁶ In English curriculum for senior high school learning writing is aimed at expressing idea in written form using appropriate language variation, fluently and accurately in short function text and monologue in genre form.

In the preliminary study, the researcher did an interview with the XI IPA's English teacher. She stated that there were one class of XI IPA and that class has the lowest scores than other classes in English lessons especially in writing. The students were not really excited because they thought that writing was difficult. The students' problem in writing included lack of vocabulary

³Uusen, A. (2009). *Changing teachers' attitude towards writing, teaching of writing and assessment of writing*. Retrieved from Acrobat Reader – [2009- 10. pdf]. Accessed on February 10st, 2013.

⁴Fachrurrazy, *Teaching English as a foreign language for teachers in Indonesia* (Malang: State University of Malang Press, 2012).

⁵Harmer. J., *How to Teach writing*, (Essex : Pearson Education Limited. 2004),31.

⁶Kementrian Pendidikan dan Kebudayaan, *Kurikulum 2013 Kompetensi Dasar Sekolah Menengah Atas dan Madrasah Aliyah* (2013), 161.

mastery, difficult to start writing, finding ideas to write, and translating into English. The students found difficulties to start writing. It was because the students were often confused to express their ideas in writing. The students' lacked vocabulary because the students' were lazy to bring dictionary to the class, while the vocabulary mastery was still lack. They haven't memorize many words in English.

Based on the observation in second grade of MA Darul Lughah Wal Karomah, the students got difficulties in vocabulary mastery, grammar, there were no motivation, and teachers' strategy or technique. They also got difficulty to write a sentence to be a paragraph because they were lack vocabulary mastery. The students were lazy to bring dictionary to class, while the vocabulary mastery was still lack. Whereas, the dictionary was very important. They could easily translate the text and composed easily.

The next problem was on grammar. The students had low understanding of grammar. They were confused of the usage of grammar. Students did not know how to use tenses, verbs pronoun, etc. They got difficulty to use verb in the past tense. They lacked vocabulary also affected them to develop sentence such as the distinction of regular and irregular verb. Even though the teacher ordered student to ask what they didn't know and helped students to know a verb in the past tense, the students still were confused to found it by them self.

The third problem was there was no motivation. Some students slept during learning process. They ignored the teacher's explanations, they were busy at joking with their friends than read books, etc. Teacher lacked of

attention to students. The teacher's role in motivating students' was very important, especially for students who were lazy to learn. The motivation given will surely be implied in their hearts even a fact shows that teachers who were closer, often interacted, and often provided motivation to the students would be preferred by students.

The last problem was teachers' strategy or technique. Students felt bored when teaching and learning process. They didn't like the way teacher delivered the material. It made students' difficult to understand the material. The teacher just explained the material in white board. The researcher greeted and checked the students' attendance, motivated the students, and gave some question to lead the students to the material would be taught that day. After brainstorming, the researcher explained about report text.

Next, the researcher gave students an example of report text and gave them time to read and found the difficult words. After that, the researcher discussed the difficult words and identify the generic structure of the text. When the teacher asked the students to write, sometimes many students did not really understand about the topic because of lack of information, so they did not know how to write. Finally, students felt bored and less enthusiastic when learning process.

Before conducting this research, the researcher did preliminary study in MA Darul Lughah Wal Karomah, especially the XI IPA class which has 29 students by interviewing the English teacher and collected data about the XI IPA students' previous score in writing. Additionally, the result of the

preliminary study showed that only 6 students (20% of the students) who got score 75 or higher. The average of the writing score in that class was still 68,34. It mean students' writing achievement was still low.

From the problems and discussions above, the researcher and English teacher tried to find the solution to solve the problems. The students needed an interesting technique to help them to write sentences or a simple paragraph, and to motivate them to join the writing class. The researcher found some techniques to make them more active and interested in the class, especially in writing class. On suitable technique in teaching writing to the condition of teaching learning process at MA Darul Lughah Wal Karomah was Mind mapping.

Mind Mapping was popularized by author and consultant, Tony Buzan. He used a two-dimensional structure, instead of the list format conventionally used to take notes. Mind mapping is a technique that represented the ideas (usually generated via a brainstorming session).⁷ Mind mapping is a method to make students find it easy to absorb information into their brain and take it out from their brain. This technique could improve students' creativity and made them happy in learning, because it consists of color, pictures, and some key words that also could make them find it easy to learn English especially in writing skill. This method had several steps. First, draw the main idea in the center paper. Use a picture or photo for the central idea and colors. Then, connect main branches to the center picture or topic and connect the second

⁷ T. Buzan, *How to Mind Map* (London: Thorsons, 2002), 40.

and third branches to the first and second, and so on. After that, make a curve line connector, not a straight line. The last, used one key word for each line.

Mind mapping could help the students in guiding them before they start writing. This technique would guide the students to develop their ideas by writing the vocabularies as keywords in the mind mapping. The use of vocabularies also to develop the students' awareness of using correct grammar consistently. The mechanic of the keywords such as spelling and the used of capital letter also could be improved through mind mapping, and by writing down the keywords they will be more aware with the appropriate words used in writing and keywords about their feeling. Therefore, it could help them to put the expression which results in interesting writing.

Several studies had been conducted by applying Mind Mapping technique. The first one belongs to Farid Fahmi entitled "*Implementing Mind Mapping Technique to Develop Students' Writing of Procedure Text (A Classroom Action Research at Ninth Grade students of SMP Islam Ruhama Cireundeu in Academic Year 2019/2020)*". The Subject of this study was 30 students' IX-I class. The researcher used the Classroom Action Research as a method of this study which adopted from Kemmis' and McTaggart's design.

The result of the study showed that there was the improvement of the students' skill in writing procedure text through Mind Mapping technique. Most of the students gradually gained good scores in the second cycle. The score of Minimum Master Criterion- *Kriteria Ketuntasan Minimal* (KKM) of English lesson was 75. The students' mean score in the preliminary study was

62.2. The mean score in the first cycle was 76.1. The mean score in the second cycle was 81.27. Besides, it showed that there were 63.33% of students passed the KKM in the first cycle, and 93.33% of students achieved the KKM in the second cycle.⁸ It means that this study had been reached the criteria of success; 75% of students could pass the KKM. So, it could be concluded that Mind Mapping technique improves students' skill in writing procedure text at the ninth grade of IX-I class of SMP Islam Ruhama Ciputat in academic year 2019/2020.

Secondly, it had been done by Aisyah Karimatul Fajri entitled "*Improving Students Writing Skill by Using Mind Maps. (A Classroom Action Research at the Tenth Grade of SMA Negeri 1 Boyolali in the Academic Year of 2010/2011)*". The aim of this research was to find out whether the Mind Mapping could improve the students' skill in writing personal recount text including the skill in (a) organizing the idea in chronological order (b) developing ideas (c) using correct grammar especially the used of part tense (d) using correct mechanism including the conventions of spelling, punctuation, and capitalization (e) using appropriate and acceptable arrangements of words and also expressions to strength the writing.

The researcher conducted a Classroom Action Research (CAR). She conducted 2 cycles of action. Each cycle consist of four steps : planning, implementation, observation, and reflection. The result of the research showed

⁸ Farid Fahmi "*Implementing Mind Mapping Technique to Develop Students' Writing of Procedure Text (A Classroom Action Research at Ninth Grade students of SMP Islam Ruhama Cireundeu in Academic Year 2019/2020)*", (Thesis, Syarif Hidayatullah State Islamic University Jakarta, Jakarta, 2019), 60.

that the students' writing skill had been improved after the implementation of Mind Maps to teach writing. It was proven by the improvement of the students writing score from 73,6 to 83,6.⁹ It mean that there was significant influence of using Mind Maps technique and it was effective technique to teach writing.

Another previous study was conducted by Khoiriyah entitled "*Increasing the Students' Writing Skill through Mind Mapping Technique*". This study was classroom action research implementing the used of mind mapping technique to improve the students' writing skill. The aim of this study was to identify whether mind mapping technique could improve students' writing skill and describe the classroom situation when mind mapping used in teaching and learning process of writing skill. The data were collected from 44 students of the first year students of English department at Nusantara PGRI Kediri University.

The data compiled from the observation sheets on the lecturer's and students' performance done by the collaborator, field note made by the lecturer, questionnaire on the students and mainly the students' achievement at the cycle test proved the mind mapping technique was effective in improving the students' writing skill. Questionnaire was done in the end of the research to know the students' view of teaching learning process, especially the used of mind mapping technique in teaching writing of descriptive text.

The result of the study showed that the students' mean score improved from the first cycle (70.95) to the second cycle (76.68). And out of 65.91% of

⁹ Aisyah Karimatul Fajri "*Improving Students Writing Skill by Using Mind Maps. (A Classroom Action Research at the Tenth Grade of SMA Negeri 1 Boyolali in the Academic Year of 2010/2011)*".(Thesis, University Surakarta, Surakarta, 2011), 55.

the subjects got the target scores 75 in cycles I and it had been reached by 84.08% of the students in cycle II. It mean that Mind Mapping technique was effective to improve students writing skill.

In this research, the researcher collaboratively with the teacher used Mind Mapping technique to improve the writing achievement of eleventh grade students at MA Darul Lughah Wal Karomah. The researcher chose classroom action research as a research design to solve the problems of students writing achievement. Besides, this technique had never been used in MA Darul Lughah Wal Karomah. From the discussion above, the classroom action research entitled “The Use of Mind Mapping Technique to Improve Writing Achievement of Eleventh Graders at MA Darul Lughah Wal Karomah” was conducted to know whether or not the implementation of Mind Mapping technique can improve students’ writing achievement of narrative text in eleventh grade.

B. Research Question

Based on the background of the research above, the researcher formulated the research problem into the research question:

How could mind mapping technique improve the students’ narrative text writing at eleventh grade of MA Darul Lughah Wal Karomah?

C. Research Objective

Based on the research question above, the aim of the research was to describe how mind mapping technique could improve the students’ narrative text writing at eleventh grade of MA Darul Lughah Wal Karomah

D. Significance of the research

The writer hopes this research had some benefits in the English teaching-learning process, especially in improving students' writing skills, There are two kinds of significances in this research: theoretical significance and practical significance.

1. Theoretically

The result of this research could increase the body language of mind mapping technique to improve students' writing achievement

2. Practically

a. For the English teacher

The results of this research could give the information to the English teacher to make their students interested in English writing during teaching learning process by using mind mapping technique. Hopefully, this action research could give the teacher an experience in the teaching of writing by using mind mapping technique.

b. For the other researchers

The results of the research could become a reference and information for further researchers in conducting further research in the same topic by using different research design (experimental research) and different subjects' grade level at different school.

E. Limitation of the research

Based on the identification of the problem, the researcher focused on Mind mapping technique to improve writing achievement. Limitation of this

study was English students' at eleventh grade in Islamic senior high school of Darul Lughah Wal Karomah especially XI IPA, students processed on English writing in English subject and the achievement of applying Mind mapping technique to improve writing achievement.

F. Definition of key term

1. Mind mapping

Mind mapping in this research was a technique or way to take notes easily and interestingly. Usually, mind mapping has one main topic in the middle of the paper and then give branches that completed with keywords. This technique will guide the students to develop their ideas by writing the vocabularies as the keywords. The use of vocabularies can help the students in guiding them before they start writing. The mind mapping is included at pre-writing activity. The teacher ask students' to draw mind mapping first to solve students' difficulties to start writing. It will guide their writing. This method had several steps. First, draw the main idea in the center paper. Use a picture or photo for the central idea and colors. Then, connect main branches to the center picture or topic and connect the second and third branches to the first and second, and so on. After that, make a curve line connector, not a straight line. The last, use one key word for each line.

2. Writing skill

Writing skill in this research was skill of someone to explore their idea in written. Writing skill here mean the ability of students to write

paragraph. In this research, the students wrote the narrative fiction text. They wrote one paragraph only which consists of at least seven sentences on the exercise of writing and ten sentences on the writing test.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented some point about literature review to support the study. There were some topics which would be discussed in this chapter. They were previous studies and theoretical framework that related with the implementation of mind mapping technique to improve students' writing achievement. All points of this issue were discussed in the following sub chapter respectively.

A. Previous Research

The first research has done by Ajeng Latina Fitrianti. Her thesis entitled *“Improving Students Writing Skills through Mind Mapping in Grade VII at SMP N 1 Imogiri in the Academic Year of 2014/2015”*. The research findings showed that the students' writing ability improved, especially in the aspects of content and organization of the text. The similarities between the Ajeng Latifah Fitriantis' researches with this research were both used Mind Mapping technique and the researcher focused on writing skill. Both of the researches used the classroom action research. Besides, the differences both of the research was the object of the research. In the Ajeng Latifah Fitriantis' research, the object of the research was the seventh grade A at SMP N 1 Imogiri, but in this current research, the object was an eleventh grade of MA Darul Lughah Wal Karomah.

The second research was conducted by Fitria Aprilia, in her thesis *“Improving Students' Reading Comprehension through Mind Mapping*

Technique at the Second Grade of Senior High School". The result of students' score showed that the students' average score kept improving in every test. The students' average score in pre-test was 60,8, There were 8 students (26,6%) who passed the Minimum Mastery criterion (75). In the post test in cycle I, there was 16 students (53,3%) who passed the score 75 or up to 75 considered their mean score of test was 74,6, In the post test in cycle II there were 24 students (80%) who passed the Minimum Mastery criterion (75) considered their mean was 81,5. Based on the quantitative data above, it could be seen that the students' score showed the improvement from the first to the last test.

Furthermore, the qualitative data showed that all the learning activities gave contributions not only improved students' reading comprehension but also the students' interest, self-confidence enthusiasm, and motivation. The similarities between Fitriia Aprilia's' and this research was the used Mind Mapping technique. Both of the researches conducted with classroom action research. In the object of research was the eleventh grade of senior high school. The differences between this researches was the skill. In this research focused on writing achievement but her research focused on reading comprehension.

The third research was conducted by Sheira Ayu Indrayani, in her thesis *"The Effectiveness of Using Mind Mapping in Improving Students Reading Comprehension of Narrative Text A Quasi Experimental Study at the Second Grade of SMA Mathla'ul Huda Parung"*. The result of the study showed that

the mind mapping technique was effective to use in teaching reading comprehension of narrative text. Gained score of the experimental class (27.14) was higher than the controlled class (17.71). From the result of statistic calculation, it was obtained that the value of t-observation (t_o) is 3.47 and degree of freedom (df) is 68. In the table of significance 5%, the value of degree of significance is 1.66. Comparing those values, the result is $3.47 > 1.66$ degree of significance is 1.66. Comparing those values, the result is $3.47 > 1.66$ which means t-observation (t_o) score was higher than t-table (t_t) score. In other word, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected.

Therefore, teaching reading comprehension of narrative text by using mind mapping technique was effective. The similarities between her research and this research are using mind mapping technique. Both of the researcher used narrative text and the object of the research was eleventh grade. Besides, the differences between her research and this research were the research design and the skill. Her research used quantitative study, but this research used classroom action research. The skill of her research was reading comprehension, but in this research was writing skill.

The fourth research was conducted by Siti Saadatul Fajriyah, in her thesis *“The Effect of Mind Mapping Technique on Students’ Writing of Descriptive Text; A Quasi-experimental Study of the Seventh Grade of MTs. Yayasan Matlaul Anwar Nurul Kamal (YAMANKA) Bogor in Academic Year 2014-2015”*. The result of this study that there was a positive effect of the

result students' writing descriptive text after using Mind Mapping Technique. It could be seen from the calculation of t_{observe} was higher than t_{table} . The result of t_{observe} is 3.09 since t_{table} in the degree of significant 5% is 1.67. It showed that the comparison of t_{observe} and t_{table} is $3.09 > 1.67$. To sum up, t -test is higher than t_{table} so Mind Mapping Technique was effective on students' writing of descriptive text. The similarities between her research and this research were use mind mapping technique and focused on writing skill. Besides, the differences both of the research was the object of the research, the research design, and the text.

In the Siti Saadatul Fajriyah research, the object of the research was the seventh grade of MTs. Yayasan Matlul Anwar Nurul Kamal (YAMANKA) Bogor, but this research, the object was an eleventh grade of MA Darul Lughah Wal Karomah. Her research used quantitative study, but this research used classroom action research. The text of her research was descriptive text, but this research was narrative text.

The last research was conducted by Milan Nur Rahmi, in her thesis "*The Use of Mind Mapping to Improve the Writing Skills of Grade XII Students of SMA N 2 Yogyakarta in academic Year of 2016/2017*". The research findings showed that the used of mind mapping in teaching writing report texts was able to improve the students' writing skills. It included their abilities in generating ideas, vocabularies, grammar and mechanics. Teaching writing report texts used mind mapping could attract students' attention and motivation. The students became more enthusiastic in writing after mind

mapping was applied in the class. Based on the quantitative data, the students' mean score obtained in the pre-test was 65.2 and increased into 70.1 in the post-test of Cycle I and became 78.4 in the post-test of Cycle II.

Then, the main score was 8.3. It indicated that the students made a considerable improvement in writing report texts. The similarities between her research and this research were used mind mapping technique, the research design and focus on writing skill. Both of the researches used classroom action research. The differences between this research and this research was the object of the research. In the Milan Nur Rahmi research, the object of the research was twelveth grade of SMA N 2 Yogyakarta, but this research was eleventh grade of MA Darul Lughah Wal Karomah. Her research focused on report text, but this research focused on narrative text.

