

**USING THE MIND MAPPING TECHNIQUE TO IMPROVE THE ENGLISH WRITING
SKILL OF THE TENTH GRADE STUDENTS AT MAN YOGYAKARTA III IN THE
ACADEMIC YEAR OF 2012/2013**

**A Thesis Submitted as Partial Fulfillment of the Requirements for the Attainment of the
Degree of *Sarjana Pendidikan* in English Language Education**



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**USING THE MIND MAPPING TECHNIQUE TO IMPROVE THE ENGLISH
WRITING SKILL OF THE TENTH GRADE STUDENTS AT MAN
YOGYAKARTA III IN THE ACADEMIC YEAR OF 2012/2013**

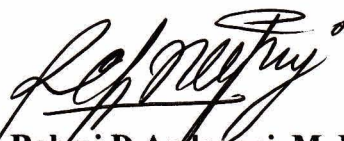
A THESIS




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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain kecuali pada bagian bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, April 2013

Penulis



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MOTTOS

There is an ease behind a difficulty

(As. Al Insyiroh 94:6)

"Success ... seems to be connected with action. Successful men keep moving. They make mistakes, but they don't quit."

--Conrad Hilton

All the flowers of all the tomorrows are in the seeds of today. ~

Indian Proverb

"Mistakes are almost always of a sacred nature. Never try to correct them. On the contrary: rationalize them, understand them thoroughly. After that, it will be possible for you to sublimate them." ~

~ Hugh Hefner

DEDICATIONS

I lovely dedicate this thesis to:

*My beloved father and mother
For their support, love, and prayers*

*My brother, sister and my beloved friends
For their care, support, and love,*

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Yogyakarta, April 2013

Fuad Nur Cahyo

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ABSTRACT**

The aim of this research is to improve the English writing skill of the tenth grade students at MAN Yogyakarta III by using the mind mapping technique.

The study was action research. In conducting the study, the researcher involved the English teacher, the school principal and the students of Grade XE. The subjects of the study were 32 students of Grade XE of MAN Yogyakarta III in the academic year of 2012/2013. The data of this study were qualitative. The qualitative data were obtained by observing the teaching-learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the form of field notes and interview transcripts.

The results of this study showed that the use of the mind mapping was effective to improve the students' writing skill. The use of colorful pictures of mind mapping in the BKOF and MOT stages was effective to make the students more enthusiastic in the writing activities. All students could understand and respond to the researcher' instructions and explanations. The activities in the JCOT stage for using the mind mapping as a pre-writing planning strategy were successful to help the students generate or organize their ideas. They could also use the appropriate words they learnt to make the mind mapping. The activities in the ICOT stage to write the narrative text were effective through the mind mapping. The students could developing and generate their ideas using the mind mapping and they could produce the narrative text with the correct generic structure.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language plays an important role in improving students' knowledge and helps the students gain success in every subject at school. In the globalization era, English is not only as universal language but also as a tool to communicate in oral and written form to understand and figure out the information, mind, feeling, science, technology and culture. Therefore, language can be a subject to be studied at school in Indonesia. In the English teaching-learning process, there are four skills that should be mastered. They are listening, speaking, reading, and writing.

Recently, English is a part of communication and it is also an important language to be mastered. That is why English is taught at all schools in Indonesia. One of them is at MAN Yogyakarta III. MAN Yogyakarta III is a school that drives the students to master more than one language. The purpose of the English study at MAN Yogyakarta III is to make the students able to learn and apply the language in their daily life. As stated in the School-based Curriculum of 2006, the objective of English subject in senior high schools covers the ability to understand and produce speech or written texts which are realized in four skills. They are listening, speaking,

reading, and writing which are integrated to achieve the informational level. Writing is one of the important skills that should be mastered by students because if they have a good skill in writing they will be able to express their ideas in the written form.

Based on the reality, learning to write is difficult especially for writing in a second or foreign language in an academic context. Writing is one of the most difficult productive skills that require specialized skills. Therefore, it can be understood that errors usually occur in writing. Errors in writing can be in the forms of grammar, vocabulary, spelling, punctuation, organization, and cohesion.

Based on the observation at MAN Yogyakarta III, there were many problems that were found in the writing class. The students lacked vocabulary. It was because the teaching-learning process only depended on the strength of memory. When the researcher conducted an observation in the classroom, the teacher instructed the students to memorize all the unfamiliar words on the blackboard and in the next meeting the teacher tested some of students to say the words and mention their meaning. The students found difficulties to start writing. It was because the students were often confused to express their ideas in writing. Another problem was that they have low understanding of grammar.

To solve the problems above, the students need a technique to help them to understanding the new words easily. The technique is a tool to

achieve a goal. The technique that is needed to improve their writing skill is a technique that can make the students easy in expressing their ideas, to arrange the words to be a good sentence. One of the techniques that can make the students find it easy to express and organize their ideas is the mind mapping. Mind mapping is a method to make the students find it easy to absorb information into their brain and take it out from their brain. Mind mapping is a way to note effectively and creatively and it will map the ideas literally (Buzan, 2005: 4). This technique can improve students' creativity and make them happy in learning, because it consists of colors, pictures, and some key words that can also make them find it easy to learn English especially in writing skill. That is why the researcher used the mind mapping technique to improve students' writing skill. It is because there are some benefits that are offered by the mind mapping technique in the English teaching-learning process, especially in writing skill.

B. Identification of the Problem

In identifying the problems, two activities were carried out namely observing the English teaching and learning process in the classroom and interviewing the English teacher and the students. The problems usually come from the quality of the writing skills for elementary school such as, the teacher, the students, the technique, the material, the media, the activity and the evaluation of the teaching and learning process.

The first problem is related to the teacher. In most of the teaching time, the teacher only focused on delivering the materials and paid less attention to the students' motivation. The teacher did not present the materials by using interesting activities, many students were noisy and talked with other friends. The teacher did not stop them, so the English teaching and learning process was not effective.

The second problem is related to the students. The students had less motivation to learn English. They thought that English was a very difficult subject. The students were less discipline, so they only wanted to learn something they liked. The students also had very low motivation because the teacher never gave them interesting activities to learn English.

The third problems related to the technique of the teaching and learning process. The technique used in the teaching and learning process was not appropriate to improve the students' writing skill. The technique that is used in the class was not motivating the students to write in English. For example, the students did not have opportunity to write in English, so they could not improve their writing skill.

The fourth problems related to the material. The material presented for the students mostly based on the course book. That was not appropriate to improve the students writing skill because most of the material was only in form of "filling in the blank" and multiple choices. The material for writing

skill was very specific and the teacher had to make a specific material for improving the students' writing skill.

Fifthly, the problem is related to the media. The media used by the teacher in every meeting were only course book and blackboard. In that school, there were a tape recorder, a CD player, and a monitor, but the teacher never used the media for improve the students writing skill. The media were very appropriate to drive the students interest in learning English.

Sixthly, the problem is related to the activity. There were many activities that could improve students writing skill, but the teacher did not use the activities in all teaching time. The teacher always wrote the material in the blackboard and asked the students to make a note in their books. After that, the teacher gave the students assignment taken from the course book. This activity was done in every meeting.

The last problem is related to the evaluation of the teaching and learning process. The teacher evaluated the teaching and learning process by asking the students to do some tasks according to the course book. The evaluation for writing skill never taught in all teaching time. So, the teacher did not have writing assessment.

C. Limitation of the Problem

Based on the problems above, the researcher needs to conduct an action research study. The researcher assumes that the problem here is about the technique. The students need a technique which can make them enjoy learning writing in the class. If they have an appropriate technique to write, it will help them to make their own writing. The mind mapping can help students to explore their mind. Through the mind mapping the students can be supported to express what they want to write freely. The researcher believes that the mind mapping is a good technique in conducting writing skill. By conducting the action research which implements the mind mapping, it is expected that the researcher will be able to improve the students' writing skill. That is why in this research the researcher only limits the problem on the use of the mind mapping technique to improve the students' writing skill.

D. Formulation of the Problem

In line with the limitation of the problem as mentioned above, the problem is formulated as follows. How is the mind mapping technique applied in the classroom to improve the students' writing skill in the English teaching-learning process at MAN Yogyakarta III?

E. Objective of the Study

Based on the formulation of the problem, the objective of the research is using the mind mapping technique to improve the students' writing skill in the English teaching-learning process at MAN Yogyakarta III.

F. Significance of the Research

1. For the students of class XE of MAN Yogyakarta III, it will be an effort to improve their writing skill.
2. For English teachers of MAN Yogyakarta III, the result of this study can be used as a reference to increase English teachers' writing competence in English teaching-learning.
3. For other researchers, the research can give general knowledge of how to improve students' writing skill. The research also can be used as the foundation for the next research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

This chapter discusses some relevant theories which are related to the study. Those are divided into the nature of writing, mind mapping, and teaching writing using mind mapping.

1. Writing

a. The Nature of Writing

Writing is an activity of exploring opinions and ideas into words. It includes the organization of words, phrases, clauses, and sentences into coherent and cohesive paragraphs and texts. There is no doubt that writing is the most difficult skill for all language users: foreign, second, and even for first language. Writing needs a well preparation and a lot of practices. According to Richards and Renandya (2002: 309), written language is complex at the level of the clause. Writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

In relation to writing, Brown (2001: 335) states that writing makes the product through thinking, drafting, and revising. It means that in producing

written language, the writer should follow those steps to produce a final product.

Writing is a skill that needs a process so that ideas that have been possessed can be expressed through writing. It needs in teaching-learning process to make the teaching-learning process can be done well. Certainly, writing in English is not easy. Expressing ideas is not enough, because the ideas still have to be told in English. For that reason, a technique that can support the learning process is needed.

b. Micro-skills of English Writing

To increase the writing skill of the students, the teacher must be able to guide the students in upgrading the competence of their writings. The subdivisions of writing skills into macro and micro-skills have been proposed by several experts. Spratt et al. (2005), state writing involves several sub-skills. Some of these are related to accuracy. Accurate writing involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly. In composing the writing product, Brown (2001) states the compositions that should be included; they are meeting certain standards of prescribed English

rhetorical style, reflecting accurate grammar, and being organized in conformity with what the audience would consider to be conventional.

According to Brown (2001), there are twelve skills that must be mastered by the students to increase the writing skills. The micro skills for writing production are: (1) producing and using graphemes and orthographic patterns of English correctly including the script, and spelling and punctuation conventions; (2) producing writing in a good management rate of speed to suit the purpose; (3) producing an acceptable core of words and using appropriate word order patterns; (4) using acceptable grammar systems (e.g., tense, agreement, and pluralisation), pattern and rules; (5) expressing a particular meaning in many types of grammatical forms; (6) using cohesive devices in written discourse and making the text coherent, so that other people can follow the development of the ideas; (7) using the rhetorical forms and conventions of written discourse; (8) appropriately accomplishing the communicative functions of written texts according to form and purposes; (9) conveying links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; (10) distinguishing or differentiating between literal and implied meanings when writing; (11) correctly delivering cultural in specific reference; (12) developing and using a battery of writing strategies, it also applies the stages of writing, such as accurately assessing the

audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

The process of writing emphasizes on the balance between process and product. The students need a process to make a good writing. According to Richards and Renandya (2002: 316), the process of writing has four basic writing stages those are planning, drafting, revising and editing. The final product should be done through the process.

From the definition above, it can be inferred that because the writing skill consists of some stages, learners should master the stages of writing text to make a good writing text. So those stages have to be taught by teacher in every meeting to make the learners master in the writing text.

c. The Nature of Teaching Writing

The writing skill is one of four English skills. The writing skill is very important for students in the future because it will give a chance and challenge for them. To get a good writing, students need schemata to be expressed effectively through writing media. A good writing cannot be done in one time, but it must be done in some steps. It starts from making outline, drafting, until it can be a good writing. During the process, revision must be done continually. In fact, many students cannot produce a good writing through the

writing process above. It is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. The second language writers have to pay attention to higher level skills of planning and organizing as well as lower levels skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

Teaching can be defined as helping someone to learn something. This is supported by Brown (1994) who defines teaching as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand. This means that teaching is guiding someone in studying something which results in the improvement of his or her knowledge. Brown (2001) states that many years ago, the writing was taught by the teacher only focusing on the final product of writing. It can be in the forms of essay, report, and story. For composition of the writing, Brown also adds his opinion that the writing should meet certain standards of prescribe English rhetorical style, use accurate grammar, and be organized properly based on the audiences' environment.

According to Shih (Brown, 2001: 335-336) there are some processes of approaches of the writing. Those processes are considered as the modern way of writing that have been discussed earlier in this chapter. They are as follows. 1) Focusing the activity on the process of writing that leads to the final writing product. Stages of writing are important to be applied. 2) Helping the students to understand on their own composing process. 3) Helping the students to build repertoires of strategies for prewriting, drafting, and rewriting. 4) Giving students a chance or time to write and rewrite their ideas. 5) Placing central importance aspect of writing on the process of revision. 6) Giving students a chance to discover what they want to say as they write. 7) Giving students feedback through the process of writing (not just on the final product) as they attempt to bring their expression closer and closer to intension. 8) Encouraging feedback from the instructor and peers. 9) Including individual discussion between the teacher and the students during the process of composition.

The nature of teaching technique is a way that can be used to guide the students to achieve the goal. That is why art writing teaching technique can improve students motivation in writing, creates ideas, and it can help the students find it easy to arrange their ideas be a meaningful sentence so the goal of writing can be achieved maximally.

Students need to perform their skills after they were shown the techniques of writing and the components of writing itself. In performing the product, there are some types that can be used. Brown (2001: 343-346) explains some performances in writing learning. The types of classroom writing performance are as follows.

1) Imitative or writing down

In this type, students learn how to form the letters, words and simple sentences. They will write down English letters, words or sentences to learn the conventional of the orthographic codes.

2) Intensive or controlled

The function of this performance is to improve the grammar ability of the students. This type will be like a written grammar exercise. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout.

3) Self-writing

This type will only use the students as the audience, so they write for themselves.

4) Display writing

The shapes of this performance are short answer exercise, essay examination, and research report.

5) Real writing

There are three types of real writing: academic, vocational, and personal. Academic gives the opportunity for the students to convey genuine information to each other. Vocational is used for advancement in the students' occupation. Personal involves the writing of diaries, letter, post card, notes, and personal message.

The concept of the research focused on the implementation of the mindmapping to improve the students' writing skill. In this case, the teacher is an instructor and also as a supervisor for students' work.

d. How to Teach Writing

In teaching learning process of writing the teacher must know some the principal of designing writing. Brown (2001: 346-356) develops some principles for designing interactive writing techniques. They are as follows.

1) Incorporating practices of "good" writers.

To be a good writer should fulfill some criteria. They are (1) Focusing on goals or main ideas in writing, (2) Gauging their audience perceptively,

(3) Spending some time (but not too much) planning to write, (4) Letting their first ideas flow onto the paper easily, (5) Following the general organizational plan as they write, (6) soliciting and utilizing feedback on their writing, (7) Are not wedded to certain surface structure, (8) Revising their work willingly and efficiently, and (9) Making as many revisions as needed patiently.

2) Balancing process of product

Because writing is a composing process and usually requires multiple drafts before an effective product is created, a teacher has to make sure that students are carefully led through appropriate stages in the process of composing. At the same time, do not get so caught up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing. Make sure students see that everything leading up to this final creation was worth the effort.

3) Accounting for cultural/literary backgrounds

Make sure that the techniques do not assume that our students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that we are trying to teach, trying to help students to understand what it is, exactly, that they are accustomed to and then by degrees, bring them to the use of acceptable English rhetoric.

4) Connecting reading and writing

Clearly, students learn to write in part by carefully observing what is already written. They learn by observing, or reading the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about the subject matter that may become the topic of their writing.

5) Providing as much authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes of writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements—all these can be seen as authentic writing.

6) Framing the techniques in terms of prewriting, drafting and revising stages

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages are the core of process writing. In traditional approaches to writing instruction, students are given time in-class to finish their work, or they are given a homework writing assignment. The first option gives no opportunity systematic drafting, and the second assumes that if students did any drafting at all,

they would simply have to learn the tricks of the trade of their own. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

From the explanation above, the teaching and learning process of writing needs some principles to make students more easily to make a writing text. Besides that, learners more easily to find a topic related to their writing text. So those principles are helpful to learners to master in writing text.

e. Teaching Writing in SMA

Senior high school students should achieve English accomplishments in three levels, namely performative, functional, and informational levels (Wells 1991). The focus of English lesson in senior high school is to achieve informational level, since the students are prepared to continue their study to a higher education level. Moreover, according to the Regulation of National Education Ministry (*Permendiknas*) no. 22, year 2006 about the standard of competences and basic competences for English teaching-learning process which has proposed by BSNP 2006 (*Badan Standar Nasional Pendidikan*) the Senior High School students grade X in the first semester have to pose several competences as follows.

Table 1: Standard of Competence and Basic Competence of Writing Skill for Senior High School Students Grade X Semester

| Standard of competence | Basic competence |
|---|---|
| To express an idea in a short functional written text in the context of daily life | To express an idea in a short functional writtentext (e.g. announcement, advertisement,invitation, etc.) both formally and informally inaccurate, fluent, and acceptable way, in thecontext of daily life |
| To express short, simple, functional essays in the genres of recount, narrative, and procedure in the context of daily life | To express meanings and steps of rhetorical essays in accurate, fluent, and acceptable way using written style in the context of daily life in the genres of recount, narrative, and procedure |

From the curriculum above, it showed us by using the mind mapping technique would help learners in writing text. The first materials is narrative text which has own characteristics. The researcher made some steps in teaching writing especially the narrative text. Then some treatments were given in the process of teaching-learning by the researcher. The students are expected to master the materials during 2 cycles or 6 meetings. The researcher used the mind mapping as a technique to improve the students' writing skill.

2. Mind Mapping

a. The Nature of Mind Mapping

Nowadays, mind mapping is a common technique in the English teaching-learning process. Mind mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. It is a good technique that can help our memory because it enables us to arrange the facts and ideas. Mapping knowledge which will help us to understand and remember new information by focusing on the key ideas that are written down, and then looking for branches out and connections between the ideas.

Buzan(2010:4) states that “mind mapping is an easy way to place information to brain and take information out from brain. Mind Mapping is creative and effective way to write and will map your mind by a simple way”. In this definition, five important concepts of mind mapping are used. Firstly, the mind mapping is one of the creative note taking techniques. It is a technique used by people to represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Secondly, the mind mapping helps people to enter the information into their brains. By using mind mapping, it is easy for people to put information into their memory. Thirdly, the mind mapping helps people to keep information in

the long term memory. By using mind mapping, the information can be saved into their memories for a long time. Fourthly, the mind mapping helps people to take information out from their brain easily. By using mind mapping, it is easy to recall information saved in their memories. Finally, the mind mapping engages the use of imagination and association in its application. This means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to the new concepts. These new concepts are connected to the known concepts having a tight relationship with the new concepts.

All mind maps are using color and the form is radiant thinking. All mind maps have basic structure which spray from the center. It can be by lines, symbol, words, and picture which related in simply, basic, nature series with brain. By using mind map, long list information could change into colorful diagram, well regulated, and easy to memorize.

b. How to Make the Mind Mapping

Mind mapping is a system that uses brain management to open all the hidden brain potency and capacity. Besides, mind mapping is also a learning system that is often used to help students to learn effectively, efficiently and

happily. Buzan (2005: 15) mentions seven stages to make a mind mapping as follows.

- 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.

7) Using pictures

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

So, mind mapping is a simple technique that can be used to note creatively and effectively. Besides, it can help the students to memorize information. By using mind mapping, people can emerge and organize ideas to be a good sentence. Moreover, mind mapping can make the students happy in studying because there are colorful pictures. That is why mind mapping is a technique that can be used to learn writing skills.

c. The Benefit of the Mind Mapping in Writing

Some people realize that a certain chart or diagram can help them rearrange and visualize the ideas that bear on their mind. That chart usually helps them to remember well by using symbol or pictures that can represent words and ideas. Mind mapping has many benefits in the daily life. According to Murley (2007: 176), there are some advantages of mind mapping technique. One of them is that the radiating design concept keeps the mind topic or central idea with all its major sub-topics close to it. Similarly, sub-topics stay close to their topic. This arrangement keeps the big picture in focus. Besides, mind mapping makes relationships and connectors easier to see, it is more flexible than outlining. In addition, it encourages creativity and improves memory retention and it is also easier to understand, saves time and increases productivity.

The mind mapping is also considered as the technique that enables the user to enlist the full power of the brain both the right side, which is employed for spatial awareness, a sense of wholeness, imagination, day dreaming and color, and the left side, which is the more analytical, logical side. According to DePorter and Mike (2008: 172), the mind mapping has four benefits. They are as follows.

- 1) It is flexible.

Flexible in case that missing idea can be added in every place in mind mapping.

2) It focuses attention.

In mind mapping, we do not pay attention in every word. We only mention such words which become ideas. Thus, we can concentrate more in ideas.

3) It increases understanding.

Mind mapping will improve the comprehension and produce valuable frequent-note later.

4) It is fun.

The mind mapping does not limit the imagination and creativity. That makes mind mapping become one of the amusing technique in writing.

So mind mapping has many benefits in writing. The researcher applies it in teaching writing for the tenth grade students in senior high school to increase students' writing skill.

d. Teaching Writing Using the Mind Mapping

There are so many ways and methods that can be used by teachers in teaching-learning process. They can freely select the appropriate teaching method according to the students' characteristics and also depending on the materials being taught. It is only the teacher who knows the appropriate

teaching method that is going to be used in delivering the teaching material. One of them is proposed by Feez and Joyce (2002: 27). There are some stages used to teach writing. They can be described as follows.

1) Building Knowledge of the Field (BKOF)

In this stage, the students have to think of what they are going to learn. They can share it with their teacher and friends. This is pre topic before students studying material in details. The activity is dominated by speaking and listening to the topic in general. In this stage, students together with teacher can develop the vocabulary words of the topic and conjunctions, which are needed, and also introduce the strategy they are going to use to study the topic. Concerning with the planning of the teacher, the teacher will use this step to introduce the students about the material, the strategy and also the grammar which are needed for them.

2) Modeling of the Texts (MOT)

This stage includes showing the example of the texts to the students. The teacher explains from general to specific. From general means the teacher has to explain to the students about the definition of mind mapping and the benefits of mind mapping. From specific means the teacher has to explain the students some steps of making mind mapping and give examples of the mind mapping. It is the stage to make the students understand about the theoretical foundation of building the discussed texts. Finishing this stage, the teacher

hopes the students understand well about the strategy that is going to be used in writing. The teacher also explains how to write a good paragraph and how to develop their idea that they made using mind mapping into their writing.

3) Joint Construction of the Texts (JCOT)

In this stage, the students have to joint together to have an exercise related to the topic. They can do it in group, in pairs or individually. All depends on the materials. They are expected to be able to do the work well because they have learnt about the theory in the stage two. The material is about writing a paragraph. In this case, the students have to know about the vocabulary words they have to use and how to write using mind mapping. In this stage, the teacher will get the students to write their idea by using mind mapping. It is only a plan for the students before they write their ideas. The teacher will give the students a topic, their activity at their holiday and they can do it with their partner. They have to make mind mapping as their construction before writing their ideas. In another meeting, the teacher also asks the students to write their ideas as a writing plan about their experiences using mind mapping individually.

4) Independent Construction of the Texts (ICOT)

In this stage, in speaking aspect, the students have to be able to practice their speaking. For example, the students can tell about their daily activity in front of the class. In writing aspect, the students are hoped to be able to write their ideas in to writing. Related to the project, the teacher will get the

students to develop their idea using mind mapping that they made in the previous meeting into their writing.

5) Linking Related Texts

In this stage, students investigate how what they have learnt in this teaching learning cycle can be related to: other texts in the same or similar contexts, future or past cycles of teaching-learning. Activities which link the text type to related texts include: comparing the use of the text type across different fields, researching other text types used in the same field.

Thus, the teacher should make sure that the task consists of some stages: Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text has been well accomplished so that the students are able to do the independent tasks.

