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Friday, 10 November 2015
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IMPROVING STUDENTS DESCRIPTIVE TEXT WRITING SKILL USING MIND MAPPING

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Abstract

The aim of this research is to improve the students' descriptive text writing skill using mind mapping. This research is conducted to the seventh Grade of SMP Negeri 2 Sukoharjo, that consists of 32 students. In doing the research, the researcher uses classroom action research which is done in two cycle processes, each cycle consists of three treatments. To collect the data, the researcher uses test (pre-test and post-test), questionnaire and observation. The mean result and percentage score of pre -test was 62,87 % and 34 % (21 students have not reached standard score and 11 students have done). The result of the post test was 78,10 % and 100% (32 students have reached standard score). It can be concluded that there was a significant improvement of the students writing skill, and in the class climate, the students looked more enthusiastic in teaching and learning process.

Key words: Descriptive text writing skill, Mind Mapping, Classroom Action Research.

INTRODUCTION

Language is a way to communicate with other people when people want to share their thought, feeling, ideas, and many others. According to Hornby (2000: 752), "language is system of communication in speech and writing that is used by people of a particular country". There are many languages used by people in different places. Every place has native language. But, people have to know the other language to understand what they mean and to communicate with them. Therefore, in this world people have English as an international language.

English is an international language that has a function as a means of communication in the world. By using English, people can communicate with the others from different countries. That is why learning English is important especially for the students. English is one of the compulsory subjects in Indonesia. One of the purposes of teaching English is to develop the ability in communicating with others. The students in Indonesia have to be able to master English. There are four skills that should be learned by the students, they are listening, reading, speaking and writing. Besides, English also has some other skills; they are grammar, pronunciation, vocabulary, and spelling.

Writing is one of the skills in learning English and the important subjects that the students should learn. They are able not only to speak English well or read English books, but also to write it. The students can express their idea or feeling in writing form. They should be able to produce sentences and develop it into paragraph. The researcher focuses on writing skill because writing is considered as the most difficult and complicated language skills to be learned by students. In writing, the students need to think hard in producing idea, word, sentence, and paragraph. They learn to write starting from simple sentence, then continue in higher level that more complex by developing sentence into a good paragraph. The students should pay attention to the diction that used and should be

able to arrange their idea or feeling in a good arrangement. The students need to improve their vocabulary and grammar structure supported with ability to develop the idea and writing style in order to improve their writing.

The basic competence of writing is that the students must be able to explain all sorts of meaning into various written text and monologue especially in the form of descriptive, narrative, procedure, recount and report. The students of Junior High School are expected to be able to write in various genres. One type of genre in writing that applied in the seventh grade students of Junior High School is descriptive text. Descriptive text is a text which has social function to give description about person, place, animal or thing.

During pre-observation in February 2015 at VII I grade students of SMP Negeri 2 Sukoharjo, the researcher found some problems in teaching and learning of writing skill. Basic skills improvement of language still became a problem in teaching and learning process. One of them was writing skill of descriptive text. The researcher found some problems at SMP Negeri 2 Sukoharjo especially in the VII I grade students. For example the students did not know how to start their writing. The material that had been faced by the students was descriptive text. The others problem of the students were they got some difficulties in developing the idea when they described something and confused in using appropriate generic structure. Besides, the students also lacked in vocabulary and had difficulties in grammar. So, the researcher encouraged to do a research about improving the students writing skill in descriptive text.

Those problems can be minimized by using the suitable technique or method and teaching media as a bridge to make easier for the students in learning English. To improve the students writing skill, the researcher would help the students in change their inefficient writing habits by teaching them using efficient writing skill. Based on the problem above, the researcher found one alternative technique to improve the students' interest in teaching writing skill by using "Mind Mapping".

Mind Mapping is an easy way to receive and take an information of the brain which is then poured into real form an image that in which there is written to the others to convey messages not directly to the reader various forms attractive patterns and colors, so that later the information can be conveyed in clear and acceptable to the fullest. Mind mapping is a technique involving images, colors, keyword, and branches that connect each other. Mind maps will help students in guiding them before they start writing. This technique can guide the students to develop their ideas by writing the keyword. The researcher chooses this technique because it is effective for students to make them easy, and interested in teaching writing.

1. Writing

Writing is one of important skills in English and used to communicate indirectly with other people. This skill related to other skill is very important because writing skill needs certain process. There are some definitions of writing according to experts. According to Miller (2006: 1), "Writing is a skill that can be learned by anyone willing to take the trouble. It will certainly take time and effort to write successfully, for writing involves hard work". In other explanation, according to Tarigan (2008: 3), "*Menulis merupakan suatu keterampilan berbahasa yang dipergunakan untuk berkomunikasi secara tidak langsung, tidak secara tatap muka dengan orang lain*".

Based on definitions above, it can be concluded that writing is a way to express ideas, feeling, and thoughts that aims to give information in written form. Writing needs special skill because writing is not easy. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also turn such as ideas into a readable text. Writing must through

certain process to think and to produce good writing or easily understood. By writing more often, it can make a person be skillful in the field of writing. There is not bad time to start writing, wherever, whenever and in situation that somehow a person can learn writing.