Table 2.1
Differences and Similarities or your research and previous ones

| No | Title | Similarities | Differences |
|-----------|--|---|---|
| 1 | 2 | 3 | 4 |
| 1 | Ajeng Latina Fitrianti the title <i>"Improving Students Writing Skills through Mind Mapping in Grade VII at SMP N 1 Imogiri in the Academic Year of 2014/2015"</i> . | <ul style="list-style-type: none"> • The use of Mind Mapping technique • The researcher focused on writing skill. • Both of the researches used the classroom action research. | <ul style="list-style-type: none"> • The object of her research was the seventh grade A at SMP N 1 Imogiri, but this research, the object was eleventh grade of MA Darul Lughah Wal Karomah. |
| 2 | Fitria Aprilia the titled <i>"Improving Students' Reading Comprehension Through Mind Mapping Technique at the Second Grade"</i> | <ul style="list-style-type: none"> • The use of Mind Mapping technique. • Both of the researches conducted with classroom action | <ul style="list-style-type: none"> • In this research focused on writing achievement but her research focused on reading comprehension. |

| No | Title | Similarities | Differences |
|----|--|---|---|
| 1 | 2 | 3 | 4 |
| | <i>of Senior High School</i> ". | <p>research.</p> <ul style="list-style-type: none"> The object of this research was the eleventh grade of senior high school. | |
| 3 | Sheira Ayu Indrayani the titled <i>"The Effectiveness of Using Mind Mapping in Improving Students Reading Comprehension of Narrative Text A Quasi Experimental Study at the Second Grade of SMA Mathla'ul Huda Parung"</i> . | <ul style="list-style-type: none"> The use of Mind Mapping technique. Both of the researchers used narrative text and the object of the research was eleventh grade. | <ul style="list-style-type: none"> In her research used quantitative study but, this research used a classroom action research. The skill of her research was reading comprehension, but in this research was writing skill |
| 4 | Siti Saadatul Fajriyah the titled <i>"The Effect of Mind Mapping Technique on Students' Writing of Descriptive Text; A Quasi-experimental Study of the Seventh Grade of MTs. Yayasan Matlaul Anwar Nurul Kamal (YAMANKA) Bogor in Academic Year 2014-2015"</i> . | <ul style="list-style-type: none"> The use of mind mapping technique The researcher focused on writing skill. | <ul style="list-style-type: none"> In her research, the object of the research was the seventh grade of MTs. Yayasan Matlaul Anwar Nurul Kamal (YAMANKA) Bogor, but this research, the object was an eleventh grade of MA Darul Lughah Wal Karomah. Her research used quantitative study, but this research used classroom action research. The text of her research was descriptive text, but this research was narrative text. |
| 5 | Milan Nur Rahmi the titled <i>"The Use of Mind Mapping to Improve the Writing</i> | <ul style="list-style-type: none"> The use of mind mapping technique Both of the researches used | <ul style="list-style-type: none"> In her research, the object of the research was twelveth grade of SMA N 2 Yogyakarta, |

| No | Title | Similarities | Differences |
|----|--|---|---|
| 1 | 2 | 3 | 4 |
| | <i>Skills of Grade XII Students of SMA N 2 Yogyakarta in academic Year of 2016/2017</i> ”. | classroom action research. • Focused on writing skill. | but this research was eleventh grade of MA Darul Lughah Wal Karomah. • Her research focused on report text, but this research focused on narrative text. |

Based on the explanation above, it can be concluded that there were similarities and differences between this research and the previous research. The similarity was all the research used mind mapping technique. Meanwhile, the differences were from some aspects, those were the focus of study, skill, grade, type of research and location of the research. The location of this research was in Probolinggo. In the research, the researcher also showed same factors that could develop or improve students' writing achievement, such as summarizing information and note-taking, enhances concentration in the keyword that improves recall and creativity. Students could learn how to use mind mapping also encouraged them to go through the process of writing, and certainly could enjoy the teaching and learning process.

B. Theoretical Framework

1. Mind Mappings

a. General of Mind Mapping

Mind mapping is a visual form of note-taking that extends an overview of a topic and its complex information, allowing students

to understand, create new ideas, and build connections.¹⁰ Through the use of colors, images, and words, mind mapping encourages students to begin with a central idea and expand outward to more in-depth sub-topics. A mind map is used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving the problem, making a decision and writing.¹¹

Mind maps help us to visually take in the ordering and classification of information, whether it is facts, data, or ideas that we are trying to break apart.¹²

The Mind map has for essential characteristics. It was the subject of attention formed in a central image, the main themes of the subject radiate from the primary image on branches, branches hold a key image / word printed on the associated line - details of the radiate out, and the chapters form a connected nodal structure.

From this opinion, it can be concluded that mind mapping was a creative thinking instrument which reflects natural work brain. Mind map enables the brain to use all pictures and their association in a radial design. When we used mind mapping by making a keyword or main topic, we also could produce other ideas related to. Moreover, we could free our mind to generate everything in our brain so that lots of ideas would be automatically more and more

¹⁰ Tamil Selvi and G. Chandrahoman, *Case Study on Effective Use of Mind Map in Engineering Education, Technology for Education*, (2018) p.2.

¹¹ Willis, CL, "Mind maps as active learning tools", *Journal of computing sciences in colleges*, Vol 21, Issue: 4, 2006.

¹² Jhon S. Rhodes, *Mind Maps* (US: Fast Publishing, 2013), 10.

improved. Therefore it would make us more comfortable in constructing a text from those related ideas.

b. The Function of Mind Mapping

The function of mind mapping could help us to plan, communicate, be more creative, save time, solve problems, concentrate, organize and clarify our thoughts, remember better, study faster and more efficiently, and see the ‘whole picture’.¹³

Mind Maps are also useful for:¹⁴

- 1) Brainstorming - individually and as a group. It is because mind mapping can become exercises that challenge students to express all their ideas visually rather than using words.
- 2) Summarizing information and note-taking. Mind maps are ideal for summarizing information, such as that found in books. With branches as the main concepts, we can flesh out thoughts and ideas with our notes and structure them for easy comprehension.
- 3) Consolidating information from different research sources. We can combine our notes and information from various sources into a single mind mapping.
- 4) Thinking through complex problems. Mind Maps prioritize the most critical aspects of our problem, focusing our mind. The use

¹³ T. Buzan, *The Ultimate Book of Mind Maps*, (UK: HarperCollins Publisher, 2006), 5.

¹⁴ TzeKiong Tee, Suriane Mohamed, and Azman M.N.A, Buzan Mind Mapping: *An Efficient Technique for Note-Taking*, (World Academy of Science, Engineering, and Technology International Journal of Social, Management, Economics, and Business Engineering Vol:8 No:1, 2014), 29.

of colors and images stimulate our brain, meaning that we are engaged and ready to solve the problem.

- 5) Presenting information in a format that shows the overall structure of our subject. Thus, mind maps store information in a form that is easy to remember and quickly reviewed by our brain.
- 6) Studying, retaining, and recall information. A mind map makes use of mental triggers (such as pictures, colors, and connections) to help our brain memorize things more easily.

Based on the function of mind mapping above, it can be concluded that the mind map helped the students in many aspects, which made them more comfortable in the learning process. Therefore, students would think creatively in visualizing the ideas in their writing.

c. The Characteristics of a Mind Mapping

A mind map is the visualization of mind mapping technique. Buzan explains that a mind mapping has four characteristics which include the following points.¹⁵

- 1) The subject, the key image, or the keyword is put in the central image.
- 2) The main ideas of the keyword spread as its branches.
- 3) The branches, then, are developed to explain the main idea in brief words, brief sentence or simple image.

¹⁵ Ajeng Latifah Fitrianti “*Improving Students’ Writing Skills through Mind Mapping in Grade VIII at SMPN 1 Imogiri in the Academic Year of 2014/2015*”. (Thesis, Yogyakarta State University, Yogyakarta, 2016), 24-25.

4) All of the branches form a connected nodal structure.

A mind mapping is usually enriched with color, picture, and codes. These will improve students' creativity and imagination.

Below is an example of a mind mapping:

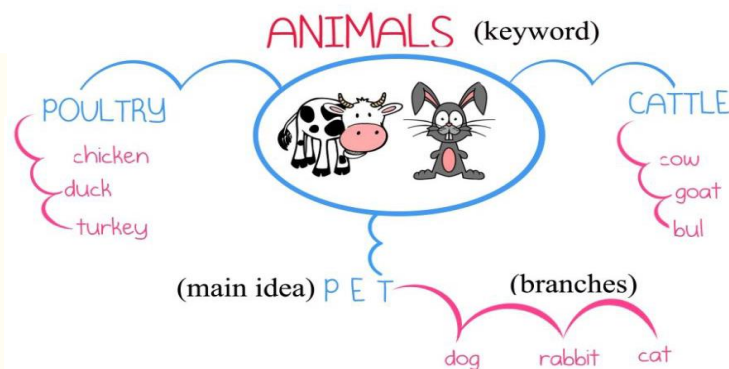


Figure 1: A mind map about animals. This mind map can help young English learners to learn about kinds of animal.

d. The Procedure of Mind Mapping

The following procedure Mind Mapping technique are:

- 1) Putting the main idea in the center the beginning idea in the center is designed to give freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action. Most students find it useful to turn their page on the side and do mind map in “landscape” style. Placing the main idea or topic in the middle of page will give maximum space for other ideas to radiate out from the center.
- 2) Using a picture or photo for the central idea. Picture and photo are important enough in making mind mapping. It is because pictures

have a strong impact on imagination and memory. It also pleases sight and keeps attention focused.

3) Using colors. Color makes mind map more alive and adds the energy on creative thinking. It can be used to capture eye's attention and interest.

4) Connecting main branches to the center picture and connect the second and third branches to the first and second, and so on trying to connect main branches to the center picture and connect the second and third branches to the first and second, and so on because the brain works according to the association. Human brain likes to relate two or more things all at once. The connections among branches make it easier to understand and remember.

5) Making a curve line connector, not a straight line

A mind map with straight lines is boring to the eyes and does not reflect its creative intent, but the curve branches like a tree branches are more interesting for eyes.

6) Using one key word for each line

It is because a single key word gives more energy and flexibility for mind mapping.¹⁶

¹⁶ T. Buzan, *Mind Maps for Kids* (London: Harper Collins Publishers, 2005), 15.

7) Using pictures

Image and symbol are easy to remember, and they stimulate new creative association.

From the explanation above, the researcher stated that mind mapping was a simple technique that could be use to take note creatively and effectively. In this research, there were several procedures to use mind mapping technique:

- 1) The research explain about narrative text
- 2) The researcher provided stimulation to the students' to tell the example of narrative text by using indonesian language
- 3) The students' told in front of the class
- 4) The researcher guided students' to make mind mapping as the firs step before making a narrative text
- 5) The researcher provided paper to the student and asked the student to make mind mapping individually with the topic given as the first step before making a narrative text
- 6) The researcher asked students' to make narrative text by using mind mapping and collected to the teacher

By using mind mapping, students could emerge and organize ideas to be a good sentence. Moreover, mind mapping could make the students happy in studying because there were colorful pictures. That was why mind mapping was a technique that could be used to learn writing skills.

e. The Advantages and Disadvantages of Mind Mapping Technique for Writing

Writing did consume much time and stressful for the students'. However, if students' used mind mapping technique, writing would not be so difficult anymore. Buzan states that the technique offers some advantages which are explained below:¹⁷

- 1) Time used to make writing preparation is reduced because our mind is structured by the BOI.
- 2) It enhances concentration in the key word that improves recall and creativity.
- 3) The clear organization encourages potentially endless flow of thought.

From those explanation above, mind mapping technique focused on the writing preparation. Thus asking students to use mind mapping technique also would expose them to the process of writing and encouraged them to go through the process of writing.

On the other hand, the disadvantages of mind mapping are such as follows:

- 1) Mind Mapping needs a lot of time in organization.
- 2) Mind Mapping has difficulties to allocate the time.
- 3) Mind Mapping needs many times to find an affective keyword.

¹⁷Tony Buzan, *The mind map book: How to use radian thinking to maximize your brain untapped potential*. (USA : Penguin Group, 2001), 47.

Based on the disadvantage above, the researcher found the way to overcome the disadvantage. To estimate the time, the researcher gave 10 minutes to make the mind mapping, and the time left was to make narrative text. The students had limitations in vocabularies knowledge. Therefore, the researcher gave an illustration about the story in Indonesia before the students made the mind mapping. It could help the students to find an affective vocabularies or keywords to make mind mapping easily.

2. Writing

a. Definition of writing

Writing is a skill to transfer ideas, experiences, and feeling into a written form.¹⁸ In this case, the students are expected to be able to express their ideas, feeling, and thoughts in written language and spread their creativity. Writing is a process of creating, organizing, writing, and polishing.¹⁹ Therefore, writing is never a one-step action; it is a process that has several steps. In the first step of the process, we create ideas. In the second step, we organize the ideas. In the third step, we write a rough draft. In the final step, we polish our rough draft by editing it and making revisions.

¹⁸ Uci Mulyani, Muhd. Al-Hafizh, *Teaching junior high school students to write recount text through wikis media*. *Journal of English Language Teaching*, Vol 1, No 1 (2012), 225.

¹⁹ Alice Oshima, Ann Hogo, *Writing academic English*, (New York: Pearson Education, 2006), 265.

Furthermore, Langan says writing is a way to communicate with others and a means of discovery.²⁰ It means that writing is a way of communicating in a written form and a series of activities of finding one's ideas to encode. Writing is more than a medium of communication but also is a way of originating, exploring, finding and developing one's thoughts. Writing is a way of arguing with ourselves, a form of keeping ourselves honest by discovering precisely what we believe and finding out whether we are justified in understanding it.

From the elaboration above, the writer synthesized that writing is a way of thinking of someone to express the ideas, feelings and thoughts that are used for communicating to the readers in written form and has steps.

b. Types of writing

Brown categorized four types of writing performance, those are:²¹

1) Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme

²⁰ John Langan, *College Writing Skill with Readings*. (McGraw Hill: McGraw Hill Company, 2007), 15.

²¹ Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Longman, 2003), 220.

correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing.

2) Intensive (controlled)

Intensive writing is producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the long of sentence. Meaning and context are some importance in determining correctness and appropriateness but most assessment tasks are more concerned with a focus on form and are rather strictly controlled by the test design.

3) Responsive

Assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines.

4) Extensive

It implies successful management of all the processes and strategies of writing for all purposes, up to the long of an essay a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety and in many cases,

engaging in the process of multiple drafts to achieve a final product. Focus on the grammatical form is limited to occasional editing or proofreading of a draft.

In this research, the researcher mixed up intensive and extensive writing. In intensive writing, the students produced language to display their competence in grammar, vocabulary or sentence formation. While in extensive writing, the students could do a large quantity of informal writing on a wide range of topics and in various styles and they do so for pleasure. The students had to write one paragraph only about narrative text or tell a chronological of fiction story or personal experience that might be happened to whomever in the past. They might write everything related to the topic freely and by using the correct grammar based on what they had learnt.

c. Process of Writing

The writing process was the process of writing which has several stages to help the writers in making sentences without having to revise several times. By knowing the process of writing stages, the writer could make the writing more effective and they could improve their confidence in the writing process. There are four steps about writing process as follow:²²

²² Harmer, 4-6.

1) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to say. For some writers, this may involve making detailed notes. When planning, the writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.) but also the choice of language- whether, for example, it is formal or informal tone. Thirdly, writers have to consider the content structure of the piece- that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

Planning is a series of strategies designed to find and produce information in writing. It is also called pre-writing activity. In this stage, the students selected a topic and gathered information or ideas. In short, planning is the first step of writing process that helps the students express, explore, and evaluate the topic. In this research, the pre-writing activity

included by mind mapping. The students were asked to draw mind mapping first to guide their writing.

2) Drafting

We can refer to the first version of a piece of paper as a draft. This "go" at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, several drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

Once writers have created a draft, they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Maybe the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, essential and are often dealt with later in the process.

4) Reflecting and revising

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another

reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Aspect of Writing

According to Hughes There are five important aspects to be assessed in writing. They are content, organization, vocabulary, grammar, and mechanic.²³

1) Content

Content is the ability to use knowledge and understandable subject and information, development thesis, interrelationship of many details relevance of materials and topic. According to Heaton “content is the ability to think creatively and develop thoughts, excluding all irrelevant information”.²⁴

2) Organization

Organization is ability of the writer to arrange the ideas in a logical sequence and cohesion, to make a unified contribution to the whole paragraph. The writing must consist of introduction, body, and conclusion. Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows

²³ Arthur Hughes, *Testing For Language Teachers* (Cambridge: Cambridge University Press, 2003), 104.

²⁴ J. B Heaton, *Writing English language test* (New York: Longman, 2001), 135.

plan; supporting evidence given for generalizations; conclusion logical and complete.²⁵

3) Vocabulary

According to Richards “vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to”.²⁶ Without grammar very little can be conveyed, without vocabulary nothing can be conveyed, this is prove that how the importance of vocabulary learning.²⁷

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.²⁸

²⁵ H Douglas Brown, *Language Assessment principle* (California: Longman, 2003), 244.

²⁶ Jack Richards, *Curriculum development in language teaching* (Cambridge: Cambridge University Press, 2001), 4.

²⁷ Scott Thornbury, *How to Teach Vocabulary* (London: Pearson Education Limited, 2002), 13.

²⁸ Jack C Richards, *Methodology in language teaching: An Anthology of current Practice* (Cambridge: Cambridge University Press, 2002), 255.

4) Grammar

Grammar is partly the study of what forms or structures are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed.²⁹

The role of grammar is perhaps one of the most controversial issues in language teaching. Grammar teaching formed an essential part of language instruction, so much so that other aspects of language learning were either ignored or down player. The argument was that if you knew the grammatical rules of the language you would be able to use in communication.³⁰

5) Mechanic

Writing like another skill, has its mechanical components. These include handwriting, spelling, punctuation, and the construction of well-formed sentence, paragraphs, and text. Such things are the nuts and bolts of the writing skill and they need to be focused on at certain stages of learning to write in English.³¹ According to Heaton “mechanic is an ability to use correctly those convention peculiar to the written language (e.g. punctuation, spelling).

