THE USE OF MIND MAPPING TO IMPROVE THE WRITING SKILLS OF GRADE XII STUDENTS OF SMA N 2 YOGYAKARTA IN ACADEMIC YEAR OF 2016/2017

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Abstract

This research was aimed at improving ability in writing report texts through mind mapping for Grade XII MIIA 7 students of SMA N 2 Yogyakarta in the academic year of 2016/2017.This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. The researcher worked collaboratively with the English teacher, the students, and the collaborator. The subjects of the research were 32 students of class XII MIIA 7 of SMA N 2 Yogyakarta in the academic year of 2016/2017. The data of the study were in the form of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process and interviewing the students, the English teacher and the collaborator. The data were in the form of field notes, interview transcripts and photographs. Meanwhile, the quantitative data were acquired through conducting the pre-test and the post-test after Cycle I and Cycle II. The validity of the data was obtained by applying democratic validity, dialogic validity, catalytic validity and outcome validity. The research findings showed that the use of mind mapping in teaching writing report texts was able to improve the students' writing skills. It included their abilities in generating ideas, vocabularies, grammar and mechanics. Teaching writing report texts 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 considerable improvement in writing report texts.

Keywords: mind mapping, report texts, writing skill.

Abstrak

Penelitian ini bertujuan untuk meingkatkan kemampuan menulis pada teks report melalui mind mapping untuk siswa kelas XII MIIA 7 SMA N 2 Yogyakarta pada tahun pelajaran 2016/2017. Penelitian ini merupakan penelitian tindakan kelas. Tindakan-tindakan diterapkan dalam dua siklus. Peneliti meneliti secara kolaboratif dengan guru bahasa inggris, siswa dan kolaborator. Subjek penelitian adalah siswa kelas XII MIIA 7 SMA N 2 Yogyakarta pada tahun ajaran 2016/2017 dengan jumlah 32 siswa. Data penelitian berbentuk data kualitatif dan kuantitatif. Data kualitatif diperoleh dengan mengamati proses belajar mengajar dan mewawancarai siswa, guru bahasa inggris, dan kolaborator. Data berupa catatan lapangan, catatan wawancara, dan foto-foto. Sementar itu, data kuantitatif diperoleh melalui pre-test dan post-test setelah Siklus I dan Siklus II. Data validity diperoleh dengan mengaplikasikan democratic validity, dialogic validity, catalytic validity dan outcome validity. Hasil penelitian menunjukkan bahwa penggunaan mind mapping dalam mengajar menulis teks report adalah untuk meningkatkan kemampuan menulis siswa. Hal ini termasuk kemampuan mereka dalam mengembangkan ide-ide, kosa kata, tatabahasa dan mechanics. Mengajar menulis teks report menggunakan mind mapping dapat menarik perhatian siswa dan motivasi mereka. Siswa menjadi lebih antusias dalam menulis setelah penggunaan mind mapping diterapkan dalam pengajaran di kelas. Berdasarkan data kuantitatif, nilai rata-

rata siswa yang diperoleh melalui pre-testadalah 65,2 dan meningkat menjadi 70,1 pada post-test Siklus I dan menjadi 78,4 di post-test Siklus II. Kemudian, pencapaian nilai adalah 8,3. Ini mengindikasikan bahwa siswa sungguh-sungguh membuat peningkatan dalam menulis teks report.

Kata kunci: mind mapping, teks report, kemampuan menulis.

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Introduction

Language is a way for human to communicate each other. It is used by people to express their feeling, intention, and meaning. There are many languages that used by people around the world such as Indonesia, French, Japanese, Korean, Mandarin, and English. Now days, English is very popular. It is taught at school in many countries in the world. Hence, English become the international language. People who use difference language will use English to communicate each other in this globalization era. This is why English become lingua Franca. Lingua Franca is a language that used by people that have different language to communicate. One of the famous examples of Lingua Franca is English. One of the skills of English is writing.

In the education of Indonesia, English subject is included in the curriculum. English is taught in every level of grades. English is taught in elementary, junior high, and senior high school. The government makes English as subject that is taught at school is to make students master English and use it in daily life for facing the globalization era. It happens in SMA N 2 Yogyakarta. The students learn English to improve the skills in English. The fourth skills in English are listening, speaking, reading, and writing. In School-based Curriculum of 2013, the objective of English subject in senior high schools covers the ability to understand and produce spoken or written texts which are realized in four skills. Writing is one of the important skills that should be mastered by students because if they have a good skill in writing they will be able to express their ideas in the written form.

Based on School-based Curriculum of 2013, there are several material topics of English subject in grade twelve. One of the material topics is report text. In making report text in written form, the students need to collect some information about the topic.

When researcher conducted her observation, there are some problems found in the classroom. When students write, errors can be in the forms of organization, content, grammar, punctuation and spelling. The twelve grade students of SMA N 2 Yogyakarta found difficult to start writing. It was because the students were often confusing express their ideas in writing. Another problem was their motivation. They complained when the teacher are instructing them to write a text. In that time the teacher used explaining technique in teaching.