B. Relevant Studies

Review of the previous studies was made in order to avoid replication. This study is intended to improve the students' writing skill by using mind mapping. Another study has been conducted to find the use of mind mapping to improve students' writing skill. The first is a study conducted by Kusumaningsih (2008). She investigated the use of mind mapping as a visual media in improving students' writing skill. The result of her study showed that there were several improvements of students' score in writing.

The second is a study conducted by Miswiria (2007). She also conducted her study related to the using of mind mapping technique. In her research, she used the steps of using mind mapping technique to improve students' writing narrative text. She used mind mapping as the visual media, the result showed that the mind mapping technique stimulated the students' for writing.

Another study was carried out by Wahyudi (2008). He did an experimental study to prove the effectiveness of mind mapping technique in improving students' writing in narrative text. The result showed that the students' ability in writing narrative text improved significantly. Moreover, the result showed that the mind mapping stimulated the students for writing. It is because by using the mind mapping technique, the students can develop their ideas, imagination, vocabulary, and creativity.

C. Conceptual Framework

The concepts of the mind mapping technique to improve students' writing skills have been explored in the previous section. In this section, a conceptual framework derived from those concepts will be presented.

Writing is a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put

them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. That is why writing is considered as one of the most difficult productive skills that requires specialized skills because we need some process in writing. In fact, based on the observation at MAN Yogyakarta III, there are some problems that are found in writing skills. The first one is about expressing ideas. The students at MAN Yogyakarta III have difficulties to express their ideas in writing something. Some of them said that they had a lot of things to write in their mind but they did not know how to start writing. The second one is about vocabulary. The students at MAN Yogyakarta III have limited vocabulary that is why they get difficulties to express their ideas in writing. Therefore, it is not surprising if the students find difficulties in mastering writing skill. Teachers should find the effective ways of teaching writing.

On the basis of theoretical review, it can be seen that the mind mapping technique can help the students because it enables them to arrange the facts and ideas. Buzan (2008: 10) says that by using mind mapping, people can represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Besides he also says that by using mind mapping, it is easy for people to put information into their memory.

Therefore, the mind mapping is a good technique that can be used to teach writing at MAN Yogyakarta III especially in class XE. The use of the mind mapping is expected to help the students express and organize their ideas into a good text. Besides, it is also expected that the use of the mind mapping in the teaching-learning process can make the students comfortable to learn writing, and it does not waste the time. The implementation of an appropriate teaching technique is very essential in determining the success of the teaching-learning process. In this case, the mind mapping can make the students arrange a text easily. In the process of making the mind mapping, the students are provided some features such as image, key word, and color. Through those features the students can imagine and generate their ideas to produce a good text. Asking the students to create the mind mapping enables them to identify clearly and creatively what they have learned or what information they got.

CHAPTER III

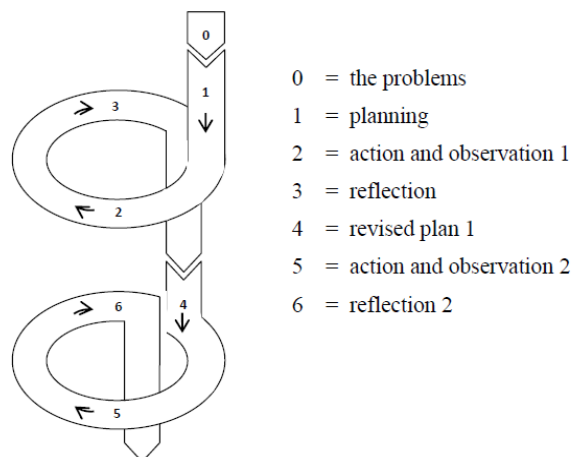
RESEARCH METHOD

This chapter subsequently emphasizes on the research methodology comprising the research design, research setting, research data collection, and research data analysis.

A. Research Design

The research study on using the mind mapping technique to improve the writing skill of grade XE MAN Yogyakarta III was action research which focused on the efforts to improve the real condition of the English teaching and learning process. This research study was implemented in the form of collaborative action research. The research was conducted collaboratively with the headmaster, the English teacher, and the students of grade XE MAN Yogyakarta III. The team worked together in planning, implementing and reflecting the action. According to Kemmis in (1988), the action research was conducted through the process below.

Figure 3.1. The cycle of action research.



In this scheme, the reseacher and collaborators identified a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action. These steps were done in two cycles in order to find the convincing result.

B. Research Setting

The research took place at MAN Yogyakarta III Jl. Magelang km 4 Sinduadi, Melati, Sleman. This school had 741 students, 68 teachers, and some school facilities such as a library, a chemistry laboratory, a biology laboratory, a computer laboratory, a language laboratory, 2 science laboratories, a medical room, 5 canteens, and a mosque. There were 25 classrooms. There were 243 students of grade X divided into 7 classes, 254 students of grade XI; 128 students of the IPA class and 126 students of 27 the IPS class, and 244 students of grade XII; 103 students of the IPA class and 141 students of the IPS class. They were taught by English teachers graduating from Yogyakarta State University (S1 Degree). There were 32 students in class XE, consisting of 20 female students and 12 male students. The English class was scheduled into two sessions in a week, Monday at 09.30 to 11.00, Wednesday at 09.30 to 11.00. "*Look Ahead*" is the course book that is used in class XE.

C. Participants of the Research

The participants of the research were students at MAN Yogyakarta III in the academic year of 2012/2013. The researcher was choose XE class as the participant of the research because from the information given by the English teacher, this class consists of less cooperative students and they tend to have lower achievement in the writing learning process. This class consisted of 32students: 15 male students and 17 female students.

D. Time of the Research

The actions were conducted from January to February 2013. The researcher conducted the action research in the middle of the first semester of the academic year 2012/2013. The English teaching and learning process was conducted twice a week.

E. Data Collection Procedure

The research data collection was qualitative and quantitative in nature. The data were obtained by interviewing the students, giving questionnaires, doing observations during the teaching and learning process, and holding discussions with the English teacher as the collaborator.

The qualitative data were in the forms of field notes, interview transcripts, and questionnaires. The questionnaire and interview were conducted to obtain data or information about the students' response to the implementation of the technique.

1. The questionnaire

Questioner was conducted to obtain data or information about the students' attitudes toward the implementation of the technique. The questionnaires were written in *Bahasa Indonesia* to avoid misunderstanding of students. The questionnaire was conducted to obtain data or information about the students' attitudes toward the implementation of the technique to answer the research question. The questionnaire consisted of 20 open questions which covered some aspects; they were the students' feelings toward the use of mind mapping technique, the effects of the mind mapping technique and the implementation of mind mapping technique to their knowledge improvement and writing skill. Open-ended questionnaire was also provided for the students to write about their comments on the technique. In addition, an open-ended questionnaire asked the students to give suggestions or opinions about the implementation of the technique. The data from open-ended questions were analyzed qualitatively. They were transcribed and summarized based on the classification.

2. The interview

Interview also conducted to obtain comprehensive data from the participants. This interview revealed the students' attitudes toward the implementation of the mind mapping technique in teaching writing. The interview items were open-ended questions, in which had aim to reveal

specific information which could be compared and contrasted with information gained from the test and questionnaire. In this case, face-to-face or one-to-one interviews were conducted. The interview was in the form of informal conversation to the students. The interview was done at school. The interview was conducted in order to support the data. The data of the interview was recorded and transcribed to be analyzed. After being transcribed and categorized, the data were presented in the discussion to explore students' attitudes toward the implementation of the mind mapping technique in teaching writing.

The quantitative data were the scores of the students' writing before and after the actions were applied. The quantitative data were used to support the qualitative description. The data were also aimed to describe the actions. They were collected by means of the writing test.

1. Writing test

To obtain valid scores that defined students' writing skill, clear criteria to assess their works were needed. To qualify this need, the researcher adopted the rubric of Anderson (2003: 92). Students' writings were assessed by the researcher and English teacher. There were six aspects to be assessed in students' writing, namely, ideas and development, organization, vocabulary, sentence structure, and capitalization and punctuation, spelling. Tables below presents the categories for evaluating writing and ranging the score

Table 2: The Scoring Rubric of Writing

| Categorization | Description |
|---------------------------------------|--|
| Ideas and Development | |
| 1 | Weak development of topic |
| 2 | Adequate development of topic; listing of details |
| 3 | Good development of topic |
| 4 | Extensive development of topic; strong support of main idea with details |
| Organization | |
| 1 | Not organized |
| 2 | Sparsely organized; lack of sequence |
| 3 | Fairly well organized; flow and sequence evident |
| 4 | Completely organized; smooth flow with strong Sequence |
| Vocabulary | |
| 1 | Poor or inappropriate word choice |
| 2 | Fair word choice; simple words |
| 3 | Good word choice; meaning is clear. |
| 4 | Vivid and imaginative word choice; appropriate use of Vocabulary |
| Sentence Structure | |
| 1 | Poor; many errors |
| 2 | Fair; choppy with variety |
| 3 | Adequate; few errors and some varieties of lengths |
| 4 | Excellent; no errors and a variety of lengths |
| Capitalization and punctuation | |
| 1 | Many errors (over 10) |
| 2 | Some errors (6-10) |
| 3 | Very few errors (1-5) |
| 4 | Error free |
| Spelling | |
| 1 | Many errors (over 10) |
| 2 | Some errors (6-10) |
| 3 | Very few errors (1-5) |
| 4 | Error free |

The categorization of scores gained by students was made to find out the level of students' writing skill. The categorization scores of students' writing skill was based on the ideal score. The highest score was 24 and the lowest score was 6. The ideal mean score (Mi) and ideal standard deviation (SDi) could be calculating using the formula as follows:

$$\begin{aligned}
 Mi &= 2/ (\text{highest score} + \text{lowest score}) \\
 &= 2/ (24 + 6) \\
 &= 15 \\
 SDi &= 3/ (\text{highest score} - \text{mean score}) \\
 &= 3/ (24 - 15) \\
 &= 3
 \end{aligned}$$

The frequency distribution of the scores of the students' writing ability can be categorized into four levels, namely, very high, high, medium, and low. The distribution was calculated based on the Mi score and SDi as follows:

Table 3: Scale Category of Reliability

| Reliability category | Interval |
|-----------------------------|-----------------|
| Very high | 19-20 |
| High | 13-18 |
| Medium | 7-12 |
| Low | 0-6 |

Dialogic validity is related to the extent that parallels the process of collaborative enquiry or reflective dialog with “critical friends” or other participants. Asking the teacher to act as an observer who observed and reported the students’ reaction during the teaching and learning process fulfilled this criterion.

The data were analyzed from the field notes and the interview transcript during the research. Triangulation was used to obtain the trustworthiness. It is suggested by Burns (1999:163) that triangulation is one of the most commonly used and best known ways of checking for validity. It is aimed at gathering multiple perspectives on the situation being studied. In addition she also states that triangulation is a way of arguing that ‘if different methods of investigation produce the same result then the data are likely to be valid.

Meanwhile to fulfill the reliability of the data the research involved more than one source of data, namely the researcher, the English teacher, the headmaster, and the students of grade X. The researcher triangulated the data by analyzing them using field notes of the teaching learning process, the interview transcript, some experts’ theories and other notes that were related to the data such as notes of the students’ improvement, achievements, and errors during the process. Field notes were used to take the activities done in the class and keep the supporting documents such as the lesson plan, and the students’ works. After that, the interview was conducted to reveal the

students' feeling about the class activity and to get some comments, perceptions, and suggestions about the action from the teacher.

F. Data Analysis Technique

From the data collecting procedure, there were two forms of the data in this study. The first was qualitative and the second was quantitative. The qualitative data were obtained from the interviews with the teacher and the students of class XE, the classroom observation and taking photographs of teaching-learning processes in the class. Meanwhile, the quantitative data were obtained from the writing test.

1. Qualitative Data

a. Determining the Thematic Concern-Reconnaissance

To explore and find out information about the real situation of the teaching and learning process, the researcher did the reconnaissance step on February, 2013. In the reconnaissance step, some activities were conducted. They were observing the teaching and learning process, interviewing some students of grade XE and the English teacher, and having discussion with the English teacher as the collaborator.

Based on the observations, the interview, and the discussions, the existing problems were classified. The problem in the research was the low writing skill affected by the lack of opportunity to practice writing in English during the teaching and learning process.

b. Planning

Together with the English teacher, the researcher designed some plans to be implemented in the action research. In this step, some techniques that were considered suitable to be implemented in improving students' writing skill were selected. The actions planned to be carried out are as follows:

- a. Implementing the mind mapping technique in every meeting
- b. Using classroom English effectively
- c. Giving rewards to the active students

c. Action and Observation

The action plans agreed by the involved members of the research were implemented. They were implemented in two cycles. Before the cycles were conducted, the researcher gave a pre test to the students to know how far the students' writing skill. After the cycles were conducted, the researcher gave a post test to the students to understand the enhancement of students' writing skill. The topics used in the English teaching and learning process were narrative text. Together with the English teacher as the collaborator, the researcher observed and recorded the students' reactions during the activities and did the interview with some students of grade X after the English lesson. Based on the observation, field notes, and interview, the involved members discussed the implemented actions and analyzed the result.

2. Quantitative Data

Meanwhile, the quantitative data from the writing test were analyzed by using of descriptive technique. Here, the researcher compared the students' pre-test and post-test scores by using the t-test to know whether or not there is an significant difference in the pre-test and post-test scores. The data can be seen from the students' mean scores before and after the action research was conducted. Then from the scores of the writing test, the students' writing level was identified.

To fulfill the validity of the research, five criteria proposed by Anderson cited in Burns (1999:161) namely democratic validity, outcome validity, process validity, catalytic validity and dialogic validity were employed.

Democratic validity is a process validity related to the extent to which the research is truly collaborative. This study tried to fulfill this criterion by doing such interviews with the students and having discussions with the English teacher in finding and selecting problems to be solved.

Outcome validity is related to the notion of action leading to outcomes that are "successful" within the research context. This research is expected to be able to solve more than one problem in the teaching-learning process, for

example ones which are related with writing skills, motivation and involvement.

Process validity is related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students and the teacher, and having discussions with the headmaster in the scheduled time initiated the process of this study.

Catalytic validity is related to the extent to which the researcher allowed participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes. In this case, the students and teachers' responses to the changes occurring to them selves were asked.

G. Reflection

The reflection was done every time after the implementation of the actions. All involved members in the research made the reflection. Each member contributed to the reflection on the actions taken. The successful actions were continued in the next teaching and learning process, but the unsuccessful actions were modified into the ones that were more suitable.

CHAPTER IV

RESEARCH PROCEDURES, FINDINGS AND INTERPRETATIONS

This chapter presents the findings of the study that are divided into two sections. The first section presents the research procedures and the second section presents the findings and interpretations of Cycles 1 and 2.

A. Research Procedures and Findings

This research is action research. In the previous chapter, it has been mentioned that the steps of the research were planning, implementation, observation, action and reflection. The purpose of the research was to improve the students' writing skills of grade XE in MAN III Yogyakarta. The researcher focused on applying the mind mapping technique to improve the students' writing skills.

The researcher did some steps in conducting the research. The first step was reconnaissance. In the reconnaissance step, researcher observed and identified the problems that occurred in the writing learning process. The second step was planning. After the problems had been identified, researcher designed a syllabus and an action that were feasible to be implemented in the field. The action designed in this research used the mind mapping technique. The third step was action and observation. In this step, researcher implemented the action that had been made. After that, researcher observed and evaluated the data, whether the mind mapping technique was effective to improve the

students' writing skills or not. The last step was reflection. In the reflection step, the English teacher (ET) as the collaborator, students, and researcher himself identified the effective and ineffective actions activities so that the researcher could design the better plans for the next Cycle.

1. Identification of the Field Problems

The researcher had a discussion with the English teacher of grade X at MAN Yogyakarta III to identify the problems. Besides, researcher also observed the English teaching-learning process in the class. Researcher did some observations to identify the problems that occurred in English teaching-learning process of grade X at MAN Yogyakarta III. In identifying the field of problems, the researcher observed the classroom activities and also interviewed the teacher. Those problems could be seen on the table below.

Table 4. The Field Problems in XE MAN Yogyakarta III.

| No | Problems | Codes |
|----|--|-------|
| 1 | When the teacher came to the class, the students were not ready to study. | S |
| 2 | Some students felt bored. | S |
| 3 | The students did not pay attention when the teacher explained the material. | S |
| 4 | The students often made up something for fun in answering the teacher's questions. | S |
| 5 | The students found difficulties in writing sentences in English. | S |
| 6 | The students had low interest to look up new words in their dictionary. | S |
| 7 | Some students had difficulties in answering the teacher's questions. | S |
| 8 | The students lacked grammar ability. | S |
| 9 | The students had difficulties in guessing the meaning of words. | S |
| 10 | The students had difficulties in understanding the meaning of some sentences. | S |
| 11 | The students pronounced words incorrectly. | S |

| No | Problems | Codes |
|----|---|-------|
| 12 | The students played with their classmate while the teaching-learning process was in progress. | S |
| 13 | The students had difficulties to express their ideas in writing. | S |
| 14 | The students lacked vocabulary. | S |
| 15 | The students did not bring the course book. | S |
| 16 | The students did not do their homework. | S |
| 17 | Some students felt shy to ask or answer the teacher's questions in English. | T |
| 18 | The teacher used only one source of teaching materials. (<i>Look Ahead book</i>) | T |
| 19 | The teacher sometimes did not give a warning when some students talked to their friends. | T |
| 20 | The teacher gave the students too little time in doing some tasks. | T |
| 21 | The teacher found difficulties in handling the students who made noise. | T |
| 23 | The teacher lacked ideas in creating some interesting activities. | T |
| 24 | The teacher's style in teaching was teacher-centered. | T |
| 25 | The students did not have much time in the process of writing. | S |
| 26 | The students found it difficult to memorize new English words. | S |
| 27 | The students had low motivation joining the classroom | S |

S: students, F: facilities, T: Teacher

Based on the identification above, there were some problems related to the process of writing teaching-learning. They were categorized into problems on students, teachers and facilities. Since the focus of the study is on the use of the mind mapping technique to improve the students' writing skills, the problems solved in this study were those related to the process of writing teaching-learning especially of the narrative text.

Table 5.The Problems Related to the Process of Writing Teaching Learning

| No | Problems | Codes |
|----|--|-------|
| 1 | The students did not pay attention when the teacher explained the material | S |
| 2 | The students often made up something for fun in answering the teacher's questions. | S |
| 3 | The students found difficulties to write sentences in English. | S |
| 4 | Some students had difficulties answering the teacher's questions. | S |
| 5 | The students lacked grammar ability. | S |
| 6 | The students had difficulties to express their ideas in writing | S |
| 7 | The students lacked vocabulary. | S |
| 8 | The students were lazy to look up new words in their dictionary. | S |
| 9 | The students easily got bored during the lesson. | S |
| 10 | The students did not do their homework. | S |
| 11 | The teaching-learning process lacked the use of learning facilities. | S |
| 12 | The students had low motivation in joining the classroom. | S |
| 13 | The students did not have much time in the process of writing. | S |

Based on the problems related to the process of writing teaching-learning, the researcher and the teacher discussed the main causes of the problems. The result of the discussion between the researcher and the teacher was used to fulfill the criteria of democratic validity. It was agreed that the main causes of those problems were:

- a. The students found difficulties to write sentences in English.
- b. The students lacked grammar ability.
- c. The students had difficulties to express their ideas in writing.
- d. The students lacked vocabulary.

The teacher asked the researcher to propose some action plans to overcome the field problems. The teacher added that the action plans should consider the limitation of fund, time, and the ability of the researcher and the teacher in conducting the research.

2. Determining the Actions to Solve the Field Problems

After the researcher and the English teacher identified the most important problems that needed to solve, they discussed again the main problems. The researcher and the English teacher agreed that those problems above related to writing skill. Then the researcher and the English teacher tried to look for the appropriate way to improve the students' writing skill. Finally, the English teacher asked the researcher to make some action plans to overcome the field problems. This was done to fulfill the democratic and dialogic validities. The actions were intended to overcome the problems of the students who had difficulty to generate ideas for writing the narrative text, the students who usually talked with their friends and made noise; the students who seemed to be lazy to study in the writing activity; and the students who lack of grammar and vocabulary. The actions plans were as follows.

- a. Using narrative text with the mind mapping
- b. Employing the stages of English teaching-learning cycle in the process of writing teaching learning.
- c. Improving classroom management

The use of mind mapping was intended to make the students more interested in the topic of teaching-learning process. It would also help the students to express their ideas in writing the narrative text. Besides, mind mapping which was colorful and varied would be able to attract the students' attention. Mind mapping could encourage them to involve the texts writing in the teaching-learning process. Considering the strengths and the weaknesses of the students' ability, finally the researcher decided to use mind mapping technique to improve the students' writing skills.

The English teacher suggested that the action above should be conducted based on the curriculum applied in the school. She showed the materials used for the English subject. After that, she asked the researcher to select the competency and the suitable theme. The researcher agreed and then the researcher made the lesson plan

B. Report of Cycle 1

1. Planning of Cycle 1

A plan of action was derived to be implemented in Cycle 1. The focus of the action in this cycle was to improve the students' writing skills. In this

cycle, the researcher applied the mind mapping in order to improve students' writing skills. There were three meetings in this cycle. In the first and second meeting, the researcher used the mind mapping as the practice. At first the researcher gave them the materials as in the syllabus, and then the researcher applied the mind mapping and also gave them an example of the mind mapping technique. This technique was done as a practice for them. Besides, it was used in order to check their understanding about the words they learnt. Finally, the researcher asked the students to produce narrative text. The aim of this activity was to check their improvement after they learnt about the mind mapping.

The researcher designed some steps in applying the mind mapping to solve the problems related to the students' writing. It fulfilled the democratic validity and dialogic validity. The steps were as follows:

a. Using colorful pictures of mind mapping in the BKOF and MOT stages for studying the narrative text

In this activity the researcher used the aid of pictures for studying the narrative text. The researcher gave an example of narrative text with the mind mapping in order to make the students master the technique well. Besides, the researcher also explained the rule how to make mind mapping first.

b. Using mind mapping as a pre-writing planning strategy (JCOT stage)

In this action, the researcher asked the students to make mind mapping related to the topic. Then the researcher asked the students to produce

vocabulary words related to the topic. It was only a plan for the students before they wrote their narrative text. After the students finished their work, they discussed the answer with the researcher. Through this activity, the students were expected to be able to know and understand the meaning of the words and hopefully they could remember the words easily.

c. Writing narrative text by using mind mapping (ICOT stage)

In this action, the students were asked to write the narrative text. Then, they were asked to write a story based on the mind mapping they made. The researcher monitored the students' activities. The researcher suggested the students to use their imagination to imagine how the story would be like as they studied the mind mapping. Hopefully the students could develop their ideas using mind mapping.

2. Actions and Observations of Cycle 1

The actions of Cycle 1 were implemented on 7, 9, and 14 January 2013. The topic was focused on writing narrative texts. The data during Cycle 1 were collected using field notes during classroom observations, interviews, and photographs. There were three meetings in this cycle. At first the researcher gave them the materials as in the syllabus, and then the researcher applied the mind mapping. Mind mapping was a technique that was used to improve students' writing skill. The researcher used this technique as a part of the English teaching-learning process. In applying the mind mapping technique, the researcher gave an example of narrative text with the mind mapping in

order to make the students master the technique well. Besides, the researcher explained the rule how to make the mind mapping first. The students seemed confused but they were also motivated to hear it because this technique was new for them. After the researcher explained the rule, there was a student who asked to repeat it again and the researcher explained it again.

Meanwhile, the English teacher as the collaborator helped the researcher to observe the English teaching-learning process from the back side of the classroom and the researcher himself monitored and noted everything he needed to get the data. At that time, the students looked so happy when they did it, it could be seen from their behavior; they looked serious and most of students were busy to do their job.

a. Using colorful pictures of mind mapping in BKOF and MOT stage for studying the narrative text

In this action, colorful pictures were used to capture attention and interest of the students. 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. In narrative texts they had to find the personal participants, chronological connection, linking verbs, adjectives, action verbs, and simple past tense. Besides the researcher also provided colorful pictures of mind mapping and explained the definition of mind mapping, the benefits of mind mapping and the steps of making mind mapping. Furthermore the students could learn from the example of mind

mapping that had been distributed to them. Those statements were supported by the quotation of the field note below:

Ketika Ss siap dengan pembelajaran, R mulai menjelaskan tentang langkah langkah dalam pembuatan mind mapping dan juga generic structure dari teks narrative. Ss terlihat sangat antusias terhadap kegiatan tersebut. Kemudian R memberikan contoh mind mapping dan membagikannya. Ss terlihat serius memperhatikan gambar berwarna tersebut.