²⁹ Scott Thornbury, *How to Teach Grammar* (England: Longman, 2003), 1.

³⁰ Richards, 145.

³¹ Harmer, 44.

From the explanation above, the researcher used these five aspects related to narrative text. There are:

- a) Content, such as development the sentences and relevance in presenting the topic of narrative text.
- b) Organization, such as arrange or compose the generic structure of narrative text.
- c) Vocabulary, such as consideration in choosing the right words to express the idea to form a good and commensurate sentence.
- d) Grammar, such as tenses especially in past tense.
- e) Mechanic, such as punctuation and spelling.

3. Paragraph Writing

Zemach stated that a paragraph is a group of sentences about a single topic. Together, the sentences of the paragraph explain the writer's main idea (most important idea) about the topic. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic. The first sentence of a paragraph usually moves in a few spaces.³²

Oshima also stated that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.

A paragraph can be as short as one sentence or as long as ten sentences.

³² Dorothy E Zemach, *Academic Writing from paragraph to essay*, (Macmillan Education, 2005) 11.

The number of sentences is unimportant. However, the paragraph should be long enough to develop the main idea clearly.

Based on the explanation above the researcher concluded that paragraph was an alenia consisting of several sentences around five to ten or more sentences that had one main idea and several explanatory sentences.

The paragraph has the organizations those are the topic sentence, the supporting sentences and the concluding sentence. The topic sentence is the main idea of the paragraph. It is usually on the first sentence of the paragraph and it is the most general sentence of the paragraph. Then, the supporting sentences are the sentences that explain about the topic sentence and more detailed ideas that follow the topic sentence. The last is the concluding sentence which may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.³³

In this research, the students were expected to write one paragraph which consisted of at least ten sentences around seventy five words. The students had to write the narrative paragraph especially narrative fiction story based on the topic given. The researcher gave the time to the students to finish their writing for the test around 60 minutes.

³³ Ibid, 12.

4. Narrative Text

a. Definition of narrative text

1) Narrative text

Narrative text is texts which tell a story.³⁴ Smalley stated that narrative paragraph is used to tell a story and share someone's experience in which usually chronological events are organized well from what happened first until what happened last.³⁵ The experience could be an experience occurred in the past. Narrative story is begun by introducing the characters in story and setting. Then, sequence of events is written in the middle of story plot then it is ended by resolution as a problem solving of the conflict that happened in the story. There are four main structures in narrative text, as follows

(1) Orientation

It is about the opening paragraph where the characters of the story are introduced.

(2) Complication

Where the problem in the story developed

(3) Resolution

Where the problems in the story is solved

³⁴ Mark Anderson, *Text Types in English* (South Yara: Macmillan Education Australia PTY LTD, 2001), 8 and 23.

³⁵ Regina L. Smalley, Marry K. Rutten, Joann Rishel Kozyrev, *Refining Composition Skills; Academic Writing and Grammar 6th Ed*, (Boston: Heinle Cengage Learning, Inc, 2012), 45.

In narrative text there are six characteristics or language feature of narrative text, those are:

- (1) Past tense
- (2) Adverb of time
- (3) Time conjunction
- (4) Specific character not general
- (5) Action verb
- (6) Direct speech

b. The Types of Narrative Text

There are many types of narrative text. Buscemi divided narrative into two categories: fiction and nonfiction.³⁶

Narrative fiction is written based on author's imagination. It has a purpose to inform people about developments that attract or influence them. The example of narrative fiction are magazine article, newspaper, fairy stories, mysteries, horror stories, myth and legend, adventure stories, fable.

The other type of narrative is nonfiction. Narrative nonfiction is written based on personal experience. All the content is tell about real accidents which are occurred in author's life. The kind of this text is known as recount text.

From the statement above, it could be concluded that narrative text can be said as a text which is used to tell a chronological of

³⁶ Santi S. Buscemi, *A Reader for Developing Writers*, (New York: McGraw Hill, 2002), 341.

fiction story or personal experience that might be happened to whomever in the past. Narrative was supposed to be a useful text to encourage students especially at school who wanted to practice writing. Through narrative text, students can be more creative because they wrote based on their imagination. In the other hand, students could write a narrative paragraph especially narrative fiction based on a story they ever heard, watch, or read before by using mind mapping technique. It could help the students in guiding them before they start writing. This technique would guide the students to develop their ideas by writing the vocabularies as the keywords.



CHAPTER III

RESEARCH METHOD

This chapter gave information about how this research conducted. It included explanations on the research design, the subject of the research, the research setting, place and time of the research, and data collection techniques, data analysis process as well as the validity and reliability used under the study.

A. Research Design

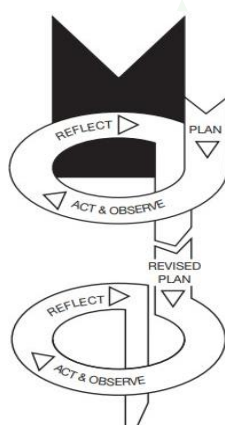
The research design of this research was Classroom Action Research. Classroom action research was carried out by teacher in their context, in their classrooms. Teacher identified a problem or an area they wish to improve and based on theory of experience or hypothesis they think of an intervention. They documented the intervention and results of it. If the results were positive they could lead to the dissemination of the information. If not, the cycle may be started again.³⁷ In this research, the researcher collaborated with the English teacher at XI IPA of MA Darul Lughah Wal Karomah to improve writing achievement by using mind mapping.

In conducting the research, the researcher's role was as an English teacher. The researcher taught English in class XI IPA, while the English teacher's role was an observer or collaborator. She observed the action of the research while teaching and learning process was committed in the classroom.

³⁷ Anne Burns, "Doing Action Research in English Language Teaching", (New York: Routledge, 2010), 5.

One cycle had 4 meetings. 3 meetings for teaching and 1 meeting for conducting the test.

According to Kemmis and McTaggart there are several steps in classroom action research. That included planning, action, observation, and reflection. The design of classroom action research as the following diagram.³⁸



1. Planning

Planning means make a plan of critically informed action to improve what is already happening. In this stage the researcher plan the action before implementing the action. There are several activities as follows:

- a. Interviewing the English teacher about the problems in the class especially in writing class.
- b. Interviewing the students about the problems of writing achievement.
- c. Observing teaching learning process in the class.
- d. Identifying about the students' problem in writing achievement.
- e. Discussing with English teacher to find the appropriate technique to solve the problems.

³⁸ Valsa Koshy. *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), 4.

- f. Constructing a lesson plan about narrative text based on the curriculum 2013. The lesson plan mentioned about the steps of Mind Mapping. It was very simple to create mind mapping manually. The students only needed to prepare the tools such as blank paper, pencil, pen, and coloring pencil. They could draw the mind mapping freely on their paper started from write down vocabularies or the main keywords as topic and developed it into some branches lead to new keyword. They could express their idea more and more, they also could put picture and decorate the mind mapping based on their creativity. It consisted from three meetings and one test.
- g. Preparing material based on the curriculum 2013 in the first semester.
- h. Constructing the writing achievement test.

2. Action

Action is the process of doing something. Usually the action means that performing the planning. In this research the action in every meeting had several steps. The steps were:

- a. The research explained about narrative text
- b. The researcher provided stimulation to the students' to tell the example of narrative text by using Indonesian language
- c. The students' told in front of the class
- d. The researcher guided the students' to make mind mapping as pre-writing activity before making a narrative text

- e. The researcher provided paper to the student and asked the student to make mind mapping individually with the topic given as pre-writing activity before making a narrative text
 - f. The researcher asked the students' to make narrative text by using mind mapping and collected to the teacher
 - g. The researcher guided the students' to write the narrative text based on the mind mapping³⁹
 - h. The researcher took a field note during teaching learning process and collaborated with the English teacher to observe all activities happened in the class.
3. Observation

Observation is needed to take a data concerning the result of the action. In this stage the researcher gave writing test in the fourth meeting to find out the whether or not the implementation of Mind Mapping technique could improve students' writing achievement. The test of writing achievement was about the narrative text especially chronological of fiction story.

4. Reflection

Reflection was conducted to know the strengths and weaknesses the use of Mind Mapping technique. The researcher conducted the data analysis to analyze of the data (*see section 4*). Then, the researcher compared the result with the criteria of success. The criteria of success in

³⁹ Appendix 2

this research was available on (*section 5*). Thus, if the result from implementation of Mind Mapping could improve students' writing achievement or reached the criteria of success, means that the cycle one is successful then we do not need to conduct the cycle two. If it was not successful the researcher had to conduct the cycle two by revising the lesson plan based on the field note.

B. Research Setting

1. Research location

This research was conducted in MA Darul Lughah Wal Karomah. The location of the research was in Sidomukti kec.Kraksaan Probolinggo. It was an Islamic boarding school. Most of students stay at the boarding school. It was an Islamic boarding school from various cities. In this research the researcher used a purposive method. Purposive method is a method employed in choosing a research area based on certain purpose or reason.⁴⁰ MA Darul Lughah Wal Karomah was chosen for the reasons because the researcher had got permission from the school to conduct the research. Another reason was because in this school a Mind Mapping technique had not been applied by English teacher.

2. Research subject

The subjects of this research were the students of XI IPA of MA Darul Lughah Wal Karomah. The class had 29 students, consisted 29 female. The subject was chosen because students in this class had

⁴⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik (Research Procedure: Apractical Approach)*, (Jakarta: PT Rineka Cipta, 2006), 16 .

problems in writing achievement and the most of students in this class had a low score. It can be known based on the interview with English teacher and observation.

C. Data Collection Method

1. Primary data

Writing Test

In this research the researcher applied the writing achievement test, because the researcher wanted to know and measure the students writing achievement after they used mind mapping technique. The writing test was constructed by the researcher using competent based on curriculum principle. The form of the test was paragraph writing about narrative text especially fiction story which consisted of at least ten sentences around seventy five words. Therefore, the students were given the freedom to do writing activities based on their ideas, and carried out in 60 minutes.

Students' writing test was scored by two different scorers (inter-rater). In this research, students' writing test was scored by double scorers or inter-rater. The researcher and the English teacher were the scorers. It was applied to avoid subjectivity. The researcher and the English teacher used the same scoring rubric in assessing the students' narrative text writing. In this study, the tolerance score between the researcher and the rater was 5 points. If the researcher gives score 72, the rater should give the score not more than 77 and not less than 67.

Table 3.1
The scoring rubric of students' narrative text writing
The analytic scoring rubric of writing adapted from Hughes⁴¹

| Aspects | Level | Criteria | Descriptions |
|---------------------|--------------|------------------------|--|
| 1 | 2 | 3 | 4 |
| Content | 30-27 | EXCELLENT TO VERY GOOD | Relevant to assigned topic, chronology stated, capable to develop idea. |
| | 26-22 | GOOD TO AVERAGE | Mostly relevant to the topic, chronology stated only sketchy, ideas may be underdeveloped. |
| | 21-17 | FAIR TO POOR | Adequate development of topic, chronology only sketchy. |
| | 16-13 | VERY POOR | Chronology is not stated, serious irrelevance or inaccuracy, inadequate development of ideas. |
| Organization | 20-18 | EXCELLENT TO VERY GOOD | Orientation gives essential info (time, place, & participants), complication mentioned, show part of reorientation but the reader still gets the idea of story. |
| | 17-14 | GOOD TO AVERAGE | Orientation gives some information, does not show one part of the orientation, e.g: there is no place therefore the reader has not received the complete information from the story, complication only sketchy, end the story with short comment but the reader still get the idea of the story. |
| | 13-10 | FAIR TO POOR | Orientation gives a little information, some necessary background omitted, complication only sketchy, end the story with short comment but the reader gets little confused to get the idea of the story. |
| | 9-7 | VERY POOR | Missing or weak orientation, directly explains the complication without |

⁴¹ Adapted from Hughes, 104.

| Aspects | Level | Criteria | Descriptions |
|-------------------|--------------|------------------------|---|
| 1 | 2 | 3 | 4 |
| | | | orientation, no background provided, no reorientation, end the story without any comments, signals or summary. So, the reader does not realize that the story finished. |
| Vocabulary | 20-18 | EXCELLENT TO VERY GOOD | Vocabulary choice is appropriate, the paragraph shows that the usage of words such as noun, verb, conjunction and adjective is used appropriately. |
| | 17-14 | GOOD TO AVERAGE | There are 2-4 errors of words form such as noun, verb, conjunction and adjective show in the paragraph but the meaning is not absured. |
| | 13-10 | FAIR TO POOR | There are 5-7 errors of words form such as noun, verb, conjunction and adjective show in the paragraph but it influences the meaning. |
| | 9-7 | VERY POOR | There are 5-7 errors of words form such as noun, verb, conjunction and adjective show in the paragraph but it influences the meaning. |
| Grammar | 25-22 | EXCELLENT TO VERY GOOD | All sentences are mostly correct in form of past tense, no serious errors in simple past tense. |
| | 21-18 | GOOD TO AVERAGE | Mostly complete sentences, there are 2-3 errors in form of past tense. |
| | 17-11 | FAIR TO POOR | There are 4-6 errors in form of past tense, it rarely influences the meaning |
| | 10-5 | VERY POOR | Reader seriously distracted by grammar error, there are 7-9 errors in form of past tense. |
| Mechanic | 5 | EXCELLENT TO VERY GOOD | Few errors of punctuation, capitalization. |
| | 4 | GOOD TO AVERAGE | The paragraph shows that there are 2-3 mistakes in using |

| Aspects | Level | Criteria | Descriptions |
|---------|-------|--------------|---|
| 1 | 2 | 3 | 4 |
| | | | period, comma, capitalization but the paragraph is still easy to read. |
| | 3 | FAIR TO POOR | The paragraph shows that there are 4-5 mistakes in using period, comma, capitalization |
| | 2 | VERY POOR | The paragraph shows that there are 6-7 mistakes in using period, comma, capitalization. |

2. Secondary Data

a. Interview

In this classroom action research interview was used to identify the problem in writing achievement. In this research, the researcher used semi-structure interview. Semi-structure interviews allow you to probe further during the interview.⁴² It was a meeting which is the interviewer did not follow the list of questions strictly. So, during the question session the interview would be more deeply.

From the explanation above, the researcher interviewed the English teacher and the students of XI IPA. The purpose of the interviewed was to support the data about the students' writing achievement. For the interviewing with the English teacher, it was known that the XI IPA had low score in writing achievement. The researcher also interviewed the students of XI IPA, the script of interview could be seen at appendix 3.

⁴² Koshy, 92.

b. Observation

In this research, the researcher observed the students of XI IPA during the teaching learning process in the class and the result could be seen at appendix 4.

c. Document review

Document review is one the way to collect the data. In this research document review consisted of the name of students, the total number of students, and student's score. (*See appendix 5*)

D. Data Analysis

Data analysis is a way to analyze the result of the data. The collected data was students' writing test score in every cycle. The purpose of data analysis was whether the writing achievement using Mind Mapping technique improve or not. To know the mean score of the students' writing achievement test, the researcher used a formula as follows:

$$Mx = \frac{\sum x}{N}$$

Notes:

Mx= The mean score

X= The sum of the score of all students

N= The number of the students

The result of writing test was analyzed by using the following formula to find out the percentage score:

$$E = \frac{n}{N} \times 100 \%$$

Notes:

E= The percentage of students who achieved the minimum standard score

n= The number of students who achieved the minimum score

N= The total number of students

E. Criteria of Success

In this research, the researcher determined criteria of success. The research would be successful if the research objective indicator was reached. The criteria of success in this research is the number of students who reach the minimum score (75) is equal to or higher than 60% of total students in this research.

F. Validity of Data

Validity is the most complex criterion of a good test, the degree to which the test actually measures what it is intended to measure. A valid test of writing ability is one that actually measures writing ability and not, say 20/20 vision, previous knowledge of a subject, or some other variable of questionable relevance.⁴³ In test of language, validity was supported most convincingly by subsequent personal observation by teachers and peers. The validity of a high score on the final exam of a foreign language course will be substance by “actual” proficiency in the language. There are some types of validity. Such as face validity, construct validity, empirical validity, consequential validity and content validity.⁴⁴

⁴³ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*. (San Fransisco: Pearson Education, 2001), 387.

⁴⁴ Brown, 388.

In this research the researcher used content validity. Based on Brown's book, if a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured, it can claim content-related evidence of validity, often popularly referred to as content validity.⁴⁵ Thus, content validity was talk about content of the test. The test have to be made by people who understand and expert about the test. Besides, the test should be suitable with the curriculum, the content of the test have to be suitable with the material and also see the test according to the purpose.

Before constructing the test, the researcher wrote a specification of the test that included information on what content of the test writer was going concern, type and light of the text, topic, training, and scoring procedure.

There were some points that the researcher applied to make valid, they were; the test was designed based on curriculum. In writing test based on basic competence, students were targeted to be able to distinguish social functions, text structure and linguistic elements some of the texts narrative verbally and in writing. Students were able to arrange short and simple narrative texts related to chronological event by paying attention to social functions, text structures, linguistic elements such as grammar (pronoun, the verb to be, adverb of time at the beginning of the sentence, spelling noun plurals, possessive's' with people, choosing a or an, simple past tense), vocabulary, mechanic and other the hints which had mentioned correctly. Second, the

⁴⁵ H. Douglas Brown, *Language Assesment Principle and Classroom Practice*. (San Fransisco: Pearson Education, 2001), 22.

researcher provided clear instruction to the students. Third, in writing narrative text, the students should write at least 10 sentences or around 100 words. The last, the researcher gave enough time to do the test that is 60 minutes.