2. Process of Writing

Writing process is a complex process that consists of several stages. In writing, there are some important things that we have to notice when we will write. According to Dietsch (2006: 10), there are four stages of the writing process: prewriting, drafting, revision and editing and proofreading. A brief explanation about the writing process by Dietsch is as follow:

a. Pre-writing

The first stage of the writing process is a time of discovery-you unearth raw material to shape and polish later. Prewriting can condense swirling thoughts into words. Prewriting can help you find a topic for you purpose and audience or enable you to narrow a broad topic.

b. Drafting

The second stage of the writing process, drafting is the time to develop ideas and start thinking about focus and order. With each new draft, you will discover more detail the reader might desire to know. You can begin by scanning your prewriting notes and selecting core ideas.

c. Revision

The goal of revision is to rethink and reshape your writing so that it effectively reaches your audience and accomplishes your purpose. Revision involves the large aspects of the draft: the organization and presentation of ideas.

d. Editing and Proofreading

During editing and proofreading, you attend no matters within the sentence. Editing refers to correcting the sentence structure and improving the word choice. Proofreading means examining grammar and punctuation. The goal in stage 4 is to clarify meaning and eliminate grammatical distractions so that the writing purpose can be achieved.

Based on definitions above, it can be concluded that writing process is much needed to the ability of writing. Writing process has steps or procedures which must be carried out by the students. So, to make good written, we have to understand the basic steps or procedures in writing process.

3. Purpose of Writing

According to Dietsch (2006: 7-8), "purpose refers to writer's reason for writing, which can be stated or implied. To be clear, expository writing should have both a General purpose and a Specific purpose", as follow:

a. The General Purpose

Writing has four purposes: to inform, to persuade, to express, or to entertain. Often these general purposes are combined in various ways. For example, most writing is intended to inform, but it also has a secondary persuasive element: to convince the reader that it is factual and reliable.

b. The Specific Purpose

The specific purpose may be implied or stated. In literature the purpose is invariably implied in a theme that permeates the piece. In expository writing the purpose is usually stated directly for clarity, either in a topic sentence or in the thesis.

Therefore has been described a little about the purpose of writing. The purpose of writing is very useful to writers and readers because it's very important to give information to others. When we write something, we want that our writing is read by others. So, as the writer, we need to know the purpose and objective who wanted to achieve before writing.

4. Teaching Writing

Teaching writing is important skill for Junior High School because through writing the students can share ideas or thoughts to other students in the class. According to Fauziati (2010: 46-53), "Studies in the teaching of writing have identified that there are at least three paradigms of teaching writing: The Product Approach, The Process Approach, Genre-Based Approach", as follow:

a. The Product Approach

The product approach is a traditional approach of teaching writing in which students typically are provided with a model and encouraged to imitate it in order to produce similar product. The main procedure of the product approach involves imitating, copying and transforming model provided by the teacher and emphasizing the error free final product (Nunan, 1999) in Fauziati (2010: 46).

b. The Process Approach

Proponents of the process approach argue that the procedures of the process writing help learners to develop more effective ways of conveying meaning and to better comprehend the content that they want to express. They strongly believe that students can discover what they want to say and write more successfully through the process model as the process approach is viewed as writer centered. (Walsh, 2004: 15) in Fauziati (2010: 48-49).

c. Genre – Based Approach

Genre – Based Approach is "a framework for language instruction based on examples of a particular genre", (Byram, 2004: 234) in Fauziati (2010: 53). Genre-based teaching is concerned with what learners do when they write. In terms of classroom practice, Genre Approach is similar to a process approach to teaching writing. However, the genre approach also resembles the product approach in that a model text is analyzed on the basis of grammatical and text features then is followed by guided writing in a joint construction stage before a final, free-writing stage (Badger & White, 2000:154) in Fauziati (2010:53).

Based on three approaches above, it can be concluded that teaching must have the approach of learning process in the class who is good to the students so that they can understand the lessons writing easily.

5. Text

According to Hartono (2005: 5), "text is a unit of meaning which is coherent and appropriate for its context". The unit of the language is a grammatical unit such as clauses or sentences. Text is also sometimes described as the type of sentence that super and use a grammatical unit that is longer than a sentence related to each other.

6. Mind Mapping

Mind Mapping is an expression of thinking and is therefore a natural function of the human mind. According to Buzan (1993: 59), "Mind Mapping is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance". In other definition, according to Miller,

2006: 11, "Mapping is a way of visually analyzing the parts of a subject. Write the subject in the middle of your paper and circle it. From the edges of the circle, draw lines radiating outward to nodes labeled to represent the main parts of the subject". While, according to Mohidin (2010: 6), "a mind map is simply a mind map guide that guides you through the subject that you are learning".

Based on definitions above, it can be concluded that mind mapping is a technique that based on the brain work as an aid to develop creativity of writing skill. Mind Map is generally present information that is connected with the central topic, in the form of keywords, image or symbol, and color so that the information can be learned and remembered quickly and efficiently. The students are free to explore their ideas are still linked to the topic.

