Improving Students’ Ability in Writing Report Text Through Mind Mapping: A Case Study at SMA Swasta UISU Medan

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IMPROVING STUDENTS’ ABILITY IN WRITING REPORT TEXT THROUGH MIND MAPPING: A CASE STUDY AT SMA SWASTA UISU MEDAN

A THESIS

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ABSTRACT

This thesis entitled “IMPROVING STUDENTS ABILITY IN WRITING REPORT TEXT THROUGH MIND MAPPING”. The aims of this research to describe how Mind Mapping strategy improve the students’ ability in writing report text including the skill in (1) organization the idea, (2) developing ideas, (3) using correct grammar especially using present tense in writing report text, (4) and using mechanism including the conventions of spelling, capitalization, and punctuation and (5) style is expressions to strength the writing. The writer conducted a classroom action research from July 18th to July 27th 2018 at class XI-IPA1 SMA Swasta Uisu, Medan. Before the researcher started the first cycle, the researcher did the pre test in order to know the problem and difficulties in writing report text result before the mind mapping strategy applied. After doing the pre-test, the researcher giving four phases. The phases were planning, action, observation, and reflection. To collect the qualitative data the researcher used field notes and interview. To collect the quantitative data the researcher conducted the test. The test were pre-test and post-test. The researcher analyzed the mean score of the test to compare differences between pre-test and post-test. The result of the research shows that the students’ in writing report text has been improved after the implementation of Mind Mapping to teach writing. Its proven by the improvement of students’ writing score from 62.48% in pre-test and 73.08% in first cycle test to 79.40% in post-test. Based on the research findings, the writer concludes that Mind Mapping is effective to teach writing in English subject. Based on the result of the research, the researcher suggest that the teacher should be implement the mind mapping strategy as an alternative technique in teaching writing. The method can improve the students’ writing skill and when the students are well attracted by interesting method, they will motivated to write.

Keywords: Writing, Report Text, and Mind Mapping
ABSTRAK


Kata kunci: Menulis, Teks Laporan, dan Pemetaan Pikiran
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CHAPTER I
INTRODUCTION

1.1 Background of the Study

Writing is considered as the most complicated language skill to be learned, compared to other language skills. In writing process, thinking skill and creative skill are involved. It is supported by tight rules. Mastering vocabularies and tenses become the main key to get a good writing. The appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph should be chosen. A compatible tense to express an event in certain time is also used. Writing skill is one of skills which has to be mastered by students.

Spoken and written languages are obviously different and there are many differences between speaking and writing. Learning to write is not a natural extension of learning. Unlike speech, writing requires systematic instruction and practice. It is more restricted and generally follows a standardized form of grammar, structure, organization, and vocabulary. On the other hand, it is more formal and compact than speaking. It needs hard thinking to produce idea, words, sentences, paragraph, and composition. It involves several components which have to be considered. Different from writing, speaking language is often preplanned; speaking language is mostly spontaneous and rapid. In the other hand it usually involves thinking on the spot. It has simpler constructions and fillers such as “um and er”. The intonation becomes primary subject to convey meaning and also attitudes. It is spontaneous, so it does not follow by a standardized form of grammar and structure.

Since writing is the most difficult language skill students face a lot of problem: They get difficulty in making a choice of words, putting the words together,
lack of vocabulary, confused using tenses, and also using active and passive sentences. In writing, the choice of words depends on the purpose and the particular situation that are being used in creating text.

Genre is one of important and influential concepts in English education. Dudley Evans and S.T John (1985:15) stated that knowledge of genre is a key element in all communication and especially significant in writing academic of professional text. It means that genre is an important element when someone wants to communicate his idea especially in writing. Based on curriculum13 (K-13), the eleventh grade students of senior high school study some of the genres such as procedure, report, and narrative.

Report, as one of genres which is taught in eleventh grade of senior high school is a piece of text that talks about an entire class of thing. Report gives information about a subject which is being the topic of text, but students have some difficulties in learning this material. The students usually do not know about kinds of topics that can be chosen and how to develop them to produce a report text.

Based on an interview, done by the researcher with English teacher of Grade XI-IPA 1 SMA Swasta UISU, Medan. It was found that the students had difficulties in writing. They can’t brainstorm and develop their ideas in writing. They were also afraid to make mistakes about grammar, vocabularies and language use. Therefore, the students’ motivation in writing was poor. It was proven by the result of the regular evaluation of students only 7 students (%) of 25 students in X1-IPA1 were good in writing.

There are some strategies in teaching writing. One of the strategies is Mind Mapping. Mind Mapping is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. It helps students to
collect their idea and the words to write report text (Buzan, 2005:6). Mind mapping can make students be more creative, because they can imagine their idea not only by writing the keywords but also by drawing the images in their mind. In this research, the researcher used Mind Mapping strategy for brainstorming the ideas in writing a report text.

The writer chooses mind mapping strategy because there are several purposes such as students could enhance their writing skill and tried new solution to create an effective note to make a text. The writer could apply a creative strategy in the teaching learning process. Thus, it would make students more interested in learning writing.

The writer chooses SMA SWASTA UISU MEDAN as the location of the research because the same research has never been conducted in the campus. The writer chooses eleventh grade because they learnt report text. SMA SWASTA UISU MEDAN in Jl. Sisingamangaraja No 2, Teladan Barat, Medan Kota, Kota Medan, Sumatera Utara 20216, Indonesia.

1.2 Problems of the Study

Based on the background of the study above, the problem of this research are as follows:

1. How is the ability of the eleventh grade students’ in writing report text?

2. How does mind mapping strategy improve their writing skill?

1.3 Objective of the Study

In relation to problems of the study, the objectives of study are:

1. To find out the ability of the eleventh grade students’ in writing report text.

2. To describe how mind mapping strategy improve students’ writing skill.
1.4 Scope of the Study

This research focuses on students’ ability in writing report text through mind mapping strategy. The writer concerns in their organization, content, grammar, punctuation and style by eleventh grade students XI-IPA 1 at SMA SWASTA UISU MEDAN.

1.5 Significance of the Study

1. For Student

This research is expected to provide benefits for students to improve writing skills of report text. In addition, students will gain additional knowledge in the understanding of the report text so that the results of learning English subjects can be improved.

2. For Teacher

This research is expected to provide benefits in the form of teachers will obtain a teaching model that can improve the ability of learners in writing report text English by using the process of learning mind mapping.

3. For school

The results of this research are expected to contribute in the development of English learning methods in addition to other methods as well as providing materials for fellow teachers doing further research.
2.1 Definition of Writing

Writing is a process of communicating a writer’s idea to the readers in written form. The primary role of writing is expressing the ideas and conveying the message (Ur, 1996: 78). In expressing the ideas, a writer should explore their thought to make readers’ interest in their writing. It makes the readers understand the messages clearly.