G. Research Procedures

The process of this research is followed some stages :

1. Taking a Preliminary Study
 - a. Observing the class
 - b. Interviewing the teacher and the students'
2. Planning the Action
 - a. Establishing research schedule
 - b. Preparing a lesson plan
 - c. Preparing strategy, materials and media
 - d. Establishing a criteria of success
 - e. Establishing analytical scoring rubrics
3. Implementing the Action
 - a. Plan
 - b. Action
 - c. Observe
 - d. Reflect

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the profile of the school, research findings and discussion. The details of the research processes are presented below:

A. Profile of MA Darul Lughah Wal Karomah

MA Darul Lughah Wal Karomah is located on Jl. Maj. Gen. Panjaitan No. 12 Sidomukti Kraksaan Probolinggo East Java. MA Darul Lughah Wal Karomah institution which is very strategic in the heart of the city of Kraksaan, and integrated with education in Islamic boarding schools, so that it can easily and quickly absorb various actual and factual information. The vision of MA Darul Lughah Wal Karomah is “The creation of a generation of learned, skilled and moral Muslim people by integrating IMTAQ and IPTEK”. While the mission is “Improving the quality of science and morals of students through intensive coaching and the development of interests and talents”.⁴⁶

B. Research Findings

This section comprised of the result of the Classroom Action Research (CAR) and the research findings were gained from the beginning until the last of teaching and learning process. The research was conducted at MA Darul Lughah Wal Karomah in the Academic Year of 2020/2021 from November 10th until 21th 2020. The research was conducted consisting of four meetings in one cycle. In the last meeting, the researcher conducted writing test to know

⁴⁶Document Review, Visi dan Misi MA Darul Lughah Wal Karomah, 15 November 2020.

the improvement of the students' writing achievement. The obvious explanation could be seen from:

1. The Implementation of Mind Mapping Technique

This research was done on November 10th until 21th. The researcher conducted the writing test to know the improvement of the students' writing achievement. The description of the research implementation was explained as follows:

a. Planning

First, the researcher did an interview with the English teacher. The interview was conducted in front of mosque at MA Darul Lughah Wal Karomah on Saturday, 7th of November 2020. The result of interview with the teacher showed that the students' writing still low, this happened because they did not really exited because they thought that writing was difficult. They lacked of vocabulary mastery and grammar. Some of them were lazy to bring dictionary during English lessons and they were embarrassed to ask the teacher. They preferred to ask or discuss with other students'. The students also had low understanding of grammar. They were confused of the usage of grammar. The students didn't know how to use tenses. From those result, the researcher concluded that the students need new strategy to improve their writing achievement.⁴⁷

⁴⁷ Lilik, *Interview*, Sidomukti, 7th November 2020

On the other hand, the researcher and English teacher tried to solve the problem by discussing about the technique to improve students' writing achievement. After that, the researcher decided to use Mind Mapping technique in her research to improve students' writing achievement. Then, the English teacher allowed her to implement this technique because the English teacher had not used Mind Mapping technique yet.

At that point, the researcher made a preparation to conduct the research. From the discussion with the English teacher as the collaborator, the researcher designed three meetings in one cycle. Three meetings for implementation the technique and one meeting for the writing test. The researcher prepared for the teaching learning process such as lesson plan, media, and materials which are appropriate with the standard and basic competence in curriculum of education level 2013 for senior high school.⁴⁸ The researcher prepared the teaching material based on the topic stated in the curriculum. The material was about narrative text especially fiction story. She made one lesson plan for each meeting. Those could be seen in the appendix 2. The researcher used mind mapping technique to improve students' narrative text writing achievement.

⁴⁸Appendix 2

b. Acting

In the implementing, the researcher was as the teacher. Meanwhile the English teacher was the observer. The researcher taught writing in one cycle. This cycle consisted of four meetings. Three meetings were for implementation for the technique and one meeting was for the test. The steps of teaching writing were based on the lesson plan. The finding of each meeting was below:

1) First Meeting

It was in the morning on thuesday 10th 2020 at 09.10 a.m-11.35 a.m in XI IPA class. The researcher conducted the teaching and learning process accompanied by the English teacher as the collaborator. She was sitting at the backside of the class. She helped the researcher in observing the students and taking the field note during the teaching and learning process. The steps of the researcher implemented the action based on the lesson plan she made with the teacher.

When all the students were ready, the researcher greeted and checked the students' attendance, motivated the students, and gave some question to lead the students to the material would be taught that day. After brainstorming, the researchers explained about narrative text. The researcher discussed about narrative text especially about fiction story (fairy stories, mysteries, adventure stories, megazine article, myth, legend and fable). The researcher

gave an example of a narrative text and also explained the generic structure of the text. Then the students discussed the generic structure and language features of narrative text.

Then, the researcher applied the mind mapping as pre-writing activity. Besides the researcher also provided colourful pictures of mind mapping, explained the definition of mind mapping, the benefits of mind mapping and the steps of making mind mapping. In applying the mind mapping technique, the researcher gave an example of narrative text with drawing the mind mapping of “Malin Kundang” in order to make the students understand the technique well. The researcher explained the rule how to make the mind mapping first and guided students’ to make mind mapping as pre-writing activity before make a narrative paragraph. At that time, the students’ paid attention to the researcher explanation.⁴⁹

The researcher guided the students and drew the mind mapping on the white board. The researcher started with drawing a topic in the center paper by drawing a circle or using a picture and colors to make mind mapping more alive and creative, connecting main branch or topic to the center picture and connected the second and the third branches to the first and second, and so on tried to connect main branches to the center picture and connected the

⁴⁹ Appendix 10

second and third branches to the first and second, and so on. The connections among branches was to make them easier to understand and remember. She used one keyword for each line or picture, also used image and symbol as number, and gave a different colors to each branch to make them easier to connect one sentence to another. Furthermore the students could learn from the example of mind mapping that had been distributed to them. After finishing, the researcher developed her mind mapping into paragraph. The students were interested interested in the lesson given through mind mapping. The students focused on the explanation that given by the researcher.

Figure 4.1
The researcher guided the students' drew the mind mapping



When the researcher let the students ask questions about mind mapping, a student (Rahma) asked “*Miss, apakah kalau mencantumkan kata kunci dalam mind mapping itu harus*

menggunakan simple past?”. The researcher immediately answered “*Iya, karena dalam narrative text itu menggunakan simple past. Dimana sebuah cerita yang terjadi dimasa lalu/lampau dan tidak ada hubungannya dengan waktu sekarang artinya kejadian itu sudah berakhir. Contohnya Malin left his mother alone. Verb atau kata kerja yang digunakan disitu adalah left yaitu bentuk simple past dari kata leave (bentuk simple present) yang artinya adalah meninggalkan*”. The students seemed confused but they were also motivated to hear it because this technique was new for them.⁵⁰

The next activity, the researcher asked the students’ about “Pinokio story” they were answered excitedly. The researcher let one students to tell the story in front of the class. The other students listened to her. It stimulated them to know the plot of the story. Afterward, the researcher asked the students some questions dealing with the story of Pinokio. It was to stimulate them about simple past tense, one of the important features on narrative text. The researcher asked the question “*Where did Pinokio live?*” then the other students answered in various answers. There was one said “*He live with Geppeto Miss*”, another one said “*live with the grandfather Miss*”, “*follow the grandfather, Geppeto Miss*”. From their answer, it indicated they forgot about the simple past tense

⁵⁰ Appendix 10

material. Then, the researcher gave explanation that the example of the question and answer were form of simple past tense sentence.

The researcher explained how to answer that question correctly. *“If the question is about simple past, we should answer by simple past too. Disana ada kata ‘Did’ nahh itu menandakan bahwa kalimat tersebut adalah simple past yang menunjukkan arti lampau/peristiwa yang telah terjadi”*. The answer should be *“He lived with Geppeto. Lived disini adalah regular verb dalam past tense dimana kata akhirnya ditambah dengan –ed/-d. Gunakan –d jika bagian belakang verb sudah berakhir dengan e. Contohnya seperti kata Live diatas yang berakhiran e. Maka menjadi lived. Contoh lain, walk – walked (jalan), lock – locked (mengunci), listen – listened (mendengar), dan lain-lain”*. The students felt happy because they knew the correct answer to answer the teacher’s question related to simple past. Then, the researcher repeated the same questions and the students answered correctly. The students who did not know how to say the answer in English they were not shy to ask to the researcher. Next, the researcher answered enthusiastically.

The next activity, the researcher gave some blank papers with the topic given. The topic was about “Pinokio”. The researcher asked the students to make mind mapping of Pinokio manually as pre-writing activity based on themselves. It was only a

plan for the students before they wrote their narrative paragraph. So the students' made the mind mapping as the first step before making a paragraph.

At that moment, most of students felt happy because this technique was new for them.⁵¹ The students' created the mind mapping based on their creativity and their imagination. They made the mind mapping by using Indonesian language first and then they translated to English language. They expressed their ideas by using lines, symbols, words, color and images which was interesting. They started the mind mapping based on the plot of story that they knew. Also, they made the mind mapping coherently with the chronology they knew.

The researcher reminded the students about the structure of narrative text (orientation, complication, re-orientation). Next, the researcher wrote some verbs completed with the second and the third form of verb on the whiteboard in order to remind the students about tenses they used in narrative text. The students were pleased to open their dictionary.

The researcher walk around the class and guided the students to make the mind mapping. The researcher monitored the students' activities. A student (Ruroh) asked "*Miss bahasa inggrisnya 'Peri' itu apa miss?*". The researcher directly answered 'fairy' and wrote

⁵¹ Appendix 10

it on the white board. At that moment, most of students' were still confused with the vocabulary in English. They didn't bring a dictionary while the vocabulary mastery was still lack. Whereas, the dictionary was very important. They could easily to see the english vocab, translat the paragraph and composed easily. That, they kept asking their friends about what should they write and some of them were asking to the researcher and the teacher. It wasted the time and disturbed the others.

They wrote their idea by writing the keywords and developing it into some branhces using lines as the connector. Also, they used symbol like numbers in the main branhces to remember the plot of story and connected one sentence to another.

The students looked enjoy the activity, they drew very good images and used pencil colours. They gave colors each branch. So, they knew which one they would write first into the paragraph.

After finishing the mind mapping, the researcher checked the students' mind mapping.⁵² She took one of the students' mind mapping. She gave comments about their mind mapping. The researcher informed some of errors found in students' mind mapping contain organized idea, grammatical mistakes, and the mechanic. The researcher found an error in organizing ideas that the student made in her mind mapping. She wrote "*Pinokio made a*

⁵² Appendix 10

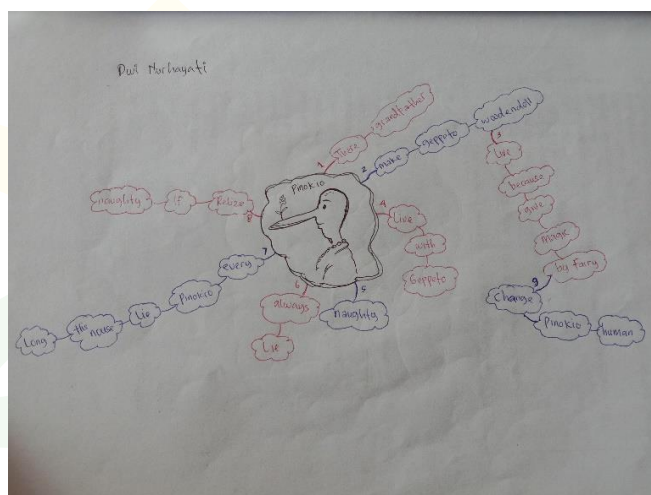
woodendoll and his name was Geppeto". Supposedly, 'who made the woodendoll was Geppeto and he gave name Pinokio'. The researcher asked her to correct the mind mapping. Most of them got error in grammar. The students did not write the verb they should use. They did not change the verb to the second form of verb in the mind mapping. Also, the students did not write the capital letter when wrote the name of person, place and so on.

Besides, some students' had been able to express their ideas into the branches in the mind mapping, and based on the plot story they knew. Also, some students' made the mind mapping according to the topic given. It can be seen from the keywords they used in their mind mapping. Then, the researcher discussed point by point slowly and clearly in order to make the students understood. During the discussion, the students paid attention to the researcher but some of the students laughed when they knew their mistake and they directly gave some comments, so the class little bit noisy.

It helped the students' knew their weaknesses of writing in the mind mapping. Also, they became more aware in writing the keywords, especially the verb in the second form/past tense (V2) which led them in consistency of using V2 on their mind mapping and writing. The researcher avoid the mechanic such as the error spelling and the capital letters by checking their keyword on their

mind mapping first. Then, the researcher asked them to correct their mind mapping first before they started to write the paragraph.

Figure 4.2
One of mind mapping that made by students'



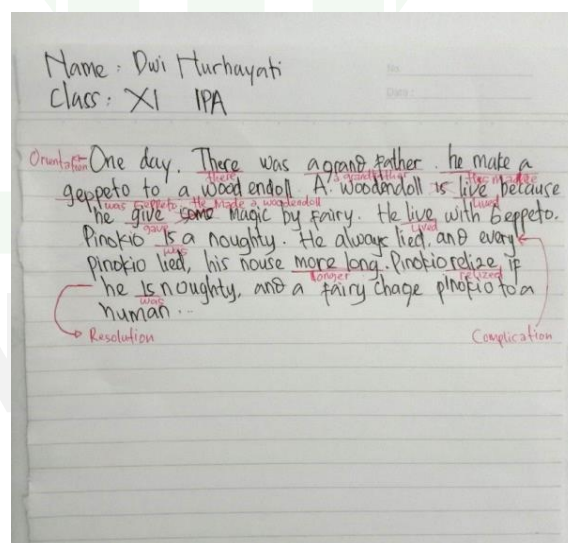
At the end of the session the researcher asked students to make a paragraph based on the mind mapping. The researcher asked the students to tell using simple past tense. They wrote one paragraph only which consisted of 8 sentences or around 80 words.

Besides, the researcher reminded the students about the generic structure of narrative text (orientation, complication, resolution) and the language feature of narrative text (Past tense, adverb of time, etc). They were not afraid or shy to ask to researcher. Some students asked to the researcher while the process of writing. A student (Izza) asked “*Miss bahasa inggrisnya ‘pada saat itu’ itu gimana miss?*” the researcher directly answered ‘at that time/at that moment’ and wrote it on the white board. The

students understood how to use the word in the mind mapping but they did not know the English.

The researcher walk around the class and guided the students making the paragraph. The researcher monitored the students' activities. A student (Dinda) asked “*Nulisnya harus sesuai ide yang ada di mind mappingnya kan Miss?*” “Yes”. In this section, the students seemed serious in doing their job. They wrote the paragraph based on the mind mapping that made by them.⁵³ Most of the students tried to finish their writing as soon as possible. There were several students who still confused to consolidate the vocabulary become sentence. But there were also the students who asked their friends when they found difficulties.

Figure 4.3
One of students writing



⁵³ Appendix 10

After writing a narrative paragraph, the students collected their writing to the researcher. Before the researcher closed the meeting, the researcher gave reinforcing by conveying the material that had been learned, concluding the material had been learned on that day, and conveyed the material would be discussed on the next meeting. The researcher gave motivation to the students and ordered the students to bring a dictionary in the next meeting. Then the researcher asked the students to study more about narrative text at home. The researcher closed the meeting by saying *hamdalah* and *salam*.

The first meeting was done. Based on the result of the observation and field note done by the teacher as the collaborator, the paid attention to the researcher explanation. Based on the field note, they felt happy because the researcher introduced them to a new technique.⁵⁴ The students looked enjoy the activity, they drew very good images and used pencil colours. Some students had been able to express their ideas into the branches in the mind mapping, and based on the plot story they knew. However, some students still looked confused. They knew the keywords to use but they did not know in English. It was the students did not bring the dictionary. They had problems in looking for vocabularies and correct grammar. That, they kept asking their friends about what

⁵⁴ Appendix 10

should they write and some of them were asking to the researcher and the teacher. It wasted the time and disturbed the others.

2) Second Meeting

The second meeting was held on Saturday, November 14th 2020. The researcher and the collaborator came to class XI IPA at 07.00 a.m. Then the researcher opened the meeting by praying together, greeting, and checking students' attendance. On that day, three students were absence. They were getting sick and back to their house.

The second meeting was not different from the first meeting. The researcher taught the students based on the lesson plan.⁵⁵ The researcher began the lesson, started by giving comments about their mind mapping in the last meeting. The researcher wrote some examples of error found in students' mind mapping contain organized idea, grammatical mistakes, and the use of capital letters. Then, the researcher discussed point by point slowly and clearly in order to make the students' understood. The students' paid attention to the researcher explanation.⁵⁶

Besides, when the researcher taught the students, the English teacher as the collaborator helped the researcher to observe the class situation and the students response in the class. The English teacher also helped the researcher to control the students and wrote

⁵⁵Appendix 10

⁵⁶Appendix 10

the field note to know the result of teaching and learning process in this meeting.

Next, To make sure that the students still remembered about the material, the researcher asked the students about narrative text. The researcher asked the students' about the example of narrative fiction story. A student (Dinda) answered "*Cinderella, Banyuwangi miss*", another one said "*Sangkuriang*", "*Kelinci dan Kura-kura miss*", "*Snow white miss*". Then, the researcher asked about 'The Tortoise and The Hare story' to the students'. They answered excitedly. The researcher guide students' to make mind mapping of 'The Tortoise and The Hare' as pre-writing activity before make a narrative paragraph. After finishing, the researcher developed her mind mapping into paragraph. The students paid attention to the researcher explanation.

The next activity, the researcher asked the students about another story, that was 'Cinderella Story'. They answered with enthusiasm. The researcher let one students to tell the story using Indonesian language in front of the class. The other students listened to her. It stimulated them to know the plot of the story. Then, the researcher gave some blank papers with the topic given. The topic was about "Cinderella". The researcher asked the students to make mind mapping of Cinderella manually as pre-writing activity based on their ownself. Then the researcher asked

the students to produce vocabulary related to the topic as the keywords. It was only a plan for the students before they wrote their narrative paragraph. So the students made the mind mapping as the first step before making a paragraph.