According to Buzan (1993: 59), "Mind Mapping has four essential characteristics", as follow:

- a. The subject of attention is crystallized in a central image.
- b. The main themes of the subject radiate from the central image as branches.
- c. Branches comprise a key image or key word printed on an associated line. The less important topics are also represented as branches attached to higher level branches.
- d. The branches form a connected nodal structure.

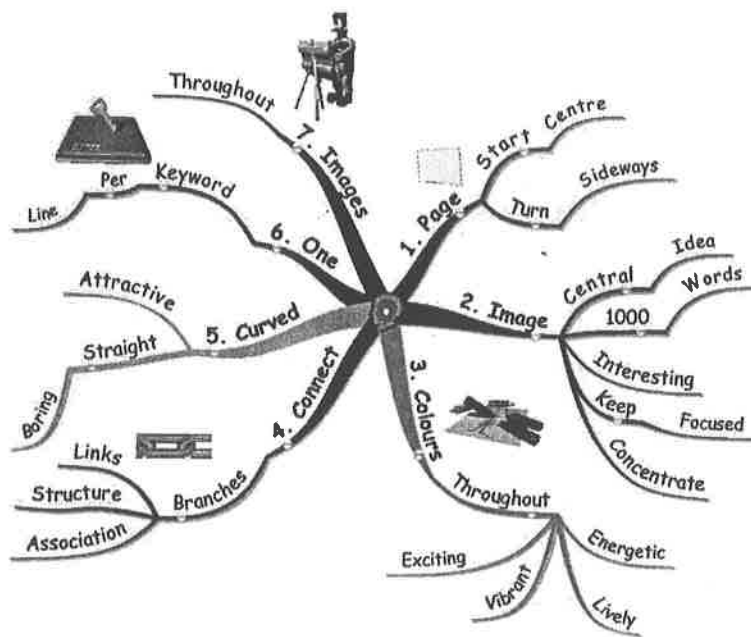
Based on explanation above, the mind maps has essential characteristic to develop topic or idea with the a way draw a picture about topic or main idea in the middle of the page and the branches form represent your main sub-topic.

According to Mohidin (2010: 17-20 take time to learn how to Mind Map with these seven steps, use the Mind Map principles, as follow :

- a. **Start in the center of a blank page**
 1. Turn the page sideways
 2. Your brain has more freedom to spread out in all directions
- b. **Use an Image or Picture for your central idea**
 1. An image is worth a thousand words
 2. It stimulates your imagination
 3. It is more interesting
 4. It keeps you focused
 5. It helps you concentrate
- c. **Use Colors throughout**
 1. Colors are exciting to the brain
 2. Colors add vibrancy and life to your Mind Map
 3. Colors add energy to your creative thinking
- d. **Connect Main Branches to the central image**
 1. Connect second and third level branches
 2. The brain works by association
 3. The brain likes to link things together and create structure
- e. **Make your lines curved**
 1. Straight lines are boring
 2. Curved branches are attractive
- f. **Use One Key Word per line**
 1. Single Key Words give your Mind Map more power and flexibility
 2. Each word or image creates its own associations and connections
 3. Each Key Word is able to spark off new ideas and thoughts
 4. Phrases dampen this triggering effect
- g. **Use Images throughout**

1. Each image is worth a thousand words
2. 10 images will give you 10 000 words

Example of Mind Mapping:



Example of Mind Mapping by Mohidin (2010: 18)

Figure 2.1

So, it can be concluded that mind mapping can explore many ideas from mind. It is a good way to develop idea before starting the writing activity. The students can do it on their own or with friends to try to find inspiration or idea. Mind mapping allows you to begin without clear ideas, mind mapping which is more like drawing than writing, helps so procedure an initial wealth of material. It can enable us to begin writing more easily and coherentl.

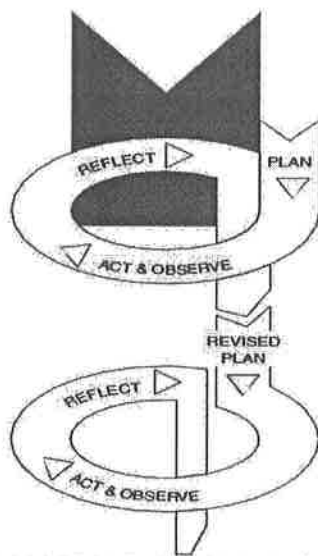
METHOD

The method of the research was Classroom Action Research (CAR). Classroom Action Research was chosen by the researcher because it was effective to improve teaching learning process in class to make the students easy and interested in teaching learning process. There is a definition of Classroom Action Research, according to Ebbutt (1970) in Syamsuddin (2007: 191), "action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions".

From the definitions above, the researcher concluded that Classroom Action Research is any systematic research undertaken by participants in a social situation including education which is directed toward greater understanding and improvement of practice where those practices are carried out. In this case the classroom action research is conducted in order to improve the students writing skill in descriptive text using Mind Mapping at VII I grade students of SMP Negeri 2 Sukoharjo 2014/2015 academic year.