At the end of the writing process, the writer will produce a product of writing. It will be as the form of an essay, a paper or a story. Carino (1992: 142) stated that writing can be taught in two ways; as a thing and as an activity. A product is important because it can communicate the writer purposes and the message to the readers clearly. To have a good product of writing, the writer should have a good process of writing. The writer should have a good plan and a clear purpose to make the readers understand the message.

Writing is also one of the ways to communicate the writer’s thought or ideas to the others. Writing is a tool for indirect communication between the writers with the readers (Khomariah, 2013: 67). Indirect means the writers do not communicate with their readers directly, but they communicate with the readers through writing product, for examples, books, letters or newspapers. Furthermore, writing is a process of learning both of the writer and the reader. The writer learns about how to convey their message, idea, opinion or information with the readers clearly. Meanwhile, the readers learn about how to get the information and understand the message or a new idea. As Robert (2009: 111) stated that writing is an effective
learning process and is used to communicate information, clarify thought, and learn a new concept and information.

In addition, in the process of learning a language, writing is one of the skills that should be mastered by the students. According to Hugey (1983: 39) writing can and should be a simulating and challenging activity central to all learning and development. From the writing process, the student will learn how to express their ideas and develop it into a good writing product.

Besides that, Kurnia (2010: 6) stated that writing activity involves some aspect of language in which the students are expected to employ all their background knowledge before starting to write. In writing activities, the students should explore their indirect language. The students should use their background knowledge to help them in writing. The background knowledge means the information that they have learned. Hugey (1983: 61) viewed that for the students, writing is a way to demonstrate their understanding and interpretation of concept and theory studies during the learning process. It means that writing is a form of the students understanding about the lesson that they have learnt. From writing, the teacher can assess their students knowledge and interpretation about the lesson.

There are some steps in writing. There are planning, drafting, editing and final draft (Harmer 2004: 44). The first is planning. The planning is a very important step. In this step, the writers decide the topic. The topic is selected depending on the purposes of the writers itself. In this step, the writers brainstorm their ideas about all things that are related to the topic and take notes about the ideas. The last, the writers make outlining of their writing. The writers write the main points and sub points in the order in which they plan write about them.
The second is drafting. The writers begin to write. The outline will be guided for the writers to write in the writing process. The writers should develop their ideas in the paragraph. The paragraph should be coherent between one with another.

The third is editing. The writers edit their draft to improve the content and the style of their writing to make it more interesting and readable. In the editing process, the writers should check their writing. When writers edit their draft, they will make some changes. They often add a whole paragraph or more, take out one or more paragraphs, change the order of paragraph, add or take out whole sentences, rewrite the sentences, change the vocabularies and so on.

The last is final draft. This step is very important in the writing process. In this step, the writer should rewrite their draft. The writer should take attention to detail of all words, sentences and paragraphs. It is the final paper of the writers writing and the result of the writing process.

2.2 Ability

Ability is the quality of somebody. It can be a natural or acquired skill of being able to do something. Writing ability is a skill or quality of someone to explore their ideas or concept to communicate it with somebody else through signs or symbols in written form (Ur, 1996: 90).

To have ability in writing, writers should keep practicing to be a successful writer. Suzanne and William (1985: 87) stated there are two ways to be successful at writing skill. They should realize that writing is a work. Then they should realize that writing will help them to discover their ideas.

The first, writers have to understand that writing is a work. The writers may feel at those times that they cannot think anything to write. The writers have a lack of
ideas which make them do not interest to continue their writing. They are also not confident of their writing product. They may feel that their writing is bad and nobody wants to read their writing. It makes them depressed. To solve these problems, the writers should understand that they will not always be inspired to write. The writers should do it whether they want or not. It makes the writer motivated to practice more in writing.

The second, the writers should realize that the act of writing will help them to discover their ideas. In writing, the writer can explore their mind about what they want to say. They will find more ideas and know better about their thoughts. It also will help them to make a readable product to the readers.

In addition, a writing skill also covers all aspects that have a relation in writing; the writer, the process, the product and the reader. Lannon (1982: 23) stated that a good writer should make a reader as the first concern. The writer should know the readers of their writing, including their level of understanding. It will help the writer to adapt their writing product with the readers.

Therefore, writers should make their writing product readable for the readers. According to Weisman (1980: 98) there are some factors to make writing more readable. First of all, the writer should know the knowledge of the reader. It will help the writers to choose the appropriate vocabularies and organize the text. Then, the writer should make paragraphs that are logically structured. It means that the writer should state a central idea and a clear chronology of events. The writers should also make all of the sentences clear, concise and fluent. The writing should re-arrange the word order to be informative and easy to read. Furthermore, the writer should choose words carefully. The chosen words should keep the language simple.
In the school context, readers of students' writing are their teacher and their friend. It makes them choose simple vocabularies and clear writing. The students should do more practice to have good writing ability. Ability in writing is useful for students in learning English. According to Robbert (2009: 29), students will be able to compose coherent, organize, unify documents, and know the right grammar, spelling, and punctuation, and customize language and content for the intended audience. The students should use a standard written English and demonstrate an understanding of the intended audience to communicate a clear message.

Furthermore, the benefit of having ability in writing is good for the students' future because in the modern era the people are connected with each other in the whole world indirectly, for examples, e-mails or letters. That is why there are many jobs that need people with good writing.

2.3 Report Text

A report text is a piece of text that presents information about a subject. Reporter usually contains facts about a subject, a description and information on its part, behaviour, and qualities. It can be said that report tells about persons, places or things in general based on people’s research. According to Gerot and Wignell (1996: 196), the social function of report is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. While, Hyland (2004: 29) says that social purpose of report is to present factual information, usually by classifying things and the describing their characteristic.

Based on the statements above, it can be concluded that the purpose of report is to classify, describe or to present information about a subject. It is a result of an
observation and analysis. Within writing report text, students have to write something decent to report by researching and analyzing something.

2.3.1 The Generic Structure of Report Text

Gerot and Wignell (1994: 196) adds the generic structure of report includes general classification and description.

a. General Classification: Stating classification of general aspect of thing; animal, public, place, plant, etc which will be discussed in general.

b. Description: Describing the thing which will be discussed in detail; part per part, custom or deed for living creature and usage for materials.

2.3.2 The Language Features of Report Text

Gerot and Wignell (1994: 196) also gives explanation about the significant lexicogrammatical features (language features) of report text:

1. Introducing group or general aspect

General aspect statement describing the subject of the report text, description, and classification. States the classification of the general aspects of things: animals, public places, plants, people that will be discussed in general.

2. Using of Relational Process

Relational processes is one type of process used to express a verb that can described a participant’s state and can also be a member of the ownership cue. For examples; Plant cells have a cell wall and Tuesday was the deadline.