The researcher asked the students to bring a dictionary in every meeting. They could use the dictionary to develop the mind mapping.⁵⁷ In the first meeting, they often borrowed their friends' dictionary and it disturbed the process of learning process. Therefore, asking the students to bring a dictionary was a good way to solve this problem. The students had more chances to search the difficult words. Besides, it could be easier for them to memorize new words if they searched them by themselves.

By asking them to bring a dictionary, the process of making mind mapping could run well. At that time the condition of the class was not noisy. The students seemed busy with their own job.⁵⁸ There was no found the students who walked around to do nothing in the process of making mind mapping. They focused on looking for the words as the keywords in the mind mapping. The students' looked enjoy the activity, they drew the mind mapping very good images and used pencil color. They gave colors each branch. So, they knew which one they would write first into the paragraph.

⁵⁷Appendix 10

⁵⁸Appendix 10

Several students seemed enthusiastic to finish their work, but still there were one of them who did not do the work. The researcher asked a students (Aziza) why she did not finish her work. She answered “*Saya ngerjakan Miss, saya gantian pinjam kamusnya dengan Ruroh karena saya lupa tidak bawa kamus Miss*”. Then the researcher continued to check her work. She knew what she was going to do in the mind mapping, but she did not know the English. So she still had to open the dictionary first.

The researcher walked around the class to guide the students to make the mind mapping. The researcher found several students that made errors on the verb in the mind mapping. They forgot to change verb to the second form of verb/past tense and they still had not memorized the irregular verb yet. Several students wrote the verb as the keyword in the mind mapping “Cinderella – meet – a fairy” while the correct form is “Cinderella – met – a fairy”. There were several students who wrote the capital letter incorrectly. For instance, the students did not write capital letter when wrote the name of person, place and so on in the mind mapping. The researcher guided the students who was still confused about the second form and explained it privately.

At that moment, the students’ looked more enjoy the activity, they could express their ideas by using lines, symbols, words, color and images which is interesting. Also, they used

symbol like numbers in the main branches to remember the plot of story and connected one sentence to another. They wrote their idea by writing the keywords and developing it into some branches using lines as the connector. The researcher reminded the students about the structure of narrative text (orientation, complication, resolution). Next, the researcher wrote some verbs completed with the second and the third form of verb on the whiteboard in order to remind the students about tenses they used in narrative text. The students were pleased to open their dictionary.

After finishing the mind mapping, the researcher checked the students' mind mapping.⁵⁹ She took one of the students' mind mapping. She gave comments about their mind mapping. The researcher explained orally about the students' error. She explained about the most students' error that often appeared. The researcher informed some of error found in students' mind mapping contained grammatical errors and the use of capital letters. Several students forgot about the verb they should use. They forgot to change the verb to the second form of verb in the mind mapping. Also, the students' forgot to write the capital letter when wrote the name of person, place and so on. Then, the researcher wrote some regular and irregular verbs on the white board. It aimed students did not forget it anymore. The students were obligated to write it.

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paragraph only which consisted of 8 sentences or around 80 words. The researcher walked around the class. She checked and guided the students when made the paragraph. The students wrote it individually.

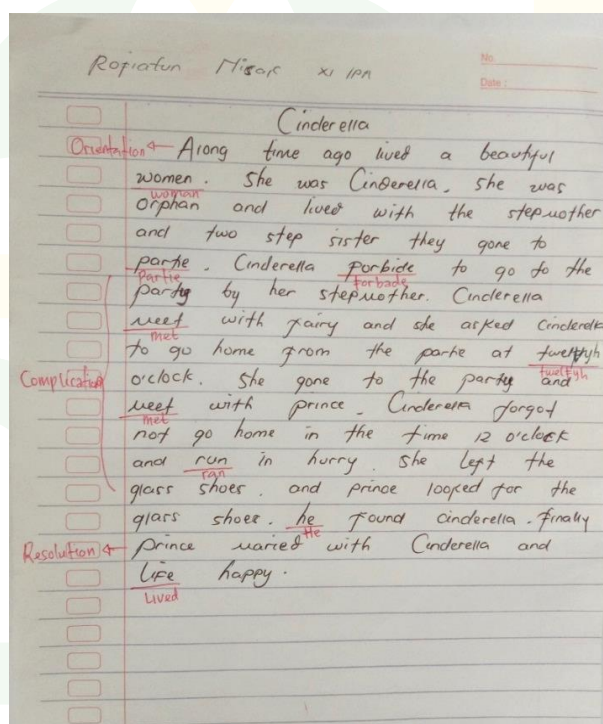
The researcher walk around the class and guided the students to make the paragraph. The researcher monitored the students' activities. The students focused in mind mapping and the writing paragraph. Although there was still one or two students who made noisy, but they could write the paragraph based on the mind mapping that they made by themself.⁶⁰ They gave colors on each branch. So, they knew which one they would write first into the paragraph. Also, the researcher suggested the students to use their imagination to imagine how the story would be like as they studied the mind mapping. The researcher always reminded the students' to consider the generic structure, to use the simple past tense, and to apply the appropriate spelling and punctuation.

A student (Siti) asked "*Miss bahasa inggrisnya pada 'saat jam 12' gimana miss?*". The researcher wrote on the whitebord "at 12 o'clock". They were not affraid or shy to ask to the researcher. Several students asked to the researcher while writing. The researcher found that mind mapping helped the students' to write a sentences easily. They used symbol like numbers in the main

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branches in the mind mapping to remember the plot of story and connected one sentence to another. Most of the students focused and tried to finish their writing as soon as possible. They were easier to write the text because they had checked the mind mapping to the researcher before writing the paragraph. It meant that this activity helped the students to produce their writing easily.

Figure 4.5
One of Student's Writing



After writing a narrative paragraph, the students collected their writing to the researcher. Before the researcher closed the meeting, the researcher gave reinforcing by conveying the material had been learned, concluding the material had been learned on that day, and conveyed the material would be discussed on the next meeting. The researcher gave motivation to the students and

remained the students' to bring a dictionary in the next meeting. Then the researcher asked the students to study more about narrative text at home. The researcher closed the meeting by saying *hamdalah* and *salam*.

In the second meeting, the students' could write the paragraph based on the mind mapping that made by themself. Most of the students focused and tried to finish their writing as soon as possible. The students were more active than the previous meeting. Based on the field note from the teacher, the students enjoyed and were active in the class.⁶¹ They were easier to write the text because they had checked the mind mapping to the researcher previously. They could write narrative text better than previous writing in the first meeting.

3) Third Meeting

The third meeting held on Tuesday, 17 november 2020 at 09.10. When the researcher entered the class, the students' looked tired and less motivated. The researcher greeted the students and checked the students' attendance.

The third meeting was not different from the second meeting. The researcher taught the students based on the lesson plan.⁶² The researcher told the students that in this meeting would be focused on discussing about grammar. The researcher started to

⁶¹ Appendix 9

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write some sentences contained incorrect grammar on the withboard. The students paid attention and some of them tried to find the mistake of the sentence. After the researcher wrote three sentences, she started to discuss by asking the students' about the grammatical mistake on the sentences, "*so, what is wrong with this sentence : I was walked to the park with my sister*". The students' analyzed the sentence and one of them (Agustin) answered "*salah dong miss, karena pakai 'was', harusnya langsung 'I walked to the park...' gitu*". The researcher supported her answer "*yes, you are right. Jadi, kalau sudah ada kata kerja, depannya tidak usah ditambahi dengan 'to be'*". One of the students' (Ana) asked "*miss, tapi saya pernah dengar kalimat seperti itu*". The researcher answered "*kalimat seperti itu memang ada Ana, namanya Passive Voice atau kalimat passive. Kalimat yang menggunakan di-*". The researcher explained passive voice to the students' and asked them to be aware in order to differentiate with past tense. The students looked understand, and the researcher checked it by asking some question "*jadi, kalau 'was walked' seperti tadi artinya jadi bagaimana?*", "*di jalani...*" the students answered enthusiasm. The researcher continued with another example. The students paid attention to the researcher explanation.

As usual when the researcher taught the students, the English teacher as the collaborator helped the researcher to observe the

class situation and the students' response in the class. The English teacher also helped the researcher to control the students and wrote the field note to know the result of teaching and learning process in this meeting.

Thereafter, the researcher showed a video about 'Aladin and The Magic Lamp' to the students. The students' paid attention to the video. Then, the researcher draw a mind mapping about 'Aladin and The Magic Lamp' on the whitebord. The researcher guide students to make mind mapping of 'Aladin and The Magic Lamp' as pre-writing activity before make a narrative paragraph. After finishing, the researcher developed her mind mapping into paragraph.

Afterwards, the researcher asked the students about 'Snow white story'. "*Do you know Snow White story?*" she asked. All of students' answered together "*yes miss... tau*". "*How was the story? Bagaimana ceritanya?*". Some students answered "*Putri salju dan tujuh kurcaci itu miss*". One students said "*Dulu sering nonton di tv miss*", another students' also said "*iya miss... dulu sering nonton di tv*". The researcher said "*Good. So, you had know the plot of the story. Berarti kalian sudah tau alur ceritanya ya..?*", they replayed "*Tau miss...*". it stimulated and convince them to know the plot of the story.

Next, the researcher asked the students to make mind mapping of 'Snow White' as the first step before make a paragraph. the researcher asked the students to make mind mapping related to the topic. The students made mind mapping individually and excitedly. The students seemed busy with their own job.⁶³ They focused on looking for the words as the keywords in the mind mapping. The students looked enjoy the activity, they drew the mind mapping very good images using pencil color. They gave colors each branch. So, they knew which one they would write first into the paragraph.

While, the researcher walked around the class to checked and guided them who had difficult to make mind mapping. The class situation was more effective than ever. Most of students brought the dictionary to develop mind mapping. They could open it when they did not know the vocabulary. They just asked about the phrase which they were still confused. A students (Dinda) asked "*miss apa bahasa inggrisnya 'mata yang biru'?*". The researcher directly answered "blue eyes".

The researcher reminded the students to be aware in writing the keywords, especially the verb in the second form/past tense (V2) and the mechanic such as a capital letter on their mind mapping and writing. The students used the capital letter correctly.

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Such as the name of person, place and so on. They wrote about simple past correctly, but there were some students who still did not memorize about irregular verb. They wrote the second form of verb by affixing the suffix “ed”. It proved that some students still lack in vocabulary especially on irregular verbs.

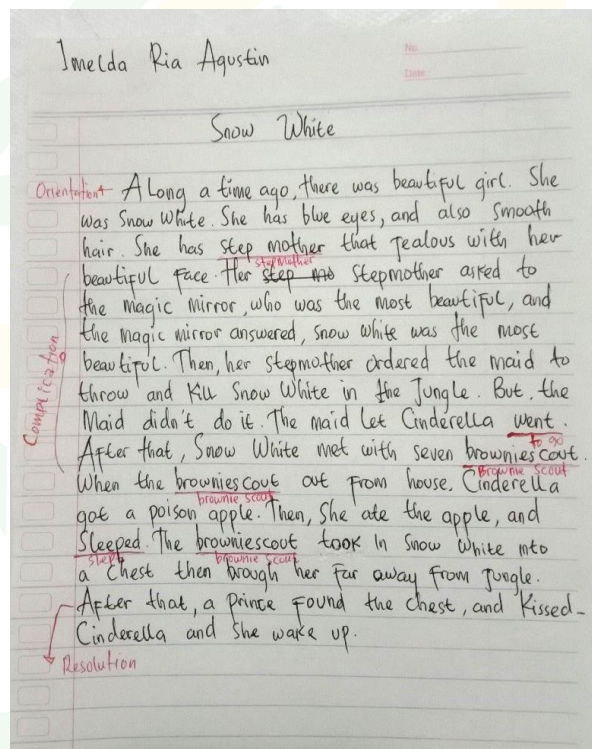
After finishing the mind mapping, the researcher checked the students’ mind mapping.⁶⁴ She took one of the students’ mind mapping. She gave comments about their mind mapping. The researcher explained orally about the students’ error. The researcher explained about irregular and regular verb to the students. The researcher said the first form of verb, then the students continued by answering the second and the third form of verb. For instance, the researcher said “go” then the students answered “went-gone”. The researcher said some verbs which was used in the mind mapping. For example, go, meet, wake, eat, give, have, get, sleep, take, etc. Most of the students had already known about the second and the third form of those verbs.

At that time, students’ mind mapping was better than before. They wrote the capital letter better when they wrote the name of person, place and so on in the mind mapping. They also organized and develop their ideas correctly. They used symbol like numbers in the main branches in the mind mapping to remember the plot of

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could open it when they did not know the vocabulary to develop the mind mapping. The students seemed to have better understanding about the way of constructing the sentences. Most of the students could construct the sentences correctly when they had correct their mind mapping before.

Figure 4.7
One of student's writing



After finishing their writing, the students submitted it to the researcher. Before the researcher closed the meeting, the researcher gave reinforcing by conveying the material had been learned, concluding the material had been learned on that day, and conveyed the material would be discussed on the next meeting. The researcher closed the meeting by saying *hamdalah* and *salam*.

The third meeting was done. Based on the result of the observation and field note done by the teacher as the collaborator, the students seemed more focus. Based on the field note, the students paid attention to the researcher's explanation.⁶⁵ The students write narrative text better. They could organized and develop their ideas. They also produced the words related with the topic of the text. In this moment, students' mind mapping was better than before. They wrote the capital letter better when they wrote the name of person, place and so on. They wrote about simple past correctly. They also organized and developed their ideas correctly. It caused the students checked the mind mapping to the researcher first before they started to write the paragraph.

c. Observing

In this section, the observing was conducted on Saturday, 21th of November 2020 at 09.30 a.m. The researcher collected the data about the implementation of Mind Mapping technique by giving a writing test to know about the improvement of students writing achievement. In the writing test, there were 25 students' who attended the class. Two students were absence and two others were geting sick.

In the observing section, the researcher started the class by greeting, praying and checking attendance before the test begin. Then, the researcher informed students that in this section the researcher

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wanted to give a writing test for students. After that, the researcher hand out the peppers of test to the students. Then, the researcher also provided the instruction before they start the writing test. In the writing test, the researcher did not allow them to open the dictionary or asked to their friends. In the writing test, the material was about story of 'Malin Kundang, The Tortoise and The Hare and Cinderella'. They could choose one topic that they knew. The students had to write a paragraph about story of 'Malin Kundang, The Tortoise and The Hare and Cinderella' which consisted of ten sentences around a hundred words. To know more about the explanation of writing test, it could be seen on the chapter 3 page 45. The researcher gave 60 minutes for students to finish their test.

In that day, the students wrote their ideas based on the plot of story that they had known. They could express their ideas by writing the vocabularies into the branches in the mind mapping. They were not allowed to open the dictionary or ask to their friends. However, there were some students who asked their friends about the vocabulary and some others were keeping in mind. The students seemed happy because they had already known about the topic. Most of them wrote about Cinderella story.

After the time was over, the researcher asked students to submit their test at the teacher's desk. Then, asked them to sit down in their chairs. After that, the researcher closed the class by giving the

suggestion to the students about the learning English especially in narrative text, greet them and prayed before leaving the class.

In this writing test, the English teacher as the collaborator also gave a score to the students. Therefore, the students' writing test score in this research was given by the researcher and the English teacher. In this writing test, there was inter-rater to tolerate the score between the teacher and the researcher. The more explanation of inter-rater was based on chapter 3 page 45. Finally, the researcher got the final score of students' writing test. The final score was gotten from the division between the score from English teacher and researcher.

In this research, the aspects of writing that would be evaluated that content, organization, vocab, grammar and mechanic.⁶⁶ The researcher checked the content to determine the students' understanding about the topic given. If they understood, they would be able to write correctly. Then, the researcher checked the organization to determine the students' understanding about the generic structure of narrative text. Next, the researcher checked the vocabulary to determine the students understanding in the use of word form. Moreover, the researcher checked the grammar to determine the students' understanding in using tenses (simple past). The last, the researcher checked the mechanic to determine the students' understanding about punctuation, capitalization and spelling.

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The result of the students' writing test score from the researcher and the teacher, there were some similar scores between the score from the researcher and the teacher.⁶⁷ It could happen because the researcher and the English teacher used the same scoring rubric in assessing the students' writing narrative text. The tolerance score between the researcher and the rater is 5 points. If the researcher gives score 72, the rater should give the score not more than 77 and not less than 67.

d. Reflecting

In this phase, the researcher evaluated the students' writing achievement during the teaching learning process by looking at the data that had been collected. The researcher used field notes that were written by the English teacher from the first meeting until the test and used the results of students' scores in the writing test.

Based on the field notes of the first meeting, the students were active in the class and they felt happy because the researcher introduced them to a new technique.⁶⁸ It seemed they paid attention to the researcher's explanation when the researcher applied the mind mapping as a pre-writing activity. They made mind mapping first as the first step before making the paragraph. They did not get bored during the teaching-learning process because they were interested in the use of mind mapping. They also could express their ideas by using lines, symbols, words, colors, and images which were interesting.

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However, some students still looked confused, they did not know the certain words in English. It was caused by the students did not bring the dictionary. They had problems in looking for vocabularies and correct grammar. That, they kept asking their friends about what they should write and some of them were asking to the researcher and the teacher. It wasted the time and disturbed the others.

The researcher also checked the field note in the second meeting. The students looked more enjoy the activity, they drew mind mapping and expressed their ideas through their creativity by using lines, symbols, words, color and images which were interesting. Further, they used symbol like numbers in the main branches to remember the plot of story and connected one sentence to another.

Based on the field note from the teacher, could write the paragraph based on the mind mapping that made by themself according to the topic that had been given.⁶⁹ They gave colors each branch. So, they knew which one they would write first into the paragraph.

