



A STUDY ON TEACHING WRITING USING MIND MAPPING TO THE EIGHT GRADE STUDENTS OF SMP N 7 KEDIRI ACADEMIC YEAR 2014-2015

ARTICLE

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education (S.Pd) of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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2015



APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 23 Agustus 2015

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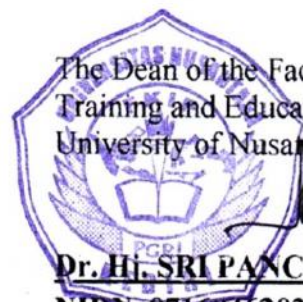
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ABSTRACT

In writing a descriptive text, students usually feel difficult, because in writing descriptive they not only express their ideas but also describe the characteristic of subject matter. They get difficulties such as in exploring their ideas and feeling to describe something. The purpose of this research are: (1) To know the application of mind mapping technique in teaching writing descriptive text to the eight grade students of SMP N7 Kediri. (2) To know the students response in teaching writing descriptive text by using mind mapping. (3) To know the difficulties that are faced by teacher when teach writing descriptive text by using mind mapping.

In this research, the researcher used descriptive qualitative research. Because this research describes the real condition on the application of mind mapping technique in teaching writing descriptive text to the eight grade students of SMP N7 Kediri especially in class VIIIB on academic year of 2014-2015. The data was taken by researcher on third week of May until fourth week of May. In this research, the writer used some instruments, they are: observation, interview, and questionnaire to collect the data.

Based on the result of the process in collecting data, the writer found some results, they are: 1) Result of observation shows some results that consist of the application of mind mapping technique in teaching writing descriptive paragraph to the eight grade students of SMP N 7 Kediri is good, the teaching and learning process started from the teacher by preparing lesson plan and the material, the teacher used three stages; pre-writing, writing, and re-writing, the material is interesting and relevant with the students' daily life, and in application of teaching and learning process using mind mapping technique in the classroom, students are enthusiastic to the technique. 2) Result of questionnaire shows that mind mapping technique can interest and encourage the students to write descriptive text. 3) Result of interview shows that students can explore their creativity in write a descriptive text by using mind mapping. Not only got some results, the researcher also got some problems such as the teacher faced problem that students are still confused because they have never learned writing using technique before.

In conclusion, the researcher concluded that the application of teaching writing descriptive text using mind mapping is good. Mind mapping can help the students to explore and improve students' idea. The researcher suggests to the English teacher to use mind mapping because it can make the situation of teaching and learning process enjoy, active, and creative.

Key word: Writing, Descriptive text, Mind Mapping

I. BACKGROUND

Writing is an effort to create a dialogue with the readers. Natilene (2007: 2) states that Writing is a skill that is required in many contexts throughout life. Murcia (2000: 142) states writing is the production of the written word that results in a text but the text must be read and comprehended in order to make the communication take place. In other words, the writer communicates his ideas in the form of written text in which the reader will understand the ideas and meanings from the text.

Another opinion comes from Hedge (2005: 10) in Ahlsen&Lundh (2007: 4) also say that writing is about guiding students to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers. These statements indicate writing as an activity to show the knowledge and the pieces of information through real written form. Harsyaf (2009: 3) defines that Writing is transforming thoughts into language. It means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g. grammar and vocabulary). Consequently we must learn about organizational skills in writing. This statement is supported by Harsyaf :

Writing involves several sub-skills. Some of these are related to accuracy, i.e. using the correct forms of language. Writing accurately 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 paragraphs correctly. (2009, p 3)

Mostly, many people think that writing is the most difficult skill to be learnt. In other words, many people can't write their ideas into written text. Lyons (1990) in O'Malley, Michael, and Pierce (1996: 136) states that writing is a personal act in which writers take ideas or forms and transform them into 'self-initiated' topics. It can be concluded that there are three elements in writing, i.e. ideas, transformation, and topics.

Even though writing skill is important, still it does not get enough attention and proper time allocation in the teaching and learning process. Most teachers consider that class time should be almost entirely devoted for developing oral skill except for few exceptions, such as activities closely linked to some forms of oral work. Over the conduct of the teaching practicum in a Junior High School in Kediri, the researcher found out that some students had difficulties to write a Descriptive text.

To solve the problems above the writer tries to apply a model of teaching to teach them. This is mind mapping model/technique. "*Mind Map adalah cara termudah untuk menempatkan informasi dalam otak dan mengambil informasi keluar dari otak.*" (Mind Map is the easiest way to put the information into the brain and taking information out of the brain) (Buzan, 2005: 4). This strategy can make students easily to remember things which they want to be described.

Based on the explanation above, the research aims to investigate the process of mind mapping technique to help students' writing ability particularly in writing Descriptive texts. The study also aims to find out the difficulty faced by the teacher when teach mind mapping in the class and to know students' responses toward the use of mind mapping technique in writing class. The study attempts to address the following research questions:

1. How is the application of teaching writing descriptive paragraph using mind mapping to the eight grade students of SMP N 7 Kediri?
2. How is the student's response to the teaching writing descriptive paragraph using mind mapping?
3. What are the difficulties faced by teacher when teaching writing descriptive paragraph using mind mapping?