(When the students were ready to study, R explained the steps how to make the mind mapping and also generic structure of narrative text. The students seemed very enthusiastic about the activities. Then R gave an example of the mind mapping to them. They were interested in understanding the pictures)

(Field note 5)

b. Using mind mapping as a pre-writing planning strategy (JCOT stage)

The students reported that they had not been trained on any kinds of planning skills in their teaching-learning. The lack of training on pre-writing planning may hinder students' writing. According to Graham and Perin (2007: 18), pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging students in such activities before they write a first draft improves the quality of their writing. That is why the researcher asked the students to make mind mapping as a pre-writing planning. Then, the researcher also asked the students to produce words related to the topic. The researcher asked students about *malin kundang* story. Then, the students were helped by the teacher to decide the topic of their writing. The topic was "*malin kundang*". Finally, the students were given homework to make mind mapping based on the topic. Before they made mind mapping, the teacher guided the students in front of class to make the mind mapping by

using pictures that had been shared to the students. After the researcher explained the material, then the students made the mind mapping. Then, the researcher went around and gave explanation to the students who did not understand how to make mind mapping.

When the researcher applied the mind mapping, the students seemed serious in doing their job. Most of the students tried to finish their mapping as soon as possible. There were some students who added pictures and chose appropriate words related to the topic. But there were also the students who asked their friends when they found difficulties. This situation was shown in the following quotations.

Ketika Ss siap dengan pembelajaran, R mulai menjelaskan tentang langkah langkah dalam pembuatan mind mapping dan juga generic structure dari teks narrative. Ss terlihat sangat antusias terhadap kegiatan tersebut. Kemudian R memberikan contoh mind mapping dan membagikannya. Ss terlihat serius memperhatikan gambar berwarna tersebut.

(When the students were ready to study, R explained the steps how to make the mind mapping and also generic structure of narrative text. The students seemed very enthusiastic about the activities. Then R gave an example of the mind mapping to them. They were interested in understanding the pictures)

(Field note 5)

“Beberapa Ss terlihat antusias untuk mengerjakannya, namun masih ada beberapa siswa yang terlihat tidak mengerjakannya, mereka hanya melihat saja. R mendekatinya dan bertanya kenapa tidak ikut mengerjakan. S menjawab “saya ngerjake kok pak, tapi saya tidak bawa kamus jadi saya harus pinjam dulu. R terus berjalan mengontrol hasil kerja mereka. Ketika itu ada seorang siswa yang bertanya pada R, “Pak, ini artinya apa? R menjawab “udah dicari di kamus belum” S menjawab “belum, Pak”. Ya sudah dicari dulu ya.”

(Some students seemed enthusiastic to finish their work, but still there were one of them who did not do the work. R asked him why he did not

finish his work. He answered “I did it, Sir but I had to borrow the dictionary first because I did not bring it. Then R continued to check their work, there was a student who asked a question “Sir, what is the meaning of this word? R answered “Have you searched it in your dictionary?” He answered “Not yet, Sir”. You had to check it first.

(Field note 4)

“S menanyakan sebuah kata yang berkaitan dengan topic yg sedang mereka kembangkan, karena dia tidak menemukanya dalam kamusnya. Kemudian R menyarankan untuk meminjam kamus Hasan karena kamus dia lebih besar. Setelah itu, R menanyakan pada Jihan. ”gimana han, ketemu tidak artinya?”. Jihan menjawab, “iya Pak, terimakasih”. “

(S asked a word related to the topic. It was because she could not find it in her dictionary. Then R suggested her to borrow Hasan’s dictionary. Finally, R asked Jihan “Did you find it?” She answered “Yes Sir, thank you”).

(Field note 6)

The situation above shows that this activity did not run well yet. There were some students who still had difficulties to choose the words and confused to make sentences that could be used in their mind mapping. Sometimes, they asked their friends to get the meaning of a word. It wasted the time and disturbed the others. When the bell had rung, some students did not finish their work yet. But they had to submit their work even though they did not finish yet.

c. Writing narrative text by using mind mapping (ICOT stage)

In this action, the next activity was writing a narrative text. By doing this activity, the students were expected to be able to use the words they learnt before. It was very useful for them because it could measure whether they could know or understand the words they learnt through the mind mapping. They were asked to write a story based on the mind mapping they made. In the

first time students wrote narrative story that they like in a piece of papers that had been distributed for them. The researcher monitored the students' activities. 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.

After the students finished their work, they discussed the result of their writing with the researcher. Through this activity, the students were expected to be able to know and understand the meaning of the words and hopefully they could remember the words easily. In this case, the researcher and the English teacher planed to correct and wrote all the words that students do not understand on the blackboard. In this activity, the researcher gave a chance to all students to correct it first and even correct their friends' writing. Hopefully the students who did not have a chance to answer or correct their friends' writing could learn from them. It was shown in the following quotation of field note:

“R memintabeberapa Ss untuk menulis karangan mereka di depan kelas. Setelah Ss selesai menulis karangan mereka, kemudian R mengeceknya. Hasilnya, hampir semua Ss membuat kalimat dengan benar”

(R asked the students to write their story in front of the class. The results were satisfying enough, most of the students made the sentences correctly)

(Field note 6)

3. Reflection I

After implementing the action, the researcher and the English teacher as the collaborator reflected on the action done. The researcher had a discussion with the English teacher in order to evaluate the action. The discussion was done based on the observations in the teaching-learning process, the students' opinions, and the comments from each research member. Besides, the researcher also interviewed students about the action implemented. As mentioned in Chapter III, it was needed to fulfill the democratic and dialogic validity. Here, everybody had an equal opportunity to express their ideas, opinions, and feelings. From the implementation of the action above, some findings were presented as follows:

The mind mapping is a technique that can improve students' writing skills. It can be implemented as the warming-up or even as a practice in the teaching-learning process. Based on the observation during the action and the interview, the implementation of the mind mapping technique in English teaching-learning process was effective to improve students' writing skill. Based on the data those were carried out from students in the interview 4. It seemed that the students' motivation increased in the learning process. They did not get bored during the teaching-learning process because they were interested about the use of the mind mapping. They also felt that the task was easy to do. Besides, the students' motivation also increased since they knew more the words and they were also happy to study together. Those statements were supported by the quotation of the interview with the students below:

Researcher : “Menurut kalian bagaimana pembelajaran bahasa Inggris setelah pertemuan pertama menggunakan mind mapping ini?”
(What do you think about the English teaching-learning after the first meeting by using the mind mapping?)

Students 4,5: “Wah **asyik**, Mas dan ternyata **mudah** cara membuatnya,Mas“
(It was **interesting**, Sir and actually it was also **easy**, Sir)

Siswa 1,2,3 : “Iya Mas suka, kata kata yang dulu ga tahu jadi tahu **sekarang** dan belajarnya kan bareng-bareng jadi **enak**” (Yes we **liked** it, we could **know more the words**, Sir and we were **happy** to study together)
(Interview 4)

The conclusion above is supported by the data from interview 2 with English teacher. It can be concluded that the conclusion is valid and reliable from the view point of democratic validity. The following interview’s quotation with the English teacher supported the conclusion above.

Researcher : O.....begitu ya bu ya. tapi pada intinya Cycle pertama itu bagaimana ya bu? sudah ada peningkatan belum?
(What did you think of Cycle 1, was there any improvement?)

Teacher : Ya, sudah ada mas, sudah kelihatan. (Yes,)

Researcher : Terlihat dimana bu?
(How did you know, Mom?)

Teacher : Ya itu tadi mas, **antusiasnya**.
(It could be seen from their **enthusiasm**)

Researcher : Pada waktu menulis kalimat itu ya bu?
(When they made the sentences?)

Teacher : Iya, pada waktu menulis kalimat, lagi pula kelihatanya **kosakata yang mereka kuasai juga bertambah**.
(Yes. Besides, it seemed that there was an improvement on their **vocabulary**)
(Interview 2)

The quotation above is also valid based on the concept of investigator triangulation. Although generally the mind mapping was considered

successful, the researcher and ET found that there were some weaknesses in the process of applying the mind mapping. The researcher and ET found that there were some students who did lazy open dictionaries in the class. It would affect the competence of the students in choosing the suitable words when they did the process of writing.

a. Using Colorful Pictures of Mind Mapping in BKOF and MOT stages for studying the narrative text

Using pictures in combination of materials was successful in Cycle 1. The students were interested with the color of mind mapping pictures, so their motivation and happiness during the class increased. Applying mind mapping in BKOF and MOT stages also could improve the understanding of the text. Based on the data from interviews 1 and 4, the students could use the mind mapping to develop their ideas and it also could reduce the boredom. This result is valid since it accomplished the requirements of the process validity and democratic validity. These could be seen in the interview transcript below.

Researcher : Menurut ibu bagaimana penggunaan pictures dalam pembelajaran writing di Cycle 1?

(What do you think about the use of pictures in the process of teaching-learning writing in Cycle 1?)

*Teacher : Bagus mas. Semua siswa terfokus pada bacaan dan judul. Walaupun masih ada satu atau dua siswa yang ramai sendiri. Dengan adanya gambar mereka bisa menebak -nebak isi bacaannya dan **memperkirakan** arti kata yang menurut mereka sulit.*

*(It was good. The students focused in the text and the title. Although there was still one or two students who made noisy. They can **predict** the content and the difficult words)*

(Interview 1)

Researcher : “Menurut kalian bagaimana tentang penggunaan gambar warna di mind mappingnya?
(What did you think about the use of colorful pictures in the mind mapping?)

Students : “Suka mas, **tidak membosankan**.” (I like it, Sir)
(Interview 4)

b. Using Mind Mapping as a Pre-writing Planning Strategy (JCOT stage)

In the process of pre-writing planning strategy, most of the students had their own opinion about the words that related to the topic. Based on the interview 4, the students were motivated to finish their mind mapping but the researcher and the English teacher found that there were still some students who were confused to choose the suitable words. This result is categorized valid since it fulfilled the requirements of process and democratic validities. This situation was shown in the following quotation:

Researcher : “Baik, trus secara keseluruhan ada tidak **kesulitan** dalam pemilihan kata katanya? Maksudnya ketika menggambar mind mappingnya?
(Well, overall were there any **difficulties** in choosing the words? I meant when you drew the mind mapping?)

Students 1, 5 : “Iya Mas, **bingung** milih kata katanya tapi kita bawa kamus jadi ya mudah ngerjainnya”
(Yes, Sir I was **confused** to choose the word but we brought a dictionary so it made us easier to finish it)

Students 2, 3, 4 : “**Bingung** juga sih, bahasa indonesianya kita **tau** tapi bahasa inggrisnya yang ga tau”
(I was **confused**, I **knew** the words in Indonesian but not in English)
(Interview 4)

c. Writing narrative text by using mind mapping (ICOT stage)

The implementation of writing narrative text in the last activity of using mind mapping was successful. The students could use the words they learnt by producing sentences. It was like the researcher's expectation. This activity was one of the activities to measure whether there was an improvement in their writing or not. Based on data from interviews 2 and 4, the researcher and the English teacher agreed that there was an improvement in their writing although sometimes there were still some students who made mistakes. Their mistakes were not about grammar but vocabulary.

This result fulfilled the requirements of process validity and democratic validity. The following quotation of interview showed how effective this activity:

Researcher : “Terus bagaimana dengan membuat kalimat tadi?”
(Then, what about the activities of writing sentences?)

Students 1,4,5 : “Wah itu dia Mas, biasanya kami bingung dalam menyusunnya, tapi setelah kami selesai membuat mind mapping, kita **enak** mengarangnya Mas. Kami sangat **terbantu** dalam mengembangkan tulisan kami.”

(Actually we were confused to make it, but after we finished making mind mapping, we could arrange it **well**, Sir. We were **helped** in developing our writing)
(Interview 4)

Teacher : Iya, pada waktu menulis kalimat, lagi pula kelihatanya **kosakata** yang mereka kuasai juga bertambah.

(Yes. Besides, it seemed that there was an improvement on their **vocabulary**)

Researcher : Tahunya bertambah dimana bu?
(How did you know Mom?)

*Teacher : Ya bisa dilihat pada waktu **membuat** kalimat itu, walaupun masih ada yang **salah** namun secara keseluruhan bisa dibilang tulisan mereka sudah **bagus**. (It could be seen when they **made** sentences. Although sometimes they still made **mistakes**, overall there was an **improvement** on their writing)*
(Interview 2)

By implementing this activity, the students could write faster by following the framework of the mind mapping. Besides they could use their new words to produce the narrative text.

4. Summary I

Based on the reflection above, there were successful and unsuccessful actions. The researcher described the successful and unsuccessful actions as follows.

a. The successful actions

1) Using pictures in combination of materials was successful. Implementing colorful pictures helped the students in understanding the material. Besides, the students could use the mind mapping to develop their ideas and it also could reduce the boredom.

2) In the process of writing narrative text, it can be categorized as a successful action because the students could use the words they learnt by producing narrative text.

- b. The unsuccessful action In the process of pre-writing planning strategy, the researcher and the English teacher found that there were some students who had difficulties to choose the suitable words.

C. The Report of Cycle 2

Based on the reflection of Cycle 1, it was found that some activities in using the mind mapping were not successful yet to improve students' writing skills. It was found that there were still some students who made a noise in the classroom activity and it was also found that some students who did not bring a dictionary, that was why they made mistakes in choosing the suitable words.

1. Planning of Cycle 2

The English teacher and the researcher planned some efforts as treatments to solve the problems which were related to the problems identified above. In order to solve the problems identified above, the researcher and the English teacher would still use the similar activities like in Cycle 1, i.e. using mind mapping as a pre writing strategy and writing narrative text as the final activity. Besides, the English teacher and the researcher would also focus the efforts on making group work and requiring the students to bring dictionary with them. This was done to fulfill the democratic and dialogic validity. The efforts were described as follows:

a. Providing colorful pictures of mind mapping in group work (BKOF and MOT stages)

The researcher used this activity so that the students find it easy to do the mind mapping. Students learnt best when they were actively involved in the process. Students working in small groups tended to learn more of what was taught and retain it longer than when the same content was presented in other instructional formats. Students who worked in collaborative groups also appeared more satisfied with their classes. In this case, the researcher and the English teacher agreed that the groups were arranged according to their seat because they thought that it would make the researcher easy in organizing the groups. Besides, it would not also waste the time.

b. Using a dictionary to develop the mind mapping (JCOT stage)

In this action the researcher still used mind mapping as a pre writing supported by dictionary. The researcher and the English teacher agreed to ask the students to use a dictionary with them in every meeting. This action was done because in Cycle 1, the researcher found that there were some students who did not open a dictionary. Although, in MAN Yogyakarta III dictionary can be borrowed in library, but the count of dictionary not appropriate to all students in one class. As the result, they often borrowed their friends' dictionary and it disturbed the process of learning process. Therefore, asking the students to bring a dictionary from home was a good way to solve this problem. The students would have more chances to search the difficult words

and to find out the words that were related to the key word. Besides, it would be easy for them to memorize new words if they searched them by themselves.

The researcher planned to give a punishment for the students who did not bring a dictionary with them by requiring them to memorize new words. There were about 4-5 words that they had to memorize. They should say them in front of the class in the next meeting.

c. Writing narrative text by using mind mapping (ICOT stage)

Writing sentences activity was considered as an important part in learning writing, the researcher still used this activity. Through this activity, the students were expected to use their mind mapping that they had made.

2. Actions and Observation of Cycle 2

Cycle 2 was done in three meetings; they were on 16, 21 and 23 February 2013. Below are the actions that the researcher implemented in Cycle 2:

a. Providing colorful pictures of mind mapping in group work (BKOF and MOT stages)

The researcher applied group work in the class. The researcher asked the students to make a group of four. The students seemed enthusiastic when the researcher asked them to make a group of four. They turned their seat back soon after the researcher asked them. They did not take a long time to make a group of four but when they turned back their sit, the class became a little bit

noisy. They did not complain although they had to be in a group that consisted of boys and girls. The students seemed enthusiastic and serious to learn in groups. It was shown from the situation below.

“Selama proses pembuatan Mind mapping, Ss sangat serius terhadap tugas mereka. Hal ini terlihat ketika masing masing kelompok terlihat membagi tugas, ada yang menyatakan pendapat mereka masing-masing ada juga yang mendapat bagian menggambar mindmappingnya”.

(In the process of making the mind mappings' diagram, the students were serious on their assignment. It could be shown when each group discussed their mind mapping)

(Field notes 8)

Besides, providing colorful pictures could stimulate their ideas and keep new words in their long term memory. Murley (2007: 176) states displaying all related topics on the same mind map, with emphasis and connections indicated by images, symbols, and colors, improves memory retention. The maps are also easier to understand, which saves time and increases productivity.

b. Using a dictionary to develop the mind mapping (JCOT stage)

The researcher asked the students to bring a dictionary with them in every meeting. In Cycle 2, the number of students who brought dictionary increased. It was higher than in Cycle 1. This action was done because in Cycle 1, the researcher found that there were some students who did not bring a dictionary with them but it was okay because in school there are some dictionaries can be borrowed different with Cycle 1, 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 would have more chances to search the difficult words. Besides, it would be easy for them to memorize new words if they searched them by themselves. Furthermore, Welker (2010: 74) states students with a background in dictionary training are better able to avoid the problematic spots in writing sentences and follow strategies for solving word problems when enough help is provided by the dictionary.

By asking them to bring a dictionary, the process of making mind mapping could run well. The students seemed busy with their own job. There was no found the students who walked around to do nothing in the process of making mind mapping. The quotations below supported the argument above:

Suasan kelas saat itu tidak ramai, hanya terlihat kelompok kelompok yang bertanya kepada kelompoknya untuk menyelesaikan karangan mereka. Mereka terlihat benar benar tidak mengganggu kelompok lainnya. Mereka focus dengan pekerjaan mereka sendiri.

(“At that time the condition of the class was not noisy. There were only groups that were busy doing their job to finish their writing. They did not disturb their friends. They focused on their own job)

(Field notes 9)

But the researcher still applied his rule for students who did not bring a dictionary with them by giving a punishment to them. The researcher asked the students to memorize some new words and then say the words in the front of the class in the next meeting. The researcher gave a punishment for students who did not bring a dictionary with them only in the first and second meetings of Cycle 2 because in the third meeting all students brought the dictionary.

c. Writing narrative text by using mind mapping (ICOT stage)

Although in Cycle 1 this activity had been done, in this cycle the researcher still used it. In Cycle 2, the students made fewer mistakes than in Cycle 1. They were eager to come up to the front of the class to write their story. Then the researcher corrected the students' sentences. When the researcher checked the sentences, the students paid attention to him. And sometimes there were some students who asked the researcher to explain again.

R memberitahukan Ss bahwa waktu telah habis dan Ss terlihat sudah siap mengumpulkan hasil kegiatan mereka. 10 menit R dan Et mengecek hasil karangan siswa. ET memberitahukan bahwa hasil pekerjaan siswa sudah lebih baik dari sebelumnya, kalimat kalimat yang dibuat sudah baik dan tidak ambigu.

(R told the students that time over and the students seemed ready to submit their works. In the next 10 minutes, R and the English teacher corrected the students' writing. The English teacher told that the students' writing was better than before especially in writing sentences.)

(Field note 9)

3. Reflection II

This subchapter describes important matters concerning the reflection of the actions. The researcher had a discussion with the English teacher as the collaborator in order to have an evaluation about the action. Besides, the researcher interviewed students about the implemented action. From the implementation of the action above, some findings were described as follows:

**a. Providing colorful pictures of the mind mapping in group work
(BKOF and MOT stages)**

The implementation of group work in this cycle was also successful to improve the interaction among the members of the group. During the group work, the students could share the task given in order to finish the mind mapping. Based on the interview 5, the students thought that it was easier to do the exercises when they worked in a group than they had to work individually. The use of colorful pictures made the students motivated to learn the mind mapping. This result was categorized valid since it fulfilled the requirements of process and democratic validity. It was shown in the following quotation of interview:

Researcher : “*Bagaimana menurut kalian tentang penggunaan gambar pada mind mappingnya?*”
(What did you think about the use of pictures in the mind mapping?)

Students 1,2,5 : “*Lebih **menarik**, Mas. Kami jadi lebih semangat mempelajari mind mappingnya*”
(It was **interesting**, Sir. It made us **motivated** to learn the mind mapping)

Students 3,4 : “*Iya, itu lebih **menarik**. Terlebih lagi kita berkelompok, jadi lebih **mudah** membuat mind mappingnya.*”
(Right, it was **interesting**. Since we were in a group, it made us **easier** to create the mind mapping)
(Interview 5)

b) Using a dictionary to develop the mind mapping (JCOT stage)

By asking the students to bring a dictionary with them, the process of making mind mapping ran well. Based on the interviews 4 and 5, the students

were helped to choose the suitable words. Then, it also made them concentrate more because they did not need to walk around just for borrowing a dictionary. This result was categorized to be valid since it accomplished the requirements of process validity and democratic validity. The following quotations showed the situation:

- Researcher* : “Setelah saya suruh membawa kamus, ada tidak manfaatnya buat kalian?”
(After I asked you to bring the dictionary, was there any benefit for you?)
- Students* : “Iya, mas. Kita **terbantu** nyari kata-katanya”
(Yes, Sir. We were **helped** to search the words)
(Interview 5)
- Researcher* : Berbedanya di mana bu?
(Where is the differentiation, Mom?)
- Teacher* : Ya itu tadi mas, sewaktu saya memonitor dari belakang tadi mereka itu sekarang sudah bawa kamus semua, tidak ada lagi siswa yang minjam kamus dengan teman lainnya jadi mereka lebih **konsentrasi**.
(Well, when I monitored from the back side of the classroom I found that they all brought a dictionary. There were no students who borrowed a dictionary with their friends so they could **concentrate**.)
(Interview 4)

From the quotations above, it can be concluded that by asking the students to bring a dictionary, the process of making the mind mapping ran well because they could choose the suitable words.

c) Writing narrative text by using mind mapping (ICOT stage)

The implementation of writing the narrative text by using the mind mapping was considered successful. Based on the interviews 3 and 5, the researcher found that writing sentences helped the students to understand the

use of the words they learnt by using them in the sentences. It meant that this activity helped the students to produce their writing. This result accomplished the requirements of process validity and democratic validity. The quotations below supported the argument above:

Researcher : “Baik, bagaimana dengan menulis teks narrativenya?”
(Well, how did you make the sentences?)

Students : “Karena kita **tau** arti dari kata katanya jadi itu **memudahkan** ketika mengarangnya mas”
(Because we **know** much the meaning of the words that were used to make the sentences, it made us **easier** to write the text, Sir)
(Interview 5)

Researcher : Lalu bagaimana dengan kegiatan membuat teks narrative berdasarkan mind mapping yang di buat para siswa bu? Apakah menurut ibu kegiatan ini juga berhasil tuk membantu siswa dalam memperbaiki tulisan mereka?
(What did you think with the activity of writing narrative text, Mom? Was it successful to improve their writing?)

Teacher : Iya mas, itu cukup **membantu** mereka. Tadi saya lihat sebagian besar siswa **membuat** kalimat dengan benar, walaupunada juga yang masih membuat kesalahan tapi ga papa masyang penting mereka sudah mau mencoba.
(Well, it could **help** them enough. I saw most of the Students **wrote** the sentences correctly. Although there were still mistakes, but it was OK.). (Interview 3)

Here, the researcher compared the students’ pre-test with post-test scores to know whether or not there was a significant difference in the pretest and post-test scores. The data could be seen from the students’ mean scores before and after they got treatment. Below, the result of the student’s writing skill in the post and pre-test.

Table 6: The result of the student's writing skill in the post and pre-test

| Data | Pre-Test | |
|------------------------|------------|-----------------|
| | Researcher | English Teacher |
| Mean | 66.7 | 68.3 |
| Number of the Students | 32 | 32 |

From Table 6, based on the researcher's assessment, it was found that the mean of the students' writing skills was 66.7. Meanwhile, from the English teacher's assessment, the mean of the pre-test was 68.3. From those assessments, it could be inferred that the students' writing skills was low because the minimum passing criteria (KKM/Kriteria Ketuntasan Minimum) of English subject in this school was 70.