Then, the researcher also checked the field note in the third meeting. The class situation was more effective than ever. They seemed focus on their job. They could express their ideas into the branches in the mind mapping based on the plot of story that they knew. The students also had already known about the second and the third form of those verbs. The students' more aware in writing the

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keywords in the mind mapping, especially the verb in the second form (V2). The students wrote about simple past correctly. It could be seen when the researcher checked their keywords on their mind mapping before they started writing the paragraph.

Furthermore, the data of the writing test showed that there was an improvement on the students' writing achievement through mind mapping. It could happen because mind mapping technique was used as pre-writing activity. The researcher asked the students to make mind mapping first before making the paragraph. From this activity the students expressed their ideas by writing the vocabularies as the keywords in the mind mapping. The students could know some new vocabularies. Further, the use of vocabularies made the students' awareness of using correct grammar and mechanic consistency. When the researcher gave them a writing test, they could write better than ever because they had already understood what tense used in narrative text. They had received the material about narrative text and they had written about narrative text in the previous meeting with the different topic through mind mapping.

The result of writing achievement test score in cycle one was below :

Table 4.1
Students' Achievement in Cycle One Test

| NO | NISN | NAMA SISWA | Students' Score |
|----------------|-------------|-----------------------------|------------------------|
| 1 | 0047494444 | Adinda Medi Silvia | 76 |
| 2 | 0045884917 | Adinda Nur Fitriyani | 0 |
| 3 | 0049030613 | Asyifiah Rahmatika | 76 |
| 4 | 0031120881 | Aziatul Chusnaniyah | 80 |
| 5 | 0042988629 | Dwi Nurhayati | 67 |
| 6 | 0045389657 | Halimatul Lutvia | 66 |
| 7 | 0044274483 | Imelda Ria Agustin | 80 |
| 8 | 0043937548 | Izza Putri Isnaniyah | 68 |
| 9 | 0038852552 | Izzah Nabila Afnani | 76 |
| 10 | 0047589641 | Khoirun Nisak | 77 |
| 11 | 0046709323 | Luluk Lusiana Maghfiroh | 76 |
| 12 | 0048538617 | Masruroh Nisful Laili | 81 |
| 13 | 0043801651 | Nafisah Masruroh | 0 |
| 14 | 0030100852 | Nahdiyah | 80 |
| 15 | 0048926269 | Nasikah Maris Fathoni | 77 |
| 16 | 0046419341 | Nur Azizah | 71 |
| 17 | 0043537900 | Nur Khalishah | 0 |
| 18 | 0046895164 | Nur Laili Holisatun Haniah | 77 |
| 19 | 0039649304 | Putri Dinal Yasmin | 70 |
| 20 | 0048220727 | Putri Yusniya Wulan Agustin | 76 |
| 21 | 0044131105 | Ratna Susanti | 76 |
| 22 | 0020260377 | Rifka Firnanda | 0 |
| 23 | 0043538391 | Rofiatun Nisa' | 75 |
| 24 | 0044131107 | Rozana Maulida Soleha | 67 |
| 25 | 0039797080 | Sela Riyatul Efendi | 76 |
| 26 | 0044441239 | Sitti Nur Aini | 76 |
| 27 | 0036417508 | Uyun Junainah | 77 |
| 28 | 0048464629 | Waroqoh Irsaliyah Asyasyafi | 67 |
| 29 | 0049126899 | Faza Mamluatus Sholichah | 77 |
| JUMLAH | | | 1865 |
| Maximum | | | 81 |
| Minimum | | | 66 |

The average of students' score (mean) :

$$M = \frac{\sum x}{N}$$

$$M = \frac{1865}{25}$$

$$M = 74,6$$

Notes :

M = The average of students' score (mean)

$\sum x$ = The sum of score

N = The number of students'

The percentage score :

$$E = \frac{n}{N} \times 100 \%$$

$$E = \frac{18}{25} \times 100\%$$

$$E = 72\%$$

The result of the implementation of mind mapping technique could be said successful because the students' mean score was 74,6 and the percentage of students' minimum score was 72%. It was agreed with the criteria of success which is 60%. Therefore, the researcher decided to stop this research because the result of the first cycle had been successful.

C. Discussion

This section presented the discussion of the research finding of teaching writing by using mind mapping technique related to the theories. After implementing mind mapping technique, the result showed that the students' writing score was gradually improved. Based on the result of students' writing test score, the result showed that the students' mean score was up to 74,6 and there were 18 students or 72% of the students who got the score above the criteria of success which was 60%. It could be said successful

because the result of the students' writing test score could achieve the criteria of success.

When the researcher implemented Mind Mapping technique in the class, the students paid attention to the researcher's explanation. The researcher used mind mapping technique as pre-writing activity. So the students made mind mapping as the first step before making a paragraph. They made mind mapping according to the topic and also used the keywords according to the topic given. They could express their ideas by using lines, symbols, words, color and images which were interesting. They wrote their idea by write the keywords and develop it into some branches using lines as the connector. They also could be aware the mechanic and the tense used in narrative text. They felt easier to write the text by making mind mapping first. This is supported by Alma Prima Nurlaila's journal that mind mapping is a type of pre-writing method as the first stage of the writing process.⁷⁰

The use of mind mapping technique in teaching writing got a good response from the students. The students enjoyed drawing mind mapping and expressed their ideas through their creativity using lines, branches, picture and colors. They could write a narrative paragraph based on the mind mapping. These conditions showed that the students' motivation in learning English, especially in writing improved. Related to statement by DePorter and Mike, they said that mind mapping has four benefits. One of them was fun.⁷¹ They

⁷⁰ Nurlaila Alma Prima, *The Use of Mind Mapping Technique in Writing Descriptive Text*. Journal of English and Education, Vol 1, No 2 (2013), 10.

⁷¹ B DePorter, and H Mike, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, (Jakarta: Kaifa, 2008), 172.

did not get bored during the teaching-learning process because they were interested about the use of the mind mapping. They drew mind mapping and expressed their ideas through their creativity by using lines, symbols, words, color and images which is interesting. They knew more the words and they were also happy to study together. It could be seen from their behavior; they looked serious and most of students were busy to do their job and tried to finish their writing as soon as possible.

Concerning to their ability or knowledge in writing, their ability about vocabulary was better than before. Before implementing mind mapping technique, the students still lacked of vocabulary. They were lazy to bring a dictionary to the class. They did not memorize many words in english. Then, after implementing mind mapping technique they could know more vocabulary in English by writing the vocabulary as the keywords. They could use the dictionary to develop the mind mapping. Therefore, asking the students to bring a dictionary was a good way to solve the problem above. The students had more chances to search the difficult words. Besides, it could be easy for them to memorize new words if they searched them by themselves. So, from this activity, the students got new vocabularies. This is supported by Yuni's statement that mastering vocabulary is important part in writing activities because without sufficient vocabulary they will be difficult to make a good writing.⁷²

⁷² Yuni Fatha Siskawati Y, "Developing Students' Ability in Writing Narrative Text by using Story Map Technique", (Thesis: Gorontalo State University, 2013), 41.

Further, students' ability about grammar was better than before. Before implementing mind mapping technique, the students had low understanding of grammar. They diffculted to use verb in the second form/past tense. Then, after implementing mind mapping technique they could write narrative text in a correct use of tense. The students had already known about the second and the third form of certain verbs. The students became more aware in writing the keywords in the mind mapping, especially the verb in the second form (V2) which led them in consistency of using V2 on their writing. They checked their mind mapping first to the researcher before they developed the mind mapping into paragraph. As we know that graammar is important to form and arrange correct sentences. This is supported by Peat's statement that grammar is about knowing why something reads badly and knowing how fix it. It is imposible to write well without using words correctly.⁷³

The students also got improvement on mechanic (capitalization). Before implementing mind mapping technique they did not write capital letter in the first word, in the midle of sentence, when wrote the name of person, place, etc. Then, after implementing mind mapping they wrote the capital letter better when they wrote the name of person, place and so on in the mind mapping. The students avoided the error by checking their keyword on their mind mapping first to the researcher before they developed the mind mapping into paragraph. This statement related to Rahmad, he said that mechanic is

⁷³ Jennifer Peat, *Scientific Writing: Easy When You Know How*, (London: BMU Books, 2002), 214.

very important to lead the readers to understand or recognize what the writer means to express.⁷⁴

Besides, using mind mapping technique in writing teaching had several advantages and disadvantages. The advantage of using mind mapping technique in this research were the students looked more enjoy the activity, they drew mind mapping and expressed their ideas through their creativity by using lines, symbols, words, color and images which were interesting. It could be seen from their behavior, they looked serious and most of students were busy to do their job. Most of the students focused and tried to finish their job and tried to finish their writing as soon as possible. So, at that time they could not do anything else because they concentrated on doing their job. They were also more creative. The statement above is related to Tony Buzan statement that mind mapping can enhances concentration in the keyword that improves recall and creativity.⁷⁵

Moreover, using mind mapping technique in teaching writing also had general disadvantage. When the researcher was using mind mapping technique in writing class, there were some students still had problems in looking for vocabularies. That, they kept asking their friends about what should they write and some of them were asking to the researcher and the teacher. It wasted the time and disturbed the others. Related to this problem, Tony Buzan stated that

⁷⁴ Rahmad Risan, "Using Juxtaposing Picture in Improving Descriptive Writing Skill of the Second Year Students of SMAN 3 Enrekang, (Language Circle: Journal of Language and Literature)-PDF,79.

⁷⁵ Tony Buzan, *The mind map book: How to use radian thinking to maximize your brain untapped potential*. (USA : Penguin Group, 2001), 47.

mind mapping needs many times to find an affective keyword.⁷⁶ To overcome the disadvantage the researcher gave an illustration about the story as stimulus before the students made mind mapping. Further, the researcher asked the students to bring a dictionary in every meeting. They could use the dictionary to develop the mind mapping. It could help the students to find an affective words as the keyword to make mind mapping easily.

Based on the discussion above, it can be concluded that the implementation of mind mapping technique could improve students' writing skill especially in vocabularies, grammar and mechanic. It could happen because mind mapping technique used as pre writing activity. They made mind mapping first before making the paragraph. From that activity they expressed their ideas by writing the vocabularies as the keywords in the mind mapping. The used of vocabularies also made the students awareness of using correct grammar and mechanic consistency.

⁷⁶Buzan, 47.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two points. They are conclusion and suggestions. In this chapter the researcher discussed about the conclusion of class room action research and suggestion for English teacher and future researcher.

A. Conclusion

Based on the finding research, the researcher concluded that mind mapping technique could improve the students' writing achievement. The students writing achievement got improvement by passing the criteria of success which was up to 72%. This research was conducted in 1 cycle. They got improvement in some aspects of writing which are grammar, vocabulary, and mechanic. It could be seen from they were more aware of writing verb in the second form. Furthermore, they could write narrative text in a correct use of tense. They knew more vocabulary in English by writing the vocabulary as the keywords in the mind mapping. Further, they could write capital letter in the first letter of sentence, when wrote the name of person, place, etc. They could be aware in using the mechanics. From the result above, it can be concluded that mind mapping technique could improve the students' writing achievement and this research was successful.

B. Suggestions

After conducting this current research, there are several important things can be suggested in this paper and it hopefully can be useful for the readers, especially:

1. For the English teacher

The English teacher could used mind mapping technique as an alternative in writing class because it had been proven to be effective in improving students' writing achievement.

2. For Future Researcher

The researcher hopes that this technique can be used as a reference for another research especially in speaking and reading.



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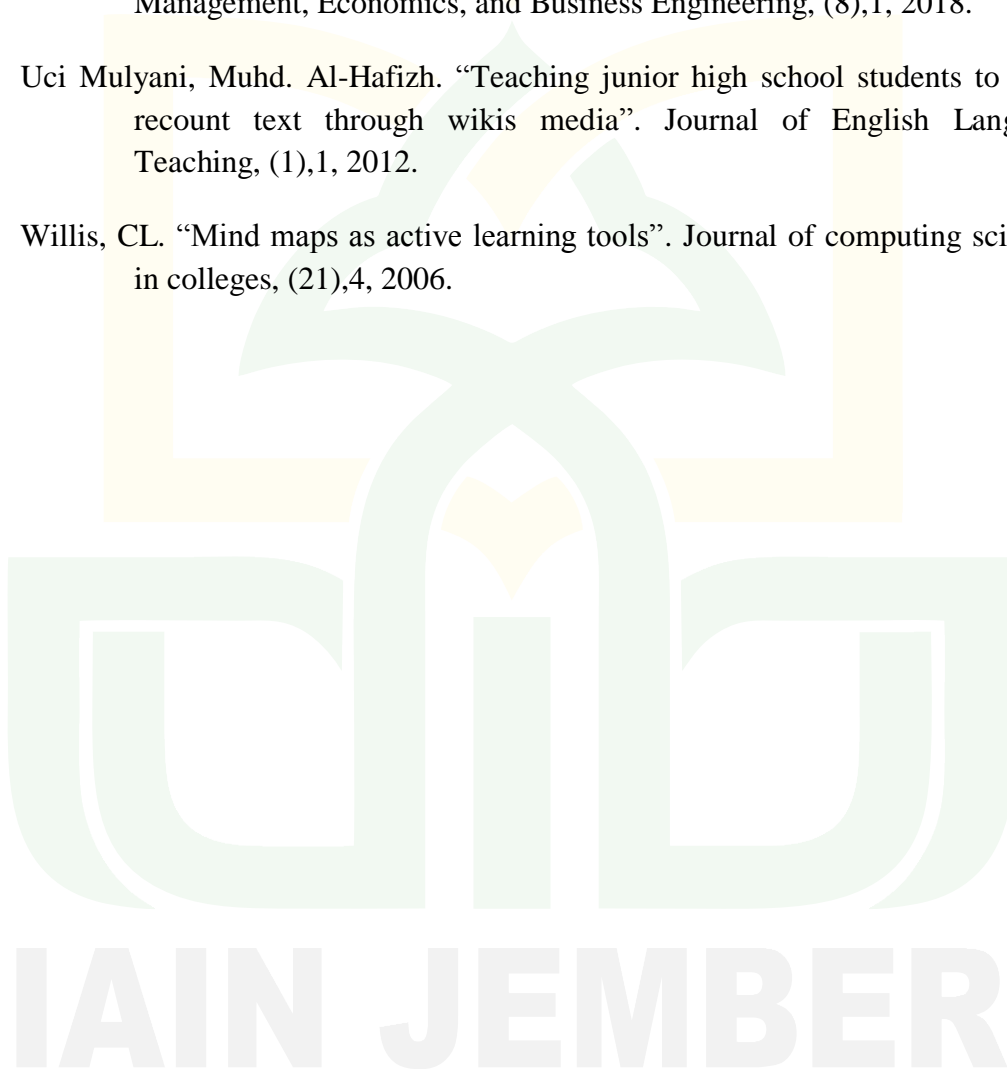
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APPENDIX 1

RESEARCH MATRIX

| Title | Variable | Indicator | Source of data | Research Method | General Question : |
|--|--|---|--|--|--|
| THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE THE WRITING ACHIEVEMENT OF THE SECOND GRADERS OF SENIOR HIGH SCHOOL AT DARUL LUGHAH WAL KAROMAH | Mind mapping technique Students writing achievement | <ol style="list-style-type: none"> 1. Putting the main idea in the center of paper 2. Using a picture or photo for the central idea 3. Using colours 4. Connecting main branches to the center picture and connecting the second and third branches to the first and second, and so on. 5. Making a curve line connector, not a straight line 6. Using one key word for each line <ol style="list-style-type: none"> 1. Grammar 2. Vocabulary 3. Organization 4. Mechanic 5. Content | <ol style="list-style-type: none"> 1. Primary Data : Students' score of writing skill test 2. Secondary Data : <ol style="list-style-type: none"> a. Interview data b. Observation data c. Documents | <ol style="list-style-type: none"> 1. Research Design: CAR (Classroom Action Research) which is conducted in cycles. The cycles consist of : <ol style="list-style-type: none"> a. Planning b. Implementation c. Observation d. Reflection 2. Data Collection Method : <ol style="list-style-type: none"> a. Writing skill test b. Interview c. Observation d. Document review 3. Data Analysis technique : <ol style="list-style-type: none"> a. Average score $Mx = \frac{\sum x}{N}$ Explanation: Mx = the average of students score (mean) | How could the use of mind mapping technique improve the writing skill of the second graders of senior high school at Darul lughah wal karomah? |

| Title | Variable | Indicator | Source of data | Research Method | General Question : |
|-------|----------|-----------|----------------|---|--------------------|
| | | | | $\sum x$ = the sum of score N = the number of students. b. Pass Score $E = n/N \times 100$ Notes : E = the percentage of students who achieve the minimum standard score. n = the number of students who achieved the minimum score. N = the total number of students. | |

APPENDIX 2**RENCANA PELAKSANAAN PEMBELAJARAN****Pertemuan Pertama**

| | |
|------------------------|----------------------------------|
| Nama Sekolah | : MA DARUL LUGHAH WAL KAROMAH |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/ Semester | : XI/1 |
| Materi Pokok | : Narrative text |
| Alokasi Waktu | : 2 jam pelajaran (1x Pertemuan) |

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| KI. | Kompetensi Dasar | Indikator Pencapaian Kompetensi |
|-----|---|---|
| 3. | 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya | 3.8.1 Menyebutkan fungsi social, struktur teks dan unsur kebahasaan dalam bentuk teks narrative 3.8.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dalam bentuk teks narrative 4.8.1 Mengidentifikasi struktur teks pada narrative text |
| 4. | 4.8 Menyusun teks naratif secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan, lisan dan tulis sederhana terkait legenda rakyat | 4.8.2 Menulis text narrative sederhana terkait legenda rakyat. |

C. Tujuan Pembelajaran

Setelah menyelesaikan kegiatan pembelajaran, Peserta didik diharapkan mampu:

1. Mampu menyebutkan fungsi social, struktur teks dan unsur kebahasaan dalam bentuk teks narrative
2. Mampu membedakan fungsi sosial, struktur teks dan unsur kebahasaan dalam bentuk teks narrative
3. Mampu mengidentifikasi struktur teks pada narrative text
4. Mampu menulis text narrative sederhana terkait legenda rakyat.

