

MILIK PERPUSTAKAAN
STAIN ZAWIYAH COT KALA LANGSA

IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT BY USING MIND MAPPING TECHNIQUE AT
SEVENTH GRADE STUDENTS OF SMP
NEGERI 12 LANGSA

THESIS

Submitted By :

NURHAYATI I

The Student of English Department
Tarbiyah Faculty
Student No : 140800170



STATE COLLEGE OF ISLAMIC STUDIES
ZAWIYAH COT KALA LANGSA
2014 M / 1435 H

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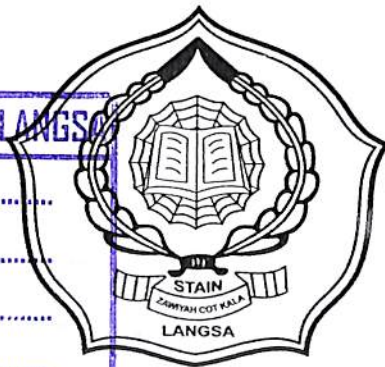
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THESIS

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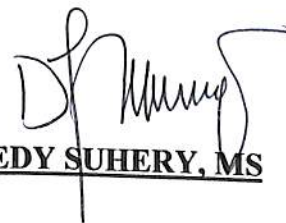
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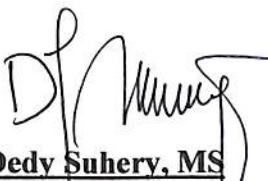
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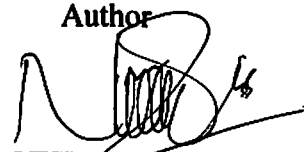
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IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING MIND MAPPING TECHNIQUE AT SEVENTH GRADE STUDENTS OF SMP NEGERI 12 LANGSA

ABSTRACT

This research is aimed to identify the effectiveness of mind mapping to improve students' writing skill and knowing the implementation of mind mapping in teaching learning process. The design of this study is a Quasi-experimental or Nonrandomized Control Group, Pretest-Posttest Design. The object of this study were students of SMP Negeri 12 Langsa which is located on Jl. Matang Kitan Gampong Baroh. The research was conducted at September 2013. It was conducted in two classes. Each class consisted of 32 students. To collect qualitative data, the researcher used field notes, photographs, interviews, questionnaires, and documents. To collect quantitative data, the researcher conducted tests before and after the research implementation. To analyze the quantitative data, the researcher used the mean scores of the test. The research findings are described in line with the problem statements as follows: mind mapping improve the students' writing skill in descriptive text, especially on the aspects of content, organization of ideas, and language features. This is proved by the significant increase of the mean score of the post- test class control and post-test class experiment. As the result, there is no missing stage from pre-writing to post-writing. Moreover, during the teaching learning process using mind mapping techniques, the students showed their better attitudes towards the implementation of those techniques. They were also actively involved in the teaching-learning process. Based on the explanation above, it is concluded that the use of mind mapping improve the students' writing skill in descriptive text. Therefore, it is recommended that teachers use mind mapping as the techniques in teaching writing.

Keywords: mind mapping technique, writing descriptive text.

CHAPTER 1

INTRODUCTION

A. Background of The Study

Language is an important means of communication in human life. It has many interrelationships with various aspects of human life.

Human being, in their interaction, will often find difficulties without language. If someone wants to convey his feelings, interior or opinion to other persons, he always uses a language. The language used may be in the form of action, gesture, teaching or signal.

Language, as defined in H. Douglas Brown, “a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having understood meanings”.¹ It means that it is understood that the symbols, signs, sound, or gestures are a tool to communicate in transferring ideas or feelings to the other person. They communicate through written, oral, and symbol. They use language as hearing individuals because man uses those sign to communicate with other. So in conversation, we define language on the basis of body language, sound or symbol in communication to convey information to receiver.

From the methodology points of view, it may be known that there are many ways of studying language. One of them is by Writing Descriptive Text by Using

¹ Brown, H. D, (2007), *Principles of language learning and teaching*, (5th ed.), White Plains, NY: Pearson

Mind Mapping Technique; it does not mean to say that the other skill namely, listening, speaking and reading are not important. However, writing deals with setting product that influence the understanding of vocabulary, grammar, organization, spelling and punctuation.

Basic knowledge in writing has three phases namely, sentence, paragraph and essay.² A sentence is a series connected a words consisting of a subject and verb and within those sentences there will be groups of words that are called phrases and clauses. If a sentence may be defined as a group of words, and ending with a full stop, a paragraph may be regarded as being a sequence of sentences expressing a number of thoughts that relate to the same idea, theme or topic. Most paragraphs have a three-part structure: topic sentence, supporting sentence, and concluding sentence. Each part of the paragraph plays an important role in communicating meaning to reader. Further, essay is a short piece of writing on a subject. In an essay, there are three structure same with paragraph, namely introduction, body and conclusion which same its role in writing.

In the implementation of teaching and learning process of English, the improvement of basic skills of language is still problem and one of them is writing. In general, writing is usually considered as the most frustrating to master for the students who are learning English, and so it needs to develop further. In the process of teaching and learning writing, some teachers do difficult to teach writing correctly. The teacher usually asks the students to write sentences as many as they can, but they do need to know how to make their students write as many as

² Aragon Yeh, 16 July 2010, *Basic Writing in English Slideshare*, <http://www.slideshare.net/aragornych/basic-writing-in-english>, accessed on 23 April 2013

they can. This fact encouraged the research to focus on helping the students' how to write especially descriptive text.