3. Using conditional logical connection

Conditional logical connection is a word used to connect two or more sentences in a
grammatically valid way, such that the value of the compound sentences produced depends only on that of the original sentences and on the meaning of the connective. The example of conditional logical connection are but, in the other hand, however, so, etc.

4. Using of simple present tense
Tenses used in report text is simple present tense, because it tells about a story is happening right now. The formula of present tense is $S + V-1 + O$. The example of simple present tense are: They enjoy the sunset and She is in Paris.

5. No temporal sequence
Temporal sequence is a word used to connect clause or sentences or to coordinate words in the same clause but in the report text temporal sequence is not used. The example of temporal sequence are first, next, that, finally, etc.

2.3.3 Example and Analyzing of Report Text by Gerrot Wignell

WHALES

They therefore breathe air but cannot survive on land. Some species are very large indeed and the blue whale, which can exceed 30m in length, is the largest animal to have lived on earth. Superficially, the whale looks rather like a fish, but there are important differences in its external structure: its tail consist of a pair of broad, flat, horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its large, broad head. The skin is smooth and shiny and beneath it lies a layer of fat (blubber). This is up to 30cm in thickness and serves to conserve heat and body fluids.
Generic Structure analysis:

a. General classification; Whales are sea-living mammals
b. Description: describing in whales’ body and habitual life.

Language Feature Analysis:

a. Focusing in group; the animal of whales
b. Conditional logical connective; but and and
c. Simple present tense pattern; the whale looks rather like a fish, The skin is smooth and shiny and beneath, etc.

2.4 Teaching Writing

Teaching writing actually is not easy because in writing we needs some skills such as grammar, vocabulary, punctuation, etc. As cited by Heaton (1974:138) that the writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgment elements.

Based on the statement above it seems that teachers have to more concern about teaching writing because it needs more skills in writing than others. So teacher should give some strategies to improve the students’ writing. One of them is using some interasting techniques in writing to make the students enjoy and easy to write.

Based on the Shool based Curriculum (K-13), English subject for senior high school is aimed for the students to reach functional level which is communicate in spoken and written to solve daily problems. The students should have competence in understanding and creating some short functional text and monolog essay. Genre is one of the main materials which are taught in senior high school. Report becomes one of the genres which must be taught.
2.5 Definition of Mind Mapping

According to Tony Buzan (2012: 9) mind mapping is the easiest way to bring information into the brain, and to bring information out from the brain. Tony Buzan added that mind map use the ability of brain about visual introduction to get the big result by combining color, picture and curve branches. It will support and develop the ideas to make sentences.

Hedge (1998: 30) states mind map is a strategy for note-making before writing; in other words, scribbling down ideas about a topic and developing those ideas as the mind makes associations. So, it can be said that mind mapping can give students a way to begin writing assignments. Hayes (1992: 203) states that through mind mapping students turns random thoughts into patterns that can be written down and developed. Students become increasingly motivated to complete a writing task as their ideas emerge in organized forms.

It can be seen from the next figure that in mind mapping ideas presented in a radial, graphical, non-linear manner, so mind maps encourage a brainstorming approach to planning and organizational tasks freely. Though the branches of a mind-map represent hierarchical tree structures, their radial arrangement disrupts the prioritizing of concepts typically associated with hierarchies presented with more linear visual cues. This orientation towards brainstorming encourages users to enumerate and connect concepts without a tendency to begin within a particular conceptual framework.

*Figure 1: Mind Map “Buah” in Tony Buzan (2004: 27)*

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From above elaboration it can be concluded that a mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged radically around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing.

2.6 The Use of Mind-mapping

It has been stated before that mind map can give assistance for students to start writing assignments. In fact many students find writing difficult, and most of them find getting started the most difficult part of writing. Hayes (1992: 203) states that mind mapping can reduce difficulty in starting writing assignments by giving students an organizing strategy to get them started. He explains that ideas are freely associated and written out without pressure, thereby reducing tension and resistance often associated with writing. The product of the prewriting activity is an organized cluster of thoughts, which helps students stay on task when they write. Riswanto (2012: 01) states that mind mapping strategy can be used to explore almost any topics in writing and also used in every kind of writing such as: narrative, procedure,
discussion, descriptive, recount, report, persuasive, argumentative, essay etc. The students can improve their ideas and lend themselves to discuss ideas in groups.

Sufficient preparation must be made before teacher asks the students to apply the mind-mapping. Buzan (2009: 25) states that teacher must do specific preparation including try to map the material. This step is used to uncover any potential problems. The teacher’s diagram can also serve as a model against which to assess group work. Complete procedure of the employment of mind-mapping in the classroom by Buzan is as follow: 1) Describe or demonstrate the process to the students; 2) Divide the students into groups which consist of four or more students; 3) Present the central concept/material that the students must graph; 4) Ask the groups to brainstorm, writing a list of terms and phrases that express core concepts and supporting details; 5) Ask the students to start sketching out the diagram; 6) Deliver any necessary suggestions to the groups while they are working; 7) Ask them to developed the main concept by adding some new ideas and relationships as they construct the map.

The following is procedure of employing mind mapping in the classroom as described by Hedge (1998: 30). Students are given a main topic at the centre of the board. Students jot down all the things associated with the main topic that comes into their minds. Students share with each other about what they have jotted down – teacher gives any necessary explanations and suggestions. Ideas are elicited from the students as they suggest things, and a mind map is made collectively on the board as the ideas suggested so that students can see how to draw out aspects of the topic and subgroup items. This step based on the reasoning behind mind map that is not to think in an ordered or linear way, but explore a topic by moving between its various aspects.
Branches are then drawn and added as the students suggest new ideas or add ideas to already established aspects. The end result is a map with a number of subtopics or aspects radiating from the central topic (main topic) and with further points added to these.

When the map is reasonably full, teacher leads a class discussion on the best order in which points could be presented in a composition. Alternative writing tasks are then can be proposed: ask students to prepare a piece of writing using the Mind Mapping on the board, elaborate it in their own ways or ask students to choose other topics and draw up their personal mind maps for their own topics.

2.7 Previous Related Studies

As the additional guidances and references for the writer in writing this thesis, some related studies are needed such as:

Novalinda, (2015) describes Improving The Students’ Ability in Writing Report Genre by Using Mind-Mapping Strategy. The result of the research showed that there is good impact to the students’ achievement and ability in writing report genre through mind-mapping technique. In conclusion, mind-mapping technique is a suitable strategy to improve the students’ ability in writing report text.

Riswanto, (2016) describes Improving The Students’ Ability in Writing Report Genre Through Mind Mapping at Junior High School in South Sumatera Indonesia. The result of the research showed that there is good impact to the students’ achievement and ability in writing report genre through mind-mapping technique. In conclusion, mind-mapping technique is a suitable strategy to improve the students’ ability in writing report genre.