A. The Procedure of the Research

According to Kemmis and McTaggart (1988) in Burns (1999: 32) state that, "action research occurs through a dynamic and complementary process, which consist of four essential moments of planning, acting, observing, and reflecting". It can be illustrated as followed:



Cycle by Kemmis and McTaggart's (1988) in burns (1999: 33)

Figure 3.1

The procedure of this research described as follow:

1. Planning

The researcher prepared everything needed in the research, they were as follow:

- a. Prepared the lesson plan based on syllabus.
- b. Prepared the materials (Descriptive text) and media (mind mapping).
- c. Prepared test about descriptive text.

2. Implementing of the action

The researcher is as a teacher and observer in the class. The researcher gave explanation about learning process of writing skill and about the function of mind mapping as the media of the research. Then, the researcher implemented her media in teaching writing based on the plan that made.

1. Observing and monitoring the action

Observation was the phase where the researcher observed the situation behavior during teaching and learning process. The researcher observed all activities happening in the classroom and took note related the teaching and learning process.

2. Reflecting

This activity had been evaluated critically about progress or change of the students. In this step, the researcher could observe whether the action activity had resulted any progress, what progress happened, and also about strength and weakness of the method. Then the score of the result writing used as a consideration.

3. Revising the plan

Revising the plan was needed when action cycle did not make any improvement on the students learning motivation. It meant that the researcher should do further cycle.

B. Technique of Collecting Data

The collecting data that is used for this research were qualitative and quantitative data.

1. Qualitative Data

Qualitative data included observation, questioner, interview, and documentation, as follow:

a. Observation

According to Arikunto (2010: 199), "*Observasi adalah suatu aktivitas yang sempit, yakni memperhatikan sesuatu menggunakan mata atau dengan kata lain pengamatan secara langsung*".

The researcher observed the teaching learning process to collect the data. The researcher used field note of observation in the class when the process of teaching learning happened.

b. Questionnaire

According to Arikunto (2010: 194), "*Kuesiner adalah sejumlah pertanyaan yang digunakan untuk memperoleh informasi dari responden dalam arti laporan tentang pribadinya, atau hal-hal yang ia ketahui*".

The questionnaire was given to the students in form questions that were designed by the researcher to be answered by the students. It was given in pre-research and in the end of the research.

c. Interview

According to Dietsch (2006: 522), "An interview is defined as a conversation with a purpose".

The researcher interviewed the English teacher and the students of VII I grade students of SMP Negeri 2 Sukoharjo to collect data. They gave detail information about their problem in writing skill. Then, in the end of the research, the researcher would interview the students about method that applied in teaching writing.

d. Documentation

According to Arikunto (2010:201),

"Dokumentasi, dari asal katanya dokumen, yang artinya menulis hal-hal. Di dalam melaksanakan metode dokumentasi, peneliti menyelidiki benda-benda tertulis seperti buku, majalah, dokumen, peraturan-peraturan, notulen rapat, catatan harian, dan sebagainya ".

The researcher gathered information in document acts for the evidence of the research, like photo of teaching learning process, lesson plan, and list data scores of test from students at VII I of SMP Negeri 2 Sukoharjo.

2. Quantitative Data

Validity - Validity was very important in the research. According to Arikunto (2010: 211),

"Validitas adalah suatu ukuran yang menunjukkan tingkat-tingkat kevalidan atau kesahihan sesuatu instrument. Suatu instrument yang valid atau sah mempunyai validitas tinggi. Sebaliknya, instrumen yang kurang valid berarti memiliki validitas rendah".

C. Technique of Analyzing Data

The data collected were analyzed by qualitative and quantitative data. The qualitative data used observation, questionnaire, and interview as the parts of the technique of analyzing the data. Observation used to know the behavior of students during process of teaching learning at cycle 1 and cycle 2. Interviewed the students, the students stated that they felt difficult in finding vocabulary so they were confused in organizing the words to be sentences.

Based on result of observation, the teacher did not have media to improve the writing skill so the students did not interest in following learning process. The students also felt bored with the way of the teacher used in teaching English especially in writing.

And the result of questionnaire showed that the most of students did not like English lesson especially in writing. They got difficulty in determining main idea, writing the beginning sentence in a paragraph, confused in using grammar. Besides, the teacher also did not use interesting method in teaching so that the students were less interested when attended the learning process. From the result of pre-test the students low in writing skill, it can be seen in table above. Based on the result of interview, observation, questionnaire, and pre-test, the researcher concluded that the students need technique or interesting method to improve students writing skill by implementing this action research. The researcher chose mind mapping method because it could help the students in guiding them before they start writing. It involved images, colors, keywords, and branches that connected each other so the students could develop their ideas and made the students enthusiasm in teaching writing.