Descriptive text is difficult enough to learn by the students. According to Wishon and Burk, "Descriptive writing is used to create a visual image of people, places, even units of time days, times of day or seasons"³. However, not all students like the method which is given by their teacher. In fact, learning English with the same teaching technique makes the students are bored. In writing, sometimes students are lack of idea. That is why teachers need various methods which can encourage creativity and sense of students writing. The teacher also can use tools that can be used to develop students' creativity in learning English, especially in writing activity.

Based on the researcher's observation in SMP NEGERI 12 LANGSA, the researcher found that students difficulties in writing their task because of many reasons. For example the students have the weakness to start their writing as well as possible, they do not have enough ideas to writing. Many students become worried when they start writing.

Memory sensory has important value in writing. The students need balancing in usage of the left brain and right brain. Whole brain is needed by the students to think perfectly. Right brain is for creativity and visualization. Left brain is for logical and rational. Mind mapping combines both and become whole brained. It stimulates the brain by appealing to both the creative and logical side of the brain. According to De Potter and Hernacki, "Mind mapping uses usually reminder and

³ Wishon, G.E. and J. M. Burks, 1980, *Let's Write English*, New York: American Book Company, p. 379

sensory into a pattern from the ideas which are related”.⁴ Mind mapping allows the students to clarify their thoughts by categorizing and grouping into related ideas. The writes chooses mind mapping as a technique to help the students ability which are expected to improve their writing proficiency by writing descriptive text.

The mapping method is a graphic representation of a topic using main points and supporting points connected on the page. Mind mapping maximizes active learning. It helps the students see relationships between ideas and emphasizes critical thinking. Mind mapping involves writing down a central idea or image. Then think up new or related ideas which radiate but from the center.

A mind map is a diagram used to represents word, ideas, task, or other items linked to a central keyword. They are used to generate, classify, visualize and structure ideas, as an aid to studying, solving problems and making decisions.

Based on the statement above, the writer interested in a research on the title “IMPROVING THE STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT BY USING MIND MAPPING TECHNIQUE AT SEVENTH GRADE STUDENTS OF SMP NEGERI 12 LANGSA”.

B. Research Questions

The main problem of this research is: can mind mapping technique improve the students’ ability in writing descriptive text at seventh grade students of SMP Negeri 12 Langsa?

⁴ De Porter, Bobbi, Mark Reardon, 1999, *Quantum Teaching: orchestrating Students Success*, Boston: A Person Education Company, p.152

C. Purpose of The Study

Based on the problem above, the purpose of this study is to find out whether or not it is significantly improve students' ability in writing descriptive text by using mind mapping technique at seventh grade students of SMP Negeri 12 Langsa.

D. Significance of The Study

a. For Teachers.

The writer hopes that this research will increase the teacher's strategy in teaching writing descriptive text and it is hoped that this study will give a contribution in the educational side to the development of language teaching and learning about writing through mind mapping.

b. For Students.

The students can improve their writing ability and stimulate them to increase their writing ability and this study will overcome the difficulties of learners of English in writing descriptive text.

c. For Researchers.

The result of the research paper can be a useful input in English teaching-learning process especially for teaching writing using mind mapping technique.

E. Hypothesis

Based on the research question and purpose of the study, there are two forms of hypotheses in this research, they are; Null Hypotheses (Ho) and Alternative hypotheses (Ha) as follows:

Ho: There is not any difference in students' ability in writing descriptive text by using mind mapping technique and lecture method.

H_a: Students' ability in writing descriptive text is improved after using mind mapping technique.

F. Terminology

1. Writing

Writing as a series of related text-making activities generating, arranging and developing ideas in sentences, drafting, shaping and reading the text we make and editing and revising them.⁵ Drafting is the process whereby writers simply get something written on paper so that they can begin to craft their writing and revising the text which the writer returns to it draft, rereads and rethinks it, and decides to change it in order to improve it. Next, editing the text, cleaning up of a text before the writer must submit it for the public's inspection and evaluation.

2. Descriptive text

⁵ Eric Gould, Robert DiYanni, and William Smith, 1989, *Act of Writing*, New York, Schaum Outline Series, p. 18

aspects that add something to the main purpose of the description. Description like what is heard, seen, smelt, felt, tasted. Strong development of the experience that "puts the reader there" focuses on key details, powerful verbs and precise nouns.

3. Mind Mapping

Mind Mapping is an easy way to put information into the brain and take information out of the brain⁷. Also a route map which was great as a reminder, which allows us to share memories, organize facts and ideas so well with the involvement of the workings of the brain are very much involved.

4. Technique

Technique is the way done by a person in order to implement a method. For example, the use of the lecture method in classes with number of students that relatively large requiring independent techniques, which of course technically be different with the use of lecture method on a class the number of students is limited.⁸ Similarly, with the use of mind mapping, it is necessary is used different techniques in class that students classified as active with a class that students classified as passive. In this case, the teacher also can alternate technique although in the same method.

⁷ Buzan, 2008, *Mind Map untuk Anak*, Jakarta, Gramedia Pustaka Utama, p.4

⁸ Umi Khaltsun, 8 October 2012, *definisi model, pendekatan, strategi, metode, dan teknik pembelajaran*, <http://mkhgfthj.blogspot.com/2012/10/definisi-model-pendekatan-strategi.html>, accessed on 16 march 2013