Rahmi, (2016) describes The Use of Mind Mapping to Improve The Writing Skills of Grade XII Students of SMAN 2 Yogyakarta in Academic Year of
2016/2017. The research findings showed that the use of mind-mapping in teaching writing report texts was able to improve the students’ writing skills. It include their abilities in generating ideas, vocabularies, grammar and mechanics. Teaching writing report text using mind-mapping could attract students’ attention and motivation. The students became more enthusiastic in writing after mind-mapping was applied in the class. Based on the quantitative data, the students’ mean score obtained in the pre-test was 65.2 and increased into 70.1 in the post-test of Cycle I and became 78.4 in the post-test of Cycle II. Then, the gain score was 8.3. It indicated that the students made a considerate improvement in writing report texts.

Fujiono, (2016) describes The Use of Mind Mapping Technique to Improve The Students Writing Skill on Descriptive Text at The Tenth Grade of SMA PGRI Larangan Pamekasan. The result of this research stated that the use of mind mapping technique could improve the students’ writing skill on descriptive text, and class more motivated and enjoyable.

Salem, (2017) describes Improving Students’ Writing Descriptive Text Using Mind-Mapping Teaching Strategy of The Tenth Grade Students of SMA Negeri 4 Kupang in Academic Year 2017/2018. The result of the research showed that the use of mind-mapping effectively improved the students writing ability. Based on qualitative data, the students were able to generate their ideas to produce well-organized recount text. They were also able to use the appropriate vocabulary, correct grammar, punctuation, spelling and capitalization in their writings. During the teaching and learning process, they also showed positive response toward the lesson. Based on the quantitative data, the students’ mean score in the post-test I is 70.81 and the students’ mean score in the post-test 2 is 78.60, which the last mean
score is higher than KKM which is 75.00. It means that there are a difference between the students’ writing descriptive text before and after the action research.
CHAPTER III  
METHOD OF RESEARCH

3.1 Research Design

The design of this research was a classroom action research. Classroom action research was a research based on the classroom’s fact. According to Ferrance (2000: 243), action research is a process in which participants examine their own educational practice systematically and carefully by using the techniques of research. Moreover, action research makes the teacher know about the focus to improve the students' ability. This research was conducted by the writer and the collaborator. The collaborator helped the writer to observe teaching and learning activities in the classroom. The research used a reflection of classroom lesson. It meant that from this research the writer know how to get the best way in teaching a particular situation to improve the teachers’ quality and the students’ achievement in learning English, especially in writing a report text.

3.2 Population and Sample

The population of this research was eleventh grade students at SMA Swasta UISU, Medan. This school is located at Jl. Sisingamangaraja No 2, Teladan Barat, Medan Kota, Kota Medan, Sumatera Utara 20216, Indonesia. Eleventh classes in this school has 2 classes XI-IPA1 and XI-IPA2 with 72 students. And the sample of research is only XI-IPA1, the writer chooses XI-IPA1 as many 25 as students. The reason why the sample is eleventh grade students because writing report text is advance level and the students had learnt writing report text so the eleventh grade students are the right respondents.
3.3 Procedure of the Research

Procedure of this research conducted based on Kemmis and Tagard theory


The procedures of this research were described in the following:

1. Plan

In the plan step, the researcher prepared all things that related to the lesson. The first, the researcher wrote a lesson plan. The lesson plan was made based on the curriculum and the syllabus of SMA Grade XI. The next was the researcher selected some report texts that match with the students’ level. Then, the researcher prepared the test for the students. The last, the researcher prepared observation and field notes sheet that filled up by the collaborator while the researcher implementing Mind-Mapping Strategy in the classroom.

2. Action

In this step, the researcher taught the students about the report text. First of all, the researcher explained about the objective of the lesson. Then, the researcher explained about report text and gave them examples of report text. The researcher
introduced the Mind-Mapping Strategy to the students and explained the steps and roles of the Mind-Mapping Strategy. The next, the researcher asked the students to make a group that consisted of four students and let them sit with their group. Finally, the researcher asked students to write a report text by using Mind-Mapping Strategy.

3. Observation

Observation step is a step for observing the process of teaching and learning in the classroom. It was done together with the implementation of the Mind-Mapping Strategy in action step. The collaborator helped the researcher to observe the processes of teaching and learning by using the observation checklist and field notes.

4. Reflection

In this step, the researcher analyzed all of the data; Preliminary data, test and observation checklist and field notes. From the data, the researcher can find out about the result of the cycle 1; it is successful, less success, or failed to achieve the indicator of success. The result of this reflection was used as a consideration to plan the next action for the next cycle and to determine whether or not the next cycle is needed. If the cycle 1 was not successful or failed, the researcher identified the causes that make this strategy was not success. Then, the researcher planned cycle 2 to repair the unsuccessful thing in cycle 1.

Cycle 2 was continuously of cycle 1. The steps in the cycle 2 are similar to cycle 1 but there were some emphases due to revise plans.

3. 4 Techniques of Collecting the Data

The data of this research were collected in qualitative data which are taken from taking the frequency of the test, observation checklist and field notes and
interview. The purpose of the test was measuring the students’ improvement in writing report text before and after the implementation of Mind-Mapping Strategy. The test was the researcher asked the students to make report text. It was done at the end of the cycle. Besides, the qualitative data in this research was taken from observation checklist and field-notes and interview. The first was observation checklist and field-notes. The collaborator observed the process of teaching and learning by using the observation checklist and field notes in every meeting. The researcher collected it in each cycle. The second was interview. The interview used to complete the qualitative data. The researcher interviewed all of the students. The interview was done at the end of the cycle.

3. 5 Techniques of Analyzing the Data

The technique of analyzing the data used to process the data that have been collected. There was only one kind of data that is qualitative data. There was a specific procedure for analyzing the data.

The qualitative data derived observation checklist and field notes from the collaborator and the result of the interview of the students. To analyze this data, the researcher used the theory from Gay and Arasian. According to Gay and Arasian (2000), the steps of analyzing the data are: data managing, reading, describing, classifying, and interpreting.

1. Data Managing

In this step, the researcher collected all of the data and checked the completeness of the data. Then, the researcher managed all of the data in good order. The data divided into folders according to the date taken and its type. The researcher
collected all results of the observation checklist and field notes in each cycle and result of an interview at the end of the research.

2. Reading and Memorizing

In this step, the researcher read the result of observation checklist and field notes and interview. In the process of reading, the researcher also highlighted the important sentences and made notes for the important parts of the data that needed more explanation. The researchers focused on the collaborator notes and highlight some important factor in the process of learning. In addition, the researcher re-listened and re-read the interview’s result. Then, the researcher highlighted some important answers from the students that used to get some information about their opinion about the strategy.

3. Describing

The researcher described all of the data includes observation checklists and field notes in each meeting and the interview’s result. The describing step described all important things about the data, such as, where the data from, what is the condition of the data, how the data taken, the location of the research, and so on.