1.2. First Cycle

a. Planning

Action planning was held on 16 until 22 April 2015. The researcher created planning to action based on the problem that was faced by the students in writing ability of descriptive text. The researcher decided the way to break the problem by using mind mapping method in teaching writing of descriptive text:

Then before taking the research, the researcher prepared teaching material that would be given to the students based on syllabus. Below were some activities:

- a. Arranging lesson plan
- b. Preparing the data of the students
- c. Preparing materials about descriptive text
- d. Preparing method about mind mapping
- e. Preparing task for the students

To the first cycle, it consisted of three meetings to know the improvement of writing ability in descriptive text. Besides created planning, the researcher prepared post-test 1 to know the students score improvement from pre-test to post-test 1.

b. Implementing of the action

The researcher took action based on the study planning that had been created. Action of cycle 1 held on 16, 20, and 22 April 2015. Cycle 1 consisted of three meeting, and then cycle 2 also consisted of three meeting. Every

meeting the students were given task to know their difficulty and ability in using mind mapping method. The researcher described action research activity as follow:

1. The first meeting

The first meeting was conducted on Thursday, April 16, 2014 at the 09.15 a.m. – 10.35 a.m. The researcher taught students in VII I classroom of SMP Negeri 2 Sukoharjo. The researcher entered the classroom and greeted the students with "Hello, Good Morning" they also answered "Hello, Good Morning Miss". Then, the researcher said again "How are you today", they said, "I am fine thank you, and you?", The researcher answered, "I am fine too, Thank you". Next, the researcher checked students "Who is absent today?" they answered "Nihil miss". The researcher also gave motivation to the students.

The lesson started by asking the students knowledge about descriptive text, the researcher said "Today, we are going to learn about descriptive text, what is descriptive text?". The students were just silent. Then, the researcher explained about definition descriptive text, the language features, and the generic structure of descriptive text. The researcher gave an example about animal (cat). The researcher asked "Mention kinds of animal?", the students answered "dog, cat, bird, elephant etc". The researcher asked again, "Can you give more examples of descriptive text except animal?". The students then mentioned some examples of descriptive text such as place, person, and thing. Next, the researcher and all students discussed about content, language feature and the generic structure of the text about the cat. The researcher asked, "can you write of animal easily?" they answered "not really miss".

After explaining about descriptive text finished, the researcher started to introduce mind mapping to the students, explain the steps to make it and drawing Mind Maps on whiteboard used colorful board marker. Besides drawing in whiteboard, the research also showed picture example of mind mapping. The students looked so enthusiasm and curious to the technique.

Before continuing the lesson, the researcher asked the students to make a group. There were 8 groups in the class consist of 4 students in a group. After that, the researcher gave task describing about animal (free) and created Mind mapping. The researcher went around the class from group to group for asking their difficulty. The students looked enjoy the activity, they drew images and used pencil color. But, some students were not confident with idea and some asked her opinion about their works.

At 10.25 some groups had finished their works and some groups requested additional time, so the researcher gave 5 minutes to finish their work. It was 10.30 when all groups collected their works to the researcher. However, before closing, the researcher asked "any question about it?" the students answered "No miss". Then, the researcher reminded the students to bring their dictionary next meeting. Then closing the meeting by saying "Wassalamu'alaikum wr.wb and see you".

2. The second meeting

The second meeting was conducted on Monday, April 20, 2015 at 10.50 a.m - 11.30 a.m. The researcher started the lesson by greeting the students "Good morning, how are you today?", the students answered "Good

morning miss, I am fine". Then, the researcher checked students *"Who is absents today?"* they answered *"masuk semua miss"*. Then, the researcher gave motivation to the students.

Before starting the main activity, the researcher reviewed about the material and comment about their Mind Mapping on Thursday. One of the students said *"asik miss tekniknya pakai warna-warna, tapi masih agak bingung bikinnya"*. The researcher gave them more explanation. Then, the researcher wrote some examples of error found in the students Mind mapping containing organized idea, and grammatical mistakes. The researcher explained slowly and clearly in order to make the students understood.

After finished explaining about it, the researcher asked the students to make group like on Thursday. Then, the researcher gave task describing about School Park and created mind mapping. The researcher walked around the class, the students were interested enough in doing this task. The researcher asked to the students had to pay attention to generic structure of descriptive text such as identification and description. The students discussed with group.

It was 11.30 a.m when all the students finished their works and collected to the researcher. And the researcher closed the lesson by saying *"thank you for your attention and wassalamu'alaikum wr.wb"*.

3. Third Meeting

The third meeting was conducted on Wednesday, April 22, 2015 at 07.00 a.m- 08.20 a.m. The researcher entered in the classroom, the students still busy. After the students silent, the researcher asked to the leader of the class led the pray. The researcher opened the lesson by greeting *"Assalamualaikum wr.wb, good morning class, how are you today?"*, they answered *"wassalamu'alaikum wr.wb, good morning miss, I am fine thank you and you?"*. *"I am fine too"* said me. After greeting, the researcher checked the students' attendance and gave motivated to the students.

The main activity, the researcher asked the students to make group like in yesterday to the next topic. Then, the researcher wrote in whiteboard about topic *"My friends"*. And the researcher asked *"Now, everyone close your eyes please, imagine about your friends", "What is his/her name? where is the school? He/She is Handsome/beautiful? What is favorite food?"*. The researcher asked the students to make mind mapping related topic (My friends) and wrote in an essay. The students looked serious and discussed with their group to get the best way of mind mapping. This step needed long time. After the works finished, representatives from each group to writing result of the works in the board. After all finished, the researcher found some error like grammatical mistakes, the students forgot used verb 1 in the sentence. Then, the researcher explained again about feature language of descriptive text.