D. Materi Pembelajaran

Narrative Text

1. Definition of narrative text

A narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal

with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Narrative text is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution.

2. Generic structure of narrative text

- Orientation : It is about the opening paragraph where the characters of the story are introduced.
- Compication : Where the problem in the story developed.
- Resolution : Where the problem in the story is solved

3. Purpose of narrative text

- The purpose of narrative text is to amuse or to entertain the reader with a story.

4. The language feature of narrative text

- Past tense (killed, drunk, etc)
- Adverb of time (One upon a time, one day, etc)
- Time conjunction (whem, then, suddently, etc)
- Specific character. The character of the story is specific character, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verb. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

5. The example of Narrative Text (*terlampir*)

6. The example of Mind Mapping (*terlampir*)

E. Metode Pembelajaran

Mind mapping technique

F. Media dan Bahan

1. Media :

- Papers and pencil colours

2. Bahan:

- White board, board marker, dictionary, Lks.

G. Sumber Belajar

- <http://britishcourse.com/narrative-text-definition-purpose-generic-structures-language-features.php>
- Teacher's handbook

H. Langkah-langkah Pembelajaran

| Kegiatan | Deskripsi Kegiatan | Alokasi waktu |
|------------------------|--|---------------|
| Pre-Activity | <ol style="list-style-type: none"> 1. Guru memberi salam, selanjutnya menanyakan kabar siswa 2. Guru mendata kehadiran siswa 3. Guru meminta ketua kelas untuk memimpin doa sebelum belajar 4. Guru menyampaikan tujuan pembelajaran kepada siswa | 5' |
| Whilst-Activity | <p>Step 1. Observing</p> <ol style="list-style-type: none"> 1. Guru menjelaskan materi tentang narrative text 2. Siswa mengamati penjelasan guru 3. Guru memberi contoh narrative text <p>Step 2. Questioning</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru, siswa diminta untuk bertanya tentang materi yang belum mereka pahami 2. Guru menjawab pertanyaan siswa <p>Step 3. Experimenting/ exploring</p> <ol style="list-style-type: none"> 1. Guru mengenalkan mind mapping kepada siswa. 2. Guru memberi contoh dengan menggambar mind mapping tentang “Malin Kundang” kepada siswa 3. Guru membimbing siswa untuk membuat mind mapping sebagai rencana awal sebelum membuat narrative text 4. Guru membimbing siswa untuk menyusun narrative text sesuai dengan mind mapping <p>Step 4. Associating (Data processing)</p> <ol style="list-style-type: none"> 1. Guru memancing siswa untuk bercerita tentang narrative text berjudul “Pinokio” dengan menggunakan bahasa Indonesia sebagai gambaran awal sebelum mengerjakan worksheet 2. Siswa memberi feedback terhadap guru 3. Guru memberikan worksheet berupa kertas | 75' |

| Kegiatan | Deskripsi Kegiatan | Alokasi waktu |
|-----------------------|--|---------------|
| | <p>beserta topic yang sudah diberikan kepada siswa</p> <ol style="list-style-type: none"> 4. Guru meminta siswa untuk membuat mind mapping sesuai dengan topic yang telah diberikan sebagai langkah awal sebelum membuat narrative text 5. Guru membimbing sekaligus mengawasi siswa ketika proses membuat mind mapping 6. Guru mengecek mind mapping siswa <p>Step 5. Creating and Communicating</p> <ol style="list-style-type: none"> 1 Guru meminta siswa untuk membuat narrative text dengan mind mapping yang sudah mereka buat secara individu 2 Siswa mengumpulkan hasil kerja kepada guru | |
| Post- Activity | <ol style="list-style-type: none"> 1. Guru memberi penguatan dengan menyampaikan materi yang dipelajari 2. Siswa dibimbing oleh guru menyimpulkan materi yang dipelajari 3. Guru menyampaikan materi yang akan dibahas dipertemuan selanjutnya sebelum menutup pelajaran 4. Guru menutup pembelajaran dengan berdoa bersama | 10' |

I. Penilaian Penulisan

| No | Aspects | Score | | | |
|----|--------------|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Content | | | | |
| 2 | Grammar | | | | |
| 3 | Vocabulary | | | | |
| 4 | Organization | | | | |
| 5 | Mechanic | | | | |

Jember, 2020

Guru mata pelajaran

Peneliti

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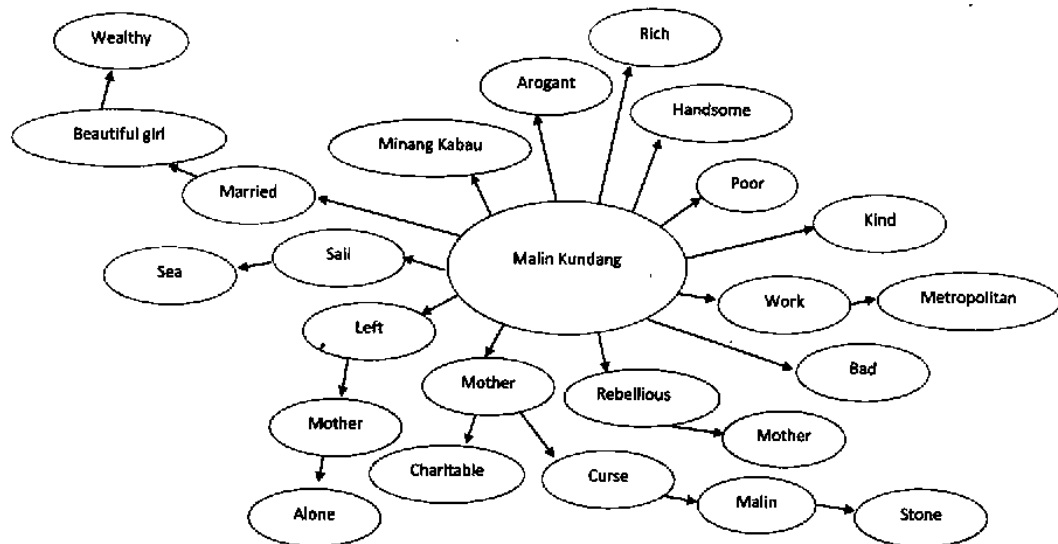
Appendix 1

1. The example of Narrative text : Malin Kundang

Malin kundang

A long time ago, in a small village near the beach in Minang Kabau, there lived a poor woman and her son. There were Malin Kundang and his mother. Malin kundang is a bad man, but he were a good man. One day, he went far to sail on the sea. He left his motherr alone. Many years later, he worked in metropolitan. He became rich and handsome but arrogant. He married a beautiful girl and wealthy. Then he went to village near his house. Woman runs to meet him. She is Malin's mother but he didn's recognized and rebellioused her. Finally, she cursed him to stone.

The Example of Mind Mapping : Malin Kundang



Appendix 2

The teacher gives an illustration about the topic “Pinokio” in Indonesia before the teacher gives a worksheet to the students. Than the teacher gives worksheets to the students. There are:

1. Please make mind mapping from the topic of “Pinokio”
2. Make a narrative text of Pinokio by using the mind mapping.



RENCANA PELAKSANAAN PEMBELAJARAN

Pertemuan Kedua

| | |
|------------------------|----------------------------------|
| Nama Sekolah | : MA DARUL LUGHAH WAL KAROMAH |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/ Semester | : XI/1 |
| Materi Pokok | : Narrative text |
| Alokasi Waktu | : 2 jam pelajaran (1x Pertemuan) |

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

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3. Mampu mengidentifikasi struktur teks pada narrative text
4. Mampu menulis text narrative sederhana terkait legenda rakyat.

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- Direct speech. It is to make the story lively. (Snow White said, “My name is Snow White). The direct speech uses present tense.

5. The example of Narrative Text (*terlampir*)

6. The example of Mind Mapping (*terlampir*)

E. Metode Pembelajaran

- Mind mapping technique

F. Media dan Bahan

1. Media :
 - Papers and pencil colours
2. Bahan:
 - White board, board marker, dictionary, Lks.

G. Sumber Belajar

- <http://britishcourse.com/narrative-text-definition-purpose-generic-structures-language-features.php>
- Teacher's handbook

H. Langkah-langkah Pembelajaran

| Kegiatan | Deskripsi Kegiatan | Alokasi waktu |
|------------------------|---|---------------|
| Pre-Activity | <ol style="list-style-type: none"> 1. Guru memberi salam, selanjutnya menanyakan kabar siswa 2. Guru mendata kehadiran siswa 3. Guru meminta ketua kelas untuk memimpin doa sebelum belajar 4. Guru menyampaikan tujuan pembelajaran kepada siswa | 5' |
| Whilst-Activity | <p>Step 1. Observing</p> <ol style="list-style-type: none"> 1. Guru mereview materi sebelumnya 2. Guru memberikan lembar hasil kerja siswa di pertemuan sebelumnya 3. Guru menjelaskan tentang kesalahan dalam tulisan siswa <p>Step 2. Questioning</p> <ol style="list-style-type: none"> 1. Guru menanyakan tentang contoh narrative text kepada siswa untuk mengingat materi | 75' |

| Kegiatan | Deskripsi Kegiatan | Alokasi waktu |
|----------|---|---------------|
| | <p>2. Siswa menjawab pertanyaan guru</p> <p>Step 3. Experimenting/ exploring</p> <p>1. Guru memancing siswa tentang narrative text berjudul “The Tortoise and The Hare” dengan menggunakan bahasa Indonesia</p> <p>2. Siswa memberi feedback kepada guru</p> <p>3. Guru membimbing siswa untuk membuat mind mapping sebagai rencana awal sebelum membuat narrative text</p> <p>4. Guru membimbing siswa untuk menyusun narrative text sesuai dengan mind mapping</p> <p>Step 4. Associating (Data processing)</p> <p>1. Guru memancing siswa untuk bercerita tentang narrative text berjudul “Cinderella” dengan menggunakan bahasa Indonesia</p> <p>2. Siswa memberi feedback terhadap guru</p> <p>3. Guru memberikan worksheet berupa kertas beserta topic “Cinderella” yang sudah diberikan kepada siswa</p> <p>4. Guru meminta siswa untuk membuat mind mapping sesuai dengan topic yang telah diberikan sebagai langkah awal sebelum membuat narrative text</p> <p>5. Guru membimbing sekaligus mengawasi siswa ketika proses membuat mind mapping</p> <p>6. Guru mengecek mind mapping siswa</p> <p>Step 5. Creating and Communicating</p> <p>1. Guru meminta siswa untuk membuat narrative text dengan mind mapping yang sudah mereka</p> | |

| Kegiatan | Deskripsi Kegiatan | Alokasi waktu |
|-----------------------|---|---------------|
| | buat secara individu 2. Siswa mengumpulkan hasil kerja kepada guru | |
| Post- Activity | 1. Guru memberi penguatan dengan menyampaikan materi yang dipelajari 2. Siswa dibimbing oleh guru menyimpulkan materi yang dipelajari 3. Guru menyampaikan materi yang akan dibahas dipertemuan selanjutnya sebelum menutup pelajaran 4. Guru menutup pembelajaran dengan berdoa bersama | 10' |

I. Penilaian Penulisan

| No | Aspects | Score | | | |
|----|--------------|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Content | | | | |
| 2 | Grammar | | | | |
| 3 | Vocabulary | | | | |
| 4 | Organization | | | | |
| 5 | Mechanic | | | | |

Jember, 2020

Guru mata pelajaran

Peneliti

.....

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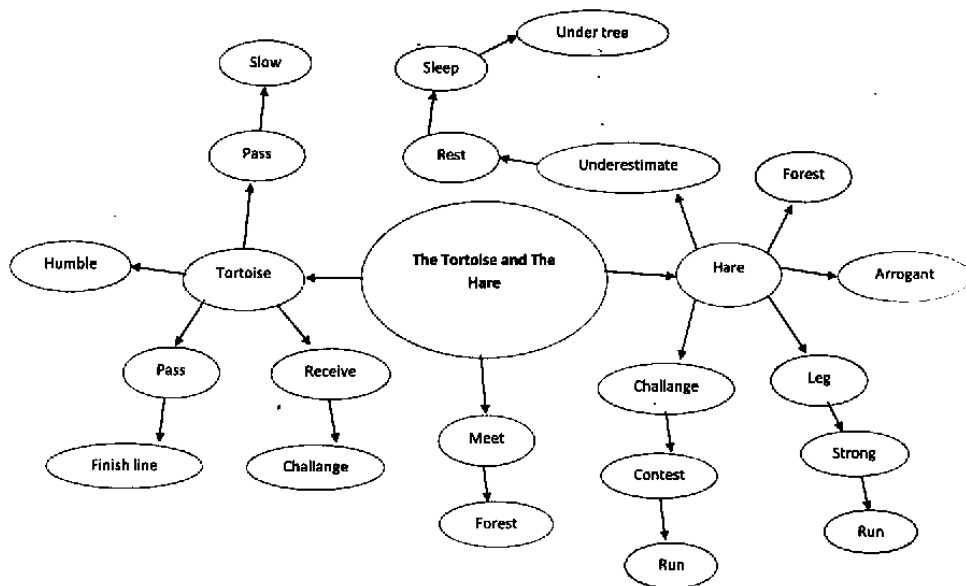
Appendix 1

1. The example of Narrative text : “The Tortoise and The Hare”

“The Tortoise and The Hare”

One day, there lived a hare in a forest. He was arrogant because he had strong legs for running. Someday, he met a tortoise whose path was slow but he was humble. The hare challenged him to a race. When the race start, the hare underestimated the tortoise. He rested under a tree, and he fast asleep. The tortoise passed him and he reached the finish line first. Finally the turtle won the race.

2. The Example of Mind Mapping : The Tortoise and The Hare



Appendix 2

The teacher gives an illustration about the topic “Cinderella” in Indonesia before the teacher gives a worksheet to the students. Then the teacher gives worksheets to the students. There are:

1. Please make mind mapping from the topic of “Cinderella”
2. Make a narrative text of Cinderella by using the mind mapping.



RENCANA PELAKSANAAN PEMBELAJARAN

Pertemuan Ketiga

| | |
|------------------------|----------------------------------|
| Nama Sekolah | : MA DARUL LUGHAAH WAL KAROMAH |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/ Semester | : XI/1 |
| Materi Pokok | : Narrative text |
| Alokasi Waktu | : 2 jam pelajaran (1x Pertemuan) |

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| KI. | Kompetensi Dasar | Indikator Pencapaian Kompetensi |
|-----|---|---|
| 3. | 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya | 3.8.1 Menyebutkan fungsi social, struktur teks dan unsur kebahasaan dalam bentuk teks narrative 3.8.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dalam bentuk teks narrative 4.8.1 Mengidentifikasi struktur teks pada narrative text |
| 4. | 4.8 Menyusun teks naratif secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan, lisan dan tulis sederhana terkait legenda rakyat | 4.8.2 Menulis text narrative sederhana terkait legenda rakyat. |

C. Tujuan Pembelajaran

Setelah menyelesaikan kegiatan pembelajaran, Peserta didik diharapkan mampu :

1. Mampu menyebutkan fungsi social, struktur teks dan unsur kebahasaan dalam bentuk teks narrative
2. Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dalam bentuk teks narrative
3. Mengidentifikasi struktur teks pada narrative text
4. Menulis text narrative sederhana terkait legenda rakyat.

D. Materi Pembelajaran

Narrative Text

1. Definition of narrative text

A narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with

problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Narrative text is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution.

2. Generic structure of narrative text

- Orientation : It is about the opening paragraph where the characters of the story are introduced.
- Compication : Where the problem in the story developed.
- Resolution : Where the problem in the story is solved

3. Purpose of narrative text

- The purpose of narrative text is to amuse or to entertain the reader with a story.

4. The language feature of narrative text

- Past tense (killed, drunk, etc)
- Adverb of time (One upon a time, one day, etc)
- Time conjunction (whem, then, suddently, etc)
- Specific character. The character of the story is specific character, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verb. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

5. The example of Narrative Text (*terlampir*)

6. The example of Mind Mapping (*terlampir*)

E. Metode Pembelajaran

- Mind mapping technique

F. Media dan Bahan

1. Media :

- Papers and pencil colours

2. Bahan:

- White board, board marker, dictionary, Lks.