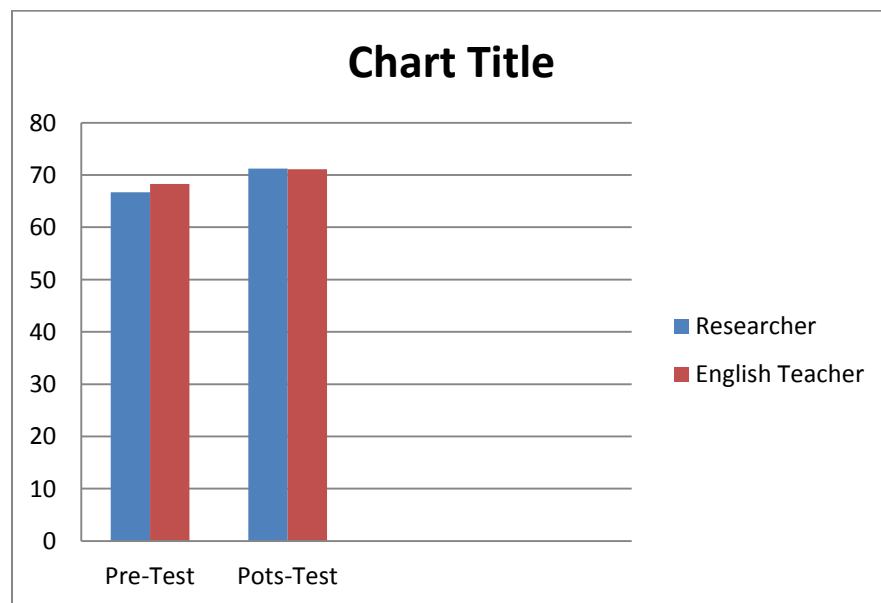
In the post test, both the researcher and the English teacher assessed the students' writing skills scores by using the same rubric. The result of the students' writing scores in the post-test could be seen in Appendix. The summary of the students' ability in the post-test was presented in Table 6.

Table 7: The Result of the Students' Writing Skills in the Post-test

| Data | Post-Test | |
|------------------------|------------|-----------------|
| | Researcher | English Teacher |
| Mean | 71.2 | 71.1 |
| Number of the Students | 32 | 32 |

Based on Table 7, from the researcher's assessment, it was found that the mean of the students' writing skills was 71.2. Meanwhile, from the English teacher's assessment, the mean of the post-test was 71.1. Thus, all of them had passed the minimum passing criteria (KKM). From those results, it could be concluded that the students' writing skills had improved since the means of the students' writing skills scored both by the researcher and the teacher had improved, from 66,7 and 68,3 in the pre-test, while in the post-test the scores are 71.2 and 71.1. Chart below shows score of pre-test and post-test.

Table 8: Chart of Pre and Post Test



4. Summary II

Based on the reflection, it could be concluded that the mind mapping and its accompanying activities in Cycle 2 were successful to improve the students' writing skill. It was shown by the process of making the mind

mapping especially the activity of producing narrative text using the mind mapping that had been made by the students. It could be seen from the sentences that were made by the students in their narrative text, most of the students had more vocabulary in writing sentences. Besides, their grammar was also in the correct form. From the reflection of Cycle 2, it showed that most of the students were able to make narrative text using the mind mapping. It could be used as the tool to measure whether there was an improvement on students' writing skill or not. Besides, the researcher found that students were more enthusiastic in making the mind mapping in Cycle 2. They involved in most of the activities in making the mind mapping.

The researcher and the English teacher agreed that the activities implemented were successful to improve students' writing skill. Since the objective of the research was achieved, the researcher and the English teacher agreed to end the research in this cycle.

Here the researcher presents detail information related to the implementation of the mind mapping to improve the students' writing skill at MAN Yogyakarta III. The descriptions are presented in the next page.

Table 9: The improvement of the cycles

| Before action | After cycle I | After cycle II |
|--|--|--|
| There were some students who found difficulties to write sentences in English. | Most of the students found it easy to write sentences in English. | Students find it easier to make English sentences. |
| The students lacked grammar ability. | Some students were able to make sentences used the simple past tense and made sentences in a good structure. | Almost all students were able to make sentences used the simple past tense and made sentence in a good structure. |
| The students had difficulties to express their ideas in writing. | Some students could generate or organize their ideas by using the mind mapping. | All students could generate or organize their ideas by using the mind mapping. |
| The students lacked vocabulary and used inappropriate vocabulary in their sentences. | Students' vocabulary mastery improved. Some students were able to use appropriate vocabulary in their sentences. | Students' vocabulary mastery improved. Almost all students were able to use appropriate vocabulary in their sentences. |
| The students' score average of pre-test is 66.7-66.8 | Students' writing skill improved in the daily meeting. | The students' score improved. The average of the post-test is 71.2-71.1. |

D. Discussion

Significant difference in writing achievement were found between learners who received tradition writing that depended on the text books only and those who were trained to use a mind mid mapping technique to brainstorm, generate and organize ideas as measured by the post test. This means that use of mind mapping technique proved to be a powerful way for improving students' ability to generate, visualize, and organize idea. It made the topic more structured. Mind mapping raised the good and average student performance on the performance of the lowest-performing learners as well. Learners were using of the mind mapping technique became faster and more efficient in generating and organizing ideas for the paragraphs and were able to

generate more detailed ideas than learners who did not use the mind mapping technique. Moreover, the present study revealed positive effect of mind mapping on learners' attitudes towards the mind mapping prewriting activity.

Finding of the present study are consistent with finding of other research conducted on the use of mind mapping in which learners in different grade and college levels and different subject areas by Horton and others (1993), Nesbit and Adesope (2006); Goodnough and Woods (2002); Lim, Cheng, Lam and Ngan (2003); Boujaoude and Attieh (2006); Berry and Chew (2008); Cifuentes, (2009); Holland and Davies (2003/2004); and Chan (2004).

The subject' initial unfamiliarity with the mind mapping technique is partially consistent with findings of a study by Farrand, Hussain, and Hennessy (2002) who found a limited but significant impact of the mind map technique on memory recall in undergraduate students (a 10% increase over baseline for a 600-word text only) as compared to preferred study methods (a 6% increase over baseline). Unlike the present study, improvement in Farrand, Hussain, and Hennessy's study was only intense after a week for those in the mind map group, and there was a significant decrease in motivation compare to the subject' preferred methods of note taking. Farrand, Hussain, and Hennessy's found that learners preferred to use other methods because using a mind map was an unfamiliar technique, and it is status as a "memory enhancing" technique engendered reluctance to apply it, whereas in the present study, mind mapping was not used for enhancing.

Since the mind mapping technique was used with students in their first writing course in school, who were practicing writing at the paragraph level only. Therefore, the present study recommended that as follow up study be conducted in the subsequent writing course to see whether the subjects are continuing to use the mind mapping techniques in generating and organizing ideas. Use of mind mapping technique should be also extend to other advance level writing courses and other language courses such as reading, vocabulary mastery and grammar. When using the mind mapping technique, it is recommended that use it to construct mind maps collaboratively. Know and Cifuentes (2009) found that students who collaboratively constructed concept maps created significantly higher quality concept maps than those who individually constructed concept maps indicating deeper conceptual understanding. For effective use of mind mapping technique, it is recommended for teacher at school to be trained their students using mind mapping technique.

CHAPTER V

CONCLUSIONS, SUGGESTIONS, AND IMPLICATIONS

This chapter discusses the conclusions, suggestions, and implications relevant to this study. The detailed explanation of each point is presented below.

A. Conclusions

The objectives of the study are to describe how the mind mapping technique can be implemented to improve the teaching of writing skills of grade XE students of MAN Yogyakarta III and describe the improvement of the students' writing skills due to the improvement of the process. Based on the objectives of the study, the result of the study is the description of how the mind mapping technique is implemented to improve students' writing skill. According to the research findings in Chapter IV, the researcher implemented the mind mapping technique and some other actions such as using classroom English, using pair activity, and giving rewards to improve the students' motivation. By implementing those actions, the teaching of English writing skills could be improved. It could be seen from the students' improving in the pre-test and post-test result.

The use of mind mapping technique in Cycle I successfully created conducive and comfortable class atmosphere. It immediately helped students to gain their motivation and enthusiasm to learn and to get involved in the class activity. There was also a better understanding of the materials given, that is a story of "Malin Kundang" among the students in this first cycle.

In Cycle II, it was found that there was greater motivation among students at class. The activity that was implemented seems successful to improve their motivation to learn English. Moreover, it had an effect on expanding students' knowledge and ability to create a better achievement. There was also a better understanding of narrative texts' contents, generic structures, and language features among the students in this second cycle.

B. Implications

Based on the results of the actions, it is implied that the students should be more active in the teaching and learning activities of writing so that their writing skills could be improved. They should be more familiar with the English words which they learnt. It is also implied that the teacher should use various technique in the teaching and learning process of writing since they can give some benefits. First, they can improve the students' writing skills. Secondly, they can increase their involvement in the writing teaching and learning process. Thirdly, they can increase the students' enthusiasm.

Furthermore, the teacher should be able to control the students who working in pair. Both of them should participate equally because each of them has different responsibilities in the activities. It is also implied that the teacher should be able to manage the class so that the process of implementing the mind mapping technique could run well. Besides, the teacher should know the students' characteristics so that the activities could cover all of the students' interests.

C. Suggestions

Based on the conclusion of the study, some suggestions will be directed toward the English teachers and other researchers.

1. To English teachers

The English teachers need to try to keep on applying the other technique such as mind mapping technique so that the students will be more motivated in the English teaching and learning process. During the research, the researcher only used media such as pictures and handouts. The English teachers can use other media such as adobe flash so that the students will be more interested in the activity. Besides, it is necessary for the English teachers to improve the quality of their English teaching in order that it matches the goal of communicative language teaching by having various kinds of activities which enable the students to produce the language both written and spoken. Besides, reading more books on how to teach English in more interesting and meaningful ways will make them more skillful in creating various teaching activities.

2. To the Other researchers

This study is mainly intended to describe how the mind mapping technique is implemented to improve the teaching of writing skills of grade X students MAN Yogyakarta III. The other researchers may follow up this study in different contexts in order to find more actions to improve students' writing skills. This study may be used as one of the reading sources before the researchers do an action research related to the development of the students' writing skills.

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APPENDICES

1

FIELD NOTES

FIELD NOTES

Field Note I

Monday, 1 January 2013

KS: Kepala Sekolah

ET: English teacher

R: Researcher

Sesampainya disekolah, R lapor terlebih dahulu dengan Guru piket untuk mengisi daftar hadir tamu. R pun kemudian ditanya oleh guru piket tersebut tentang maksud kedatangannya. R pun menjawab pertanyaan guru piket. Setelah beberapa lama berbincang dengan guru piket, R pun dipersilahkan untuk langsung masuk ke ruang kepala sekolah. Setiba diruang kepala sekolah, R pun disambut dengan baik dan KS pun mempersilahkan R untuk duduk. Setelah itu KS menanyakan kepada R tentang maksud kedatangannya. R pun menjawab bahwa dia datang kesini untuk meminta izin kepada KS untuk melakukan observasi guna penelitian skripsi. Kemudian R pun mengeluarkan surat ijin observasi dari kampus. KS membacanya dan kemudian mengizinkan. Kemudian KS menyarankan kepada R agar menemui ET terlebih dahulu untuk kegiatan lebih lanjut. R pun setuju dan merasa sangat senang karena penelitiannya di ijin. Kemudian R menuju ke ruang piket guna menanyakan langkah selanjutnya setelah menemui KS. Guru piket menanyakan tentang kelas yang akan di observasi. Setelah R menjelaskan kepada Guru piket kemudian Guru piket menyarankan R untuk menemui ET (Ibu Ami Zainal) di ruang guru. Disana R mulai menjelaskan maksud kedatangannya. Kemudian ET mengizinkan R untuk melakukan observasi di kelas XE. Setelah mendapat persetujuan dari ET, kemudian R pun bertanya kepada ET kapan R bisa melakukan observasi di kelas XE. ET menjawab

bahwa R bisa melakukannya mulai minggu depan, setelah ada kesepakatan mengenai ijin observasi dan penelitian, R mohon pamit kepada ET untuk pulang.

FIELD NOTE II

Monday, 8 January 2013

Kelas XE

R: researcher

ET: English teacher

S: student

SS: students

1. Saat itu peneliti sudah tiba disekolah jam 07:45. Sesampainya disana, peneliti duduk ditempat guru piket sambil menunggu ET. Kemudian ET tiba disekolah, kemudian ET dan peneliti berbincang bincang sejenak mengenai pelajaran yang akan disampaikan hari ini.
2. Pada saat itu pelajaran bahasa Inggris di kelas XE jam 09:30. Saat itu bahasa Inggris Cuma satu setengah jam pelajaran karena bertepatan dengan rapat guru
3. Kemudian bel tanda masuk berbunyi, ET pun mengajak R untuk masuk kekelas (XE), kemudian R pun mengikuti ET kekelas untuk melakukan observasi kelas yang pertama.
4. Setiba dikelas,ET menyuruh murid untuk duduk ditempatnya masing masing, namun masih terlihat beberapa bangku yang kosong. Ternyata mereka masih ada diluar kelas sedang mengbrol dengan temannya. ET harus mengulangi perintahnya beberapa kali karena pada saat itu para murid masih sibuk dengan kegiatannya masing masing.

5. Setelah suasana kelas mulai terkendali, ET meminta ketua kelas untuk memimpin doa. Selanjutnya ET membuka pelajaran hari itu dengan salam, dan absen. pada saat itu semua murid hadir.
6. Kemudian ET mulai mengenalkan R pada para murid. ET berkata pada murid bahwa R akan mengajar untuk beberapa pertemuan. Kelaspun mulai ramai lagi, diantara mereka ada yang bertanya “masnya kuliah dimana?”. Kemudian ET memberikan waktu tersendiri pada R untuk memperkenalkan diri.
7. Setelah itu pelajaran dimulai ET menanyakan tentang pelajaran minggu lalu, dan menanyakan PR mereka, tapi kebanyakan dari mereka tidak mengerjakan PR. ET bertanya mengenai *narrative text*, ada beberapa yg menjawab dan yang lainnya masih ribut sendiri.
8. Kemudian ET menjelaskan lagi tentang *narrative text*. ET langsung memberikan materi tanpa pengenalan materi terlebih dahulu. ET terus menjelaskan tanpa memperhatikan siswanya, siswa tidak diberi kesempatan untuk memberikan masukan, guru bercerita terus. Selain itu, guru tidak pernah menggunakan media.
9. Setelah penjelasan usai, guru meminta siswa untuk mencoba membuat cerita *narrative* yang mereka ketahu secara individu. Siswa merasa malas-malasan untuk mengerjakan tugas tersebut. Setelah bel berbunyi, guru meminta siswa untuk mengumpulkan pekerjaan mereka. Tanpa adanya sebuah saranpun dari guru mengenai tulisan mereka.
10. Setelah itu ET menutup pelajaran dengan salam perpisahan.

FIELD NOTE III

Wednesday, 2 February 2013

Kelas XE

R: researcher

ET: English teacher

S: student

SS: students

1. ET masuk ke kelas pukul 09:30 diikuti oleh R. pada saat R dan ET masuk, kelas masih ramai kemudian ET mencoba untuk mengkondisikan suasana agar siap untuk pelajaran Bahasa Inggris. kemudian ET mempersilahkan R untuk mulai melakukan pre test membuat sebuah *narrative text* dan ET mengawasi proses kegiatan tersebut dari belakang.
2. Setelah kelas siap, R mulai membuka pelajaran dengan Greeting yang dijawab oleh sebagian besar Ss, namun karena dirasa ET belum kompak maka R mengulangnya lagi. kemudian R melanjutkan dengan doa, setelah itu R mulai mengabsen Ss satu persatu. R berkata "*raise your hand when I call your name*". Ada beberapa Ss yang masih terlihat bingung karena itu R mulai memperaganya dengan tangan. Ss pun mengerti maksudnya. Pada saat itu semua siswa hadir.
3. Setelah itu R memulai membagikan lembar *pre test*. Setelah selesai proses presensi dan pembagian lembar *pre test*, R meminta siswa untuk menulis sebuah cerita naratif yg mereka ketahui kepada para Ss pada lembar yang telah di bagikan. Mereka terlihat malas-malasan, tapi R berusaha memotivasi Ss agar menulis. Mereka terlihat lebih bersemangat untuk membuatnya.

4. Ketika kegiatan berlangsung R mengecek pekerjaan Ss dengan berkeliling dan menanggapi beberapa siswa yang mulai bertanya tentang kata kata dan langkah pertama yang ingin mereka gunakan untuk menulis cerita naratif.
5. Pada saat itu ET memberi arahan kepada R untuk sedikit membantu Ss berkaitan dengan kesulitan siswa. R menjelaskan kepada ET bahwa tujuan dari pre test ini adalah untuk mengecek kemampuan siswa tentang kegiatan menulis mereka, jadi R akan membantu siswa namun dengan batas kewajaran saja. ET pun menyetujui maksud R dalam kegiatan ini.
6. Ketika R memberitahukan kepada Ss untuk segera mengumpulkan hasil tulisan mereka mereka, Ss terlihat panik karena ada beberapa Ss yg belum selesai dengan tugas mereka. Setelah semua terkumpul kemudian R menutup kegiatan dengan salam.

FIELD NOTE IV (first meeting, cycle I)

Monday, 7 February 2013

Kelas XB

R: researcher

ET: English teacher

S: student

SS: students

1. R masuk ke kelas jam 09:25. Seperti biasa kemudian ET mencoba untuk mengkondisikan suasana agar siap untuk pelajaran Bahasa Inggris. kemudian ET mempersilahkan R untuk mulai melakukan treatment tetapi ET tidak bisa mendampingi selama PMB karena kesibukan ET.

2. Setelah Ss siap dengan kegiatan belajar mengajar, R memulai dengan doa, setelah itu R mulai mengabsen Ss satu persatu.
3. Sebagai pemanasan, R menanyakan kepada Ss tentang recount text “ have you ever heard about narrative text?” beberapa Ss menjawab “ yes sir” dan beberapa siswa hanya diam. Kemudian R mulai menjelaskan tentang narrative text, generic structure dan languagefuture dari text tersebut. Terlihat suasana kelas lebih terkendali dan Ss lebih focus kepada penjelasan R.
4. Kemudian R memberikan contoh teks narrative dan kemudian menjelaskan tentang tenses yang akan digunakan untuk menulis teks narrative yaitu past.
5. Untuk melingetahui pemahaman siswa tentang tenses yg sudah di jelaskan, R menyuruh Ss untuk membuat 5 kalimat menggunakan past tense. Beberapa Ss terlihat antusias untuk mengerjakanya, namun masih ada beberapa siswa yang terlihat tidak mengerjakan,mereka hanya melihat saja. R mendekatinya dan bertanya kenapa tidak ikut mengerjakan. S menjawab “saya ngerjake kok pak, tapi saya tidak bawa kamus jadi saya harus pinjamdulu.”R terus berjalan mengontrol hasil kerja mereka. Ketika itu ada seorang siswa yangbertanya pada R, “pak ini di artinya apa? R menjawab “udah dicari di kamus belum” S menjawab “belum Pak”.Ya sudah dicari dulu ya.
6. Kemudian R mengigatkan pada siswa bahwa waktunya tinggal 5 menit lagi. Ss terlihat begitu serius ketika diberitahu bahwa waktunya tinggal 5 menit lagi.tidak lama kemudianR menyatakan waktu dah selesai.pada saat itu kelompok 1dan 6 mengumpulkan lebihdulu diikuti dengan kelompok 2, 3, 4, 5,7 dan 8.
7. Setelah hasil kerja mereka dikumpulkan, R dan Ss membahasnya bersama sama. R mulai membahasnya dan menuliskannya di papan tulis.Kemudian R

menyuruh Ss untuk membenarkan 5 kalimat yg salah yang telah dipilih. Pemilihan kalimat yang salah padatugas siswa yaitu yang lebih berkaitan dengan kegiatan menulis, pada saat itu masih banyak siswa yg kesulitan dalam memilih kata kata past tense. Saat itu dari kelompok 6 yaitu agung maju untuk membenarkan kalimat 1 dan 2, dia mengerjakannya dengan baik dan benar. Kemudian R memberikan reward kepada Hasan “well done Hasan” S menjawab “yes sir”. Kemudian R menyuruh siswa untuk membenarkan sisa kalimat yg adadi papan tulis, Ss terlihat pasif. R akhirnya menunjuk Azzahara sebagai perwakilan dari kelompok 7. Pada saat itu S terlihat sedang berdiskusi dengan kelompoknya, R pun menanyakan kepada S “ayo maju Zahara” S menjawab “ tidak ah pak saya takut salah”. R mencoba meyakinkan kepada S dan kemudian S maju, jawaban sudah bagus namun kurang tepat. Kemudian R membenarkan kalimat tersebut dan memberikan penjelasan kepada S tentang jawabannya tadi.

8. Kemudian R mengecek pemahaman siswa dengan menanyakan kepada Ss tentang materi yang telah disampaikan. Ada beberapa SS diam terlihat kurang memahami tentang materi tersebut, kemudian R berinisiatif menjelaskan ulang materinya dan mengecek pemahaman siswa sekali lagi.
9. Setelah siswa faham tentang narrative text kemudia R mulai mengenalkan Ss tentang mind mapping. Pada saat itu ET mengingatkan kepada R bahwa waktu mengajar akan segera berakhir. R menanyakan terlebih dahulu kepada siswa tentang mind mapping. SS belum tau tentang mind mapping, kemudian R mulai menjelaskan pengertian mind mapping dan kegunaan mind mapping.
- 10 Menyadari waktu akan segera habis. Et menarakan untuk melanjutkan penjelasan tentang mind mapping pada pertemuan berikutnya. Kemudian R

mereview apa yang sudah dipelajari. Kemudian R menutup pelajaran hari itu dengan salam.

FIELD NOTE V (second meeting, cycle I)

Wednesday, 9 February 2013

Kelas XE

R: researcher

ET: English teacher

S: student

SS: students

1. Bunyi bel tanda masuk jam pertama telah terdengar, R pun masuk ke kelas diikuti oleh R saat itu suasana masih ramai, masih ada beberapa Ss yang terlihat masih berlarian dalam kelas jadi R mengkondisikan suasana terlebih dahulu sebelum pelajaran dimulai. Seperti biasa R memulainya dengan “greeting”. Kemudian R meminta ketua kelas untuk memimpin doa, setelah itu R mengabsen Ss. Saat itu semua Ss hadir. Kemudian R mereview pelajaran kemarin.
2. Kemudian R melanjutkan materi pertemuan terakhir yang tertunda yaitu mind mapping. R menjelaskan ulang tentang pengertian mind mapping dan kegunaannya.
3. Ketika Ss siap dengan pembelajaran R mulai menjelaskan tentang langkah langkah dalam pembuatan mind mapping dan juga generic structure dari teks narrative. Ss terlihat sangat antusias terhadap kegiatan tersebut. Kemudian R memberikan contoh mind mapping dan membagikannya. Ss terlihat serius memperhatikan gambar berwarna tersebut.