II. APPROACH AND TYPE OF THE RESEARCH

1. The approach of the research

The design used in this study was qualitative research approach. According to Denzin and Lincoln (1987) in Moleong (2014: 5) Qualitative research is research that uses scientific background, with the intention of interpreting phenomena and carried by road involving a variety of methods. The researcher choose qualitative in this study because the researcher steady research that based on experience and method of qualitative can give detail more complex than quantitative research. The qualitative research was based on their view that the effort to build a detailed study,

in the form of words, holistic and complex. Moleong (2014: 6).

This design was employed to obtain information about the application of teaching writing descriptive paragraph by using mind mapping to the eight grader student of SMP N 7 Kediri.

2. The Type of Research

The writer used a descriptive qualitative to explain this study. Bogdan and Biklen in Sugiyono (2012: 13) states "Qualitative research is descriptive and the data collected is in the form of words of pictures rather than number". The descriptive research is a research that has function to make a description of phenomena in real situation. The material, technique, and evaluation of teaching writing descriptive paragraph by using mind mapping are described in this research.

III. RESEARCH FINDING AND DISCUSSION

The discussion presented the answer for research question which had been stated in chapter one. They are as follow:

1. How is the application of teaching writing of descriptive text by using mind mapping technique to the eight grade students of SMP N 7 Kediri, especially in VIII B class?

This discussion was taken from the result of observation, interview and documentation. It answered the research questions about describing the process of teaching writing of descriptive text by using mind mapping technique to the eight grade

students of SMP N 7 Kediri, especially in VIII B class.

The application of teaching writing of descriptive text by mind mapping technique was carried out in two steps, those were preparation and application. Further explanation about the step are presented as follows:

- a. Preparation of teaching descriptive text by using mind mapping technique

The preparation was done two days before. The activities which were done in preparation steps are:

- 1) Making lesson plan

The lesson plan was arranged by the teacher. The teacher was used syllabus as a guide by the teacher to make lesson plan. It had been explained on the result of observation, interview, and documentation. Lesson plan was important, because it was used by teacher to control teaching and learning activity.

The lesson plan conveyed general instructional object, material, sources and media, and the planning of the teaching and learning activities which would be conducted in the class. It would make the teacher focused to reach the purpose of the lesson. The lesson plan consisted of three activities, they were pre activity, whilst activity and post activity.

- 2) Preparing material and worksheet

The material was prepared suitable with the syllabus. Then, the teacher also prepared the worksheet for the students. The material of the lesson was arranged by the teacher based on the text book of the English teacher of SMP N 7 Kediri.

- 3) Preparing the Example of mind mapping

The teacher used mind mapping technique in teaching writing of descriptive text. The example of mind mapping is used to help students in learning process. The topic of this example is Agnes Monica.

- a. The process of teaching writing of descriptive text by using mind mapping was based on the lesson plan.

The activities are divided into three phases. They are described as follow;

- 1) Pre activity

In pre activity, the teacher greeted the students. After that the teacher checked the students' attendance and also checked the students' preparation to get the lesson. The teacher also gave motivation to the students by asking about their homework and studying at home.

- 2) Whilst activity

Before starting the whilst activity, the teacher gave the students some question related to the material to explore students knowledge by asking some question related to the material. Then, the teacher introduced the topic of the day: descriptive text. The teacher gave explanation about descriptive text. The generic structure, language feature, and grammatical features. Then, for making the students more understand, the teacher gave the example of descriptive text about "Agnes Monica" using mind mapping technique. The teacher applied the mind mapping. When the teacher applied the example of mind map with topic Agnes Monica, the students paid attention to follow the lesson.

Then, the teacher gave the example of mind map to each student and asked them to create a new descriptive text entitled "My

favorite artist/singer”. Before the students creating the mind mapping the teacher asked to the students to mention everything they know about their school, the teacher wrote the answered of all students in the whiteboard. Then the students made their mind mapping based on their answer on the whiteboard with their own creativity. After the students finished the mind map, they began to write descriptive text based on their mind map. After all students was finished the task, the teacher asked some students to demonstrate their result in front of the class. The teacher gave some explanations about the result of the students that had been demonstrated in front of the class. Then for the last, the teacher asked the students to submit their task.

3) Post activity

Before close the meeting, the teacher asked the students whether they still had problem or difficulties in understanding the material or not. The students answer that they had understood the material well. Then together with the students, the teacher summarized the material which had been studied. From this activity, the teacher could conclude that the students had really understood the material well. Some suggestions were given by the teacher before ending the meeting to motivate the students. Then, the teacher ended the meeting.

2. How is student's response to the teaching writing descriptive paragraph using mind mapping?

This discussion was taken from the result of observation and questionnaire. It answered the research questions about student's

responds of teaching writing descriptive text by using mind mapping technique.

The result of observation show that in teaching learning process, students very enthusiast, enjoy, and active, especially in teaching writing descriptive paragraph using mind mapping. They could explore their imagination with drawing first and then made a text based on their mind mapping. Besides that, the result of questionnaire indicated that the students' responds after they learning writing descriptive paragraph by using mind mapping is good. 21 students answered “very interesting” and the others answered “interesting”.

3. What are the difficulties faced by teacher when teaching writing descriptive paragraph using mind mapping?

This discussion was taken from the result of interview to the teacher. It answered the research questions about the difficulties faced by teacher when teaching writing descriptive paragraph using mind mapping.

In the process of teaching writing descriptive paragraph by using mind mapping, the teacher didn't find the difficulties of mind mapping technique in the class, because students enjoy with mind mapping technique and they like drawing. Besides that, students like mind mapping technique because they could explore their creativity. Finally, if the students could explore their creativity, they can make good text; there were no pressures in learning.

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