To solve the problem above, the students need technique to help them to make some easy ways to write a text for their excellent writing score. The technique that is needed to improve their writing skill is a technique that can make the students easy in expressing their ideas and easy in arranging the words to be a good sentence. One of the techniques that can make students find it easy to express and organize their ideas is the mind mapping. Another reason why use mind mapping is, in the Report text, the student need planning and drafting stages in collecting data to write a good report text. In planning and drafting stage also need an interesting technique. That is why mind mapping is the suitable technique to be used. Mind mapping is a creative note taking technique in a visualization and graphic form that is

used to make people feel easy in entering information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan 2006: 6; Buzan 2008: 10).

Research Methods

This study was an action research study and conducted from September to October 2016 in the first semester of the academic year of 2016/2017. The subjects of the research were 32 students of Class XII MIIA 7 of SMA N 2 Yogyakarta. The researcher collaborated with the English teacher and collaborator in conducting the research. This study adopted cyclical action research proposed by Kemmis and Mc Taggart in Burns (1999:33) that consists of four stages: planning, action, observation, and reflection.

There were two kinds of data used in this research; qualitative data and quantitative data. The qualitative data were gained from classroom observation and interview and transformed into field notes and interview transcripts by using qualitative data analysis. The steps of analyzing qualitative data was used to describe about the teaching of writing by using mind mapping to improve the student's writing skills. The analysis was done to find out whether or not the research is success. The obstructions that were found during the research were also counted. According to the analysis, the researcher knew whether or not the procedure of the teaching writing through mind mapping technique is success. The quantitative data were gained from pre-test and post-tests and transformed into writing score by using scoring rubric of writing by Harmer (2004: 244-245). Then the mean scores of the students' scores in each test were compared by using Microsoft Excel program.

Findings and Discussions

In doing this research, the researcher acted as a teacher and delivered the teaching and learning process. The English teacher acted as the collaborator and observed the teaching and learning process. There were two cycles in this research. In the end of each cycle, the researcher conducted a post-test to see and measure the students' improvement in writing. Before implementing the actions, the researcher conducted a pre-test to measure the students' writing ability. In this pre-test, the students were asked to write a report text. Then, the results of the students' writing performance were analyzed and transformed into writing score by the researcher and the collaborator using scoring rubric of writing proposed by Harmer (2004: 244-245).There were some actions that were implemented by the researcher in the teaching and learning process; 1) using mind mapping as the media; 2) providing reading section; 3) providing exercise of developing main idea; 4) giving prizes, and 5) giving feedback to students' writing. Some of those actions had successful and unsuccessful effect in Cycle 1. The implementation of mind mapping as the media successfully improved students' ability and motivation in learning writing. Mind mapping helped the students in generating and developing their idea and help them easy in way of collecting information in writing report text. . However, the students still had limited number of supporting idea in their writing. This action was continued in Cycle 2 to gain better improvement in students' writing ability.

Providing activity of making mind mapping with their own colorful drawing raised students' interest in learning. However, the students still considered that the developing of mind idea was a difficult thing to improve. They focused much in making mind mapping, instead of developing mind idea into paragraph. Therefore, the students still had less vocabulary and paragraph. Providing reading section combined with mind mapping in the stage of planning in writing process increased students' interest in learning. The students' vocabulary skill range widened. However, they still made frequent errors in capitalization, punctuation, and spelling. Giving prizes to the students successfully improved their interest in learning. Providing feedback to students' writing also improved the students' awareness and confident

in writing. The students were able to know and study from their mistakes and errors in their writing. These two actions were continued in Cycle 2. Based on the result of students' writing performance in post-test 1, it can be seen that the students' improvement were not maximum since there were some obstacles found in the teaching and learning process. Therefore, the researcher modified some actions that could improve the students' writing ability better.

In Cycle 2, the researcher used a passage longer than before. This action successfully improved the students' vocabulary mastery. The researcher also provided the students with both oral and written feedback. Oral feedback was given to the students through classroom discussion and question and answer session to save the time. Through the implementation of some modified actions the students' writing ability improved significantly in Cycle 2. The results of the students' writing mean score are presented in the table and charts below.

Score	Pre-test	Post-test 1	Post-test 2
Mean	65.2	70.1	78.4

Table 7. The Result of Students' Score

Conclusions

Based on the result in discussion session, several changes were found. Through the observation during the implementation of the action, it can be seen that the students' motivation changed. The students became active in joining the teaching and learning process. They also produced more sentences. From the result of the pre-test and post-tests, it can be seen that there are significant improvement of students' writing skills. In the pre-test, the students' writing mean score was only 65.2. Then, in the post-test 1 the students' writing score reached 70.1 and increased to 78.4 in the post-test 2. It proved that the use of main mapping as the media in the teaching and learning process improved the students' writing ability.

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