



**THE USE OF MIND MAPPING TECHNIQUE
TO IMPROVE THE WRITING SKILL
OF THE EIGHTH GRADE STUDENTS OF SMP 1 JATI KUDUS
IN THE ACADEMIC YEAR 2011/2012**



**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
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**Presented to the University of Muria Kudus
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**DEPARTMENT OF ENGLISH EDUCATION
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2012**

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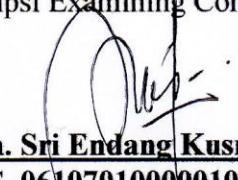
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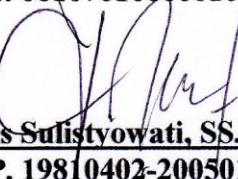
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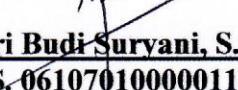
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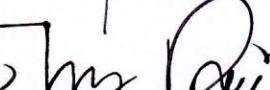
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MOTTO AND DEDICATION

MOTTO

- ∞ The one who never did a mistake is the one who did nothing.
- ∞ Every dark light is followed by a light morning
- ∞ God helps those who help themselves



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There is no greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. She do expects that this research will be useful for those, especially who are in the field of education.



Kudus, July 2012

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ABSTRACT

Zuliana. 2012. *The Use of Mind Mapping Technique to Improve the Writing Skill of the Eighth Grade Students of SMP 1 Jati Kudus in the Academic Year 2011/2012.* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dra. Sri Endang Kusmaryati, M.Pd (ii) Titis Sulistyowati, SS, M.Pd

Key words: writing skill, Mind Mapping Technique, classroom action research.

Language is means of communication which is used by human being in the entire world. English is an international that ease people from a country communicates with other people from different country who have different language also. Therefore, students are hope to be able to perform language skill such as listening, speaking, reading and writing. However, for the students, writing is the most difficult subject. It has complex steps and set of rules. The eighth grade students of SMP 1 Jati Kudus also argue that writing is not easy and not interesting. They are still confused to arrange sentences and use grammar correctly. Understanding the fact, the writer is eager to help them by using Mind Mapping Technique as technique to improve writing skill of the eighth grade students of SMP 1 Jati Kudus in academic year 2011/2012.

The purpose of the research is to improve of students' skill in writing by using Mind Mapping Technique. The research will give some useful information about teaching writing by using Mind Mapping Technique will be more interesting to students.

This research applied a classroom action research. The research was conducted in the eighth grade students of SMP 1 Jati Kudus in the second semester of academic year 2011/2012. The number of the students in the classroom was 28 students; 21 female and 7 male.

The data of this research was taken from the result of written test, the check list of observation and questionnaire sheets of those three cycles conducted. The findings of the research showed that: (1) on the first cycle, there were 14 (50.03%) students who had got scores under the criteria Minimal Score of 75. The mean score was 73.21 as **fair** categorized. The students' response were not observable appear yet when being taught by using Mind Mapping Technique as new technique in writing. Teacher has difficulties to teaching writing by using Mind Mapping Technique. (2) On second cycle, the total students who had got scores under the Criteria Minimal Score got down from 14 (50.03%) as 2 (7.14%) and the mean score was 79.46 as **good** categorized. The students' concentration is increase and students are more active and creative in writing activity. Teacher can control teaching learning well. (3) On third cycle, the numbers of students whose scores were under the Criteria Minimal Score got down from 2 (7.14%) on cycle 2 as 0 (0%) on cycle 3. The result of the third written test was optimal that the mean score got was 88.46 as **excellent** categorized. The students and the teacher are to be confidence, more enjoyable, interactive and creative on this cycle.

This research comes to the conclusion that Mind Mapping Technique can improve the writing skill of the eighth grade students of SMP 1 Jati Kudus in academic year of 2011/2012. Thus, the writer suggests that a teacher should give short, clear and simple instructions in using Mind Mapping Technique as technique in teaching writing. The aim is to get the students' respond to show the students' understanding to what the teacher wants. Besides that, the teacher should more evaluate students' worksheet through discussion, so they will feel happy and proud because their works are appreciated.



ABSTRAKSI

Zuliana. 2012. *Penggunaan Teknik Mind Mapping untuk Meningkatkan Kemampuan Menulis Siswa Kelas Delapan SMP 1 Jati Kudus Tahun Ajaran 2011/2012.* Skripsi. Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing (i) Dra. Sri Endang Kusmaryati, M.Pd (ii) Titis Sulistyowati, SS, M.Pd

Kata kunci: Kemampuan Menulis, Teknik Mind Mapping

Bahasa merupakan alat komunikasi yang digunakan oleh manusia di seluruh dunia. Bahasa inggris merupakan bahasa international yang memudahkan orang dari suatu bangsa berkomunikasi dengan orang dari bangsa lain yang berbeda pula bahasanya. Oleh karena itu, siswa diharapkan untuk bisa menunjukkan kemampuan bahasanya seperti mendengarkan, berbicara dan menulis. Tapi bagi siswa, menulis adalah pelajaran paling sulit. Menulis mempunyai berbagai urutan langkah sistem kebahasaan atau grammar yang kompleks. Siswa kelas VIII SMP 1 Jati Kudus juga berpendapat bahwa menulis tidak mudah dan tidak menarik. Mereka masih kesulitan dalam merangkai kalimat dan menerapkan system kebahasaan atau grammar dengan benar. Dengan fakta tersebut, penulis ingin sekali membantu mereka dengan menggunakan teknik Mind Mapping untuk meningkatkan kemampuan menulis siswa kelas VIII pada SMP 1 Jati Kudus pada tahun ajaran 2011/2012.