4. Classifying

In classifying step, the researcher classified the data. The observation checklist and field notes data were put in the order of some categories to make the data became categorized. The observation checklist and field notes were classified based on the date of the data. In addition, for the interview’s data, the researcher classified based on the order of the students’ interview.

5. Interpreting

In this step, the researcher interpreted the data into the result to make the data easier understanding. The researcher made the conclusion of the observation
checklist and field notes in each meeting. Then the researcher made main conclusion based on the conclusion of each meeting. In addition, the researcher also made the conclusion based from the interview’s result.

To assess the students’ result, Brown (2003: 243) tried to classify the test items into some categories. Those elements are:

a. Organization
b. Content
c. Grammar
d. Mechanics
e. Style

To analyze the student’s written test, the analytical scale for rating composition tasks used is:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Organization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction, body, and</td>
<td>20-18</td>
<td>Appropriate title, introductory, topic is stated, leads to body, conclusion logical and complete.</td>
</tr>
<tr>
<td>conclusion</td>
<td>17-15</td>
<td>Essay is acceptable, but some evidence may be lacking, some ideas aren’t fully developed.</td>
</tr>
<tr>
<td></td>
<td>14-12</td>
<td>Problems with the order of ideas in the body. Shaky or minimally recognizable introduction;</td>
</tr>
<tr>
<td></td>
<td>11-16</td>
<td>severe problems with ordering of ideas; severe problems with ordering of ideas, conclusion wear or illogical.</td>
</tr>
<tr>
<td></td>
<td>5-1</td>
<td>Absence of introduction or conclusion; no apparent organization of body: severe lack of supporting evidence.</td>
</tr>
<tr>
<td>II. Logical development of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ideas: content</td>
<td>20-18</td>
<td>The ideas are concrete and thoroughly developed; no extraneous material: essay reflects though</td>
</tr>
<tr>
<td></td>
<td>17-15</td>
<td>Essay addresses the issue but misses some points: ideas could be more fully developed; some extraneous material is present.</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>14-12</td>
<td>Ideas could be more fully developed: some extraneous material is present. Development of ideas not complete or essay is somewhat of the topic: paragraphs aren’t divided exactly right.</td>
<td></td>
</tr>
<tr>
<td>11-6</td>
<td>Ideas incomplete: essay does not reflect careful thinking or was hurriedly written and inadequate effort in area of content. Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.</td>
<td></td>
</tr>
<tr>
<td>5-1</td>
<td>Ideas incomplete: essay does not reflect careful thinking or was hurriedly written and inadequate effort in area of content. Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.</td>
<td></td>
</tr>
<tr>
<td>20-18</td>
<td>Native-like fluency in English grammar: correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing. No fragments or run-on sentences.</td>
<td></td>
</tr>
<tr>
<td>17-15</td>
<td>Advanced proficiency in English grammar: some grammar problems don’t influence communication and no fragments or run-on sentences. Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication: run-on sentences or fragments present.</td>
<td></td>
</tr>
<tr>
<td>14-12</td>
<td>Numerous serious grammar problem interfere with communication of the writer’s ideas; grammar review of some areas clearly needed; difficult to read sentences.</td>
<td></td>
</tr>
<tr>
<td>11-6</td>
<td>Severe grammar problems interfere greatly with the message; reader can’t understand what the writer was trying to say; unintelligible sentence structure.</td>
<td></td>
</tr>
<tr>
<td>5-1</td>
<td>Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.</td>
<td></td>
</tr>
<tr>
<td>20-18</td>
<td>Some problems with writing conventions and punctuation; occasional spelling errors; left margin correct; paper is neat legible.</td>
<td></td>
</tr>
<tr>
<td>17-15</td>
<td>Spelling problems distract reader; punctuation</td>
<td></td>
</tr>
<tr>
<td>14-12</td>
<td>Spelling problems distract reader; punctuation</td>
<td></td>
</tr>
<tr>
<td>11-6</td>
<td>errors interfere with ideas. Punctuation and final punctuation: unacceptable to educated readers.</td>
<td></td>
</tr>
<tr>
<td>5-1</td>
<td>Complete disregard for writing English conventions; paper illegible: obvious capitals missing, no margins, and severe spelling problems.</td>
<td></td>
</tr>
</tbody>
</table>

V. Style and quality of expression

| 17-15 | Attempts variety: good vocabulary, not wordy, and style fairly concise. |
| 14-12 | Some vocabulary misuse: lacks awareness of register, maybe be too wordy. |
| 11-16 | Poor expression of ideas: problems in vocabulary, lacks variety of structure. |
| 5-1   | Inappropriate use of vocabulary: no concept of register or sentence variety. |

After getting students’ score, then the researcher used the classification of students’ achievement according to Harris (1969: 134). The classification was as follow:

<table>
<thead>
<tr>
<th>TEST SCORE</th>
<th>LEVEL OF ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Good to Excellent</td>
</tr>
<tr>
<td>60-79</td>
<td>Average to good</td>
</tr>
<tr>
<td>50-59</td>
<td>Poor Average</td>
</tr>
<tr>
<td>0-49</td>
<td>Poor</td>
</tr>
</tbody>
</table>
4.1 Analysis

_Preliminary Study_

The preliminary study was conducted on 18\textsuperscript{th} July up to 27\textsuperscript{th} July 2018. Before the researcher started the first cycle, the researcher did the pre test in order to know the problem and the difficulties in writing report text result before the mind mapping strategy applied. After doing pre test, the researcher giving four phases. The phases were planning, action, observation, and reflection.

In cycle 1, the were 2 meetings on July, 19\textsuperscript{th} 2018 and July, 21\textsuperscript{st} 2018 in meetings lasted for 60 minutes. The researcher focused on 25 students who failed and who passed in the criteria of success. But all of the students were giving on the same treatment. The implementation in cycle 1 were not successful. Then, it was continued by giving second treatment in cycle 2. In cycle 2, the were 2 meetings on July, 25\textsuperscript{th} 2018 and July, 27\textsuperscript{th} 2018 in meetings. The treatment given in this cycle 2 was based on students difficulties found after they got the treatment in cycle 1. After they got both of the treatment. The students were giving the post test by the researcher.

The observation guide in the form of check list contains the element to be fulfilled, namely: organization, content, grammar, punctuation, and style, were used to evaluate the students’ process in writing report text.

In doing this research, the writer acted as a teacher with the help of an observer. The observer of this research was needed by the writer to record the activity during teaching and learning process.
4.1.2 Analysis Pre-Test

Before conducting this research, the researcher did pre-test on July, 18\textsuperscript{th} 2018. The purpose of the pre-test was to check the students’ ability in writing report text before using mind mapping and after using mind mapping. This research was intended to know the students’ difficulties and weakness before having some treatments.