4. Untuk mengecek pemahaman Ss, R memberikan sebuah judul yaitu Malin kundang kepada Ss dan kemudian Ss membuat mind mapping berdasarkan judul yang telah diberikan. R menjelaskan kepada Ss berkaitan dengan kegiatan tersebut yaitu sebagai rencana awal sebelum Ss mulai mengarang narrative teks.
5. R mengontrol mereka dengan berkeliling. Saat berkeliling, R melihat ada beberapa S yang tidak membawa kamus. Akhirnya mereka Cuma duduk dan menunggu hasil dari teman mereka. R juga menemukan ada seorang S yang terlihat tidak mengerjakan, Reza namanya. Dia terlihat sedang melamun. Setelah ditanya R, ternyata Hasan tidak membawa kamus. Setelah ditegur R, Jihan mulai membuatnya.
6. R mengingatkan pada Ss bahwa waktu yang tersisa tinggal 3 menit lagi. Ss pun mengeluh, pak mbok ditambah beberapa menit lagi waktunya namun R menjawab tidak bisa. Ss terlihat lebih cepat lagi mengerjakannya.
7. “waktu habis” R berkata. R meminta setiap S untuk mengumpulkan hasil kerjaan mereka. Walaupun waktu sudah habis, namun masih ada beberapa Ss yang masih menulis. R mengingatkan lagi pada Ss “time is over class”. Ss lainya pun segera mengumpul tugas mereka. Kemudian R dan Ss mulai mendiskusikan hasil pekerjaan mereka.
8. Beberapa Ss sudah bagus dalam pemilihan kata kata yang berhubungan dengan judul karena beberapa Ss sudah pernah mendengar cerita Malin kundang sebelumnya. Tetapi ada juga Ss yg tidak menyadari kalau ada kesalahan dalam pemilihan kata katanya, Contohnya katanya yaitu “first”. R pun memperbaikinya “one upon a time”. Saat itu kelompok yang terlihat sangat

rapi pada susuna dan kronologis cerita dan baik dalam pemilihan kata katanya adalah kelompok 6.

9. R munyadari bahwa waktu akan segera habis, maka R harus mengahiri pelajaran saat itu. Namun sebelum mengahirinya, seperti biasa R mereview apa yang suada dipelajari hariini dan kemudian baru menutupnya dengan salam. Ketika hendak keluar dari kelas, Ss meminta agar besok diadakan kegiatan ini lagi. Yang meminta seperti itu terutama Ssyang belum sempurna dalam pembuatan mind mappingnya.

FIELD NOTE VI (third meeting, cycle I)

Monday, 14 February 2013

Kelas XE

R: researcher

ET: English teacher

S: student

SS: students

1. R sampai diseolah pukul 08:00. R langsung menuju ruang Guru untuk menemui ET. Disana R dan ET berbincang bincang sejenak membahas materi yang akan diajarkan. Pada pukul 08:30 R dan ET berjalan menuju kelas XE.
2. ET dan R masuk keruang kelas XE. ketika masuk, suasana masih ramai dan masih adabeberapa siswa yang masih diluar kelas. Melihat situasi tersebut R meminta Hasan sebagaiketua kelas untuk memanggil temen teman mereka yang masih diluar. Ketika semua Ss sudah berada dikelas, ET langsung menuju kursi paling belakang untuk membantu R menjadi observer.

3. Seperti biasa ET membuka kelas dengan mengucapkan salam. Hari itu Ss terlihat begitu kompak ketika mereka menjawab salam dari R. setelah itu R meminta ketua kelas untuk memimpin doa, kemudian R mengabsen. Saat itu semua Ss hadir. Sebelum memulai pelajaran, R mengingatkan pada Ss untuk sudah berada dikelas bila bel tanda masuksudah terdengar.
4. R mulai mereview pelajaran kemarin dengan bertanya pada Ss tentang pelajaran kemarin. Setelah itu ada siswa yang duduk dibagian tengah yang menanyakan pada R “Pak Fuad ini kita jadi kan membuat mind mapping seperti kemarin?”. Ss yang lain pun tampak antusias menunggu jawaban dari R. kemudian R menjawab “iya hari ini kita melanjutkan tugas yg kemaren”. Namun seperti biasa R mengingatkan kembali pada Ss tentang peraturan pembuatan mind mapping tersebut. SS tampak sudah paham mengenai materi tersebut karena ini sudah yang ketiga kalinya.
5. R memulai pelajaran dengan menanyakan materi yang telah dibahas yaitu narrative text. Ringin mengecek kesiapan siswa dalam memahami materi tersebut sebelum Ss melanjutkan tahap berikutnya yaitu mengarang berdasarkan mind mapping yang telah dibuat.
6. Kemudian R memerintahkan Ss untuk membuat karangan berdasarkan mind mapping yg telah diselesaikan. Seperti biasa, R mulai mengontrol mereka dengan berkeliling. Sese kali ET membantu R untuk menegur Ss yang membuat gaduh. Diselang R mengontrol, tiba tiba ada seorang S bertanya, Jihan namanya. S menanyakan sebuah kata yang berkaitan dengan judul yg sedang mereka kembangkan, karena dia tidak menemukanya dalam kamusnya. Kemudian R menyarankan untuk meminjam kamus Hasan karena kamus dia

lebih besar. Setelah itu, R menanyakan pada Jihan.”gimana han, ketemu g artinya?”. Jihan menjawab, “iya pak, terimakasih”.

7. Ss begitu antusias ingin mengerjakannya dengan cepat. Kemudian salah satu S Hasan berkata “pak saya sudah selesai”. R pun tersenyum dan berkata pada Hasan, “yakin.....sudah dicek lagi?Waktunya masih sisa 2 menit lagi lo”. Namun Hasan masih tetap mengumpulkannya. Melihat Hasan sudah selesai mengerjakannya, Ss lainpun terlihat tidak tenang ingin segera mengumpulkan tugas mereka.
8. Kemudian karena semua Ss sudah mengumpulkan, setelah itu R meminta beberapa Ss untuk menulis hasil tulisan mereka di depan kelas. Setelah Ss selesai menulis karangan mereka, kemudian R mengeceknya. Hasilnya, hampir semua Ss membuat cerita dengan baik.
9. R mulai membahas hasil tulisan mereka. R mulai membahas berbagai kesalahan umum dalam draft mereka, seperti grammar, content, language use, dan generic structure dari karangan teks narrative Ss. Ss terlihat memperhatikan dengan seksama pada feedback dan komentar yang diberikan. kemudian R merevisi karangan mereka berdasarkan feedback yang telah diberikan untuk kemudian menjadi final product atau hasil akhir tulisan.
10. Karena terbatasnya waktu, maka R harus mengahiri pelajaran hari itu. Namun seperti biasa sebelumnya R mereview apa saja yang sudah dipelajari. Setelah itu R menutup pelajaran dengan salam penutup.

FIELD NOTE VII (first meeting, cycle II)

Wednesday, 16 February 2013

Kelas XE

R: researcher

ET: English teacher

S: student

SS: students

1. Pada pukul 09:20 R dan ET berjalan menuju kelas XE. Seperti biasa keadaan kelas masih ramai. Kemudian R di bantu ET mulai mengkondisikan keadaan. Setelah situasi dinilai kondusif, ET segera duduk dipojok belakang untuk membantu R menjadi observer. Seperti biasa, R mengawali pelajaran hari itu dengan salam, doa dan absen. Saat itu ada satu murid yang tidak masuk.
2. R mulai mereview pelajaran pertemuan terakhir dengan menanyakan beberapa pertanyaan mengenai teks narrative. Karena Ss terlihat sudah siap menerima pelajaran hari ini. Kemudian R menginstruksikan Ss untuk membuat kelompok dengan tujuan agar Ss akan lebih mudah dalam memahami materi yang akan disampaikan. Ss dibagi menjadi 8 kelompok dan tiap kelompok berisi 4 Ss. Pembagian Ss di susun berdasarkan hasil dari pre-test, jadi R menaruh 1 S yg menonjol di setiap kelompok. Ini dimaksudkan agar anggota bisa bertanya kepada siswa tersebut ketika mereka mengalami kesulitan dalam proses pembelajaran. Kemudian Untuk mengantisipasi SS yang rebut R memberikan perintah kepada salah seorang S dalam tiap kelompok untuk bertanggung jawab terhadap temannya yg rebut.
3. R menjelaskan tentang language future dari teks tersebut. Kemudian Ss mendiskusikan materi tersebut. Beberapa Ss berdiskusi dengan serius dan

sesekali membuka kamus, beberapa lainnya bercakap-cakap dengan teman sebangkunya. ET lalu menegur siswa yang berisik.

4. Setelah berdiskusi, R menanyakan “*Do you know what kind of story is this?*”. Beberapa siswa menjawab “*Narrative text.*” Siswa kemudian disuruh menyebutkan ciri- ciri teks *narrative* yang sudah pernah mereka pelajari pada pertemuan sebelumnya. Sebagian siswa masih mengingat dengan baik, namun ada beberapa Ss yang diam.
5. R kemudian menerangkan mengenai gagasan utama dan informasi rinci dalam teks *narrative*. Siswa memperhatikan sambil ikut menjawab pertanyaan R.
6. R juga memberikan kesempatan kepada Ss untuk bertanya dengan mengatakan “*Do you have any questions?*” Hampir seluruh Ss terdiam dan tidak ada yang bertanya. R bertanya lagi “*Do you have any questions?*” Seluruh SS menjawab “*No.*”
7. R kemudian menyuruh setiap kelompok untuk mengidentifikasi gagasan utama seperti yang telah di jelaskan R sebelumnya. R berkeliling untuk mengecek kesiapan siswa. Hampir seluruh Ss mengerjakan secara serius.
8. R melanjutkan kegiatan writing dengan menggunakan mind mapping sebagai langkah awal sebelum mulai menulis. Untuk mengingatkan kembali tentang mind mapping R mulai menjelaskan tatacara dan langkah langkah dalam pembuatannya. Kemudian R mulai membagikan sepidol warna untuk menggambar mind mappingnya. Ss terlihat antusias ketika mendapat spidol tersebut. Salah satu S bertanya Hasan namanya, buat apa mas? R menanggapinya dengan menjelaskan kegiatan hari ini yaitu membuat mind mapping menggunakan sepidol warna.

9. Latihan dimulai, R membebaskan Ss untuk memilih tema karangan mereka. Hal ini bertujuan untuk mengetahui pemahaman Ss tentang teks narrative. Masing masing kelompok kemudian disuruh menuliskan key word nya dan mulai membuat mind mappingnya. R berkeliling kelas untuk memantau kegiatan Ss.
10. Bel berbunyi tanda waktu pelajaran sudah habis sebelum pekerjaan Ss selesai. ET menyarankan agar kegiatan ini dilanjutkan pada pertemuan berikutnya. Kemudian R menyuruh siswa untuk mempelajari di rumah dan mendiskusikannya pada pertemuan berikutnya. R lalu menutup pelajaran dan latihan siswa dijadikan pekerjaan rumah.

FIELD NOTE VIII (second meeting, cycle II)

Monday, 21 February 2013

Kelas XE

R: researcher

ET: English teacher

S: student

SS: students

1. Untuk membuka pelajaran, R memberikan salam dan menyuruh ketua kelas memimpin doa. Kemudian, R mengecek kehadiran Ss dengan tunjuk jari apabila namanya di sebut. Semua siswa hadir di dalam kelas.
2. ET mereview materi pada pertemuan sebelumnya dan sebagian besar siswa masih mengingatnya.
3. Kemudian R melanjutkan materi pertemuan terakhir yang tertunda yaitu mind mapping. R menjelaskan ulang tentang pengertian mind mapping dan

kegunaannya. Setelah itu R memerintahkan Ss untuk bergabung kedalam grup mereka seperti pertemuan terakhir.

4. Selama proses pembuatan Mind mapping Ss sangat fokus terhadap tugas mereka. Hal Ini terlihat ketika masing masing kelompok terlihat membagi tugas, ada yang menyatakan pendapat mereka masing masing ada juga yang mendapat bagian menggambar mind mappingnya.
5. Ketika berkeliling R bertanya pada Ss apakah mereka membawa kamus semua. Ternyata masih ada yang tidak membawa kamus. Oleh karena itu, sesuai dengan perjanjian kemarin bahwa siswa yang tidak membawa kamus kedalam kelas maka Ss tersebut harus diberi hukuman. Saat itu masih ada sekitar 5 orang Ss yang tidak membawa. Kemudian R menuliskan beberapa kata dipapan tulis dan Ss tersebut diminta untuk menghafalkannya didepan kelas pada pertemuan berikutnya.
6. Setelah beberapa belas menit kemudian, R menyatakan bahwa waktunya habis. Kemudian perwakilan kelompok mengumpulkan mind mapping mereka. Untuk mengecek hasil kegiatan mereka R menyuruh tiap kelompok untuk menukar mind mapping mereka dengan kelompok lain. Hal ini bertujuan agar Ss lebih aktif dalam proses pembelajaran.
7. Ss terlihat sibuk mengoreksi hasil dari kelompok lain, ET mengingatkan R bahwa waktu tinggal 20 menit. R mengkondisikan keadaan dan bersama ET mengoreksi hasil mindmapping setiap kelompok.
8. Kemudian R membagikan mind mapping yg sudah dikoreksi. Kemudian sisa waktu 10 menit R menyuruh siswa untuk membuat karangan berdasarkan mind mapping yang telah di buat.

9. Karena keterbatasan waktu R menyuruh siswa untuk mengerjakannya di rumah dan mendiskusikannya pada pertemuan berikutnya. R lalu menutup pelajaran dengan salam.

FIELD NOTE VIII (third meeting, cycle II)

Wednesday, 23 February 2013

Kelas XE

R: researcher

ET: English teacher

S: student

SS: students

1. R sampai di sekolah pukul 08:00. R langsung menuju ruang Guru untuk menemui ET. Disana R dan ET berbincang bincang sejenak membahas materi yang akan diajarkan. R menyampaikan kepada ET bahwa pada kegiatan akhir R akan memberikan post test. ET menyetujuinya. Pada pukul 10:30 R dan ET berjalan menuju kelas XE.
2. Seperti biasa untuk membuka pelajaran, R memberikan salam dan kemudian R mengecek kehadiran Ss dengan tunjuk jari apabila namanya di sebut. Semua siswa hadir di dalam kelas.
3. Kemudian R mereview materi pada pertemuan sebelumnya dan sebagian besar siswa masih mengingatnya. ET kemudian bertanya kepada siswa tentang kesulitan siswa. Adasiswa yang diam kemudian ET menjelaskan lagi tentang *narrative text*.
4. Kemudian R menyuruh siswa untuk menyelesaikan karangan mereka. Tanpa disuruh SS kemudian bergabung ke kelompok mereka. R berkeliling untuk

memonitor dan mengamati yang terjadi dalam proses pembelajaran saat itu. Pada saat sampai di pojokdepan sebelah kiri, Dhamar bertanya pada R tentang arti sebuah kata karena dikamusnya tidak ada. R tidak langsung menjawabnya, R meminjamkan kamus teman disebelahnyadan menyuruh Dhamar tuk mencarinya terlebih dahulu.

5. Suasana kelas saat itu tidak ramai, hanya terlihat kelompok kelompok yang bertanya kepada kelompoknya untuk menyelesaikan karangan mereka. Mereka terlihat benar benar tidak mengganggu kelompok lainya. Mereka focus dengan pekerjaan mereka sendiri.
6. 20 menit kemudian R memberitahukan Ss bahwa waktu telah habis dan Ss terlihat sudah siap mengumpulkan hasil kegiatan mereka. 10 menit R dan ET mengecek hasil karangan siswa.ET memberitahukan bahwa hasil pekerjaan siswa sudah lebih baik dari sebelumnya, kalimat kalimat yang dibuat sudah baik dan tidak ambigu.
7. Selama proses berjalan R memberitahukan kepada Ss bahwa sisa waktu akan di gunakan untuk kegiatan post test. Kemudian R memberitahukan Ss untuk bersiap siap.
8. Setelah R di bantu ET selesai mengoreksi karangan Ss. Kemudian R membagikan lembar kerja Ss. Kemudian R memberikan waktu untuk membuat mind mapping terlebih dahulu dan kemudian Ss membuat karangan mereka berdasarkan mind mapping yang telah dibuat.
9. Ss terlihat sibuk dengan tugas mereka, seperti biasa R berkeliling untuk mengawasi kegiatan siswa. Suasana kelas terlihat lebih tenang, tidak ada lagi siswa yang mondar mandir untuk meminjam kamus. Proses kegiatan berjalan dengan lancar dan kemudian siswa mengumpulkan hasil karangan mereka.

Saat itu R memperingatkan siswa untuk mengecek hasil karangan mereka terlebih dahulu sebelum benar-banar yakin jika sudah selesai.

10. R dan ET sepakat untuk mengakhiri kegiatan tersebut. Seperti biasa R mengakhirinya dengan salam.

2

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

HASIL WAWANCARA DENGAN GURU

Interview 1

Hari/ Tanggal : Senin/ 7 February 2013

Tempat : Ruang Guru

Waktu : Pukul 11: 00 WIB

Peneliti : Maaf bu, bisa ganggu waktunya sebentar, saya mau bertanya tentang pelajaran tadi bu.

Guru : Ya mas silahkan saja.

Peneliti : Menurut ibu pelajaran yang baru saja saya lakukan tadi bagaimana yabu?

Guru : Emh....menurut saya siswanya juga tertarik sama masnya, mungkin baru pertama kali bertemu jadi suasananya berbeda. Apalagi dengan mind mappingnya!

Peneliti :Menurut ibu, tertariknya itu dimana ya bu? Maksudnya di bagianmananya bu?

Guru :Ya ..mereka terlihat antusias mas. Biasanya kan mereka Cuma apaya? Cenderung pasif. Pas waktu itu saya lihat mereka aktif kok, tertarik dengan mind mappingnya.

Peneliti :Mind mappingnya! Kira kira tadi itu mereka tertarik dengan mind mappingnya ya bu?

Guru : iya.

Peneliti : Tapi ada kelemahan ga bu dari proses pembelajaran tadi, kira kira udah ada peningkatan belum bu dari implementasi mind mappingyang saya lakukan tadi?

Guru : Maksudnya dari segi menulisnya?

Peneliti : Iya bu, dalam segi menulisnya.

Guru : Kalo dalam segi menulisnya belum kelihatan betul mas, yang kelihatanya baru antusiasnya. Kalo menulisnya belum bisa

mengukur ya kita ya seberapa jauh penguasaanya.

Peneliti : Kira kira kenapa ya bu? Butuh waktu beberapa tahap ya bu?

Guru : Emm.... Mungkin 3 atau berapa ya, mungkin baru kelihatan mas.

Peneliti : Ya bu, menurut ibu tadi semuanya itu aktif semua atau cuma beberapa?

Guru : Ya.....saya memperhatikanya tadi yang aktif baru beberapa sajam,

Peneliti : Kira kira kenapa ya bu?

Guru : Mungkin karena masih takut atau apa ya mas....ya mungkin juga karena penguasaan kosakata mereka masih terbatas jadi mereka malu biasanya mengungkapkan apa yang mereka ketahui.

Peneliti : Oh begitu bu.....nah kalau pelajaranya bu, kira kira sudah cukup atau belum bu? Mind mappingnya itu sendiri menurut pandangan ibu berfungsi ga dalam pembelajaran tadi?

Guru : Kalo menurut saya itu berfungsi mas, karena semacam apa mas ya,istilahnya warming up ya dalam pembelajaran kita.

Peneliti : Jadi pada intinya mereka itu yang jelas antusias semua ya bu.

Guru : Iya mas.

Peneliti : Oya bu, ibu bisa melihat antusiasnya darimana ya bu?

Guru : Dari itu mas, keaktifan mereka menjawab, seperti mas pada waktu memberikan material teks narrative tadi, pertanyaan tadi, mereka langsung angkat tangan seperti itu, mungkin tertarik dengan mind mappingnya mereka jadi aktif dikelas.

Peneliti : Menurut ibu bagaiman penggunaan picture dalam pembelajaran writing di cycle 1?

Guru : Bagus mas. Semua siswa terfokus pada bacaan dan judul. Walaupun masih ada satu atau dua siswa yang tidak

memperhatikan dan ramai sendiri. Dengan adanya gambar mereka bisa menebak-nebak isi bacaannya dan mengira -ira arti kata yang menurut mereka sulit.

- Peneliti : Kalau ibu dulu pernah mengajar menggunakan mind mapping?
- Guru : Belum pernah mas.
- Peneiti : Emm... tapi kelihatanya tadi sudah mulai efektif atau belum Bu pelajaran tadi.
- Guru : Iya, mulai terlihat.
- Peneliti : Iya bu, terimakasih bu untuk hari ini. Untuk pertemuan berikutnya saya akan mengajarkan tentang past tense, bagaimana bu?
- Guru : Ya...menurut disilabus saya, itu bisa juga mas. Kalau membuat text narrative kan memang harus belajar tenses bentuk past.Besok begitu juga ga papa.
- Peneliti : Ya sudah bu kalau begitu terima kasih banyak untuk waktunya. Oyabu, boleh ga saya minta waktu untuk menginterview anak anak?
- Guru : O.....silahkan mas silahkan.

HASIL WAWANCARA DENGAN GURU SIKLUS I

Interview 2

Hari/ Tanggal : Senin/ 14 February 2013

Tempat : Ruang Guru

Waktu : Pukul 11: 00 WIB

Peneliti : Permissi bu, Ibu hari ini masih ada jam pelajaran lagi bu?

Guru : Iya mas.

Peneliti : Saya mau minta waktu ibu sebetar untuk nanya nanya tentang pelajaran barusan tadi bu. Tadi itu kan cycle pertama sudah selesai bu.

Guru : O, ya silahkan duduk mas.

Peneliti : Ya bu, begini bu, seperti yang sudah saya katakana tadi saya kan sudah melakukan cycle pertama dengan 3 kali pertemuan. Disini saya mencoba untuk bertanya pada ibu kira kira metode yang saya implementasikan dalam 3 kali pertemuan itu bagaimana ya bu?

Guru : Ya apa ya mas, kalau saya lihat itu dari hari ke hari antusias Siswa makin meningkat dari pada pertemuan pertama kemarin.

Peneliti : Meningkatnya itu bagaimana ya bu?

Guru : Ya itu, semakin banyaknya yang tertarik dengan pelajaran Bahasa Inggris.

Peneliti : Terlihatnya dimana ya bu, bisa ibu jelaskan lebih rinci?

Guru : Biasanya kan mereka diam saja mas dikelas, ga seperti tadi. Terkadang kalo ada yang disuruh untuk menjawab, mereka diem mas.

Peneliti : Itu karena apa ya bu ya?

Guru : Itu mereka mungkin masih malu mas. Sama seperti yang tadi mas, ketika mas nyuruh salah satu murid tadi, dia masih takut

dan ragu ragu untuk maju. Terus kalau misalnya mereka tidak tahu kata kata yang mereka miliki untuk diungkapkan dalam bahasa inggris itu, mereka tidak bawa kamus mas, tadi juga saya masih melihat beberapa siswayang tidak membawa kamus,sehingga mereka terkadang harus minjampunya temanya, hasilnya itu sedikit mengganggu PBM. Jadi susah nya disitu mas, kamusnya.

Peneliti : Iya bu, ibu benar, tadi saya juga memperhatikan bahwa masih ada beberapa siswa yang tidak membawa kamus.

Guru : Ya memang susah mas, kalau disuruh bawa kamus tu agak susah mereka.

Peneliti : Menurut ibu apa semua siswa tadi terlihat aktif bu?

Guru : Emh.....ada beberapa si mas yang apa ya....masih malu, masihe.....

Peneliti : Iya iya bu...

Guru : Namanya juga anak anak mas.

Peneliti : Kalau masalah dictionarynya bagaimana bu, apa bagusnya di Cycle kedua ini saya coba mereka untuk membawa kamus. Jadi setiap anakitu harus membawa kamus, itu bagaimana bu?

Guru : Ya, mungkin kalau diwajibkan ya misalnya setiap waktu ada Pelajaran Bahasa Inggris mereka disuruh bawa kamus atau nanti kalau ada yang masih tidak membawa konsekuensinya diberi apa gitumas.....

Peneliti : O.....begitu ya bu ya. tapi pada intinya cycle pertama itu bagaimana ya bu?sudah ada peningkatan belum?

Guru : Ya, sudah ada mas, sudah kelihatan.

Peneliti : Terlihat dimana bu?

Guru : Ya itu tadi mas, antusiasnya.

Peneliti : Pada waktu menulis kalimat itu ya bu?

Guru : Iya, pada waktu menulis kalimat, lagi pula kelihatanya kosakata yang mereka kuasai juga bertambah.

Peneliti : Tahunya bertambah dimana bu?

Guru : Ya bisa dilihat pada waktu membuat kalimat itu, walaupun masih ada yang salah namun secara keseluruhan bisa dibilang tulisan meremasudah bagus.

Peneliti : Sudah significant atau bagaimaa ya bu?