It was 08.15 a.m the researcher asked about they were happy or not when learning by using mind mapping technique. The bell rang, the researcher closed the lesson and said *"wassalamualiakum wr.wb and see you next time"*.

c. Observing and monitoring the action

Observing is very important to know the students activities in the teaching and learning process. The researcher observed the students' activities in learning process where they felt active in asking questions and giving responses about that material, their concentration and enthusiasm in learning process using mind mapping method.

1. The First Meeting

In the first meeting, the researcher arrived on time in the classroom and explained about descriptive text. When the researcher gave questions about it the students did not respond or just kept silent. The students still had difficulty in case of remembering about descriptive text and they just could say that. The students still felt difficult in writing about descriptive text.

Then, the researcher introduced mind mapping to the students. The researcher gave the example of descriptive text using mind mapping to the students, they also felt enthusiasm in doing that implementation in the class. When the teaching learning process happened, many students still felt shy to answer the questions directly. During they finished task in group, there were students that had difficulty in improving their idea and also confused in searching vocabulary that difficult to be understood. When the students discussed in group, some of them were noisy and talked each other but the others were serious and enthusiasm. For the next meeting, the researcher asked the students to bring dictionary so that they were not confused again.

2. The Second Meeting

In the second meeting, the researcher reviewed again about learning material of Wednesday. The students' responses in teaching learning process were better than before. The students looked more active. When the teacher explained about their mistake in writing, they payed attention and looked serious. The students looked calmer but few of them were still noisy. When they finished task in group, they looked happy and serious. The students discussed with others in group to cover their difficulties. The students also brought dictionary so that they did not feel difficult in searching difficult vocabulary.

3. The Third Meeting

In the third meeting, when the researcher explained their mistakes of written that they created, many students laughed because they knew their mistakes. When the researcher gave questions to them, they could answer it and they also asked questions. The researcher concluded that the students' response in teaching learning process had increased better. Many students were more active in giving response than before meeting. They looked calmer when the researcher gave material related the topic. The students also looked enthusiasm in teaching learning process. Then they focused in learning process. In doing their group task, they were very enthusiasm. The students shared idea each other to produce good writing. The students' ability in making the mind mapping from meeting to meeting increased too.

d. Reflecting

Based on the result of observation, the students were more enthusiasm in learning English especially writing of descriptive text. It indicated that there was an improvement in students' interest in teaching learning process. Besides, the students also got improvement in vocabulary increased and wrote longer sentence. Some students' grammar was good enough, the students understood to use appropriate generic structure. Then, from the result score of pre-test to post-test 1 increased. Post-test 1 was conducted on Thursday, April 23, 2015. It could be seen from the result of post test 1 was 22 students passed in KKM. The researcher felt satisfy enough because her effort to improve the writing skill had reached with good score although only 22 students that passed KKM in post-test 1. Based on explanation above, the strength of this method was that the students could improve their ability in teaching writing of descriptive text.

e. Revising the Plan

Based on the result of planning, implementation of the action, observation and reflecting in first cycle, the researcher found some the difficulties that were made by the students in writing skill like some errors in word order and grammatical mistake. Based on the result of observation the researcher found that some students still shy to be active in class, some students were still noisy. Then, in the next cycle the researcher would choose interesting and familiar topics to make students interested and enjoy the lesson. In avoiding time consuming, the researcher limited the time of making mind mapping, so the students also had to pay attention on the next step in order to get good writing. So, the researcher decided to take the second cycle in order to improve students in writing skill.

1.3. Second Cycle

a. Planning

Based on the result of cycle 1, the researcher thought it was important to continue the action for cycle 2. Some students still found difficulty in writing skill like some errors in word order and grammatical mistake.

Before the action, the researcher made plan for action in cycle 2 such as making lesson plan, prepare the material, prepare the method and prepare writing test related to the action. The researcher conducted three meetings in cycle 2, three meetings for classroom discussion and activities using mind mapping. The researcher also prepared post test 2 to know the students score improvement from post test 1 to post test 2.

b. Implementing of the action

1. First meeting

The first meeting was conducted on Monday, May 11, 2014 at the 10.50 a.m. – 11.30 a.m. The researcher started the lesson by greeting the students and checked the attendance. Then, the researcher gave feedback about the last Pos-test 1. The post-test 1 score had improvement although it did not reach minimum required standard (KKM) yet. Therefore, the researcher asked the students more serious in joining teaching and learning process. The researcher gave warming up to the students so that the situation in the class became more interesting.

The main activity the researcher reviewed about material. The researcher told that the students did not have to join with their group because today they would have new group in pairs to do the new task. The researcher moved to the topic about "Hand phone". The researcher asked the students describing about Hand phone and created Mind Mapping again. The researcher asked them to discuss with their group about task. The researcher walked around the class to monitored students works. The researcher gave 15 minutes to make mind mapping, the students also pay attention to the generic structure of descriptive text such as identification and description. The students discussed with their group seriously, in order they could finished the task on time. The other groups who had different opinion, they made mind mapping with picture, symbols, and colors so that their mind mapping became beautiful and funny.