The pre-test was followed by 25 students. The researcher ask them to write a report paragraph about Panda. The paragraph was consisted 125-150 words. The time allotment given was 60 minutes. The result of the pre-test would be compared to the students’ result after the treatment to know the improvement of students ability in writing report text. The result students’ score can be seen as follows:

<table>
<thead>
<tr>
<th>Students' Number</th>
<th>Students' Initial Name</th>
<th>Sex</th>
<th>Organization</th>
<th>Content</th>
<th>Grammar</th>
<th>Punctuation</th>
<th>Style</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHM</td>
<td>M</td>
<td>17</td>
<td>15</td>
<td>16</td>
<td>14</td>
<td>15</td>
<td>77</td>
</tr>
<tr>
<td>2</td>
<td>DAP</td>
<td>F</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>47</td>
</tr>
<tr>
<td>3</td>
<td>DPM</td>
<td>F</td>
<td>17</td>
<td>16</td>
<td>14</td>
<td>16</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>DAL</td>
<td>F</td>
<td>14</td>
<td>14</td>
<td>11</td>
<td>12</td>
<td>14</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>FA</td>
<td>F</td>
<td>12</td>
<td>11</td>
<td>13</td>
<td>13</td>
<td>11</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>FH</td>
<td>M</td>
<td>12</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>46</td>
</tr>
<tr>
<td>7</td>
<td>PF</td>
<td>F</td>
<td>16</td>
<td>14</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>69</td>
</tr>
<tr>
<td>8</td>
<td>PSD</td>
<td>F</td>
<td>15</td>
<td>12</td>
<td>11</td>
<td>13</td>
<td>10</td>
<td>61</td>
</tr>
<tr>
<td>9</td>
<td>GAA</td>
<td>M</td>
<td>17</td>
<td>15</td>
<td>13</td>
<td>16</td>
<td>14</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>ILB</td>
<td>F</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>58</td>
</tr>
<tr>
<td>11</td>
<td>IRS</td>
<td>F</td>
<td>17</td>
<td>16</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>78</td>
</tr>
<tr>
<td>12</td>
<td>KHB</td>
<td>F</td>
<td>17</td>
<td>15</td>
<td>12</td>
<td>14</td>
<td>15</td>
<td>73</td>
</tr>
<tr>
<td>13</td>
<td>NA</td>
<td>M</td>
<td>13</td>
<td>10</td>
<td>8</td>
<td>10</td>
<td>13</td>
<td>53</td>
</tr>
<tr>
<td>14</td>
<td>MAC</td>
<td>M</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>11</td>
<td>9</td>
<td>48</td>
</tr>
<tr>
<td>15</td>
<td>MARC</td>
<td>M</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>59</td>
</tr>
<tr>
<td>16</td>
<td>OA</td>
<td>F</td>
<td>13</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>12</td>
<td>60</td>
</tr>
</tbody>
</table>
From the pre-test score above, it can be seen that the student’s who passed the minimum criteria (KKM) are still low as we can see the total score out of the 25 students. The total score was obtained from the amount of organization score + content score + grammar score + punctuation score + style score (the valuation based on Brown theory) and the classification score based on Harris theory.

Before using mind mapping, the pre-test score showed that only 15 students’ got 60-79 (average to good) and 10 students got 0-59 (poor average). Meanwhile, the level pass of the students’ based on the score category is 75 (good).

Based on the students’ Pre-Test score above, so the percentages are as follows:

**The Classification of the Pre-Test**

<table>
<thead>
<tr>
<th>Test Score</th>
<th>Frequency</th>
<th>Percentile Ranks</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>0</td>
<td>0</td>
<td>Good to excellent</td>
</tr>
<tr>
<td>60-79</td>
<td>15</td>
<td>60</td>
<td>Average to good</td>
</tr>
<tr>
<td>50-59</td>
<td>6</td>
<td>24</td>
<td>Poor to Average</td>
</tr>
<tr>
<td>0-49</td>
<td>4</td>
<td>16</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Table 4.1.2 Students’ score of Pre-Test
The Average of students’ result = \text{The Total Percentage} \times 100% \\
\text{The Number of the students} \\
= 1562 \times 100% \\
\frac{25}{25} \\
= 62.48\% \\

From the analysis above, most of the students was poor making a paragraph of report text. It can be seen than the average achievement of the students pre-test was 62.48%. The researcher concluded that students had difficulties to make a report text and develop topic that was researcher given. They got low score in five elements writing. They made many mistake in constructing their paragraph and still faced difficulties to find the words. This performance indicated that the students had limited vocabulary. Knowing this condition, in the cycle 1, the researcher asked the students to bring their dictionary so that they would get more ideas and shared their ideas.

4.3 Analysis Cycle 1 Test

Cycle 1 is consisted of two meetings. In this cycle 1, The researcher gave treatment to make students’ writing better. In giving treatment, the researcher focused on five elements of writing organization, content, grammar, punctuation, and style. In the first meeting, the researcher gave an example of report text and explained about report text briefly. On the next meeting of this cycle, the researcher introduced and explained the use of mind mapping strategy. the researcher explained the steps in this strategy more clearly and also checked the students’ understanding before they were asked to do all the steps in mapping strategy. Then they were let to
talk or shared with their friend, so they could do all steps quicker and better. The researcher makes 5 groups and constructed exercises to improve the students’ ability in writing report text. The researcher ask students’ to develop and sketching out the topic and keywords was given. In this research, the students’ must use their imagination to draw mind mapping. The topic about school and the keywords are subject, place, classroom, and people. After the students’ finished their work, the researcher gives a score. These are students’ mind maps:
The result students’ score can be seen as follows:

**The Result of the Cycle 1-Test**

<table>
<thead>
<tr>
<th>Students' Number</th>
<th>Students' Initial Name</th>
<th>Sex</th>
<th>Organization</th>
<th>Content</th>
<th>Grammar</th>
<th>Punctuation</th>
<th>Style</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHH</td>
<td>M</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>15</td>
<td>16</td>
<td>83</td>
</tr>
<tr>
<td>2</td>
<td>DAP</td>
<td>F</td>
<td>14</td>
<td>14</td>
<td>12</td>
<td>14</td>
<td>12</td>
<td>66</td>
</tr>
<tr>
<td>3</td>
<td>DPM</td>
<td>F</td>
<td>18</td>
<td>16</td>
<td>15</td>
<td>16</td>
<td>14</td>
<td>79</td>
</tr>
<tr>
<td>4</td>
<td>DAL</td>
<td>F</td>
<td>15</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>13</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>FA</td>
<td>F</td>
<td>17</td>
<td>13</td>
<td>17</td>
<td>13</td>
<td>12</td>
<td>72</td>
</tr>
<tr>
<td>6</td>
<td>FH</td>
<td>M</td>
<td>14</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>12</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>PF</td>
<td>F</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>15</td>
<td>73</td>
</tr>
<tr>
<td>8</td>
<td>PSD</td>
<td>F</td>
<td>16</td>
<td>15</td>
<td>16</td>
<td>15</td>
<td>12</td>
<td>74</td>
</tr>
<tr>
<td>9</td>
<td>GAA</td>
<td>M</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>16</td>
<td>14</td>
<td>81</td>
</tr>
<tr>
<td>10</td>
<td>ILB</td>
<td>F</td>
<td>15</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>13</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>IRS</td>
<td>F</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>81</td>
</tr>
<tr>
<td>12</td>
<td>KHB</td>
<td>F</td>
<td>18</td>
<td>17</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>79</td>
</tr>
<tr>
<td>13</td>
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<td>M</td>
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<td>13</td>
<td>14</td>
<td>13</td>
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<td>MAC</td>
<td>M</td>
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<td>13</td>
<td>12</td>
<td>13</td>
<td>11</td>
<td>62</td>
</tr>
<tr>
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<td>MARC</td>
<td>M</td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>14</td>
<td>13</td>
<td>68</td>
</tr>
<tr>
<td>16</td>
<td>OA</td>
<td>F</td>
<td>17</td>
<td>16</td>
<td>15</td>
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<td>15</td>
<td>78</td>
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<tr>
<td>17</td>
<td>RAH</td>
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<td>F</td>
<td>15</td>
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<td>13</td>
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<td>13</td>
<td>68</td>
</tr>
<tr>
<td>19</td>
<td>RNS</td>
<td>M</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>14</td>
<td>11</td>
<td>63</td>
</tr>
<tr>
<td>20</td>
<td>SM</td>
<td>F</td>
<td>17</td>
<td>17</td>
<td>15</td>
<td>17</td>
<td>12</td>
<td>78</td>
</tr>
<tr>
<td>21</td>
<td>SUR</td>
<td>F</td>
<td>16</td>
<td>14</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>69</td>
</tr>
<tr>
<td>22</td>
<td>WA</td>
<td>F</td>
<td>18</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>17</td>
<td>77</td>
</tr>
<tr>
<td>23</td>
<td>WO</td>
<td>F</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>78</td>
</tr>
<tr>
<td>24</td>
<td>YM</td>
<td>F</td>
<td>17</td>
<td>17</td>
<td>15</td>
<td>17</td>
<td>13</td>
<td>79</td>
</tr>
<tr>
<td>25</td>
<td>XE</td>
<td>M</td>
<td>13</td>
<td>12</td>
<td>12</td>
<td>13</td>
<td>12</td>
<td>61</td>
</tr>
<tr>
<td>Σ</td>
<td>Total</td>
<td></td>
<td>399</td>
<td>371</td>
<td>355</td>
<td>364</td>
<td>338</td>
<td>1827</td>
</tr>
</tbody>
</table>

Table 4.1.3 Students’ score of Cycle 1-Test

In the cycle 1-test, the writer has been given the approach of mind mapping.

After using the mind-mapping, the students’ can develop their ideas easily. It can
seen from the table above, the students who passed the minimum criteria are increased and no one students’ has a poor classification. There are 4 students reached the excellent criteria (80-100) and 21 students get a good criteria (60-79).

Based on the students’ Cycle1-Test score above, so the percentages are as follows:

### The Classification of Cycle 1-Test

<table>
<thead>
<tr>
<th>Test Score</th>
<th>Frequency</th>
<th>Percentile Ranks</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>4</td>
<td>16</td>
<td>Good to excellent</td>
</tr>
<tr>
<td>60-79</td>
<td>21</td>
<td>84</td>
<td>Average to good</td>
</tr>
<tr>
<td>50-59</td>
<td>0</td>
<td>0</td>
<td>Poor to Average</td>
</tr>
<tr>
<td>0-49</td>
<td>0</td>
<td>0</td>
<td>Poor</td>
</tr>
</tbody>
</table>

The Average of students’ result = \[
\text{The Total Percentage} \times 100\% \\
\text{The Number of the students}
\]

\[
= \frac{1827}{25} \times 100\% = 73,08\%
\]

Based on the analysis above, the result of the students’ achievement increased from the pre test. The average of the students in cycle 1 was 73,08%. It increased 10,64% from the pre-test and it can be concluded that the first cycle was successful. But in fact, the researcher found the difficulties. There were some factors that caused the results of the actions unsuccessful. It was new for the students to use the mind mapping strategy in their writing report text so that they still experienced difficulty to do all the steps in this strategy as expected. Since the students faced this problem, in the next meeting (cycle 2) the researcher explained the steps in this strategy more
clearly and also checked the students’ understanding before they were asked to do all the steps in mapping strategy. Then they were let to talk or shared with their friend, so they could do all steps quicker and better. Based on the problems, the researcher conducted in cycle 2.

4.4 Analysis Cycle 2 Test

Cycle 2 also took two meetings. Based on the findings, the treatment in cycle 2 were designed on helping the students to solve the problem or difficulties from the previous cycle. The main activities in cycle 2 were almost same as the activities in cycle 1. The researcher gave exercise to improve their writing ability in writing report text. The last activity after the treatment was giving the post test. The students were asked to create report text about Panda with the keywords given. The test same with the pre-test but in the pre-test the researcher not giving a keywords. The result students’ score can be seen as follows:

The Result of the Post-Test

<table>
<thead>
<tr>
<th>Students' Number</th>
<th>Students' Initial Name</th>
<th>Sex</th>
<th>Organization</th>
<th>Content</th>
<th>Grammar</th>
<th>Punctuation</th>
<th>Style</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHH</td>
<td>M</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>18</td>
<td>17</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>DAP</td>
<td>F</td>
<td>16</td>
<td>14</td>
<td>13</td>
<td>14</td>
<td>13</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>DPM</td>
<td>F</td>
<td>18</td>
<td>17</td>
<td>15</td>
<td>16</td>
<td>14</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>DAL</td>
<td>F</td>
<td>16</td>
<td>16</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>77</td>
</tr>
<tr>
<td>5</td>
<td>FA</td>
<td>F</td>
<td>18</td>
<td>17</td>
<td>15</td>
<td>16</td>
<td>15</td>
<td>81</td>
</tr>
<tr>
<td>6</td>
<td>FH</td>
<td>M</td>
<td>16</td>
<td>16</td>
<td>12</td>
<td>15</td>
<td>16</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>PF</td>
<td>F</td>
<td>18</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>76</td>
</tr>
<tr>
<td>8</td>
<td>PSD</td>
<td>F</td>
<td>17</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>GAA</td>
<td>M</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>16</td>
<td>88</td>
</tr>
<tr>
<td>10</td>
<td>ILB</td>
<td>F</td>
<td>17</td>
<td>17</td>
<td>18</td>
<td>15</td>
<td>14</td>
<td>81</td>
</tr>
<tr>
<td>11</td>
<td>IRS</td>
<td>F</td>
<td>19</td>
<td>18</td>
<td>19</td>
<td>18</td>
<td>16</td>
<td>90</td>
</tr>
<tr>
<td>12</td>
<td>KHB</td>
<td>F</td>
<td>18</td>
<td>16</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>83</td>
</tr>
<tr>
<td>13</td>
<td>NA</td>
<td>M</td>
<td>17</td>
<td>13</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>72</td>
</tr>
</tbody>
</table>
Table 4.1.3 Students’ score of Post-Test