Guru : Emh.... Maksudnya?

Peneliti : Tentang peningkatan kosakatanya itu bu?

Guru : O.....ya sudah membaik mas, namanya juga belajar perlu Proses ga bisa langsung cepat.

Peneliti : Mungkin nanti pada waktu cycle kedua saya akan menerapkan Apa yang ibu bilang tadi.

Guru : O.....iya....iya.

Peneliti : Dan di cycle kedua ini pada hari pertama itu saya akan Mengajarkan tentang membuat karangan narrative menggunakan hasil mind mappingsiswa dengan spidol warna. menurut ibu bagaimana?

Guru : Sepertinya bagus mas, yang jelas siswa pasti tertarik dan yang penting siswa faham dengan materinya mas.

Peneliti : Oya bu, kalau begitu saya berterimakasih banyak bu untuk waktunya.

Guru : ya sama sama mas, sukses ya.

Peneliti : Ya bu terimakasih

HASIL WAWANCARA DENGAN GURU SIKLUS II

Interview 3

Hari/ Tanggal : Rabu/ 23 February 2013

Tempat : Ruang Guru

Waktu : Pukul 11: 00 WIB

Peneliti : Maaf Bu, bias minta waktunya sebentar?

Guru : Ya mas silahkan. Gimana mas?

Peneliti : Begini Bu, saya kan sudah melakukan cycle kedua dan ini adalah pertemuan terakhir saya. Saya mau bertanya sekitar hasil dicyclekedua ini bu. Menurut ibu apakah ada perbedaan antara hasil pada action dicycle pertama dan kedua ini?

Guru : kalo saya lihat memang ada perbedaan mas antara hasil action Pada cycle satu dan dua.

Peneliti : maksud ibu bagaimana? Apakah maksud ibu hasil action Pertama lebih bagus dari action kedua, atau sebaliknya?

Guru : dari pengamatan yang sudah saya lakukan setiap anda mengajar, saya merasakan bahwa hasil action yang dilakukan pada action kedua ini jauh lebih baik dibandingkan dengan hasil pada action pertama kemarin.

Peneliti : maaf bu sebelumnya, apakah sebelumnya ibu bias Memberikan criteria criteria sehingga ibu dapat menyimpulkan hasil action kedua ini lebih baik dibandingkan dengan action pertama?

Guru : iya, begini mas, itu bias dilihat dari segi keterlibatan , motivasi Dan respon mereka dalam proses belajar mengajar.

Peneliti : tapi bagaimana dengan vocabulary mereka bu, apakah ada peningkatan dibandingkan dengan hasil pada cycle pertama?

Guru : Iya mas, khususnya pada kosakata yang mereka miliki, saya

rasa adapeningkatan yang lebih baik dibandingkan dengan cycle pertama. Itu bisa dilihat dari beberapa aspek, salah satunya dari proses membuat membuat teks narrative tadi. Dengan adanya membuat teks narrative itu saya rasa adalah cara yang bagus untuk membuat siswa lebih kreatif dalam mengkreasikan kata kata baru yang baru mereka dapat.

Peneliti : Oh. begitu ya bu. Oh iya bu menurut ibu bagaimana dengan cara belajar yang saya terapkan, yang pertama mengenai belajar berkelompok bu?

Guru : sudah bagus mas, karena dengan adanya pelajaran yang Berkelompok itu atau yang lebih dikenal dengan group work itu dapat membuat siswa jauh lebih berani, disamping itu juga saya melihat bahwa para murid sering berdiskusi apabila menemukan kesulitan dalam membuat mind mappingnya, mereka sering saling tanya.

Peneliti : Iya bu saya juga sering melihat kejadian itu. Menurut ibu bagaimana dengan peraturan baru yang saya terapkan pada cycle kedua ini bu?

Guru : maksudnya yang mana mas?

Peneliti : maksud saya tentang kamus dan spidol berwarna yang saya Gunakan untuk membantu siswa dalam membuat mind mappingnya. Bagaimana?

Guru : Ya itu tadi mas, sewaktu saya memonitor dari belakang tadi Mereka itu sekarang sudah bawa kamus semua, tidak ada lagi siswa yang meminjam kamus dengan teman lainya jadi mereka lebih konsentrasi. Ditambah lagi dengan adanya spidol itu mas. Mas Fuad niat banget ya.

Peneliti : Iya bu, hehe... yang penting anak anak jadi niat juga bu dan tadi itu memang mereka terlihat lebih bersemangat lagi. Mereka

- termotivasi ya bu! O iya bu, bagaimana dengan aktivitas aktivitas yang masih sayaterapkan seperti pada cycle pertama kemarin, emh....maksud sayaseperti memberi contoh mind mapping, menggunakan gambar andmembuat teks narrative?
- Guru : iya itu, seperti yang mas jelaskan pada awal pertemuan dulu Bahwakegiatan kegiata itu memang penting dalam usaha Peningkatankosakata siswa, dan disini saya juga melihat bahwa memang denganadanya kegiatan kegiatan seperti itu dalam membuat mind mappingdapat membuat mereka lebih mudah dalam memahami dan menghafalkata-kata baru.
- Peneliti : maksudnya bagaimana ya bu?
- Guru : begini mas, dengan kegiatan seperti yang mas terapkan saya rasa parasiswa jadi lebih familiar dengan kata kata baru yang mereka temuikarena mereka tidak hanya sekali bertemu dengan kata kata itu dalamsatu pertemuan. Tentunya mereka akan lebih mudah mengingatnya.Terlebih lagi dengan proses menbuat kalimatnya. Tadi saya melihat hampir semua kalimat yang dibuat oleh siswa benar, hanya ada satuaatau dua saja yang salah.
- Peneliti : bagaimana dengan kegiatan pembuatan mind mappingnya bu? kemarin pada cycle pertama kan kegiatan ini dianggap gagal karena ada beberapa siswa yang kesulitan mencari kata kata yang berhubungan dengan topic mengarangnya?
- Guru : tapi dicycle kedua ini saya tidak menemukan hal itu agi mas, sepertinya mereka terbantu dengan kamusnya itu mas.
- Peneliti : lalu bagaimana dengan kegiatan membuat teks narrative berdasarkan mind mapping yang di buat apara siswa bu, apakah menurut ibu kegiatan ini juga berhasil tuk membantu siswa dalam memperbaiki tulisan mereka?

Guru : Iya mas, itu cukup membantu mereka. Tadi saya lihat sebagian besarsiswa membuat kalimat dengan benar, walau ada juga yang masihmembuat kesalahan tapi ga papa mas yang penting mereka sudah maumencoba.

Peneliti : pertanyaan terakhir bu, bagaimana menurut ibu hasil secara keseluruhan tentang action yang saya terapkan pada cycle kedua ini?

Guru : action dengan kegiatan kegiatan yang ada dalam cycl kedua tadi saya rasa sudah sangat membantu siswa dalam menulis teks narrative. Semua kegiatan didalamnya dapat membantu siswa lebih mengenal kata katabaru yang mereka temui.

HASIL WAWANCARA DENGAN SISWA SIKLUS I

Interview 4

Hari/ Tanggal : Senin/ 14 February 2013

Tempat : Depan Ruang Multimedia

Waktu : Pukul 11.15 WIB

Peneliti : “Selamat siang adik-adik? Bisa mengganggu sebentar?”

Siswa : “Selamat siang Mas, iya boleh...Ada apa Mas?”

Peneliti : “ Begini Dik...Menurut kalian bagaimana pembelajaran bahasa Inggris selama ini, metode apa yang pernah digunakan dalam pembelajaran?”

Siswa 1,2,5 : “Pembelajarannya biasa sih Mas, kita lebih sering belajar di kelas,mendengarkan penjelasan dan mengerjakan soal-soal dari LKS gitu”

Peneliti : “Oh begitu, bagaimana kalau menurut kalian Dik?” (siswa 3,4)

Siswa 3,4, : “Biasa-biasa aja Mas, kadang ngerjain tugas, kadang juga buat powerpoint gitu”

Peneliti : “Oh berarti sering persentasi ya?”

Siswa 2,5, : “Kadang iya, tapi kadang-kadang cuma buat power point aja”

Peneliti : “Seneng ga belajar Bahasa Inggris?”

Siswa : “Seneng mas.” (1,2,3,4,5)

Peneliti : “Ngebosenin ga?”

Siswa : “He,he kadang kadang Mas.”

Peneliti : “Terus selama ini apakah pernah menggunakan metode mind mapping dalam pembelajaran bahasa Inggris?”

Siswa 1,3,4 : “Belum Mas”

Siswa 2,5, : “Wah belum pernah Mas”

Peneliti : “Menurut kalian bagaimana pembelajaran bahasa Inggris setelah pertemuan pertama menggunakan mind mapping ini?”

Siswa 4,5, : “Wah asyik Mas, dan mudah cara membuatnya ternyata Mas “

Siswa 1,2,3 : “Iya Mas suka, kata kata yang dulu ga tahu jadi tahu sekarang dan belajarnya kan bareng bareng jadi enak”

Peneliti : “Menurut kalian bagaimana tentang penggunaan gambar warna dimind mappingnya?”

Siswa : “Suka mas, tidak membosankan dan menarik untuk dilihat.”
(1, 2, 3, 4, 5)

Peneliti : “Terus menurut kalian, apakah mind mapping bisa membuat kalian lebih mudah untuk langkah awal sebelum mengarang?”

Siswa 2,5, : “Iya Mas, banyak kata kata baru yang kami dapat”

Peneliti : “Menurut adik-adik, efek yang dirasakan selama menggunakan mindmapping apa?”

Siswa 4,5 : “Itu Mas, jadi kalo mau ngarang sudah ada bayangannya mau nulis apa.”

Peneliti : “Terus bagaimana dengan membuat kalimat tadi?”

Siswa 1,4,5 : “Wah itu dia Mas, biasanya kami bingung dalam menyusunnya, tapisetelah kami selesai membuat mind

- mapping, kita enak mengarangnyaMas. Kami sangat terbantu dalam mengembangkan tulisan kami.”
- Peneliti : “ Baik, trus secara keseluruhan ada tidak kesulitan dalam pemilihankata katanya? Maksudnya ketika menggambar mind mappingnya?
- Siswa 1, 5 : “ iya Mas, bingung milih kata katanya tapi kita bawa kamus jadi yamudah ngerjainnya”
- Siswa 2,3,4 : “ bingung juga sih, bahasa indonesianya kita tau tapi bahasa Inggrisnyayang ga tau”
- Peneliti : “Ok, lalu menurut kalian solusi apa agar kalian bisa lebih paham dalam pembelajaran?”
- Siswa 3,5, : “Apa ya Mas..? Oh mungkin dibuat lebih menarik tampilannya
- Siswa 1,2,4 : “ Iya Mas...,dikasih gambar-gambar atau apa gitu Mas biar lebih bagus...hehe...”
- Peneliti : “Sip deh...Terimakasih ya Adik adik...Dilanjutin deh Ngobrol-ngobrolnya...”

HASIL WAWANCARA DENGAN SISWA SIKLUS II

Interview 5

Hari/Tanggal : Rabu/ 23 February 2013

Tempat : Ruang kelas

Waktu : Pukul 11.30 WIB

- Peneliti : Selamat siang adik-adik....boleh ikutan ngobrol bareng kalian....?”
- Siswa : Iya Mas,monggo....Gimana Mas?
- Peneliti : Oh ya sudah, kebetulan...hehe. Gini dik...menurut kalian bagaimana pembelajaran bahasa inggris selama beberapa kali pertemuan dengan saya?
- Siswa 1,2 : Saya seneng Mas, karna pemebelajarannya menarik dan

- semakin jelas di mind mappingnya.
- Peneliti : Oh ya...lalu bagaimana kalau menurut kamu (menunjuk siswa 3)?
- Siswa 5 : Karena saya suka sekali menggambar jadi sepertinya mind mappingnya itu cocok Mas, bisa diberi warna juga to, jadi ya suka lah pokoknya Mas.
- Siswa 3,4 : Iya Mas...bener banget tu,,,terlebih lagi kita berkelompok ngerjainnya jadi lebih mudah mengerjakan mind mappingnya. Mind mappingnya juga mempermudah untuk membuat karangan, karenakata katanya sudah tertata jadi kita tinggal ngarang aja gitu.
- Peneliti : “O iya, kalian lebih suka belajar berkelompok kayak tadi atau mending sendirian?”
- Siswa 3,4 : “Berkelompok Mas.”
- Siswa 1, 2, 5 : “Berkelompok Mas, tapi lain kali biar kita saja yang milih temen kelompoknya.”
- Peneliti : “ Alasannya?”
- Siswa1,2,3,4,5 : “ Ya kalo ga tau bisa kunsultasi sama temen to Mas..”
- Peneliti : “kita kan sudah belajar membuat mind mapping sebagai langkah awal sebelum mulai menulis, bisa kan mencari kata kata untuk mindmappingnya?
- Siswa 2, 3, 4 : "bisa mas, tapi ada yang sulit.”
- Siswa 1, 5 : iya bisa ko mas.
- Peneliti : “trus bagaimana?” (kepada S 2,3,4)
- Siswa 2, 3, 4 : “cari di kamus yang lainnya mas”
- Peneliti : “temen temenya bawa kamus semua?”
- Siswa1,2,3,4,5 : “Iya mas.”
- Peneliti : “Setelah saya suruh membawa kamus, ada tidak manfaatnya buat kalian?”

Siswa1,2,3,4,5 : “Iya, mas. Kita terbantu nyari kata-katanya”

Peneliti : “baik, bagaimana dengan menulis text narrativenya?”

Siswa 1, 2 : “Saya suka mas, jadi banyak latihan menulis dalam bahsa \
Inggris juga kan mas”

Siswa 3, 4, 5 : “karena kita tau arti dari kata katanya jadi itu memudahkan
ketika mengarangnya mas”

Peneliti : “bagimana kalian tahu arti kata katanya itu?” (3,4,5)

Siswa 3, 4, 5 : “kami tau ketika membuat mind mappingnya mas, dan kadang
menulis arti kata kata yang tidak kami ketehui”

Peneliti : Ok adek-adek....Terimakasih untuk waktunya, senang sekali
bias ngobrol bersama kalian.....emoga bisa bertemu lg belajar
yang rajin ya sukses buat kalian..CU....

Siswa : Ok Mas....Terimakasih kmbali sukses buat Mas Fuad juga
ya...CU...

3

OBSERVATION SHEET

The Summary of the Observation Checklists

| No | Observation Items | Observation Score/Meeting | | | |
|----------|---|---------------------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| I | The Teaching and Learning Process | | | | |
| A | Pre-teaching | | | V | |
| | The teacher greet the students | | | V | |
| | The students respond to the greeting | | | V | |
| | The teacher asks the students' condition | | | V | |
| | The students tell their condition to the teacher | | | V | |
| | The teacher calls the roll | | V | | |
| | The teacher outlines the materials | | V | | |
| B | Whilst-teaching | | | | |
| | The teacher presents a sample text | | | V | |
| | The students work in pairs to write a text | | | | V |
| | The teacher gives chances to the students for asking questions | | | | V |
| | The students ask questions | | | V | |
| | The students ask to their classmates | | | V | |
| | The teacher checks the students' understanding | | | V | |
| | The teacher gives enough time to the students to arrange their seat/to move in group | | | V | |
| | The students cooperate well in groups | | | V | |
| | The students use dictionary to help them | | V | | |
| | The students offer themselves to be the volunteer | | | V | |
| C | Post-teaching | | V | | |
| | The teacher summarize and reflects the lesson | | | V | |
| | The students reflect their learning | | | V | |
| | The teacher previews on the upcoming materials | | V | | |
| | The teacher gives rewards and motivate the students to participate more in the next meeting | V | | | |
| D | Class situation | | | | |
| | Students' enthusiasm/motivation | | | V | |
| | Students' involment | | V | | |
| | Time alocation | | | V | |
| | The use of media | V | | | |
| | The teacher's instructions | | | V | |

Description:

0 = not applicable

1 = unsatisfactory

2 = average

3 = above average

4 = excellent

4

PRE-TEST

PRE-TEST

Pre-test: Writing

Genre: Narrative

Grade: X

Time allocation: 90 minutes

1. Write the narrative story that you ever heard before. Using to the following outline, write the orientation, complication and resolution. Your writing should consist of 3 paragraphs (at least 50 words).

(Title)_____

Paragraph 1 (orientation)

Paragraph 2 (complication)

Paragraph 3 (resolution)

5

POST-TEST

POST-TEST

Post-test: Writing

Genre: Narrative

Grade: X

Time allocation: 90 minutes

1. Write a story of fable, legend or fairytales. Using to the following outline, write the orientation, complication and resolution. Your writing should consist of 3 paragraphs (at least 50 words).

(Title)_____

Paragraph 1 (orientation)

Paragraph 2 (complication)

Paragraph 3 (resolution)

6

SYLLABUS

SILABUS

Sekolah : MAN Yogyakarta III
 Kelas : X (Sepuluh)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : 1 (Satu)

Standar Kompetensi : **Mendengarkan**

- Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

| Kompetensi Dasar | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|--|--|---|-----------|-----------------------|--|---------------|---|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 1. Merespon makna yang terdapat dalam percakapan transaksional (<i>togethingsdon</i>) dan interpersonal al (bersosialisasi) sederhana secara akurat, lancar, dan berterima | Percakapan singkat an memuat ungkapan – ungkapan: <i>A : Let me help you.</i> <i>B : Thank you so much.</i> <i>A: Can I have a bit?</i> <i>B: Sure. Here you are.</i> <i>A: Did you break the glass?</i> <i>B: Yes I did / No, it wasn't me.</i> | 1. Brainstorming bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan. 2. Membahas kosakata (noun phrase, verb phrase, adverb phrase) tata bahasa (kalimat sederhana tentang tawaran jasa, meminta sesuatu, | <ul style="list-style-type: none"> • Merespon ungkapan meminta, memberi, menolak jasa • Merespon ungkapan meminta, memberi, menolak barang • Mengakui, mengingkari fakta • Merespon ungkapan meminta dan memberi Pendapat | Tes lisan | Merespon secara Lisan | <i>Respond the following statement</i> <i>Q: Let me help you</i> <i>A:.....</i> <i>Q: Can I have a bit?</i> <i>A:</i> <i>Choose the right response</i> <i>Q: Did you break</i> | 2 x 40 menit | 1. <i>Script</i> percakapan 2. Gambar/ benda terkait |

| | | | | | | |
|--|---|--|---|--|--|--|
| untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat | A: <i>What do you think of this?</i> B: <i>Not bad.</i> | informasi faktual, pendapat terkait materi percakapan 3. Mendengarkan percakapan yang memuat ungkapan ungkapan dalam materi dengan cermat 4. Menjawab pertanyaan tentang isi percakapan. 5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar. | | | | <p><i>theglass?</i> a. <i>Yes, I did</i> b. <i>I don't know</i> c. <i>I'm not sure</i> d. <i>All right</i> Q: <i>What do you think of my new dress</i> A:</p> <p><i>Write your Response to the following statements:</i> 1. <i>Would you go with me to the movie?</i> 2. <i>I do</i></p> |
| 2 Merespon makna yang terdapat dalam percakapan transaksional (<i>togethingsdon</i>) dan interpersonal (bersosialisasi) | Percakapan singkat memuat ungkapan – ungkapan: A: <i>Would you come to my party?</i> B: <i>I'd love to / I want to, but</i> A: <i>I do agree</i> | 1. Memberi respon lisan Curah pendapat tentang hal-hal terkait topik/ungkapan yang akan dibahas 2. Membahas kosakata dan tata bahasa terkait | <ul style="list-style-type: none"> • Merespon ungkapan mengundang, menerima, dan menolak ajakan • Merespon ungkapan menyetujui / tidak menyetujui | | | |

| | | | | | | | | |
|--|---|---|--|--|--|---|--|--|
| <p>sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindakan tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p> | <p><i>B: Thanks for the support.</i> <i>A: Noway</i> <i>B: It's O.K. No problem</i> <i>A: You have beautiful hair.</i> <i>B: Thankyou.</i> <i>A: Happy birthday.</i> <i>B: Thankyou.</i></p> | <p>topik/ ungkapan yang dibahas 3. Mendengarkan percakapan memuat ungkapan terkait marteri 4. Tanya jawab tentang isi percakapan 5. Tanya jawab tentang fungsi dan makna ungkapan dalam percakapan</p> | <p>• Merespon ungkapan memuji Merespon ungkapan memberi selamat</p> | | | <p><i>agree with you to join the speech contest</i> 3. <i>You have beautiful hair</i> 4. <i>You passed your exams.</i> <i>Congratulations.</i></p> | | |
|--|---|---|--|--|--|---|--|--|

Standar Kompetensi : **Berbicara**

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *recount*, *narrative* dan *procedure* untuk berinteraksi dengan lingkungan sekitar

| Kompetensi Dasar | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|---|---|--|-----------|--------------------|--|---------------|---|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 4.1 .Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan | Teks fungsional pendek berupa : <i>Undangan</i> | 1. Mendengarkan teks fungsional pendek: undangan dengan cermat 2. Tanya jawab tentang isi teks“undangan” 3. Tanya jawab tentang struktur teks 4. Membuat kalimat sederhana terkait jenis teks bentuk undangan - <i>I want to come to....</i> - <i>Please come to.....</i> 5. Berlatih mengundang seseorang secara lisan menggunakan | <ul style="list-style-type: none"> Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan. Contoh: <i>Dear Rio,</i> <i>I want you to come to my house for lunch on Sunday at 12 a.m.</i> <i>Thanks.</i> <i>Mona</i> Bertanya dan menjawab secara lisan sebagai Informasi tentang teks fungsional pendek berbentuk | Tes lisan | <i>Performance</i> | <i>Invite your friend to come to your birthday party orally!</i> | 2 x 40 menit | 1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar |
| | | | | | | | 4 x 40 menit | |

[illegible]

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| 4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive, recount and narrative | <p>1. Teks pendek berbentuk <i>recount</i></p> <ul style="list-style-type: none"> – informasi faktual-informasi rinci <ul style="list-style-type: none"> - gagasan utama - gagasan pendukung dalam teks pendek <p>berbentuk <i>recount</i></p> <p>3. Ciri kebahasaan teks <i>recount</i></p> | <p>1. Tanya jawab berbagai hal terkait topik tertentu (peristiwa, kejadian, pengalaman)</p> <p>2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks <i>recount</i></p> <p>3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab</p> <p>4. Melakukan monolog dalam bentuk <i>recount</i></p> | <p>1. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek</p> <p>berbentuk : - <i>Recount</i></p> <p>2. Melakukan monolog pendek dalam bentuk <i>recount</i></p> | | | <p><i>Think of an activity</i></p> <p><i>Onevent that Happened toyou Yesterday and tell us about it.</i></p> | |
|---|--|--|--|--|--|--|--|

Standar Kompetensi : Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount*, *narrative* dan *procedure* yang berkaitan dengan lingkungan sekitar

| Kompetensi Dasar | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|---|---|---|--------------|------------------|---|---------------|--|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar | teks fungsional pendek berupa: Undangan | 1. Brainstorming tentang berbagai hal terkait teks fungsional pendek berbentuk “undangan” | Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan | Tes lisan | Membaca nyaring | <i>Read the text Aloud and clearly.</i> | 2 x 40menit | . Buku teks yang relevan . Gambar terkait tema/topik . Benda-benda sekitar |
| | | 2. Mendengarkan undangan yang dibacakan oleh guru/teman dengan cermat | Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan | Tes tertulis | Uraian | <i>Answer the Following questions based on the text</i> <i>Choose the best</i> <i>Option based on the text.</i> | | |
| | | 3. membaca nyaring teks fungsional pendek tentang undangan dengan percaya diri | Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan | Tes tulis | Membaca nyaring | <i>Read the text aloud.</i> | | |
| | | 4. menjawab pertanyaan tentang isi teks fungsional pendek “undangan” | | | | | | |

| | | | | | | | | |
|---|--|---|--|--|--|--|--|--|
| retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> , <i>prosedur</i> dan <i>narrative</i> | | informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks descriptive, recount dan narrative 6. Menyebutkan ciri-ciri Kebahasaan teks yang dibaca dengan antusias | | | | | | |
|---|--|---|--|--|--|--|--|--|