The students finished their works and collected to the researcher. Then, the researcher summarized the lesson material. It was 11.30 a.m the bell rang, the researcher closed the lesson and said "*that's all for today and wassalamualiakum wr.wb*".

2. Second meeting

The Second meeting was conducted on Wednesday, May 13, 2015 at the 07.00 a.m. – 08.20 a.m. the researcher entered in the classroom on time. Then, the leader of the class led the class to pray together. The researcher started the lesson by greeting the students and checked the attendance. For reminding the students about lesson, the researcher reviewed about the previous material.

Then, the researcher went to the main activity. The researcher asked the students to make group like they did last Monday. The researcher gave task describing about Favorite Singer and created mind mapping. The researcher asked the students about their favorite singer. "*Who is your favorite singer? What does she/he look like?*"

After that, the researcher asked them to discuss with their group about task. The researcher walked around the class to monitored students works. The researcher gave 15 minutes to made mind mapping, the students also pay attention to generic structure, grammar, organize idea to product the best result in their writing. The students looked seriously that activity. The students also opened the dictionary to check English word of their word. Beside, the others completed their mind mapping with picture, symbols and some color. The students looked enthusiasm did the discussion with group to decide the best result in their writing.

The students finished their works and collected to the researcher. The researcher explained about simple present tense again. Then, the researcher summarized the lesson material. It was 08.20 a.m the bell rang, the researcher closed the lesson and said "*Thank you for your attention and wassalamualiakum wr.wb*".

3. Third meeting

In third meeting was conducted on Monday, May 18, 2015 at the 10.50 a.m. – 11.30 a.m. The researcher entered in the classroom. Then, the researcher started the lesson by greeting the students and checked the attendance.

The main activity, the researcher stated the next topic that they would discuss. The topic of that day was "Classroom". Then, the researcher gave

task describing about Classroom and created mind mapping. After that, the researcher asked them to discuss with their groups about task. The researcher walked around the class to monitored students works. The students also pay attention to generic structure, grammar, and organize idea. The students looked seriously that activity. The students made their mind mapping with picture, symbols and some color so that their mind map looked beautiful and interesting. The students looked enthusiasm in doing the discussion with group to decide the best result in their writing.

After the students finished writing, the researcher asked the students presentation the result of task. The researcher opened the comment section to the other group. The presentation was ran well and in comment section many students raise their hands to ask question. Then, the time was almost over, the researcher review about the presentation.

It was 11.30 a.m the bell rang, the researcher closed the lesson and said "wassalamualiakum wr.wb and see you".

c. Observing and monitoring the action

The researcher observed all of activities in the class. During the researcher applied the action, the researcher observed the improvement of students from previous cycle.

1. First meeting

In the first meeting, before learning process was be started, the researcher gave warming up to the students so that the situation in the class became more interest. Then, the researcher reviewed the material and the response of the students that more active. The researcher ordered the students so that they really focused when the learning process held. The students did not feel shy again in answering the questions that given by the researcher.

During the students finished task in group, the researcher monitored them. The researcher limited the time in making mind mapping so that it did not spend too much time. When the students finished their works, they were still rather noisy because they borrowed color pencil to the other group. But they looked very enthusiasm in making mind mapping. They added pictures, symbols, and color to their task so that it looked beautiful and unique. The researcher saw that there were students got mistake in determining the generic structure of descriptive text. Then, the researcher ordered them to pay attention its generic structure. They discussed seriously with their group to get good writing.

2. Second meeting

In the second meeting, the researcher reviewed the material again to increase the students' memory. The most of students gave good response. When the researcher explained about the topic that would be described, they were very serious and more focused.

During the students were doing their task in group, the researcher monitored their works. The researcher also limited the time in making mind mapping so that it did not spend too much time again. The students looked very enthusiasm in making mind mapping. The students added pictures, symbols, and color to their task so that it looked more interest. The researcher commanded them to pay attention in generic structure, grammar, and organizing idea so that they did not get mistake again. They discussed seriously with their group. The students also opened the dictionary to help

them in checking their words in English. They shared idea each other to get good written.

3. Third meeting

In the third meeting, when the researcher explained about the topic that would be described, they were very serious and focused. The students also gave good response and looked more active than previous meeting. The students looked calmer when the researcher gave explanation about material that related with the topic. The researcher asked to the students, they also had to present the result of their work.

During the students were discussing the task in group, the researcher monitored them. The researcher also limited the time in making mind mapping so that it did not spend too much time again. The students looked very enthusiasm in making mind mapping. The students added pictures, symbols, and color to their task so that it looked more interesting. The students' ability in making mind mapping increased from meeting to meeting. The researcher commanded the students to pay attention in generic structure, grammar, and organizing idea so that they did not get the mistake again. They discussed seriously with their friends. The students also opened the dictionary to help them in checking their words in English. They shared idea each other to get good written.

After the students had finished in writing, the researcher ordered them to present the result of their work. Then, the other students gave comments or questions. When the presentation process held, there were many students that asked questions and gave comments. The situation in the class became more active and interesting. The students participated actively in the class. Therefore the students could get better in writing.

d. Reflecting

After analyzing the observation results, the researcher found some improvements. All students were more active in the teaching learning process, including the introvert students. The students looked serious when teaching learning process. The researcher could manage the class better. Then; the students also improvement in wrote the sentence with good writing aspect. The improvements were as follows:

1. The students understood the way to write paragraph better.
2. The students were able to produce good writing and develop creative ideas.
3. The students could also use effective word choice and minimized the error in English grammar.