G. Sumber Belajar

- <http://britishcourse.com/narrative-text-definition-purpose-generic-structures-language-features.php>
- Teacher's handbook

H. Langkah-langkah Pembelajaran

| Kegiatan | Deskripsi Kegiatan | Alokasi waktu |
|------------------------|---|---------------|
| Pre-Activity | <ol style="list-style-type: none"> 1. Guru memberi salam, selanjutnya menanyakan kabar siswa 2. Guru mendata kehadiran siswa 3. Guru meminta ketua kelas untuk memimpin doa sebelum belajar 4. Guru menyampaikan tujuan pembelajaran kepada siswa | 5' |
| Whilst-Activity | <p>Step 1. Observing</p> <ol style="list-style-type: none"> 1. Guru mereview materi sebelumnya 2. Guru memberikan hasil lembar kerja siswa di pertemuan sebelumnya <p>Step 2. Questioning</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru, siswa diminta untuk bertanya tentang writing siswa sebelumnya 2. Guru memberi penjelasan terkait kesalahan writing siswa <p>Step 3. Experimenting/ exploring</p> <ol style="list-style-type: none"> 1. Guru menampilkan video tentang narrative text berjudul "Aladin and The Magic Lamp" 2. Siswa menyimak video yang diberikan oleh guru 3. Guru membimbing siswa untuk membuat mind mapping sebagai rencana awal sebelum membuat narrative text 4. Guru membimbing siswa untuk menyusun narrative text sesuai dengan mind mapping <p>Step 4. Associating (Data processing)</p> <ol style="list-style-type: none"> 1. Guru memancing siswa untuk bercerita tentang narrative text berjudul "Snow White" dengan menggunakan bahasa Indonesia sebagai gambaran awal sebelum mengerjakan worksheet 2. Siswa memberi feedback terhadap guru 3. Guru memberikan worksheet berupa kertas beserta | 75' |

| Kegiatan | Deskripsi Kegiatan | Alokasi waktu |
|-----------------------|--|---------------|
| | <p>topic yang sudah diberikan kepada siswa</p> <ol style="list-style-type: none"> 4. Guru meminta siswa untuk membuat mind mapping sesuai dengan topic yang telah diberikan sebagai langkah awal sebelum membuat narrative text 5. Guru membimbing sekaligus mengawasi siswa ketika proses membuat mind mapping 6. Guru mengecek mind mapping siswa <p>Step 5. Creating and Communicating</p> <ol style="list-style-type: none"> 3 Guru meminta siswa untuk membuat narrative text dengan mind mapping yang sudah mereka buat secara individu 4 Siswa mengumpulkan hasil kerja kepada guru | |
| Post- Activity | <ol style="list-style-type: none"> 1. Guru memberi penguatan dengan menyampaikan materi yang dipelajari 2. Siswa dibimbing oleh guru menyimpulkan materi yang dipelajari 3. Guru menyampaikan materi yang akan dibahas dipertemuan selanjutnya sebelum menutup pelajaran 4. Guru menutup pembelajaran dengan berdoa bersama | 10' |

I. Penilaian Penulisan

| No | Aspects | Score | | | |
|----|--------------|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Content | | | | |
| 2 | Grammar | | | | |
| 3 | Vocabulary | | | | |
| 4 | Organization | | | | |
| 5 | Mechanic | | | | |

Jember, 2020

Guru mata pelajaran

Peneliti

.....

.....

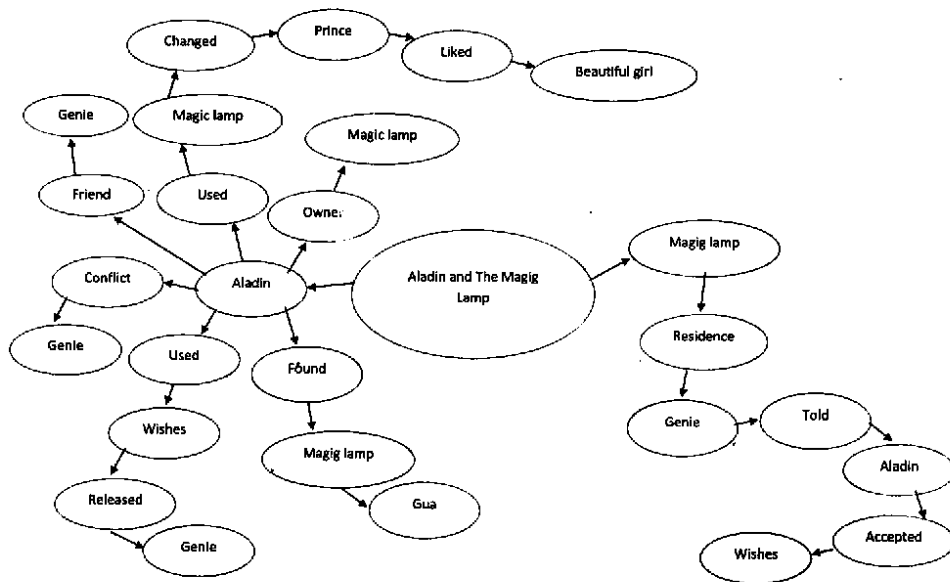
Appendix 1

A. The example of Narrative text : Aladin and The magic Lamp

Aladin and The magic Lamp

One day, there was a man named Aladin. He found a magic lamp in a cave. The lamp was the residence of genie. Aladin became the owner of the lamp. Genie told Aladin that he could accepted three wishes. Aladin used the genie to changed him become a prince because he likes a beautiful girl. Although initially he had a conflict with the genie, finally he be friend with the genie. He used his last wishes to release the genie.

2. The Example of Mind Mapping : Aladin and The Magig Lamp



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Appendix 2

The teacher gives an illustration about the topic “Snow White” in Indonesia before the teacher gives a worksheet to the students. Then the teacher gives worksheets to the students. There are:

3. Please make mind mapping from the topic of “Snow White”
4. Make a narrative text of Snow White by using the mind mapping.



APPENDIX 3

The Result of Interview in Preliminary Research

Time and place of interview

1. Day/date : Monday, 10th February 2020
2. Place : The office of MA Darul Lughah Wal Karomah
3. Time : 10.00-Finish

Responden

1. Informant 1:

Nama: Lilik Burhanatus Solehah, S. SS.

Status: English teacher

2. Informant 2:

Nama: Izza

Status: Siswa kelas XI di MA Darul Lughah Wal Karomah

3. Informant 3

Nama: Santi

Status: Siswa kelas XI di MA Darul Lughah Wal Karomah

4. Informant 4:

Nama: Ani

Status: Siswa kelas XI di MA Darul Lughah Wal Karomah

Notes

R : Researcher

T : English teacher

S : Students

The Script of Interview with English Teacher

R : Kurikulum apa yang digunakan di MA Darul Lughah Wal Karomah pak?

T : Kurikulum 2013

R : Berapa kali bapak mengajar bahasa inggris dalam seminggu?

T : Enam kali mengajar mbak

R : Apakah bapak pernah mengajar writing kepada siswa?

T : Iya, pernah

R : Apakah bapak pernah meminta siswa untuk menulis paragraph atau text?

T : Iya, pernah

R : Bagaimana responnya pak?

- T** : Mereka tidak benar-benar semangat karena mereka berfikir bahwa menulis itu sulit
- R** : Apa yang menjadi penyebabnya pak?
- T** : Kurangnya penguasaan kosa kata bahasa inggris, kesulitan memulai menulis, menemukan ide untuk menulis, dan menerjemahkan ke bahasa inggris. Hal ini disebabkan karena mereka malas membawa kamus ke kelas, sedangkan penguasaan kosa kata bahasa inggrisnya masih kurang. Mereka masih belum banyak menghafal kosa kata dalam bahasa inggris
- R** : Strategi atau tehnik apa yang bapak gunakan selama KBM berlangsung?
- T** : Saya jarang menggunakannya. Saya hanya menjelaskan materi dari LKS, kemudian saya meminta siswa untuk mengerjakan tugas.
- R** : Apakah bapak pernah menggunakan tehnik Mind Mapping?
- T** : Belum pernah
- R** : kelas mana yang memiliki nilai writing terendah pak?
- T** : Kelas XI IPA
- R** : Berapa KKM untuk writing pak?
- T** : 75 mbak
- R** : Lalu berapa nilai rata-rata siswa dalam writing pak?
- T** : Dari 27 siswa, hanya 20% yang diatas KKM

The Script of Interview with The Students

- R** : Kalau Mr Aan mengajar bahasa inggris pernah menyuruh kalian menulis paragraf atau teks?
- S1** : Pernah kak. Sekali, dua kali saja
- R** : Susah atau tidak kalian membuatnya?
- S1** : Susah kak
- S2** : Iya, susah. Karena kita tidak tau apa yang akan kita tulis, tidak tahu menerjemahkan ke bahasa inggris juga
- R** : Apa yang membuat kalian kesulitan dalam menulis paragraph atau teks?
- S3** : Ya itu kak, tidak tahu menerjemahkan ke bahasa inggris
- S1** : Tidak hafal kosa kata bahasa inggris
- S4** : Tidak tau bagaimana menggunakan kata keterangan, kata benda, kata kerja, dan lain-lain
- R** : Lalu, bagaimana selama pembelajaran writing? apa pernah Mr Aan menggunakan strategi atau tehnik?
- S2** : Jarang kak
- S4** : Mr Aan biasanya hanya menjelaskan materi kemudian menyuruh siswa mengerjakan soal yang ada di LKS
- S3** : dan itu membuat kita bosan

APPENDIX 4

The Result of Observation in Preliminary Research

Class : Second grade of MA Darul Lughah wal Karomah
 Teacher : Lilik Burhanatus Solehah, S. SS.
 Researcher : Imroatin Nabila
 Day/date : Wednesday, 12nd February 2020

The Result of Observation

Pada hari rabu, tanggal 12 Februari 2020 pukul 09.30 sampai 11.30 WIB. R melakukan observasi di kelas sebelas (XI) sebagai acuan untuk melakukan penelitian dalam mengerjakan skripsi. Pada hari tersebut R mengikuti kegiatan belajar-mengajar di dalam kelas tersebut untuk mengamati pembelajaran disana. Terdapat 27 murid yang terdiri dari 27 siswi. Sebelum memulai pembelajaran, T mengabsen murid satu persatu. Materi pembelajaran pada hari itu adalah report text. Guru menjelaskan materi report text dipapan tulis, kemudian menanyakan kepada siswa apakah sudah paham dengan materi yang sudah dijelaskan oleh T. Ada beberapa siswa yang kurang paham dengan penjelasan tersebut, maka T memberi penjelasan kembali. T memberikan contoh report text agar siswa lebih mengerti dengan materi tersebut. Setelah itu, T meminta siswa untuk membuat report text secara individu. Selama mengerjakan tugas ada beberapa siswa yang merasa kesusahan dalam menyusun kalimat, karena kurangnya penguasaan kosa kata Bahasa Inggris. Mereka malas membawa kamus saat pelajaran Bahasa Inggris. Padahal kosa kata yang mereka ketahuinya sedikit. Kamus akan memudahkan mereka dalam menerjemahkan bahasa Indonesia ke dalam Bahasa Inggris. Mereka bingung tentang penggunaan tata bahasa. Siswa tidak tahu bagaimana menggunakan kata bentuk lampau, kata kerja, kata ganti dan lain-lain. Mereka kesulitan menggunakan kata kerja dalam bentuk lampau. Kurangnya kosa kata juga mempengaruhi mereka untuk mengembangkan kalimat seperti perbedaan kata kerja beraturan dan tidak beraturan. Meskipun T memerintahkan siswa untuk menanyakan apa yang tidak mereka ketahui dan membantu siswa mengetahui kata kerja dalam bentuk lampau, siswa masih bingung untuk menemukannya sendiri. Beberapa siswa juga tidur selama proses pembelajaran. Mereka mengabaikan penjelasan T, mereka sibuk bercanda dengan temannya dari pada berdiskusi dan lain-lain. T kurang memperhatikan siswa. Peran T dalam memotivasi siswa sangat penting terutama bagi siswa yang malas belajar. Siswa merasa bosan selama pembelajaran dikarenakan selama pembelajaran T hanya menggunakan metode ceramah saja.

APPENDIX 5**Daftar Nilai Siswa**

(students' achievement in preliminary research)

Kelas : XI IPA
 Mata Pelajaran : Bahasa Inggris
 Semester : Ganjil

| No | NISN | Nama Siswa | Nilai |
|----|------------|-----------------------------|-------------|
| 1 | 0047494444 | Adinda Medi Silvia | 70 |
| 2 | 0045884917 | Adinda Nur Fitriyani | 60 |
| 3 | 0049030613 | Asyifiah Rahmatika | 65 |
| 4 | 0031120881 | Aziatul Chusnaniyah | 70 |
| 5 | 0042988629 | Dwi Nurhayati | 70 |
| 6 | 0045389657 | Halimatul Lutvia | 76 |
| 7 | 0044274483 | Imelda Ria Agustin | 68 |
| 8 | 0043937548 | Izza Putri Isnaniyah | 65 |
| 9 | 0038852552 | Izzah Nabila Afnani | 70 |
| 10 | 0047589641 | Khoirun Nisak | 76 |
| 11 | 0046709323 | Luluk Lusiana Maghfiroh | 65 |
| 12 | 0048538617 | Masruroh Nisful Laili | 70 |
| 13 | 0043801651 | Nafisah Masruroh | 68 |
| 14 | 0030100852 | Nahdiyah | 76 |
| 15 | 0048926269 | Nasikah Maris Fathoni | 70 |
| 16 | 0046419341 | Nur Azizah | 65 |
| 17 | 0043537900 | Nur Khalishah | 70 |
| 18 | 0046895164 | Nur Laili Holisatun Haniah | 75 |
| 19 | 0039649304 | Putri Dinal Yasmin | 68 |
| 20 | 0048220727 | Putri Yusniya Wulan Agustin | 60 |
| 21 | 0044131105 | Ratna Susanti | 68 |
| 22 | 0020260377 | Rifka Firmanda | 70 |
| 23 | 0043538391 | Rofiatun Nisa' | 60 |
| 24 | 0044131107 | Rozana Maulida Soleha | 68 |
| 25 | 0039797080 | Sela Riyatul Efendi | 76 |
| 26 | 0044441239 | Sitti Nur Aini | 60 |
| 27 | 0036417508 | Uyun Junainah | 75 |
| 28 | 0048464629 | Waroqoh Irsaliyah Asysyafi | 60 |
| 29 | 0049126899 | Faza Mamluatus Sholichah | 68 |
| | | JUMLAH | 1982 |

Average : 68
 Higher Score : 76
 Lowest Score : 60
 KKM : 75

APPENDIX 6**KISI – KISI WRITING TEST KELAS XI IPA SEMESTER GANJIL****TAHUN PELAJARAN 2020 / 2021****MA DARUL LUGHAH WAL KAROMAH**

Jenjang : MA
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/1
 Silabus : K – 13 Revisi 2017
 Penyusun Kisi-kisi: Imroatin Nabila

| No | Kompetensi Dasar | Kelas | Materi | Indicator | Bentuk soal | No. Soal |
|----|---|-------|-----------------------|---|-------------|----------|
| | 4.8 Menyusun teks naratif secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan, lisan dan tulis sederhana terkait legenda rakyat | | <i>Narrative text</i> | Disediakan sebuah kolom siswa mampu menyusun teks tulis narrative sederhana tentang “ <i>Malin kundang, Cinderella atau The Tortoise and The Hare</i> ” minimal 10 kalimat 100 kata | Essay | |

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APPENDIX 8

The scoring rubric of students' narrative text writing

The analytic scoring rubric of writing adapted from Hughes⁷⁷

| Aspects | Level | Criteria | Descriptions |
|---------------------|--------------|------------------------------|--|
| 1 | 2 | 3 | 4 |
| Content | 30-27 | EXCELLENT TO VERY GOOD | Relevant to assigned topic, chronology stated, capable to develop idea. |
| | 26-22 | GOOD TO AVERAGE | Mostly relevant to the topic, chronology stated only sketchy, ideas may be underdeveloped. |
| | 21-17 | FAIR TO POOR | Adequate development of topic, chronology only sketchy. |
| | 16-13 | VERY POOR | Chronology is not stated, serious irrelevance or inaccuracy, inadequate development of ideas. |
| Organization | 20-18 | EXCELLENT TO VERY GOOD | Orientation gives essential info (time, place, & participants), complication mentioned, show part of reorientation but the reader still gets the idea of story. |
| | 17-14 | GOOD TO AVERAGE | Orientation gives some information, does not show one part of the orientation, e.g: there is no place therefore the reader has not received the complete information from the story, complication only sketchy, end the story with short comment but the reader still get the idea of the story. |
| | 13-10 | FAIR TO POOR | Orientation gives a little information, some necessary background omitted, complication only sketchy, end the story with short comment but the reader gets little confused to get the idea of the story. |

⁷⁷ Arthur Hughes, *Testing for Language Teachers* (Cambridge University Press, 2003), 104.

| Aspects | Level | Criteria | Descriptions |
|-------------------|--------------|------------------------|---|
| 1 | 2 | 3 | 4 |
| | 9-7 | VERY POOR | Missing or weak orientation, directly explains the complication without orientation, no background provided, no reorientation, end the story without any comments, signals or summary. So, the reader does not realize that the story finished. |
| Vocabulary | 20-18 | EXCELLENT TO VERY GOOD | Vocabulary choice is appropriate, the paragraph shows that the usage of words such as noun, verb, conjunction and adjective is used appropriately. |
| | 17-14 | GOOD TO AVERAGE | There are 2-4 errors of words form such as noun, verb, conjunction and adjective show in the paragraph but the meaning is not absured. |
| | 13-10 | FAIR TO POOR | There are 5-7 errors of words form such as noun, verb, conjunction and adjective show in the paragraph but it influences the meaning. |
| | 9-7 | VERY POOR | There are 5-7 errors of words form such as noun, verb, conjunction and adjective show in the paragraph but it influences the meaning. |
| Grammar | 25-22 | EXCELLENT TO VERY GOOD | All sentences are mostly correct in form of past tense, no serious errors in simple past tense. |
| | 21-18 | GOOD TO AVERAGE | Mostly complete sentences, there are 2-3 errors in form of past tense. |
| | 17-11 | FAIR TO POOR | There are 4-6 errors in form of past tense, it rarely influences the meaning |
| | 10-5 | VERY POOR | Reader seriously distracted by grammar error, there are 7-9 errors in form of past tense. |
| Mechanic | 5 | EXCELLENT TO VERY | Few errors of punctuation, capitalization. |

| Aspects | Level | Criteria | Descriptions |
|---------|-------|-----------------|---|
| 1 | 2 | 3 | 4 |
| | | GOOD | |
| | 4 | GOOD TO AVERAGE | The paragraph shows that there are 2-3 mistakes in using period, comma, capitalization but the paragraph is still easy to read. |
| | 3 | FAIR TO POOR | The paragraph shows that there are 4-5 mistakes in using period, comma, capitalization |
| | 2 | VERY POOR | The paragraph shows that there are 6-7 mistakes in using period, comma, capitalization. |