Standar Kompetensi : **Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount, narrative* dan *procedure* untuk berinteraksi dengan lingkungan sekitar

| Kompetensi Dasar | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|--|--|--|--|---|---|---------------|--|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar | Teks fungsional pendek berupa : - Undangan - Pengumuman - Pesan Singkat | 1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks dengan kreatif dan komunikatif | <ul style="list-style-type: none"> • Melengkapi rumpang teks fungsional pendek • Menyusun kata menjadi teks fungsional yang bermakna • Menulis teks fungsional pendek | <p>Tes tulis</p> <p>Tes tulis</p> <p>Tes tulis</p> | <p>Essay</p> <p><i>Completion</i></p> <p><i>Jumbled sentences</i></p> <p><i>Essay</i></p> | <p>1. <i>Writes simple sentences based on the situation given.</i></p> <p>2. <i>Write an invitation / announcement / message based on the situation given.</i></p> <p>•</p> | 2 x 40 menit | <p>1. Buku teks yang relevan</p> <p>Contoh look ahead, hand out.</p> <p>2. Gambar yang relevan</p> |

| | | | | | | | | |
|---|--|---|--|-----------|--|---|--------------|---|
| 6.2. Mengungkapkan makna dan langka retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> .. | Teks rumpang berbentuk - <i>narrative</i> - <i>recount</i> - <i>procedure</i> Kalimat acak | 1. Review Ungkapan ungkapan yang mendeskripsikan benda, orang atau tempat dalam text <i>narrative</i> . 2. Menulis kalimat yang Mendeskripsikan teks <i>narrative</i> . 3. Membuat draft teks <i>narratives</i> secara berkelompok 4. Membuat draft teks <i>narrative</i> secara individu. | <ul style="list-style-type: none"> • Melengkapi pirupang teks esai pendek berbentuk <i>narrative</i>. • Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>narrative</i>. • Menulis teks esai dalam bentuk <i>narrative</i>. | Tes tulis | | <ul style="list-style-type: none"> • Writesimple text describing "Malinkundang, Cinderella, and Snow White". | 4 x 40 menit | 1. Buku teks yang relevan 2. Gambar terkait tema/topik |
|---|--|---|--|-----------|--|---|--------------|---|

7

COURSE GRID

COURSE GRID OF TEACHING-LEARNING WRITING PROCESS FOR THE TENTH GRADE STUDENTS OF MAN

YOGYAKARTA III, XE CLASS IN THE ACADEMIC YEAR OF 2012/2013

| COMPONENTS | | | | | | | | | |
|-----------------|---|---|----------------------------------|--|--|--|-----------------|---|---|
| Cycle | Standard of Competency | Basic Competency | Topic | Language Focus | Materials | Key Vocabulary | Functional Text | Activities | Indicators |
| I (meeting 1-3) | Expressing short, simple, functional essays in the genres of narrative in the context of daily life | Expressing meanings and steps of rhetorical essays in accurate, fluent, and acceptable way using written style in the context of daily life in the genre of narrative | Story telling of narrative story | Past tense Rhetorical essay of narrative text | Simple past tense S+V2 Generic structure - Orientation - complication - Resolution Using conjunctions – one day-once upon time. | went, stayed, came, received, helped, left, walked, etc. | Narrative | Mind mapping: The students discussed the words related to the topic. The students tried to comprehend the steps to make the mind mapping. The students tried to make the mind mapping as a pre-writing planning | To identify generic structures of narrative text To use language feature in the text To identify the difficult words To produce narrative text |

| | | | | | | | | | | |
|---------------------|---|---|----------------------------|---|--|---|-----------|---|--|--|
| | | | | | | | | | strategy. The students used the mind mapping to produce narrative text. The students presented their works. The teacher gave feedback based on the errors. | |
| II (meeting 1-3) | Expressing short, simple, functional essays in the genres of narrative in the context of daily life | Expressing meanings and steps of rhetorical essays in accurate, fluent, and acceptable way using written style in the | Telling The favorite story | Past tense Rhetorical essay of narrative text | Simple past tense S+V2 Generic structure - Orientation - Complication - Resolution Using | went, wanted, ran, worked, forgot, walked, missed, etc. | Narrative | Mind mapping: The students discussed their mapping in a group. The students chose the appropriate words to make the mind | To identify generic structures of narrative text To use language feature in the text To | |

8

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|-------------------------|---------------------------|
| Sekolah | : MAN Yogyakarta III |
| Mata Pelajaran | : Bhs. Inggris |
| Kelas / Semester | : X/1 |
| Aspek/Skill | : Menulis/ <i>Writing</i> |
| Alokasi Waktu | : 2 x 45 menit |

Standar Kompetensi : 6. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *procedure*, *recount*, dan *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar : 6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Indikator :

1. Mengidentifikasi dan menjelaskan generic structure dari text *narrative*
2. Mengidentifikasi kata kata dari text *narrative*
3. Menggunakan kalimat bentuk lampau
4. Menghasilkan teks berbentuk *narrative*

I. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat:

- Menggunakan kalimat bentuk lampau secara akurat dan efisien dalam menuliskan *narrative*.
- Menggunakan kosa kata dengan tepat dalam menulis teks *narrative*.

II. Materi Pembelajaran :

Narrative text (terlampir)

III. Metode Pembelajaran:

BKOF – MOT – JCOT – ICOT

IV. Langkah-langkah Kegiatan Pembelajaran

A. Kegiatan awal :

- Salam dan tegur sapa serta absensi

B. Kegiatan inti :

1) BKOF

- Siswa mendiskusikan topik, kosa kata, dan tata bahasa dari teks berbentuk *Narrative*.

2) MOT

- Siswa memahami contoh teks *narrative*.
- Siswa memahami contoh mind mapping dan manfaatnya.
- Siswa memahami langkah langkah pembuatan mind mapping.
- Siswa mendengarkan penjelasan guru tentang cara membuat teks *narrative* menggunakan mind mapping

3) JCOT

- Siswa membuat mind mapping sebagai rencana awal sebelum membuat teks *narrative*.
- Siswa memperhatikan feedback atas tugas mereka

4) ICOT

- Siswa membuat teks *narrative* dengan mind mapping secara individu
- Siswa mendiskusikan tugas tersebut dengan guru
- Siswa mempresentasikan apa yang telah mereka diskusikan (lisan maupun tertulis)

C. Kegiatan akhir :

- Siswa dan guru melakukan refleksi

V. Penilaian :

VI. Alat/ sumber/ bahan belajar

1. Buku pelajaran Bahasa Inggris Look Ahead 1 terbitan Erlangga

Yogyakarta, Februari07, 2013
Researcher,

Fuad Nur Cahyo.
NIM 07202241019

MATERI PEMBELAJARAN

Topic: A narrative text

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.

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.

The text consists of:

- Part 1: Setting or Orientation

It is about the opening paragraph where the characters of the story are introduced. It answers the questions: Who? When? Where? Why?

- Part 2: List of events

Where the problems in the story developed. (problem appears / start and developed)

- Parts 3: Resolution

Where the problems in the story is solved. Problem solved, "happy ending" or "bad ending".

Malinkundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

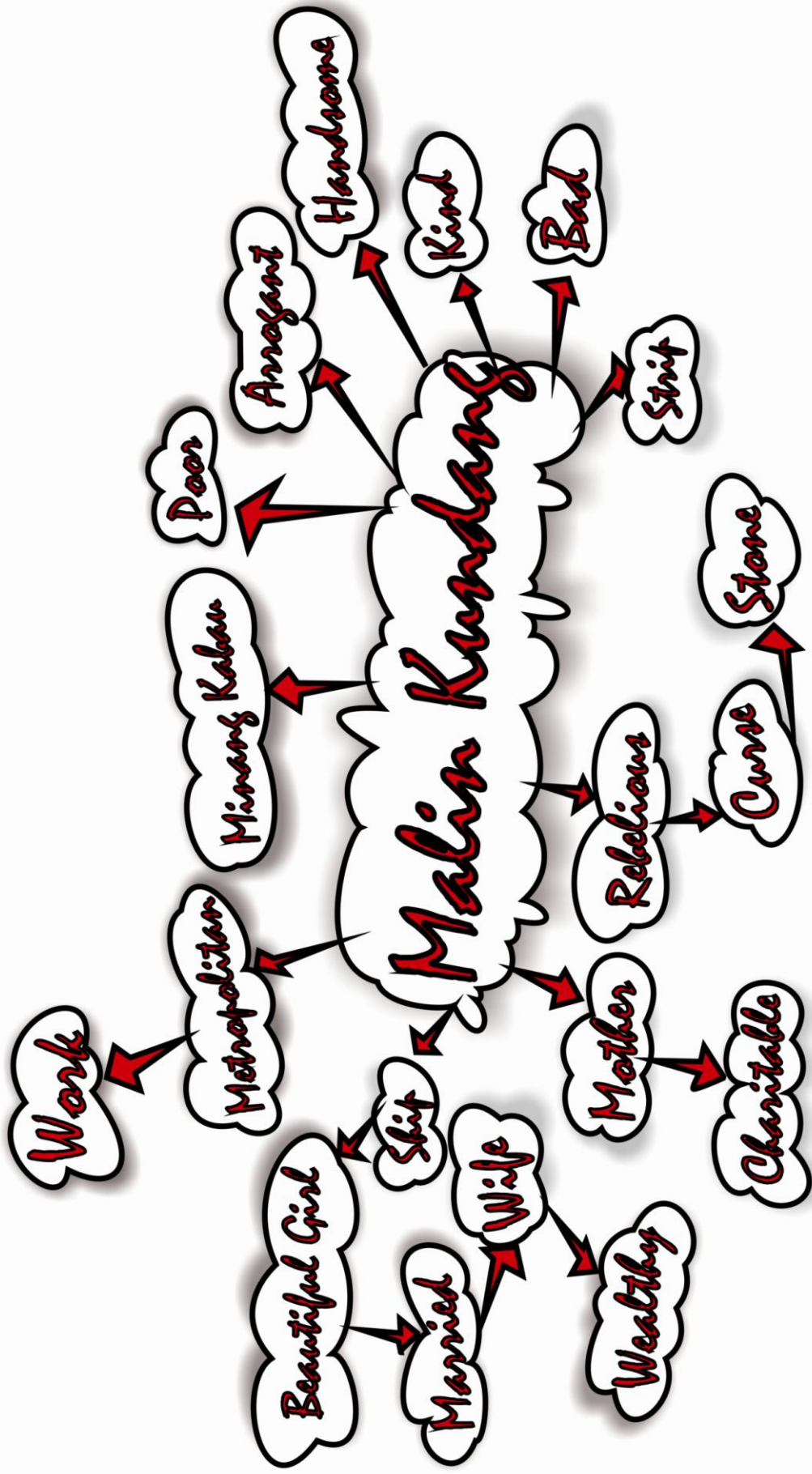
In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

(Re-written from www.st.rim.or.jp)



WORKSHEET

Using your own words, make a good narrative text by using the mind mapping technique.



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MAN Yogyakarta III

Mata Pelajaran : Bhs. Inggris

Kelas / Semester : X/1

Aspek/Skill : Menulis/ *Writing*

Alokasi Waktu : 2 x 45 menit

Standar Kompetensi : 6. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *procedure*, *recount*, dan *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar : 6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Indikator :

1. Mengidentifikasi dan menjelaskan generic structure dari text *narrative*.
2. Mengidentifikasi kata kata dari text *narrative*.
3. Menggunakan kalimat bentuk lampau
4. Menghasilkan teks berbentuk *narrative*.

I. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat:

- Menggunakan kalimat bentuk lampau secara akurat dan efisien dalam menulis teks *narrative*.
- Menggunakan kosa kata dengan tepat dalam menulis teks *narrative*.

II. Materi Pembelajaran :

Narrative text (terlampir)

III. Metode Pembelajaran:

BKOF – MOT – JCOT – ICOT

IV. Langkah-langkah Kegiatan Pembelajaran

A. Kegiatan awal :

- Salam dan tegur sapa serta absensi.

B. Kegiatan inti :

1) BKOF

- Siswa memahami contoh teks *narrative*
- Siswa berkelompok mendiskusikan kosa kata dan tata bahasa dari teks berbentuk *narrative*

2) MOT

- Siswa memahami contoh mind mapping.
- Siswa mendiskusikan langkah langkah pembuatan mind mapping.
- Siswa memperhatikan penjelasan guru tentang cara membuat teks *narrative* menggunakan mind mapping.
- Siswa mencari kata kata yang sulit dalam teks dan mendiskusikannya dengan guru.

3) JCOT

- Siswa mencari kata kata yang tepat untuk mengembangkan metode mind mapping.
- Siswa membuat mind mapping menggunakan kosa kata yang tepat siswa memperhatikan feedback atas tugas mereka.

4) ICOT

- Siswa membuat teks *narrative* dengan mind mapping secara individu
- Siswa mempresentasikan apa yang telah mereka diskusikan (lisan maupun tertulis).

C. Kegiatan akhir :

- Siswa dan guru melakukan refleksi

V. Penilaian :

VI. Alat/ sumber/ bahan belajar

1. Buku pelajaran Bahasa Inggris Look Ahead 1 terbitan Erlangga
2. Kamus, papan tulis, dan spidol warna

Yogyakarta, Februari 09, 2013
Researcher,

Fuad Nur Cahyo
NIM 0702241019

MATERI PEMBELAJARAN

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball". Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after

(Re-written from www.Englishdirection.com)

Generic Structure of Narrative Text

Orientation: it means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term. In this story, the first paragraph is clearly seen to introduce the participants of the Cinderella Story. They were Cinderella her self as the main character of the story, her step mother which treated Cinderella badly, and her steps sister which supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.

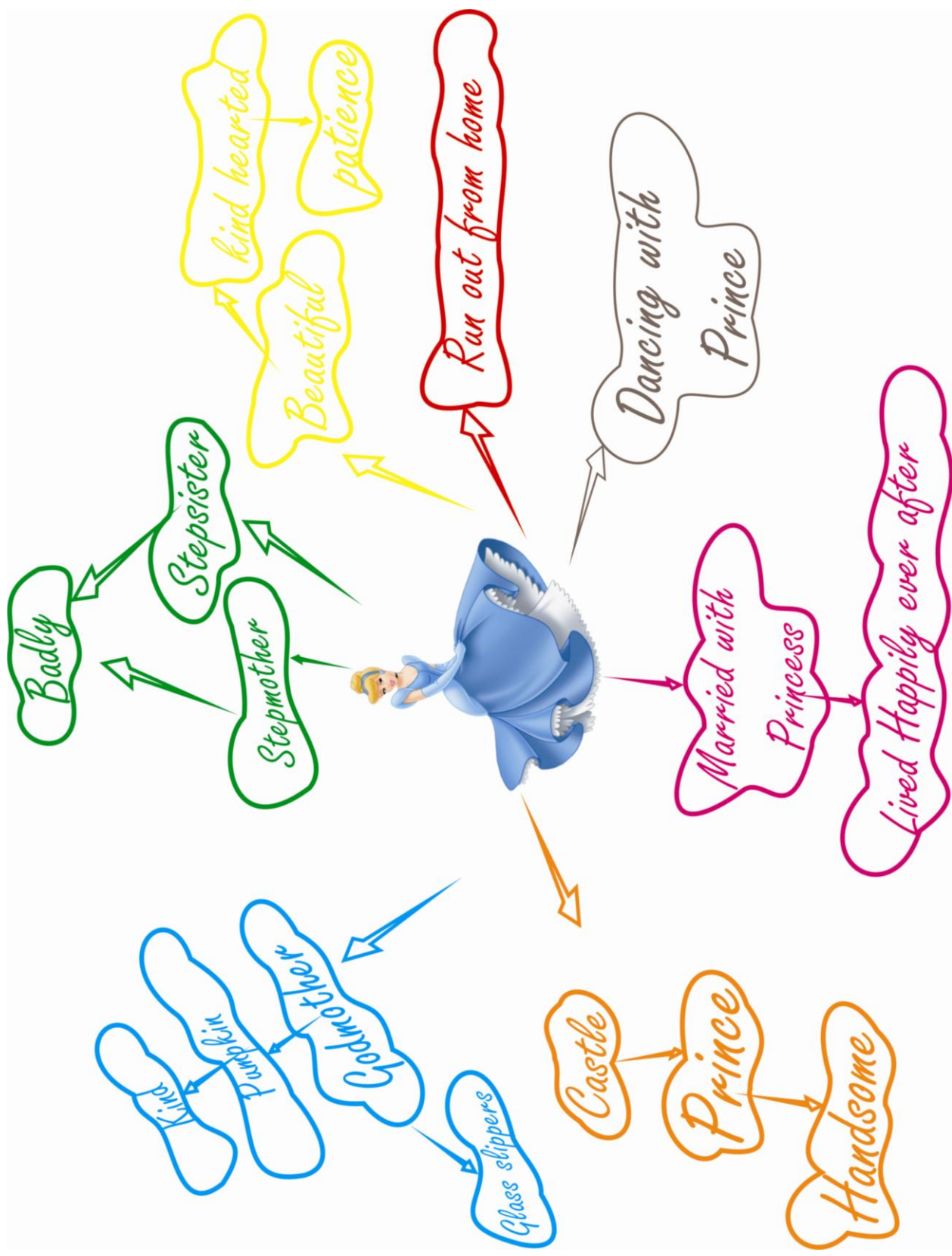
Complication: it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more then one complication. In this Cinderella story, we can see clearly that there are **Major Complication** and **Minor Complication**. The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.

Resolution: it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. Like complication, there are **Major Resolution** and **Minor Resolution**. In the last paragraph, it is said that finally Cinderella lived happily. It is the happy resolution of the bad treatment.



WORKSHEET

Work in groups of four chose your favourite story and then write a narrative text by using mind mapping and tell it in front of the class.



RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|-------------------------|---------------------------|
| Sekolah | : MAN Yogyakarta III |
| Mata Pelajaran | : Bhs. Inggris |
| Kelas / Semester | : X/1 |
| Aspek/Skill | : Menulis/ <i>Writing</i> |
| Alokasi Waktu | : 2 x 45 menit |

Standar Kompetensi : 6. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *procedure*, *recount*, dan *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar : 6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Indikator :

1. Mengidentifikasi dan menjelaskan generic structure dari text *narrative*.
2. Mengidentifikasi kata kata dari text *narrative*
3. Menggunakan kalimat bentuk lampau.
4. Menghasilkan teks berbentuk *narrative*.

I. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat:

- Menggunakan kalimat bentuk lampau secara akurat dan efisien dalam menulis teks *narrative*.
- Menggunakan kosa kata dengan tepat dalam menulis teks *narrative*.

II. Materi Pembelajaran :

Narrative text (terlampir)

III. Metode Pembelajaran:

BKOF – MOT – JCOT – ICOT

IV. Langkah-langkah Kegiatan Pembelajaran

A. Kegiatan awal :

- Salam dan tegur sapa serta absensi

B. Kegiatan inti :

1) BKOF

- Siswa mendiskusikan kosa kata dan tata bahasa dari teks berbentuk *narrative*.

2) MOT

- Siswa memahami contoh teks *narrative*.
- Siswa memahami contoh mind mapping.
- Siswa memahami langkah langkah pembuatan mind mapping.
- Siswa memperhatikan penjelasan guru tentang cara membuat teks *narrative* menggunakan mind mapping.
- Siswa mencari kata kata yang sulit dalam teks dan mendiskusikannya dengan guru.

3) JCOT

- Siswa mencari kata kata yang tepat untuk mengembangkan metode mind mapping.
- Siswa membuat mind mapping menggunakan kosa kata yang tepat.
- Siswa memperhatikan feedback atas tugas mereka.

4) ICOT

- Siswa membuat teks *narrative* dengan mind mapping secara individu.
- Siswa mempresentasikan apa yang telah mereka diskusikan (lisan maupun tertulis).

C. Kegiatan akhir :

- Siswa dan guru melakukan refleksi

V. Penilaian :

VI. Alat/ sumber/ bahan belajar

1. Buku pelajaran Bahasa Inggris Look Ahead 1 terbitan Erlangga
2. Kamus, papan tulis, dan spidol warna

Yogyakarta, Februari 16, 2013
Researcher,

Fuad Nur Cahyo
NIM 0702241019

SNOW WHITE

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant. Snow White grew very beautiful and one day a Prince riding by, saw her at work and fell in love with her. The queen was beautiful too, and every day she asked her Magic Mirror, "Who is the fairest in the land?" and the mirror always answered, "You are the fairest one of all".

But one day the mirror answered Snow White was the fairest in the land, and in a rage the queen gave orders to one of her Huntsmen to take Snow White into the woods and kill her. The Huntsman had a kind heart and couldn't do the deed so told her to run away. She fled into the woods where Seven little dwarfs lived. Their house was small and strange. Snow White entered the little house and finding it very untidy, started to clean up. Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon asleep. When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. The Queen discovered where Snow White was living and disguising herself as a witch, took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit

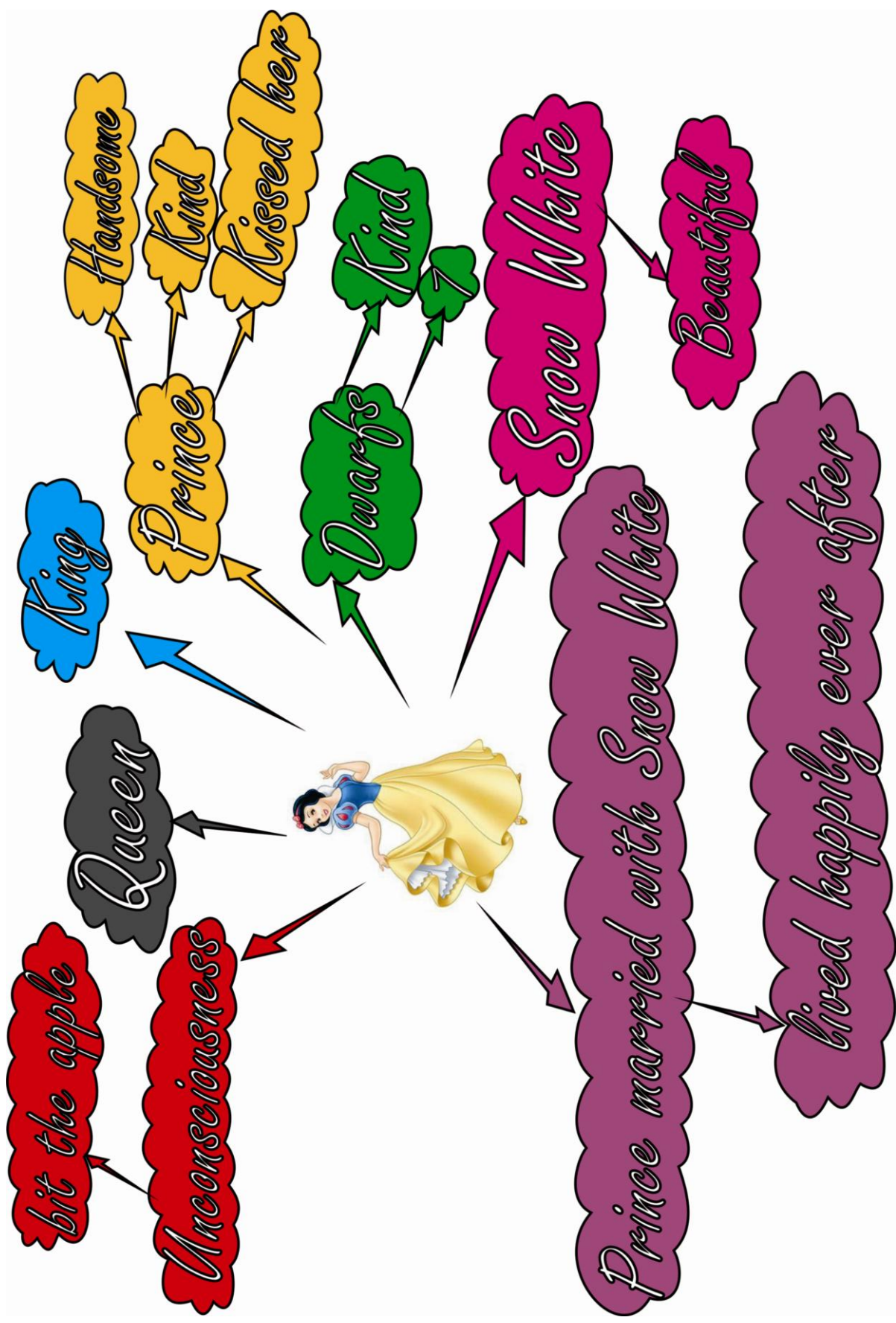
the apple, she sank into unconsciousness. Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin.