<table>
<thead>
<tr>
<th>Test Score</th>
<th>Frequency</th>
<th>Percentile Ranks</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>15</td>
<td>60</td>
<td>Good to excellent</td>
</tr>
<tr>
<td>60-79</td>
<td>10</td>
<td>40</td>
<td>Average to good</td>
</tr>
<tr>
<td>50-59</td>
<td>0</td>
<td>0</td>
<td>Poor to Average</td>
</tr>
<tr>
<td>0-49</td>
<td>0</td>
<td>0</td>
<td>Poor</td>
</tr>
</tbody>
</table>

After applying the mind mapping strategy, the post-test score shows some specific difference of averaging. It can be seen that the students’ who passed the minimum mastery criteria increased in five indicator was higher than pre-test and cycle 1 test. Out of the 25 students, 15 students got 80-100 (excellent) and 10 students got 60-79 (good). The students’ score increased in each indicator.

Based on the students’ Post-Test score above, so the percentages are as follows:

The Classification of the Post -Test
The Average of students’ result = \( \text{The Total Percentage} \times 100\% \)

The Number of the students

\[ = \frac{1987 \times 100\%}{25} \]

\[ = 79.40\% \]

From the analysis above, the students’ score improved significantly. The result of the post-test was better than the result of the pre-test and the cycle 1 test. The average of the post test was 79.40%. It increased 6.36% from the cycle 1 test. It can be concluded that the students’ ability in writing report text by using mind mapping strategy improvement.

4.5 Findings

In conducting this research, the three written test were held in order to know the students writing skill. The result of each test showed improvements of the students’ writing skill. The percentage in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Test</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre Test</td>
<td>62.48%</td>
</tr>
<tr>
<td>2</td>
<td>Cycle 1 Test</td>
<td>73.08%</td>
</tr>
<tr>
<td>3</td>
<td>Post Test</td>
<td>79.40%</td>
</tr>
</tbody>
</table>

The Data showed that there were improvements in every test which were conducted. Before the action were carried out, the percentage of the pre-test was only 62.48%. It showed that the students had problem in every element of writing, including organization, content, grammar, punctuation, and style. After doing treatment using Mind mapping strategy in cycle 1. The researcher conducted cycle 1
test. The percentage was 73.08% which meant it was higher than pre-test. But, the researcher found that the students still have problems in writing report text. Such as, words selection, lack of vocabulary and missing words. To solve the students’ problem in cycle 2, the researcher conducted cycle 2. After doing treatments in cycle 2, the researcher gave post-test. The percentage was 79.40% which meant it was higher than previous test.

Considering the explanation above, it could be said that teaching writing ability using mind mapping strategy could improve the students’ in writing report text and the mind mapping strategy was effective to be used as the media in teaching written report text to senior high school.

At last, Mind mapping successfully improve students’ writing skill seen from the improvement in five indicators: organizing ideas, content, grammar, punctuation and style. The students’ motivation in writing was also increased. The teaching and learning in writing class become no longer boring and more effective.
CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

By implementing mind mapping, the students’ ability in writing a report text improves. It is indicated by the improvements:

1. The students’ ability in writing report text before and after using mind mapping could be seen from the increasing of students’ mean writing score from 62.48% in preliminary test, and 73.08% in the first cycle test to 79.40% in post-test.

2. The students’ score in writing report text increased in every cycle after the researcher giving the treatment using mind mapping strategy. The students’ who passed the minimum mastery criteria still low in pre-test were only 4 students’ of 25 students’ or 16%. Then, there is increased in the cycle 1-test. The students’ who passed the minimum mastery criteria in post-test was 11 students’ of 25 students’ or 44%. Then, the students’ score who passed the minimum mastery criteria still low in pre-test was higher in the post-test. There were 19 students’ of 25 students’ or 76%. It was meant that there was an improvement students’ ability in writing report text by using mind mapping. Therefore, the implementation of mind mapping technique as teaching learning process can improve the students’ ability in writing report text.
5.2 Suggestion

Based on the conclusion above, the researcher offer some suggestions:

1. **For Teachers**

   It is suggested that the English teachers implement the Mind mapping technique as an alternative technique in teaching writing. The method can improve the students’ writing skill and when the students are well attracted by interesting method, they will motivated to write.

2. **For Students**

   Using Mind Mapping the students should be more active in exploring their idea. They have to be more focus on developing keywords.

3. **For School**

   The electronic facilities of SMA SWASTA UISU MEDAN are well equipped. The school should facilitate the class stationery such as some whiteboard marker completed with some coloring board marker to afford students’ boredom.

4. **For Other research**

   This research studies the implementation of Mind mapping in improving the students’ writing skill. It is hoped that the result of the study can be used as additional reference for the further research in different context that will give contribution in teaching English.
REFERENCES


Writing is the Most Difficult Skill. (Anonymous, n.d).  
  *http://languange123.blogspot.com/2008/writing-is-most-difficult-skills.html*.  
  Retrieved May 12, 2011.
APPENDICES

Appendix. Pre, Cycle 1, and Post-test

PRE-TEST

Genre: Report

Time: 60 minutes

Instruction:

1. Write your name and your class on the top right hand corner.

2. Write report paragraph by developing the topic given.

Follow the stages below:

Develop the topic based on the thema given.

The paragraph should consist 120-150 words.

The topic is: Panda
CYCLE 1-TEST

Genre : Report

Time : 60 minutes

Instruction :

1. Make a group that consist five person.

2. Present the topic that you must draw

3. Develop the topic by adding some news ideas and relationship as construct the map.

4. You must use your imagination

Follow the stages bellow:

The Topic is School

The keywords are : classroom, subjects, place, and people
POST-TEST

Genre : Report

Time : 60 minutes

Instruction :

1. Write your name and your class on the top right hand corner.

2. Write report paragraph by developing the key words given.

   Follow the stages bellow :

   Develop the topic based on the key words given.

   The paragraph should consist 120-150 words

   You are allowed to use a dictionary

   The topic is Panda

   The keywords are : china, mammals, black patches, bamboo. short tail. weight 100, and length 1.5 cm.
Appendices Students’ Photograph