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam menulis dengan menggunakan Teknik Mind Mapping. Penelitian ini akan member beberapa informasi yang bermanfaat tentang pengajaran menulis menggunakan teknik Mind Mapping akan lebih menarik bagi siswa.

Penelitian ini menggunakan penelitian tindakan kelas. Penelitian yang dilaksanakan terhadap siswa kelas VIII pada SMP 1 Jati Kudus pada tahun ajaran 2011/2012 di semester kedua. Dengan jumlah siswa kelas VIII adalah 28 siswa: 21 siswa perempuan dan 7 siswa laki-laki.

Data penelitian diperoleh dari hasil tes menulis, lembar observasi, dan lembar kuesioner dari tiga siklus yang dilaksanakan. Temuan dari penelitian yang dilaksanakan memperlihatkan bahwa: (1) pada siklus 1, masih ada 14(50.03%) siswa yang memperoleh nilai di bawah nilai KKM (Kriteria Ketuntasan Minimal), yaitu 75. Nilai rata-ratanya adalah 73.21 dalam kategori **cukup** pada kategori perolehan. Ketertariakan siswa belum terlihat secara nyata pada pengajaran dengan menggunakan Teknik Mind Mapping sebagai technique yang masih baru. Gurunya mengalami kesulitan dalam pengajaran dengan menggunakan Teknik Mind Mapping (2) pada siklus 2, total siswa yang memperoleh nilai di bawah nilai KKM (Kriteria Ketuntasan Minimal) turun dari 14 (50.03%) menjadi 2 (7.14%) dan nilai rata-rata yang diperoleh adalah 79.46 dalam kategori **baik** pada kategori perolehan. Konsentrasi siswa meningkat dan siswa lebih aktif dan kreatif dalam aktifits menulis. Guru bisa mengontrol kelas dengan baik (3) pada siklus 3 jumlah

siswa yang memperoleh nilai dibawah nilai KKM (Kriteria Ketuntasan Minimal) turun dari 2 (7.14%) pada siklus 2 menjadi 0 (0%) pada hasil siklus 3. Perolehan nilai rata-rata pada test pemahaman ke-3 yang dilaksanakan tergolong optimal yaitu 88.46 dalam kategori ***baik sekali*** pada kategori perolehan. Guru dan siswa menjadi percaya diri, lebih menyenangkan, saling mempengaruhi dan terlibat secara kreatif dalam menulis telah muncul pada siklus ini.

Penelitian ini menyimpulkan bahwa Teknik Mind Mapping dapat meningkatkan kemampuan menulis siswa kelas VIII SMP 1 Jati Kudus pada tahun pelajaran 2011/2012. Dengan demikian, penulis menyarankan, seorang guru harus memberikan perintah yang pendek jelas dan singkat dalam menggunakan teknik Mind Mapping sebagai technique di pengajaran menulis. Hal tersebut bertujuan untuk memperoleh respon siswa untuk menunjukkan pemahaman siswa pada apa yang guru maksudkan. Selain itu, guru seharusnya lebih meneliti lembar kerja siswa melalui diskusi, sehingga siswa akan merasa bahagia and bangga karena pekerjaan mereka dihargai.



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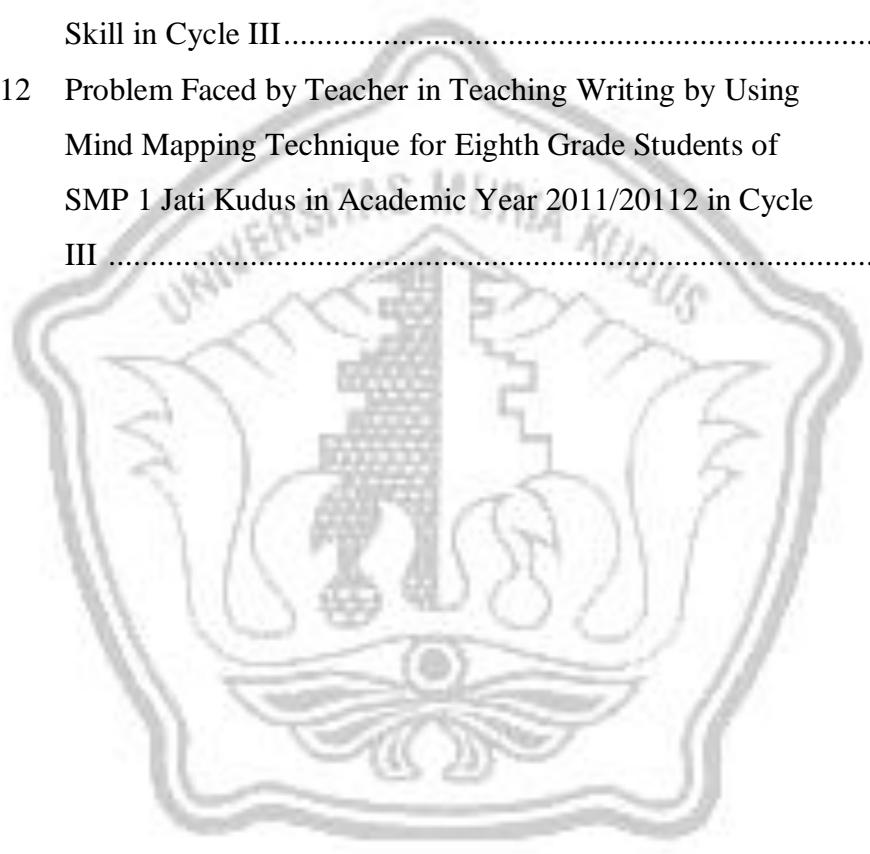
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