Based on the result of post test 2, mind mapping method has been successful in improving the students writing skill. Post test 2 was conducted on Wednesday, May 18, 2015. The result mean score of post test 1 was 73 and the mean score of post test 2 was increase to be 78,10.

The implementation of mind mapping method showed positive attitude. The implementation of mind mapping in writing gave a significant contribution in improving students writing skill. Based on explanation above, it could be concluded

that the target of the research was achieved. Then, the researcher stopped the action research.

D. Result Discussion

After analyzing the data like the result of interview, questionnaire, observation, students score, and all of document about teaching learning process, the researcher found improvement in writing skill of descriptive text using mind mapping. Below was discussion of the observation result of students VII I SMP Negeri 2 Sukoharjo.

The teaching learning process especially writing by using mind mapping method increased, it could be known because the students' score result from pre-test, post-test 1, and post-test 2 had increased.

The researcher saw that there was improvement score which also means that there was improvement of skill in writing descriptive text. Before implementing mind mapping in teaching writing at the seventh I grade students of SMP Negeri 2 Sukoharjo, the students often found some difficulties such as the students did not master the vocabulary, difficult in developing idea and were confused in using grammar. The students still felt confident yet in expressing their idea. When the learning process held, the students attitude to their learning activity was not interesting, looked noisy and also passive. Then, after implementing mind mapping in teaching writing, there found some correction. The students were easier in finding vocabulary. The students were able to produce good writing and develop creative ideas. This method could help the students in determining the main idea, writing the beginning sentence in a paragraph, and organizing words with correct grammar.

Besides, the situation in the class showed positive attitude. The students showed that the method that had been applied also could improve attraction of the students in following English lesson especially writing. During teaching learning process, the students were more active than before. The students also looked serious and enthusiasm when learning process happened.

Table 4.5 Result of the Students Improving in Learning Process

Pre-research	First Cycle	Second Cycle
In pre-research a. The students had low in Writing skill <ul style="list-style-type: none"> • The students lacked of vocabulary • The students got difficulty in developing the idea • The students had difficulty in grammar • The students were confused to use appropriate generic structure 	In First Cycle a. The students got improvement in writing skill <ul style="list-style-type: none"> • The students vocabulary increased • Students wrote longer sentence • Some students' grammar was good enough • The students understand to use appropriate generic structure b. The achievement of	In Second Cycle a. The students wrote the text with good writing aspect <ul style="list-style-type: none"> • The students were able to produce good writing and develop creative ideas. • The students understood the way to write paragraph better • The students used better grammar

<p>b. The achievement of writing was low from pre-test</p> <ul style="list-style-type: none"> • There were 11 students that passed and 21 students that failed • Mean score of pre-test was 62,87 • The percentage of pre-test was 34% <p>c. The Classroom Climate</p> <ul style="list-style-type: none"> • The students did not pay attention • The students felt bored in teaching learning process • The students were noisy • The students were passive in teaching learning process 	<p>writing had improve from post-test 1</p> <ul style="list-style-type: none"> • There were 22 students that passed and 10 students that failed • Mean score of post-test 1 was 73 • The percentage of post-test 1 was 69% <p>c. The Classroom Climate</p> <ul style="list-style-type: none"> • The students payed attention of the lesson • The students looked enthusiasm <p>d. Weaknesses</p> <ul style="list-style-type: none"> • The students were still confused in word order, error in using punctuation and grammatical mistake • Some students were still shy to be active in class • Some students were still noisy • Time much consuming in creating mind mapping 	<p>b. The achievement of writing had improve from post-test 2</p> <ul style="list-style-type: none"> • There were no one students that failed, 32 students passed • Mean score of post-test 2 was 78,10 • The percentage of post-test 2 was 100% <p>c. The Classroom Climate</p> <ul style="list-style-type: none"> • The students were more active in teaching learning process, including the introvert students • The students looked serious during the teaching learning process
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From the overall explanation, it could be said that teaching writing using mind mapping could improve the students writing skill in descriptive text at VII I grade students of SMP Negeri 2 Sukoharjo.

CONCLUSION

Based on the research, the researcher concluded that mind mapping method could improve writing skill of descriptive text in SMP Negeri 2 Sukoharjo. It could be seen the students score that had increased. The result mean and percentage score of pre-test was 62,87 and 34%, there were 21 students failed and 11 students passed. The result mean and percentage score of post-test 1 was 73 and 69%, there were 10 students failed and 22 students passed. The result mean and percentage score of post-test 2 was 78,10 and 100%, there were 32 students passed in post-test 2. Mind mapping method could improve the

students writing skill that showed by the increasing of students score from pre-test, post-test 1, and post-test 2. Besides, the observation result in the class showed that the students had good attitude during learning process. The students more focused on learning material. The students looked more active and enthusiasm in studying English especially in writing.

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