One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy. The Prince took Snow White to his palace where they were married and lived happily ever after.



WORKSHEET

Work in groups of four chose your favourite story and then write a narrative text by using mind mapping and tell it in front of the class.



9

STUDENTS' SCORE

PRE - ACTION - TEST

| NO | NAME | SCORE | | |
|----|------------------------------------|---------|---------|-------------|
| | | RATER 1 | RATER 2 | FINAL SCORE |
| 1 | ABI HUZAIFAH | 70 | 72 | 71 |
| 2 | ADISTI FEBI ANJANI | 70 | 72 | 71 |
| 3 | AGIN WICAKSANA | 62 | 65 | 63,5 |
| 4 | AMINATUL ZHULFA | 63 | 65 | 64 |
| 5 | ANIDYA AYU PERMATA SARI | 60 | 65 | 62,5 |
| 6 | ANZALI YASFA | 60 | 60 | 60 |
| 7 | ASFARINA MUTIARA | 63 | 68 | 65,5 |
| 8 | ASTUTI UTAMI | 70 | 70 | 70 |
| 9 | AYU NUR'AINI | 70 | 70 | 70 |
| 10 | AZZAHRA AMEDYA NITA | 75 | 78 | 76,5 |
| 11 | DEVITA CANDRASARI | 75 | 75 | 75 |
| 12 | DHAMAR DWI SAKSANA | 73 | 70 | 71,5 |
| 13 | DINISA RIZKY AMALIA | 70 | 72 | 71 |
| 14 | ERY PURNAMA PUTRA | 63 | 65 | 64 |
| 15 | FAQIH MUSABIK | 70 | 75 | 72,5 |
| 16 | FARIDA NURUL BAHIIYYAH | 60 | 65 | 62,5 |
| 17 | HABIB ABDULLAH ROSYID | 60 | 60 | 60 |
| 18 | HANIN ATHAYA YUMNA | 60 | 60 | 60 |
| 19 | HASAN SHIDDIQ | 70 | 75 | 72,5 |
| 20 | JIHAN RANA SAFIRAH | 70 | 70 | 70 |
| 21 | KHAFIFATUT TAMIMAH | 75 | 75 | 75 |
| 22 | LUTHFI NUR IKHSANI | 73 | 70 | 71,5 |
| 23 | MARWINDARTO | 60 | 64 | 62 |
| 24 | MOHAMMAD DERIVADI HARFINANTYO | 70 | 72 | 71 |
| 25 | MUHAMMAD ANWAR FAUZI | 75 | 75 | 75 |
| 26 | MUCH. THARIQ KARTIKO ADI BAWONO | 75 | 78 | 76,5 |
| 27 | RAAFI NUR ALI | 60 | 62 | 61 |

| | | | | |
|-------------|----------------------|------|------|------|
| 28 | REZA AGUNG SANTOSA | 60 | 64 | 62 |
| 29 | SHINTA NURVITA SARI | 62 | 65 | 63,5 |
| 30 | SITI NUR HASANAH | 70 | 70 | 70 |
| 31 | SWASTIKA TRI PERTIWI | 61 | 60 | 60,5 |
| 32 | YANUR | 63 | 65 | 64 |
| MEAN | | 66,7 | 68,3 | 67,5 |

The highest score: 78

The lowest score: 60

POST - ACTION – TEST

| NO | NAME | SCORE | | |
|----|------------------------------------|---------|---------|-------------|
| | | RATER I | RATER 2 | FINAL SCORE |
| 1 | ABI HUZAIFAH | 73 | 75 | 74 |
| 2 | ADISTI FEBI ANJANI | 75 | 75 | 75 |
| 3 | AGIN WICAKSANA | 70 | 68 | 69 |
| 4 | AMINATUL ZHULFA | 80 | 75 | 77,5 |
| 5 | ANIDYA AYU PERMATA SARI | 74 | 70 | 72 |
| 6 | ANZALI YASFA | 70 | 70 | 70 |
| 7 | ASFARINA MUTIARA | 75 | 75 | 75 |
| 8 | ASTUTI UTAMI | 80 | 80 | 80 |
| 9 | AYU NUR'AINI | 78 | 80 | 79 |
| 10 | AZZAHRA AMEDYA NITA | 85 | 83 | 84 |
| 11 | DEVITA CANDRASARI | 83 | 80 | 81,5 |
| 12 | DHAMAR DWI SAKSANA | 75 | 70 | 72,5 |
| 13 | DINISA RIZKY AMALIA | 70 | 72 | 71 |
| 14 | ERY PURNAMA PUTRA | 72 | 70 | 71 |
| 15 | FAQIH MUSABIK | 70 | 75 | 72,5 |
| 16 | FARIDA NURUL BAHIIYYAH | 63 | 65 | 64 |
| 17 | HABIB ABDULLAH ROSYID | 71 | 70 | 70,5 |
| 18 | HANIN ATHAYA YUMNA | 65 | 62 | 63,5 |
| 19 | HASAN SHIDDIQ | 78 | 75 | 76,5 |
| 20 | JIHAN RANA SAFIRAH | 75 | 70 | 72,5 |
| 21 | KHAFIFATUT TAMIMAH | 75 | 75 | 75 |
| 22 | LUTHFI NUR IKHSANI | 80 | 80 | 80 |
| 23 | MARWINDARTO | 70 | 70 | 70 |
| 24 | MOHAMMAD DERIVADI HARFINANTYO | 75 | 72 | 73,5 |
| 25 | MUHAMMAD ANWAR FAUZI | 75 | 75 | 62 |
| 26 | MUCH. THARIQ KARTIKO ADI BAWONO | 75 | 78 | 76,5 |
| 27 | RAAFI NUR ALI | 65 | 70 | 67,5 |

| | | | | |
|------|----------------------|------|------|------|
| 28 | REZA AGUNG SANTOSA | 65 | 70 | 67,5 |
| 29 | SHINTA NURVITA SARI | 65 | 68 | 66,5 |
| 30 | SITI NUR HASANAH | 70 | 70 | 70 |
| 31 | SWASTIKA TRI PERTIWI | 65 | 65 | 65 |
| 32 | YANUR | 70 | 75 | 72,5 |
| MEAN | | 71,2 | 71,1 | 72,4 |

The highest score: 85

The lowest score: 60

10

WRITING RUBRIC

The Scoring Rubric of Writing

| Categorization | Description |
|---------------------------------------|--|
| Ideas and Development | |
| 1 | Weak development of topic |
| 2 | Adequate development of topic; listing of details |
| 3 | Good development of topic |
| 4 | Extensive development of topic; strong support of main idea with details |
| Organization | |
| 1 | Not organized |
| 2 | Sparsely organized; lack of sequence |
| 3 | Fairly well organized; flow and sequence evident |
| 4 | Completely organized; smooth flow with strong sequence |
| Vocabulary | |
| 1 | Poor or inappropriate word choice |
| 2 | Fair word choice; simple words |
| 3 | Good word choice; meaning is clear. |
| 4 | Vivid and imaginative word choice; appropriate use of vocabulary |
| Sentence structure | |
| 1 | Poor; many errors |
| 2 | Fair; choppy with variety |
| 3 | Adequate; few errors and some varieties of lengths |
| 4 | Excellent; no errors and a variety of lengths |
| Capitalization and punctuation | |
| 1 | Many errors (over 10) |
| 2 | Some errors (6-10) |
| 3 | Very few errors (1-5) |
| 4 | Error free |
| Spelling | |
| 1 | Many errors (over 10) |
| 2 | Some errors (6-10) |
| 3 | Very few errors (1-5) |
| 4 | Error free |

11

QUESTIONNAIRES

QUESTIONNAIRE

Instrument penelitian “**USING THE MIND MAPPING TECHNIQUE TO IMPROVE THE STUDENTS’ WRITING SKILL OF THE TENTH GRADE STUDENTS AT MAN YOGYAKARTA III IN THE ACADEMIC YEAR OF 2012/2013**”

A. Identitas diri

Nama :

B. Petunjuk Pengisian

Jawablah pertanyaan berikut sesuai dengan keadaan yang sesungguhnya!

1. Menurut Anda, apakah kegiatan *mind mapping* yang telah dilakukan menarik?
.....
2. Apa yang membuat kegiatan *mind mapping* menarik?
.....
3. Menurut Anda, apakah kegiatan *mind mapping* membuat anda lebih termotivasi untuk belajar Bahasa Inggris?
.....
4. Menurut Anda, apakah kegiatan *mind mapping* membuat kepercayaan diri Anda meningkat?..
.....
5. Menurut Anda, apakah kegiatan *mind mapping* dapat meningkatkan kemampuan menulis Anda dalam bahasa Inggris?
.....
6. Menurut Anda, apakah kegiatan *mind mapping* sulit?
.....
7. Apakah yang membuat kegiatan *mind mapping* sulit bagi Anda?
.....
8. Menurut Anda, apakah kegiatan *mind mapping* bisa membantu Anda untuk menulis artikel atau cerita dalam bahasa Inggris?
.....
9. Menurut Anda, apakah kegiatan *mind mapping* dapat membantu Anda untuk Bekerja sama dalam sebuah kelompok?
.....

10. Menurut Anda, apakah kegiatan *mind mapping* dapat membantu Anda lebih aktif didalam kelas?
.....
11. Menurut Anda, “giving rewards” atau pemberian hadiah kepada siswa yang aktif didalam kelas bisa membantu meningkatkan motivasi siswa lain?
.....
12. Menurut Anda, apakah materi yang disampaikan dalam kegiatan *mind mapping* lebih mudah dimengerti?
.....
13. Menurut Anda, apakah waktu yang diberikan untuk mempelajari materi yang diberikan cukup?
.....
14. Menurut Anda, dengan berdiskusi dengan teman lebih membantu Anda mempermudah mempelajari materi yang diberikan?
.....
15. Menurut Anda, apakah Classroom English yang digunakan peneliti dikelaseefektif untuk meningkatkan kemampuan bicara dalam bahasa Inggris Anda?
.....
16. Menurut Anda, lebih menyenangkan menggunakan kegiatan *mind mapping* dengan 2 orang saja ataulebih? Jelaskan!
.....
17. Apakah guru Bahasa Inggris Anda pernah menggunakan teknik lain selama mengajar terutama untuk kemampuan menulis?
.....
18. Teknik apa yang pernah digunakan oleh guru Bahasa Inggris Anda?
.....
19. Menurut Anda, apa saja kelebihan teknik tersebut?
.....
20. Menurut Anda, teknik mana yang lebih efektif untuk meningkatkan kemampuan menulis siswa?
.....

12

ANALYSIS OF QUESTIONNAIRE DATA

THE ANALYSIS OF QUESTIONNAIRE DATA

1. Menurut Anda, apakah kegiatan *mind mapping* yang telah dilakukan menarik?

| YES | NO | ABSTAIN |
|-----------|--------|---------|
| 32 = 100% | 0 = 0% | 0 = 0% |

2. Apa yang membuat kegiatan *mind mapping* menarik?

| YES | NO | ABSTAIN |
|----------|--------|---------|
| 25 = 73% | 0 = 0% | 9 = 26% |

- S1 : Karena kegiatan *mind mapping* lebih seru dan santai. (because the mind mapping technique is more attractive and relax).
- S2 : Karena ada games yang diberikan, ada juga penghargaan untuk siswa yang aktif. (because there are some games and also rewards for the active students)
- S3 : Karena kita mengerjakan soal dengan dibatasi waktu yang membuat kita mengerjakan dengan serius. (because we do the task using limited time so we do it seriously)
- S4 : karena kita jd lebih aktif dari pada pas pelajaran biasanya, cuma duduk sama nyatet aja. (because we can be more active in the class, usually we are just sit and write the materials).

3. Menurut Anda, apakah kegiatan *mind mapping* membuat anda lebih termotivasi untuk belajar Bahasa Inggris?

| YES | NO | ABSTAIN |
|-----------|--------|---------|
| 32 = 100% | 0 = 0% | 0 = 0% |

4. Menurut Anda, apakah kegiatan *mind mapping* membuat kepercayaan diri Anda meningkat?.

| YES | NO | ABSTAIN |
|-----------|--------|---------|
| 32 = 100% | 0 = 0% | 0 = 0% |

- S1 : ya, karena kita bisa mendiskusikan jawabannya dulu dengan teman. (yes, because we can discuss the answer with our partner)
- S2 : cukup meningkat. (my self confidence increase significantly)
- S3 : tentu saja, karena saya jadi PD mau maju ke depan kelas. (of course, it makes me to have self confidence to present my answer in front of the class)
- S4 : ya, lumayan. (yes, not bad)

5. Menurut Anda, apakah kegiatan *mind mapping* dapat meningkatkan kemampuan menulis Anda dalam bahasa Inggris?

| YES | NO | ABSTAIN |
|-----------|--------|---------|
| 32 = 100% | 0 = 0% | 0 = 0% |

6. Menurut Anda, apakah kegiatan *mind mapping* sulit?

| YES | NO | ABSTAIN |
|---------|----------|---------|
| 4 = 11% | 30 = 88% | 0 = 0% |

7. Apakah yang membuat kegiatan *mind mapping* bagi Anda?

| YES | NO | ABSTAIN |
|--------|--------|---------|
| 0 = 0% | 0 = 0% | 0 = 0% |

8. Menurut Anda, apakah kegiatan *mind mapping* bisa membantu Anda untuk berkomunikasi secara sederhana dalam bahasa Inggris dengan teman atau guru?

| YES | NO | ABSTAIN |
|-----------|--------|---------|
| 32 = 100% | 0 = 0% | 0 = 0% |

9. Menurut Anda, apakah kegiatan *mind mapping* dapat membantu Anda untuk bekerjasama dalam sebuah kelompok?

| YES | NO | ABSTAIN |
|-----------|--------|---------|
| 32 = 100% | 0 = 0% | 0 = 0% |

10. Menurut Anda, apakah kegiatan *mind mapping* dapat membantu Anda lebih aktif di dalam kelas?

| YES | NO | ABSTAIN |
|-----------|--------|---------|
| 32 = 100% | 0 = 0% | 0 = 0% |

11. Menurut Anda, giving rewards atau pemberian hadiah kepada siswa yang aktif di dalam kelas bisa membantu meningkatkan motivasi siswa lain?

| YES | NO | ABSTAIN |
|-----------|--------|---------|
| 32 = 100% | 0 = 0% | 0 = 0% |

12. Menurut Anda, apakah materi yang disampaikan dalam kegiatan *mind mapping* lebih mudah dimengerti?

| YES | NO | ABSTAIN |
|----------|--------|----------|
| 20 = 58% | 0 = 0% | 14 = 41% |

13. Menurut Anda, apakah waktu yang diberikan untuk mempelajari materi yang diberikan cukup?

| YES | NO | ABSTAIN |
|----------|---------|---------|
| 30 = 88% | 4 = 11% | 0 = 0% |

14. Menurut Anda, dengan berdiskusi dengan teman lebih membantu Andamempermudah mempelajari materi yang diberikan?

| YES | NO | ABSTAIN |
|-----------|--------|---------|
| 32 = 100% | 0 = 0% | 0 = 0% |

15. Menurut Anda, apakah Classroom English yang digunakan peneliti dikelasefektif untuk meningkatkan kemampuan menulis dalam bahasa Inggris Anda?

| YES | NO | ABSTEIN |
|----------|--------|---------|
| 32 = 94% | 0 = 0% | 2 = 58% |

- S1 : *ya, tentu saja. Kita kan jadi tau bagaimana cara menulis yang benar dalam bahasa inggris.* (Yes, of course. We become understand how to writing in English correctly)
- S2 : *iya. Membantu sekali.* (Yes, it helps so much)
- S3 : *sangat ya. aku jadi bisa menulis ini itu.* (yes, it is very useful, I can writing a lot of sentences now)
- S4 : *membantu banget, biasanya ga pernah sampai bisa kaya gini tapi sekarang jadi bisa.* (it helps so much. Usually I can't write in English well, but I can understand now)

16. Menurut Anda, lebih menyenangkan menggunakan kegiatan *mind mapping* dengan 2 orang saja ataulebih? Jelaskan!

5 students = 14 % answer “dua orang saja” (2 students)

4 students = 11 % answer “ lebih “ (more)

28 students = 73 % do not answer the question.

17. Apakah guru Bahasa Inggris Anda pernah menggunakan teknik lain selama mengajar terutama untuk kemampuan menulis?

| YES | NO | ABSTAIN |
|----------|--------|----------|
| 20 = 58% | 0 = 0% | 14 = 41% |

18. Teknik apa yang pernah digunakan oleh guru Bahasa Inggris Anda?

2 students = 5,8 % answer *dialogue, reading,*

5 students = 14 % answer *reading texts*

2 students = 5,8 % answer *simple past tense*

4 students = 11 % answer *memorizing the sentences*

20 students = 61 % do not *answer the question*

19. Menurut Anda, apa saja kelebihan teknik tersebut?

Noone answers the question.

20. Menurut Anda, teknik mana yang lebih efektif untuk meningkatkan kemampuan berbicara siswa?

Noone answers the question.

13

ATTENDANCE LIST

DAFTAR KEHADIRAN SISWA
KELAS XI MAN YOGYAKARTA III
SEMESTER I / TAHUN AJARAN 2012/2013

| NO | NAMA SISWA | PERTEMUAN | | | | | |
|----|----------------------------------|-----------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | ABI HUZAIFAH | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | ADISTI FEBI ANJANI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | AGIN WICAKSANA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | AMINATUL ZHULFA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | ANIDYA AYU PERMATA SARI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 | ANZALI YASFA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 | ASFARINA MUTIARA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8 | ASTUTI UTAMI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9 | AYU NUR'AINI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10 | AZZAHRA AMEDYA NITA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11 | DEVITA CANDRASARI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12 | DHAMAR DWI SAKSANA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13 | DINISA RIZKY AMALIA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14 | ERY PURNAMA PUTRA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15 | FAQIH MUSABIK | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 16 | FARIDA NURUL BAHIIYYAH | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 17 | HABIB ABDULLAH ROSYID | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 18 | HANIN ATHAYA YUMNA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 19 | HASAN SHIDDIQ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 20 | JIHAN RANA SAFIRAH | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 21 | KHAFIFATUT TAMIMAH | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 22 | LUTHFI NUR IKHSANI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 23 | MARWINDARTO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 24 | MOHAMMAD DERIVADI HARFINANTYO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 25 | MUHAMMAD ANWAR FAUZI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 26 | MUCH. THARIQ KARTIKO ADI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|----|----------------------|---|---|---|---|---|---|
| | BAWONO | | | | | | |
| 27 | RAAFI NUR ALI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 28 | REZA AGUNG SANTOSA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 29 | SHINTA NURVITA SARI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 30 | SITI NUR HASANAH | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 31 | SWASTIKA TRI PERTIWI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 32 | YANUR | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

14

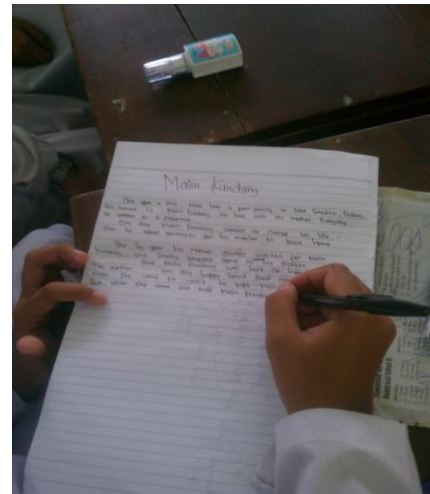
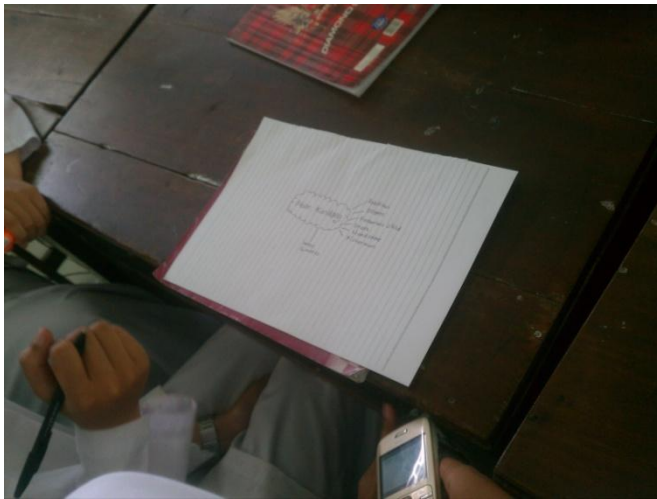
PHOTOGRAPHS



Picture 1. The students make the mind mapping diagram in Group.



Picture 2. The students try to complete the mind mipping diagram.



Picture 3. Students write a narrative text



Picture 4. Students with teacher collaborated to check the narrative text.

15

PERMIT LETTERS



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 275 / 2013

TENTANG
PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta
Nomor : 070/907/V/1/2013 Tanggal : 30 Januari 2013
Hal : Izin Penelitian

MENGIZINKAN :

Kepada :
Nama : FUAD NUR CAHYO
No.Mhs/NIM/NIP/NIK : 07202241019
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Kuningan Blok G 10 Caturtunggal, Depok, Sleman
No. Telp / HP : 085743212312
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
USING THE MIND MAPPING TECHNIQUE THE STUDENTS' WRITING SKILL OF THE TENTH GRADE AT MAN YOGYAKARTA III IN THE ACADEMIC YEAR OF 2012/2013
Lokasi : MAN 3 Yogyakarta
Waktu : Selama 3 bulan mulai tanggal: 30 Januari 2013 s/d 30 April 2013

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 31 Januari 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCLIRIANI SINURAYA, M.Si, M.M.

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Mlati
6. Kepala MAN 3 Yogyakarta
7. Dekan Fak. Bahasa & Seni UNY
8. Yang Bersangkutan



**KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI (MAN) YOGYAKARTA III
KABUPATEN SLEMAN**

Nomor Statistik Madrasah : 311340406008 Terakreditasi A
Alamat : Jl. Magelang Km.4 Sinduadi Mlati Sleman 55284 Telp/Fax. (0274) 513613
E-mail: man3.513613@yahoo.com website: www.mavoga.net

SURAT KETERANGAN

Nomor : Ma.12.03/TL.01/157/2013

Berdasarkan Surat : Universitas Negeri Yogyakarta
Nomor : 0217g/UN.34.12/DT/II/2013

Kepala MAN Yogyakarta III menerangkan bahwa mahasiswa tersebut dibawah ini:

| | |
|------------------|---------------------------------|
| Nama | : FUAD NUR CAHYO |
| NIM | : 07202241019 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Perguruan Tinggi | : Universitas Negeri Yogyakarta |

Telah melaksanakan uji coba dan penelitian di MAN Yogyakarta III dalam rangka pengambilan data untuk menyelesaikan **Skripsi** berjudul :

Using the Mind Mapping Technique to Improve the Students' Writing Skill at the Tenth Grade at MAN Yogyakarta III in the Academic year of 2012/20113

Waktu Penelitian : Januari – Februari 2013

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.





**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/907/V/1/2013

Membaca Surat : Dekan Fak. Bahasa dan Seni UNY Nomor : 0123eUN.34.12/DT/I /2013
Tanggal : 29 Januari 2013 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : FUAD NUR CAHYO NIP/NIM : 07202241019
Alamat : Karangmalang Yogyakarta
Judul : USING THE MIND MAPPING TECHNIQUE TO IMPROVE THE STUDENTS' WRITING SKILL OF THE TENTH GRADE AT MAN YOGYAKARTA III IN THE ACADEMIC YEAR OF 2012/2013
Lokasi : MAN Yogyakarta III Kota/Kab. SLEMAN
Waktu : 30 Januari 2013 s/d 30 April 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 30 Januari 2013
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Bappeda
3. Ka. Kanwil Kementerian Agama DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan